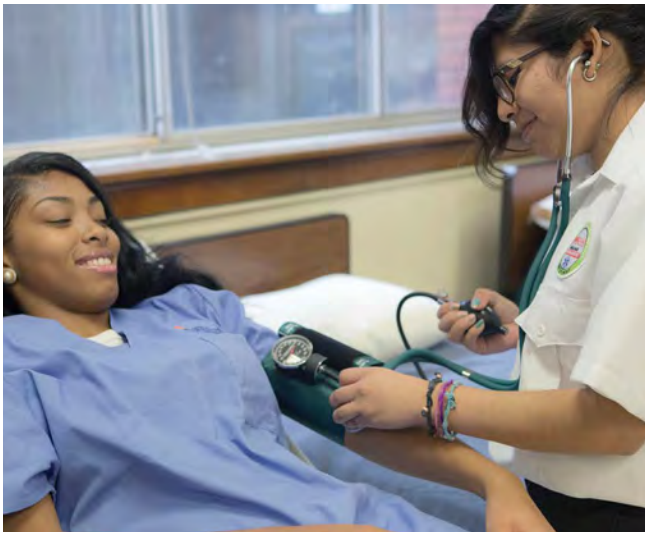


2021-2022

# CURRICULUM GUIDE

## GRADES 9-12

GRPS my choice®
Grand Rapids Public Schools

GRPS my choice®
Grand Rapids Public Schools

## HIGH SCHOOL CURRICULUM GUIDE

# CONTENTS

# SCHOOL DIRECTORY

## NEIGHBORHOOD HIGH SCHOOLS

**OTTAWA HILLS HIGH SCHOOL** Grades 9-12
2055 Rosewood Ave SE | (616) 819-2900

**UNION HIGH SCHOOL** Grades 9-12
1800 Tremont Blvd NW | (616) 819-3160

## CITYWIDE HIGH SCHOOLS *Application Required*

**CA FROST ENVIRONMENTAL SCIENCE ACADEMY** Grades 6-12
1417 Covell Ave NW | (616) 819-5900
*Applications are accepted for K-9th; acceptance in 9th grade is based upon capacity.*

**CITY HIGH MIDDLE SCHOOL INTERNATIONAL BACCALAUREATE PROGRAMME** Grades 7-12
1720 Plainfield Ave NE | (616) 819-2380
*Applications accepted for 7th-12th; must meet entry criteria listed on application.*

**EARLY MIDDLE COLLEGE PROGRAM** Grades 9-13
2055 Rosewood Ave., SE | (616) 819-2900
*Applications are accepted in their 9th grade year, based on a cumulative GPA of 2.5 or higher.*

**GRAND RAPIDS MONTESSORI HIGH SCHOOL** Grades PK-12
421 Fountain St NE | (616) 819-2900
*Applications are accepted for 9th-12th; acceptance in 9th and 10th grade is based upon capacity; acceptance into 11th and 12th grade is based upon capacity and course work completed.*

**GRAND RAPIDS PUBLIC MUSEUM SCHOOL** Grades 6-12
54 Jefferson SE | (616) 819-6450

**GRAND RAPIDS UNIVERSITY PREP ACADEMY** Grades 6-12
512 Division Ave S | (616) 819-1010
*Applications are accepted for 6th-12th; acceptance in 6th through 10th grade is based upon capacity; acceptance into 11th and 12th grade is based upon capacity and course work completed.*

**INNOVATION CENTRAL HIGH SCHOOL** Grades 9-12
**Includes: Academy of Health Sciences and Technology;**
**Academy of Business, Leadership and Entrepreneurship;**
**Academy of Design and Construction; and**
**Academy of Modern Engineering (formerly GRAPCEP)**
**Academy of Teaching and Learning**
421 Fountain St NE | (616) 819-2310
*Applications are accepted for 9th-12th; acceptance in 9th and 10th grade is based upon capacity; acceptance into 11th and 12th grade is based upon capacity, course work completed, and Academy requirements.*

## ALTERNATIVE EDUCATION HIGH SCHOOLS *Placement criteria must be met*

**GRAND RAPIDS LEARNING CENTER**
GRCC DeVos Campus Welcome Center, Sneden Hall 110, 435 E. Fulton | (616) 819-1045

**SOUTHEAST CAREER PATHWAYS**
1356 Jefferson Av SE | (616) 819-2666

# MINIMUM REQUIREMENTS
# GRADUATION

In order to graduate from Grand Rapids Public Schools, a student must successfully complete all the graduation requirement courses AND must earn the required number of credits based upon their specific cohort AND must take the Michigan Merit Exam (MME). The GRPS graduation requirements include the State of Michigan Merit Curriculum course requirements.

Student athletes need to refer to the NCAA requirements, which may differ from the GRPS requirements, for the credits needed for Division I or Division II schools in order to qualify for potential scholarship opportunities.

The programs within Innovation Central High School, the International Baccalaureate programme at City High Middle School, and Grand Rapids University Prep Academy (GRUPA), and Early Middle College Programs have program requirements that must be met as part of their program's specific graduation requirements. These are shown on their specific program pages within this guide. These programs incorporate the minimum graduation requirements within their program plans.

## GRPS GRADUATION REQUIREMENTS

*Include State MMC requirements; requirements for specific programs may vary*

| CONTENT AREA | 2014-2015 REQUIREMENTS* | 2016 & LATER REQUIREMENTS* |
|---|---|---|
| English | 4 | 4 |
| Math- including Algebra, Geometry, Algebra II (or higher) and a 4th year of math | 4 | 4 |
| US History | 1 | 1 |
| World History | 1 | 1 |
| Government | 0.5 | 0.5 |
| Economics | 0.5 | 0.5 |
| Biology | 1 | 1 |
| Chemistry OR Physics and 3rd year of science (recommend both Chemistry and Physics) | 2 | 2 |
| Physical Education | 0.5 | 0.5 |
| Health | 0.5 | 0.5 |
| Arts (fine, performing, or applied) | 1 | 1 |
| World Language (must be same language for two years) | 0 | 2 |
| GRPS Electives*** | 8 | 4 |
| Additional Requirements | • 20 hours of online experience (State requirement)<br>• Michigan Merit Examination (MME) in 11th grade (GRPS requirement) | |
| **TOTAL POSSIBLE** | **24** | **22** |

**A full year course is equivalent to "1.0" credit in the same course; a semester course is equivalent to a "0.5" credits;*
*** A full year of both Chemistry and Physics is strongly recommended*
****Beginning with the 2015 graduation year (Cohort N), students at GRPS alternative schools and required to complete Michigan Merit Curriculum courses ONLY and are not require to complete additional GRPS Electives in order to graduate.*

### TRIMESTER TRANSFERS

A student who comes to GRPS from a trimester only high school will have the incoming classes reviewed and will be placed into the appropriate cohort by the high school counselor.

# HIGH SCHOOL
# ACADEMIC PREPARATION

All students, especially those seeking admission to a competitive institution, should take as many honors-level or AP courses as possible; complete four years of the same world language; complete four years of math, preferably through pre-calculus or calculus; and take a fourth year of science (including both chemistry and physics) and social studies.

## PROGRESS TOWARD GRADUATION

| SUBJECT | GRPS | SELECTIVE COLLEGE RECOMMENDATION | NCAA ELIGIBILITY REQUIREMENTS (DIVISION I) 2013 OR LATER |
|---|---|---|---|
| English | 4.0 Credits | 4 years of honor level classes | 4 years |
| Social Studies | 3.0 Credits Including Government, Economics, U.S. History, World History | 4 years including U.S. History and Government | 2 years |
| Mathematics | 4.0 Credits Including Algebra I, Algebra II, Geometry, and a math course in 12th grade** | 4 years including Probability and Statistics and Calculus | 3 years, including Algebra I and/or higher |
| Science | 3.0 Credits Including Biology, a full year of Chemistry, and 3rd year of science (Physics is recommended)* | 4 years with one each of Biology, Chemistry, and Physics | 2 years, including 1 science course with lab |
| World Language | 2 years beginning with 2016 graduation year (Cohort O) | 3 years or more of one language | Recommended |
| Computers | n/a | Computer literacy, including word processing, spreadsheets, and Internet | n/a |
| Fine, Performing, or Applied Arts | 1.0 Credits | Fine or Performing Arts | n/a |
| Health | .5 Credits | n/a | n/a |
| Physical Education | .5 Credits | n/a | n/a |
| Electives | Based on cohort | n/a | **4 years of additional courses (from any area above, world language or comparative religion or philosophy** |
| **TOTAL POSSIBLE** | **24 potential credits** | | |

# AWARDING CREDIT
# GRADING PROCEDURES

## INTRODUCTION

The Grand Rapids Board of Education recognizes that the public schools have the responsibility to provide quality education for all students. The district's instructional requirements enable students to become educated, self-directed, and productive members of society. It is the responsibility of each school to provide opportunities to ensure that a student participates in the programs essential to achieving his/her goals. Given that learning occurs as the result of a variety of experiences and through different settings, progress toward graduation requirements will be based upon demonstrated competency and proficiency in acquired knowledge and skills. Courses, which are approved by the Board of Education, will reflect district curriculum and expectations.

To reach that goal, certain requirements and regulations must be established to ensure that all students have an equal opportunity to succeed.

The Board of Education believes that in order to establish sound educational programs students, parents/guardians, teachers, and administrators must be aware of their rights and responsibilities. The graduation requirements shall be made available and communicated to parents/guardians, students, and all school staff.

## HIGH SCHOOL CREDIT AND GRADES

Generally, each successfully completed semester course 0.5 credits; a full year course is generally equal to two semester courses for 1.0 total. Credit is earned when a successful final grade is assigned at the end of the semester. Courses that cover more content and/or are offered for two or more hours per day may earn more than 0.5 credits per semester. (EXAMPLE: dual enrollment, KCTC, and KTC courses.)

In high school, each school year consists of two semesters, which are approximately 18 weeks long. Summer school is considered a "third semester" of the same school year. At the Success Centers, courses may be offered on a 'term' calendar. Terms allow students to expedite their credit earnings as there are four nine-week terms in each school year plus a summer school term.

High school credit is only earned with the successful completion of a high school course and the assignment of a final passing grade. In addition, high school graduation requirements may be met by testing out of a course during the district's identified summer testing out window (see "testing out" section for more details).

Successful completion of a course is based upon the letter grade earned and assigned by the certified teacher. All letter grades except an E (failed), NC (no credit), or I (incomplete) earn credit. The amount of credit earned for each course is set by the district at the beginning of the school year. A full schedule of six courses per semester will allow a student to earn up to 3.0 credits per semester or a total of 6.0 credits per school year (two semesters X 3.0 credits). Every student is expected to enroll full-time; any exception to this full-time expectation must have prior approval of the principal or designee.

## TRANSFER CREDIT

A student transferring to GRPS from a recognized school district will be granted credit upon enrollment based upon the **documented** credit and coursework listed on the **official transcript** from their previous school. Credits or grades will not be accepted from a Report Card, unofficial transcript, or other grade reports. Credits earned outside of GRPS will be evaluated and translated into comparable GRPS course credit for core or elective courses. Once approved, the final grade for each course as assigned by the sending school/district will appear on the GRPS transcript along with the school or district name that assigned the credit. These will be incorporated into the GRPS GPA calculation.

**Any student without official documentation from a recognized accredited source, including students from another country and home-schooled students, will be placed as an incoming 9th grade student.** Students without documentation may test out during the summer testing out window. Home-schooled students may have their work from home-schooling reviewed by curriculum staff for placement. This is for placement purposes only, no earn credit is granted nor are the grades from the home-schooling part of the GRPS calculated GPA. This is solely to aid in the placement of the student above 9th grade. Acceptance of home-schooled work will be based upon assessments, projects, and other original student work submitted for review; recognition of home-schooled credit is at the discretion and judgment of the GRPS content specific curriculum staff.

**EXPEDITED CREDIT:** Students in alternative education* or at a high school taking credit recovery online courses may earn expedited credit by successfully completing a semester course in less time. Students in online courses must complete the entire course, which has been reviewed by curriculum staff for rigor, length, and content.

Online courses are courses in which instruction is primarily presented online. Students work independently on course work under the supervision and facilitation of a certified teacher. Course work is generally done directly online and there is immediate feedback to students regarding their success in the class. All online courses must have prior approval of the Board of Education and be recognized as part of the GRPS course offerings.

**Alternative Education/Success Centers are small alternative high schools which are intended to provide support and a different learning environment to students who are significantly behind in credit or who are not on track for graduation. The goal is to allow the student an opportunity to get back on track and graduate from high school. Enrollment is by application or placement. Students must meet the qualifying criteria set by the district to enroll.*

## GRPS ONLINE PROGRESS REPORT

GRPS recognizes that the most important factor in a student's success is parent involvement. To that end, parents can view their child's progress in any course by accessing the information on the internet via **Synergy ParentVUE**, the district's online progress report application. Parents can email their child's teacher(s) directly through the Synergy ParentVUE application to ask questions or comments. It is critical that teachers and parents communicate to ensure a child's success.

In addition to Synergy parent view, parents will be informed approximately half way through each semester if their child is in danger of failing prior to final grades. The final grade in each course is issued at the end of each semester. If the student has earned expedited credit during the semester, earned credit and grades are reported at the end of the semester.

Final grades appear on the official transcript and are calculated into the student's grade point average (GPA) and honor points. The unofficial transcript (a course history report) is updated at the end of each semester and printed on the bottom of each high school report card to keep students and parents informed of the student's progress towards graduation. The course history displays all courses taken so parents are aware of the graduation requirement courses that have been met to date; only those courses that are successfully completed with a grade of D- or higher meet graduation requirements. The student's course history can also be viewed online through Synergy ParentVUE. Grades received through dual enrollment, KCTC, KTC, or any course which is eligible for state aid funding are also included in the student's GPA and are reported on the student's transcript.

**SECTION 21 F:** The State of Michigan allows students in grades 5-12 to take two online courses in a year. This is a new program that began in 2013-14. Please contact your counseling office for details.

## EARNING CREDIT

A student either: 1) passes a course and earns credit OR 2) fails a course and earns no credit OR 3) earns an incomplete (I) and earns no credit until the incomplete course is completed. Incomplete grades must be made up by the end of the following semester (or term.) If not made up, the grade assigned at the time the "incomplete" was assigned will be used in the grade calculation.

A failure can be made up by repeating and passing the course during the school year (including after school), by making up specific coursework within the timeframe defined by the district, by attending credit recovery Saturday school, or during summer school. Students may retake an equivalent Board approved online course to recover credit (NOTE: not all courses have an online equivalent). If a student fails a core class during the school year, the school staff will work with the student to re-schedule the same core class immediately. This may include an online course option either during the school day or after school. If a student fails a second semester course or receives an "incomplete", he/she has until the end of the first semester the following school year to replace the grade. It is strongly recommended that failures be made up immediately in summer to avoid falling behind in graduation requirements. Please note that failure (E or NC) affects a student's eligibility to compete on a high school sports team. An "I" grade (incomplete) is treated the same as an "E" or "NC" for purposes of sports participation.

## REPEATING COURSES

A student may always elect to retake any course to replace a failure or to improve a grade. When a student repeats the same course, the record and transcript will reflect both attempts. However, only the attempt with the highest grade earned will be used in calculating the student's grade point average (GPA).

***IMPORTANT NOTE:*** *Credit can only be earned once for the same course (with exceptions for band, choir, orchestra ,and designated 'repeatable' courses).*

## GRADE POINT AVERAGE

A student's grade point average (GPA) is based on final grades. GPA is computed through the use of "credits attempted" and "honor points."

| | |
|---|---|
| **A** | 4.0 honor points |
| **B** | 3.0 honor points |
| **C** | 2.0 honor points |
| **D** | 1.0 honor points |
| **E** | 0.0 honor points |

**Pluses and minuses do not count.** For example, a B+, B and B- are each worth 1.5 honor points. The number of credits attempted is divided into the number of honor points earned to determine the grade point average (GPA).

**EXAMPLE: First Semester**

| CLASS | CREDITS ATTEMPTED | FINAL GRADE | HONOR POINTS |
|---|---|---|---|
| English | .5 | B | 1.5 |
| Science | .5 | D | .5 |
| Algebra | .5 | A | 2.0 |
| Spanish | .5 | C | 1.0 |
| Physical Ed | .5 | B | 1.5 |
| **TOTAL** | **2.5** | | **6.5** |

6.5 divided by 2.5 = **2.6 Grade Point Average**

### WEIGHTED GRADES

Final grades assigned for an Advanced Placement (AP), a recognized Dual Enrollment Course, or an IB Diploma Programme (11th and 12th grade) course will receive a weighted GPA. Each final grade earned will be weighted by a factor of 1.25 per course (the final grade earned is multiplied by 1.25). The weighted GPA is considered as part of the valedictorian ranking.

### CREDIT/NON CREDIT

A student may elect to take a maximum of 1.0 credits of the total credits needed for graduation as credit (CR) or non-credit (NC), in place of a letter grade. (Credits earned in a seminar course do not count toward this 1.0 maximum.) **The student must inform the counseling office and the teacher of this decision at the time of enrollment in the class.** The teacher will calculate a grade for the student during the class time. Upon successful completion of the course, students may elect to receive the earned grade or opt for the previously requested CR/NC. The CR/NC course does not compute into the GPA; however, it may meet a graduation requirement.

***IMPORTANT NOTE:*** *Taking a course for credit/no credit will affect class ranking, therefore, each student should check with the counseling staff to know how it will affect his/her eligibility for valedictorian or salutatorian. Also, athletes should check the NCAA requirements for the effect of a "CR/NC" course. In addition to the 1.0 allowed, there are some academic support classes for which all students earn only credit or no credit. These do not effect class ranking or valedictorian/salutatorian status and they are not included in the maximum number of credit/no credit classes. Example: seminar or specific special education self contained non-diploma classes.*

### PARTICIPATION IN TEAM SPORTS

A student who participates in a complete season of a recognized high school sport may count that participation as equivalent to fulfilling 0.5 credits toward the PE graduation requirement. This equivalency credit will count toward the PE graduation requirement and is part of the total credits required for graduation.

### PLACEMENT OF STUDENTS

A student shall be placed in a given course after meeting prerequisites required for that course, or successful completion of prior course work, or evaluation based on documentation from other sources. IMPORTANT: Students will be placed into Honors or AP courses if they have earned a B- or higher in the prerequisite course. Also, if not placed into an AP course, parents and/or students may request an AP course. Information that may be considered for course placement include:

- Test scores
- Current scheduled courses
- Previous grades from report cards
- Testing out of prerequisite course
- If missing official documentation, curriculum staff may evaluate samples of projects/portfolios/assessments from other non-public schools or homeschooled students
- Transfer credit from a recognized high school
- Program enrollment (Innovation Central High School, City High Middle School)

### TESTING OUT

Testing out of a class can provide a student the opportunity to move into advanced classes, including dual enrollment, at a quicker pace. A student may opt to test out at the time designated by the district **PRIOR** to beginning the course. The student must test out of the full course (EX: all of English 9 or government). Testing out takes place in the summer testing out window of time as defined by the GRPS prior to the start of the course. Students will be notified each year of the testing out window. **The student must score at least 77% on the district designated test(s) in order to test out and receive credit.** The student may opt to not accept the testing out credit and take the course instead. This decision must be made prior to taking courses at a higher level. Testing out only applies to courses not yet taken. Students cannot test out of a course that is a pre-requisite or lower level than a successfully completed course. The testing out score will appear on the transcript along with the credit earned and the graduation requirement met.

***IMPORTANT NOTE:*** *The testing out score does not translate into a grade and* ***is not part of the GPA calculation.*** *When considering testing out of a course, it is important to consider the following: 1) the effect on their GPA calculation (this may mean NOT including a potentially high grade in the GPA calculation); 2) NCAA requirements; 3) other college admission considerations; and 4) the opportunity to enroll in more advanced classes or dual enrollment.*

# COHORT ASSIGNMENT

## COHORT ASSIGNMENT

When a student enters 9th grade for the first time, he/she is assigned to a cohort. This is a letter code assigned to each student. The cohort is used to track the amount of time a student spends in high school between initial enrollment in 9th grade and graduation. Once assigned and verified, this cohort does not change. If a student enters GRPS from another recognized school district, the credits from the sending school are reviewed and accepted. Once accepted, these are added to the student's course history and the student is assigned to the appropriate cohort based upon when the student first entered 9th grade.

| STUDENTS ENTERING 9TH GRADE FOR THE FIRST TIME | ASSIGNED COHORT | ON TRACK GRADUATION YEAR |
|---|---|---|
| 2010-11 | M | 2014 |
| 2011-12 | N | 2015 |
| 2012-13 | O | 2016 |
| 2013-14 | P | 2017 |
| 2014-15 | Q | 2018 |
| 2015-16 | R | 2019 |
| 2016-17 | S | 2020 |


## GRADE CLASSIFICATION

Grade classification, matriculation to the next grade level, and projected year of graduation is based on accumulated earned credits—not the number of years in school. To advance to the next grade and be on track to graduate, students must have earned the amount of credit shown on the following chart.

### SEMESTER CREDITS: On Track to Graduate Chart by Semester for Cohort M or later

| 9TH GRADE | CREDITS EARNED | 10TH GRADE | CREDITS EARNED | 11TH GRADE | CREDITS EARNED | 12TH GRADE | CREDITS EARNED |
|---|---|---|---|---|---|---|---|
| Generally begins school year with: | 0 | Minimum number of credits needed to be on track to graduate at beginning of 1st semester: | 4.5 | Minimum number of credits needed to be on track to graduate at beginning of 1st semester: | 10 | Minimum number of credits needed to be on track to graduate at beginning of 1st semester: | 16 |
| On track after 1st semester—January: | 2.5 | Minimum number of credits needed to be on track to graduate at beginning of 2nd semester: | 7.5 | Minimum number of credits needed to be on track to graduate at beginning of 2nd semester: | 13 | Minimum number of credits needed to be on track to graduate at beginning of 2nd semester: | 19 |
| To move up to next grade in June: | 4.5 | To move up to next grade in June: | 10 | To move up to next grade in June: | 16 | Minimum needed to graduate: | 22 |
| If successful in all classes, would earn: | 6 | Potential credits earned at end of 10th grade: | 12 | Potential credits earned at end of 11th grade: | 18 | Potential credits earned at end of 12th grade: | 24 |

# SPECIALIZED COURSES
# PLACEMENT & SCHEDULING

All students will be scheduled in: 1) courses needed to meet graduation requirements, 2) academic support courses, if appropriate, and 3) elective courses. At Innovation Central High School, each student must meet the requirements of that particular program along with GRPS graduation requirements. At City High Middle School, students must follow the IB graduation requirements.

When selecting courses for the next year, core courses, school specific required electives, and academic support classes have priority over other elective courses (including band and orchestra). As the students approach their graduation date, courses required for graduation will have the highest priority for scheduling. Students will be assigned to Honors and/or Advanced Placement core courses based upon their history of success in prerequisite courses. Students not placed may also opt to select AP courses by working with a counselor.

All students will have an opportunity to request elective courses into which they would like to be scheduled. Every effort is made to meet these requests. The final determination of which courses will be scheduled at each school is based upon ALL students' interests. The district will set the guidelines for making this determination based upon student interest, staffing, and financial feasibility. This may mean that students may not get their first choice elective class.

All students are expected to have a full schedule and are expected to complete a full-year course in sequence within the school year. Under certain extenuating educational or economic circumstances, a 12th grade student who is on track to graduate can request to reduce his/her schedule. Reduced schedules require the prior approval of the principal and head counselor and must meet reduced schedule requirements, which include meeting graduation requirements in four years. **Approval for a reduced schedule must be in place and documented BEFORE the semester begins.**

Once students have been informed of their schedules, there will be an opportunity to **request a schedule change before the opening of school.** Generally, schedule changes will not be made for a course that was originally requested by the student.

Schedule changes are made for **academic reasons** only and the following guidelines apply:

- Students may not drop a course to have a "free" hour
- Students are expected to challenge themselves academically
- A course required to stay on track for graduation cannot be dropped
- A failed course required for graduation must be made up
- The same course cannot be retaken for additional credit, but may be retaken to replace the existing grade
- A schedule should be balanced between academic and non-academic (elective) courses
- Courses need to be consistent with student's current IEP
- Courses need to be consistent with language learner's needs
- Academic support classes will be scheduled as needed

**Once the window for changes has closed, students are expected to follow the schedule provided.** Under RARE and extenuating circumstances, a schedule may be changed within the first two weeks of the semester (earning a lower grade than expected or the effect of a grade on the student's GPA is not considered an extenuating circumstance).

Students will be assigned a grade each semester for any course in which they are scheduled. Final grades are assigned at the end of a semester and will appear on the transcript. (Prior to the start of the sports season, semester grades are used to determine eligibility for sports and other activities.)

## ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learners are placed into the appropriate language supported classes based upon their score on the WIDA assessment and staff recommendation. The WIDA Assessment is given each spring. If the current year's WIDA test results are not available, the most recent WIDA (or English Language Proficiency Assessment) score will be used for placement.

New students entering school between testing dates are given a shortened assessment (WIDA Screener) within 10 days of enrollment, which helps the District identify students for the appropriate support. Eligible ELL students are scheduled into appropriate core courses with language support provided. ESL or SIOP (Sheltered Instruction Observational Protocol) strategies are used at Union High School, the District's high school cultural center, to increase student's English language proficiency and academic achievement.

Union High School is the District's only high school cultural center. 9th -12th grade students from any high school attendance area in need of language services (based upon WIDA level) may attend Union High School.

ELL students who enter high school after 9th grade are placed into the grade appropriate core classes, as well as the appropriate English as a Second Language course, based upon their WIDA level. Students, 15 years old or older, who have an WIDA level of "Entry" and are new to the United States **with minimal or no education background,** may qualify to attend the Newcomer's Program which is housed at Union High School. The Newcomer's Program is designed to help students new to the United States meet high school graduation requirements while acclimating to the American culture.

## ACADEMIC STRATEGIES CLASSES

The academic strategies course is intended for 11th and 12th grade students only. This course focuses on developing college and career readiness skills and earns elective credit only.

## STUDENTS WITH DISABILITIES

The Special Education Department provides programs and services for students with disabilities per the Individualized Education Program (IEP). Instruction may be provided within the general education classroom with or without accommodations and/or in a classroom with a general education teacher with a special education teacher providing support. Additionally, some students receive instruction in a categorical special education classroom where core content instruction is delivered by the special education teacher as determined by the IEP with parent's input.

All courses that earn credit towards graduation follow the Michigan Merit Curriculum and sequence with appropriate modifications and accommodations per the student's IEP or personal curriculum (see below).

For students with moderate to severe disabilities, an alternative curriculum will be provided leading to a certificate of completion in lieu of a high school diploma. The determination as to whether or not a student will work towards a diploma or a certificate of completion is made at the IEP team meeting prior to the student entering high school with parent input.

## PERSONAL CURRICULUM

Students in grades 9-12 may be eligible for a personal curriculum. A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC), which must be met for the awarding of a high school diploma in Michigan. A personal curriculum must be requested on an individual basis and must meet certain conditions to be approved. The personal curriculum must be requested by the parent, or legal guardian or staff.

Students with an Individualized Education Plan (IEP) are eligible to modify the MMC to a greater extent than students without an IEP. The personal curriculum can be requested at any time for a student with a disability. For other students, timeline limitations apply. A student transferring into high school from outside the state or from a non-public school after the successful completion of two years of high school credit may be eligible for a personal curriculum.

Parents, legal guardians, or staff may request a personal curriculum by completing the appropriate form in the counseling office. All requests are reviewed by a personal curriculum committee and approval is based upon individual student needs and the modification requested. Please note: **Requesting a PC does not guarantee the personal curriculum modifications will be made** (for more details, contact the counseling office).

## EDUCATIONAL DEVELOPMENT PLAN (EDP)

All students in grades 7-12 are required to have an Educational Development Plan (EDP) which is initially created in the 7th grade, and updated throughout high school by the student. The EDP is a plan of action that allows students to identify and record career goals, personal and academic assessment results and extracurricular activities. This plan is available online and allows students to create a four year plan that will meet and follow the student's selected Career Pathway. Revisions of the EDP shall be made upon request of the student or parent/guardian.

Students in GRPS will use an online application, such as Career Cruising, which is an interactive, comprehensive career guidance resource-based reference that provides career search tools, multimedia interviews with people in certain careers, labor market information regarding various careers, and college and university information. The online resource allows students to find careers that match their interests in terms of school subjects, education level, income, working conditions, and other important factors. Once a student has signed up for this, students and parents may access this from home.

# ADDITIONAL OPTIONS
# MEETING GRADUATION REQUIREMENTS

## ONLINE COURSES

Online courses that **have been approved by the Board of Education** are accepted for credit toward graduation and may be used to meet requirements in the same subject area as the course. Online courses are comparable to traditionally taught classes in rigor and expectations. Students who elect to take any online course should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. There may be an assessment for students to determine their readiness to take online courses. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and appearing on the transcript.

Some online courses offered may have 100% of the course instruction provided online. These courses allow the student to complete course work outside the school day and are offered under the supervision of a certified teacher. A GRPS certified teacher is assigned to these classes as the mentor/monitor teacher to ensure the student stays on task and completes the required course work assigned by the online course. Attendance rules vary for online courses but all online courses have some attendance requirements that must be met. Check with your counselor regarding attendance expectations. Not all high schools offer a 100% online course.

Students are expected to progress through an online course at their own pace, which may be quicker than a traditional course. The mentor teacher, principal, and/or certified district staff will monitor all online courses for inactivity. If a student does not actively participate in the online course, the student may be dropped from the course without earning credit. A student who is actively engaged in the online course and time on-task and effort is documented may receive an "I" (incomplete) grade at the end of the semester or term. The "I" grade allows the student to complete the course **by the end of the next semester or term.** If the class is not completed, the grade earned at that point in time is assigned.

## ADVANCED PLACEMENT (AP)

Advanced Placement courses are college level courses offered at the high school. These courses are approved by the College Board. Students who participate in the AP program gain college level skills and also have the opportunity to earn college credit based upon their score on the AP Exam given in the spring. (The amount of credit and the score needed vary by college.) AP Courses are taught by trained high school teachers who follow course guidelines developed and published by the College Board. AP courses are available to all students who have successfully completed the prerequisite for the course. Students taking AP courses should be motivated and open to being challenged. It is an opportunity to prepare for college while still in a high school setting. Final grades received for an AP course are weighed by a factor of 1.25 in the GPA calculation. The following are examples of AP offerings at GRPS. NOTE: courses offered may vary by school; the following is not intended as a complete list.

| AP COURSE | PREREQUISITE |
|---|---|
| AP English Language & Composition | English 9 & English 10 or equivalent courses |
| AP English Literature & Composition | English 9 & English 10 or equivalent course |
| AP Biology | Biology and Chemistry (full year of each) |
| AP Calculus (AB) | Pre-Calculus |
| AP Computer Science Principles | |
| AP Government | |
| AP Human Geography | |
| AP US History | |
| AP Macro Economics | |
| AP Micro Economics | |
| AP Physics | Physics, Algebra II (full year each) |
| AP Psychology | |
| AP Statistics | Algebra II |

## INTERNATIONAL BACCALAUREATE (IB) COURSES

GRPS currently offers IB programming at City High Middle School. Currently, the Middle Year Programme (grade 7-10) and the Diploma Programme (grades 11-12) at City provides students with an internationally accepted qualification for entry into colleges and universities; promotes international understanding; educates students in a way that emphasizes intellectual, personal, emotional and social growth; and develops students' inquiry and thinking skills to evaluate actions critically. For more information on the IB Programme, please see the City High Middle School section of this guide. Final grades received for an IB Diploma Programme course (11th and 12th grade) are weighed at a factor of 1.25 in the GPA calculation. Students in the IB DP are expected to take the IB tests required for an IB endorsed diploma.

## DUAL ENROLLMENT

Students in grades 9-12 may enroll in an area college, university, or post secondary institution, which grants degrees or certificates. To be eligible for dual enrollment, a student MUST: 1) have passed the MME or alternative PSAT test in the subject area in which he/she wishes to dual enroll, or 2) be taking a computer science, world language or fine arts course AND be in high school not more than four years. Foreign exchange students are not eligible for dual enrollment. For eligible test scores, please see the dual enrollment qualifying scores chart. **It is important to work with the counselor prior to enrolling and paying any registration costs.**

Students may take up to 10 credits of dual enrollment in their high school career beginning in 9th grade. The number of dual enrollment courses that a student may enroll in is based upon his/her grade in school when first taking dual enrollment classes:

- **Grade 9:** Not more than two per year for three years and four in the fourth year of high school.
- **Grade 10:** Not more than two courses the first year, and not more than four courses during the third and fourth year of high school.
- **Grade 11 or 12**: Not more than six courses during either of these years —with a maximum of 10 courses total in two years.

Dual enrollment courses must be taken for both high school and college credit. The dual enrollment course must be a college level course and cannot be a course that is offered by GRPS as a high school course. The dual enrollment course cannot be at a lower level than previously taken in high school. The course cannot be a PE, hobby, or religious course. The course may be used to meet GRPS requirements for graduation in the same subject area. Dual enrollment courses paid for by state aid funding will appear on the student's transcript and are calculated into the student's GPA. Final grades received for a dual enrollment course are weighed by a factor of 1.25 in the GPA calculation. GRPS only pays an amount equal to the state aid portion of the class that can be claimed for state aid funding. If the tuition exceeds this amount, parents/students are responsible for the remaining costs. Parents may also be responsible for parking and other fees, so it is important to review all these costs with the counseling staff.

DUAL ENROLLMENT: Minimum Dual Enrollment Qualifying Score

| ASSESSMENT | TEST SECTION | CONTENT AREA | MINIMUM QUALIFYING SCORE |
|---|---|---|---|
| COMPASS | Mathematics | Mathematics | 52 |
| | Reading | Reading | 88 |
| | English | English | 77 |
| MME | Reading | Reading | 1108 |
| | Writing | Writing | 1100 |
| | Mathematics | Mathematics | 1116 |
| | Science | Science | 1126 |
| | Social Studies | Social Studies | 1129 |
| PSAT | Critical Reading | Reading | 42 |
| | Writing Skills | Writing | 41 |
| | Mathematics | Mathematics | 44 |
| SAT | Critical Reading | Reading | 500 |
| | Writing | Writing | 500 |
| | Mathematics | Mathematics | 500 |
| ACCUPLACER* | Reading Comprehension | Reading | TBD |
| | Sentence Skills | Writing | TBD |
| | Mathematics | Mathematics | TBD |

**ACCUPLACER qualifying scores are typically specific to a state or institution of higher education (IHE). The departments will work with the College Board and Michigan IHEs to build consensus around minimum dual enrollment qualifying scores on this assessment.*

Prior to dual enrolling, it is critical that students verify they have met all the necessary specific criteria. **Students MUST meet with the counseling staff for details and MUST have prior approval of the dual enrollment course.** This is to prevent enrollment in a non-fundable course. Students will be required to complete a dual enrollment application, which includes a release of the student's information from the college or institution to GRPS (grades, attendance, and tuition payment information). The dual enrollment cannot hinder a student's progress toward meeting other graduation requirements.

***IMPORTANT NOTE:*** *Most colleges have a minimum GPA requirement and there is a limit to the number of courses allowed per semester.*

## WORK-BASED LEARNING

Work-based learning courses and experiential learning courses are another option for gaining credit toward graduation. Work-based learning must be for the **educational benefit of the student,** must be tied to current coursework, and must be related to the student's EDP. Work-based learning is an off-site, paid or unpaid internship for specific educational purposes. Work-based learning is subject to regulations of the Department of Education and the Fair Labor Standards Act. A student must sign up for and **must have prior approval** of work-based learning through the counseling department. Experiential learning courses are specific courses within the school that have specific syllabi and meet with a certified teacher to review course expectations and progress. An experiential learning course allows a student to participate in a leadership role in an area of interest.

I***MPORTANT NOTE:*** *Work based learning and experiential learning courses are NOT intended as a student aide or a student worker.*

## KENT ISD PROGRAMS

**Kent Career Tech Center, Kent Transition Center, Kent Innovation High School, and MySchool@Kent/SuccessLink**

Credit is granted for coursework successfully completed at the vocational centers at Kent Career Tech Center or Kent Transition Center. Course work completed at either school may be accepted as elective credit or as an equivalent course. KCTC and KTC are open to eleventh (11th) and twelfth (12th) grade students. Students applying to KCTC should be on track for graduation. Students who wish to return to KCTC for the second year of a two-year program may not be enrolled if they are not on track for graduation. **Students must have prior counselor approval and have simultaneous enrollment in needed credit recovery. A student interested in enrolling at KCTC or KTC should contact the counseling staff during their 10th grade year for visitation and applications to the program.**

**KENT INNOVATION HIGH SCHOOL:** A program offered by the KISD in grades 9-12. Acceptance into the program is based upon application with the KISD. Students at this school take their core classes at Kent Innovation High School and return to their attendance area high school for elective courses. (Students attending Kent Innovation High School may not enroll in a GRPS Citywide program.) Students who attend Kent Innovation High School and live within the GRPS boundary are considered GRPS students and may participate in sports at their attendance area school; upon meeting all GRPS graduation requirements students may receive a GRPS diploma (for more information, contact the KISD).

**MYSCHOOL@KENT/SUCCESSLINK:** An alternative high school program offered by Kent ISD. Acceptance into the program is based upon application with the KISD. At this program, high school courses are all offered online with teacher support available. Students attending MySchool@Kent who live within the GRPS boundaries are considered GRPS students and may, upon completion of all GRPS graduation requirements, graduate from their GRPS attendance area school.

# OPTIONS
# GRADES 9-12

A student may choose to attend a traditional, liberal arts high school program. At the liberal arts high school, students participate in a rigorous curriculum of core courses that meet the Grand Rapids Public Schools and Michigan Merit Curriculum requirements.

Students take core content classes and additional elective courses in which they may be interested. Elective courses offered can vary by high school. When selecting electives, every student should keep in mind his/her goal of college or other post-secondary training.

Or a student may opt to attend one of the citywide high school programs:

- **Innovation Central High School**
- **City High/Middle School**
- **Grand Rapids Montessori High School**
- **Grand Rapids University Prep Academy**
- **CA Frost Environmental Science Academy**
- **Grand Rapids Public Museum School**

Each of these schools meets the State and GRPS graduation requirements. With each school's unique offerings, there may be additional courses required as part of their particular curriculum requirements. Each school program is challenging and engages the student in the core and elective content from the theme perspective.

### HIGH SCHOOL OPTIONS

| SCHOOL | GRADES | LOCATION |
|---|---|---|
| Liberal Arts High Schools | 9-12 | Ottawa Hills High School or Union High School |
| Academy of Health Sciences and Technology | 9-12 | Innovation Central High School |
| Academy of Modern Engineering *(formerly GRAPCEP)* | 9-12 | Innovation Central High School |
| Academy of Business, Leadership and Entrepreneurship | 9-12 | Innovation Central High School |
| Academy of Design and Construction | 9-12 | Innovation Central High School |
| Academy of Teaching and Learning | 9-12 | Innovation Central High School |
| Grand Rapids Montessori High School | PreK-12 | Innovation Central High School Campus |
| Grand Rapids Public Museum | 9-12 | |
| City High Middle School—International Baccalaureate Program | 7-12 | City High Middle School |
| Grand Rapids University Prep Academy | 6-16 | Grand Rapids University Prep Academy |
| CA Frost Environmental Science Academy | K-12 | CA Frost Environmental Science Academy |

FOUR YEAR HIGH SCHOOL PLAN

# LIBERAL ARTS HIGH SCHOOL | GRADES 9-12

*Ottawa Hills High School, Union High School, and Creston Family at Innovation Central (12th grade)*

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **General Requirements** (Core GRPS Courses) | • English 9 *(Regular or Honors)*<br>• Algebra<br>• US History *(Regular or Honors)*<br>• Biology *(Regular or Honors)* | • English 10 *(Regular or Honors)*<br>• Geometry<br>• Chemistry *(Regular or Honors)*<br>• World History *(Regular or Honors)* | • English 11 **or** AP English Language and Composition<br>• Economics **or** AP Macro Economics<br>• Government **or** AP Government<br>• Algebra II<br>• 3rd year of science *(Recommend Physics)* | • English 12 **or** AP English Literature and Composition<br>• Economics *(If not previously taken)*<br>• Government<br>• Pre-Calculus **or** Calculus **or** another 12th grade math course |
| **Other Grad Requirements & Electives** (Strongly recommended sequence of courses) | • Health/PE | • Health *(If not taken)*<br>• PE *(If not taken)*<br>• Visual Arts **or** Music *(If not taken)* | • College/Career Preparedness<br>• Visual Arts **or** Music *(If not taken)*<br>• World Language *(If not taken)* | • Elective science(s) **or** AP Physics **or** AP Chemistry **or** AP Biology<br>• Visual Arts **or** Music *(If not taken)* |
| **General Electives** | • World Language *(Required)* | • World Language *(Required)* | • Academic Strategies<br>• Other elective including dual enrollment or academic support | • World Language<br>• Other elective including dual enrollment or academic support |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule- the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two semesters; Scheduling may require that two semester elective courses be "linked" together for scheduling.<br>• Strongly recommended for college bound students: minimum 2 years of the same world language, although some colleges/universities prefer 3 to 4 years of the same world language; 4 years of science and social studies.<br>• Academic support classes are available, including special education.<br>• Advancing through the course sequence is dependent upon successful completion of the prerequisite course.<br>** To take calculus as a 12th grader, student must have doubled up on math offerings prior to 12th grade.*<br>*** Students enroll in AP science only after successfully completing biology, chemistry, and physics.* | | | |

ACADEMY OF
# HEALTH SCIENCES & TECHNOLOGY
@ INNOVATION CENTRAL HIGH SCHOOL

**Innovation Central High School | 421 Fountain NE | (616) 819-2310**


If your student wants to become a doctor, a nurse, a health care attorney or health care technician, look no further! The Academy of Heath Sciences and Technology (HST), located adjacent to the "Medical Mile," is the region's only high school designed to prepare students for work in the booming health care industry.

AHST students experience the world of health sciences through rigorous courses, hands-on activities, guest speakers, field trips, internships, job shadows, and classes beyond the school walls. One great example of this is that students have the opportunity to become a certified EMS technician through a partnership with Life EMS. The Academy of Health Sciences and Technology also partners with post-secondary schools such as Michigan State University, Grand Valley State University, Grand Rapids Community College, and Ferris State University and community partners such as Spectrum Health, Mercy Health St. Mary's, and the Van Andel Institute to provide students with a wide range of learning experiences in the health care field.

## YOUR FUTURE STARTS NOW…BRINGING OPPORTUNITIES AND SKILLS INTO FOCUS

- **Classroom:** Students will take core classes and health science classes to prepare them for a career in the health field
- **Clinical:** Students engage in hands-on clinical lab work at the KISD
- **Job Shadows:** Thanks to unique community partnerships with the leading health service providers in the region, AHST students participate in job shadows in the health field
- **Internships:** Students in grade 12 will participate in internships at hospitals, clinics, or health offices
- **Partnerships:** Spectrum Health, Michigan State University, Grand Valley State University, Ferris State University, Mercy Health St. Mary's, Van Andel Institute, Grand Rapids Community College and Life EMS

## COURSE SELECTION GUIDE

ACADEMY OF HEALTH SCIENCES & TECHNOLOGY @ INNOVATION CENTRAL HIGH SCHOOL

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** | • English 9<br>• Biology<br>• US History<br>• Algebra | • English 10 *(Regular or Honors)*<br>• Chemistry *(Regular)*<br>• World History *(Regular or Honors)*<br>• Geometry | • English 11 **or** AP English Language and Composition<br>• Algebra II<br>• Government **or** AP Government<br>• Economics **or** AP Macro Economics<br>• Physics *(Regular or AP Physics I)*<br>• *Applied Anatomy and Physiology* | • English 12 **or** AP English Literature and Composition<br>• Pre-Calculus **or** Calculus, AP Calculus, Financial Literacy, or AP Statistics |
| **Required Electives** | • Spanish I<br>• HST I (Health)<br>• PE<br>• JROTC<br>• Art | • HST II (Health Exploration)<br>• Spanish II<br>• Spanish for Health Careers<br>• Medical Ethics and Forensic Science | • College and Career Readiness<br>• Fitness for Life<br>• HST II (Health Exploration)<br>• Physics or AP Physics<br>• Medical Ethics and Forensic Science<br>• Pharmacology and Medical Terminology<br>• Spanish for Health Careers | • Pharmacology **and** Medical Terminology<br>• Lifeline A and B<br>**-or-**<br>• Pharmacy Tech<br>• Spanish for Healthcare Interpretation<br>• Physics or AP Physics<br>• Dual Enrollment |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule- the equivalent of 6 courses each semester and must take all of the requirements listed above.<br>• Some courses may be offered online with a teacher facilitator.<br>• Strongly recommended for college bound students: minimum 2 years of the same world language, although some colleges/universities prefer 3 to 4 years of the same world language.<br>• Academic support classes are available as needed, including special education.<br>• Advancing through the course sequence is dependent upon successful completion of the prerequisite course | | | |

# ACADEMY OF SCIENCE, TECHNOLOGY, ENGINEERING, & MATH @ INNOVATION CENTRAL HIGH SCHOOL

**Innovation Central High School | 421 Fountain NE | (616) 819-2310**

The Academy of Modern Engineering (AME) at Innovation Central High School is the only regional school dedicated to preparing students for college and career success in science, technology, engineering, and mathematics. The rigorous college prep curriculum is sponsored by partners from universities and area businesses. Students currently completing 8th or 9th grade may apply for admission to the school beginning in their 9th or 10th grade year.

## AME OFFERS STUDENTS THE FOLLOWING:

- Career projects and opportunities, including university experiences, camps, paid internships, dual enrollment, and AP courses
- 82% high school graduation rate, many AME students receive financial scholarships to continue on at a college or university
- Many students enroll into college and seek careers in their field

AME accepts students through the District's Center of Innovation application process into grades 9 and 10 (incoming 10th grade students will need to have successfully completed algebra and biology by the end of 9th grade). Students throughout the region in Grand Rapids or other districts may apply.

# COURSE SELECTION GUIDE

ACADEMY OF
**SCIENCE, TECHNOLOGY, ENGINEERING, & MATH**
@ **INNOVATION CENTRAL** HIGH SCHOOL

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** (All AME students) | • English 9 *(Regular or Honors)*<br>• US History *(Regular or Honors)*<br>• Biology<br>• Algebra | • English 10 *(Regular or Honors)*<br>• Geometry<br>• Chemistry<br>• World History *(Regular or Honors)*<br>• Physics | • English 11 **or** AP English Language and Composition<br>• Algebra II<br>• Physics<br>• Economics | • English 12 **or** AP English Literature and Composition<br>• Financial Literacy **or** Pre-calculus **or** AP Calculus **or** AP Statistics<br>• |
| **Required Electives** | • Spanish I<br>• Intro to Engineering Design<br>• Art<br>• PE<br>• ROTC<br>• Health | • Spanish II<br>• Principles of Engineering<br>• Principles of Biomedical Science<br>• PE<br>• Art | • Fitness for Life<br>• College/Career Preparedness<br>• Chemistry<br>• Career/College Preparedness<br>• Civil Engineering and Architecture<br>• Human Body Systems<br>• Art<br>• Dual Enrollment | • AP Physics **or** AP Biology (for Biomed)** **or** Anatomy & Physiology<br>• Medical Interventions<br>• Intro to Computer Programming<br>• AP Computer Science Principals<br>• Art<br>• Dual Enrollment |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule- the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Arts credit may be met through applied arts.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two semesters; scheduling may require that two semester elective courses be “linked” together for scheduling.<br>• Strongly recommended for college bound students: minimum 2 years of the same world language, although some colleges/universities prefer 3 to 4 years of the same world language; 4 years of science and social studies.<br>• Academic support classes are available, including special education.<br>• Advancing through the course sequence is dependent upon successful completion of the prerequisite course.<br>** To take calculus as a 12th grader, student must have doubled up on math offerings prior to 12th grade*<br>*** Students enroll in AP only after successfully completing biology, chemistry and physics.* | | | |

ACADEMY OF
BUSINESS, LEADERSHIP
& ENTREPRENEURSHIP
@ INNOVATION CENTRAL HIGH SCHOOL

**Innovation Central High School | 421 Fountain NE | (616) 819-2310**

Beginning in 9th grade, students will be exposed to a business environment. Students will learn business management, marketing, professional communication, entrepreneurial, and leadership skills. Students will learn about business administration through online and traditionally taught classes and practical experience.

Each student will develop the skills, knowledge, and experiences they will need to be successful in college and in the world of work, to make informed and ethical decisions as citizens and as consumers, and gain tools which will allow them to achieve economic independence and security.

## THE ACADEMY OF BUSINESS, LEADERSHIP AND ENTREPRENEURSHIP IS STUDENT-CENTERED, EXPERIENTIAL, AND PROVIDES AUTHENTIC BUSINESS EXPERIENCES

- The school is designed to present business administration as a viable career opportunity.
- Students will explore business software applications and technology.
- Students will be encouraged to be creative and innovative as they learn about local businesses and issues.
- The school aims to create opportunities for students to learn entrepreneurial skills, collaborative problem solving, and effective decision-making.

Business and community leaders share their expertise and experiences as classroom speakers and small business advisors. Local universities partner with the school to provide work-based learning and dual enrollment opportunities. Students who enroll in this Center of Innovation will be well prepared for the business world.

ACADEMY OF BUSINESS, LEADERSHIP & ENTREPRENEURSHIP @ INNOVATION CENTRAL HIGH SCHOOL

# COURSE SELECTION GUIDE

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** | • English 9 *(Regular or Honors)*<br>• US History *(Regular or Honors)*<br>• Biology<br>• Algebra | • English 10 *(Regular or Honors)*<br>• World History *(Regular or Honors)*<br>• Geometry<br>• Chemistry | • English 11 **or** AP English Language and Composition<br>• Algebra II<br>• Physics or third year of Science<br>• Economics and Government<br>• Accounting Principles I and II | • English 12 **or** AP English Literature and Composition<br>• Pre-Calc or Calculus<br>• Financial Literacy, or AP Calculus, or AP Statistics<br>• Accounting Principles I and II |
| **Required Electives** | • Spanish I<br>• Art<br>• Multimedia I<br>• PE/Health<br>• ROTC | • Spanish II<br>• Art<br>• Business Law | • Marketing<br>• Entrepreneurship<br>• Career/College Preparedness<br>• Art | • Entrepreneurship<br>• Psychology and Sociology **or** AP Psychology<br>• Marketing and School Store<br>• Art |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule—the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two semesters; scheduling may require that two elective semester courses be “linked” for scheduling purposes.<br>• Strongly recommended for college bound students: minimum 2 years of the same world language, although some colleges/universities prefer 3 to 4 years of the same world language; 4 years of science and social studies.<br>• Academic support classes are available, including special education and language supported classes.<br>• Advancing through the course sequence is dependent upon successful completion of the prerequisite course(s). | | | |

# ACADEMY OF DESIGN & CONSTRUCTION @ INNOVATION CENTRAL HIGH SCHOOL

**Innovation Central High School | 421 Fountain NE | (616) 819-2310**

The Academy of Design and Construction at Innovation Central (ADC) appeals to students with an interest in architecture, engineering, design and/or construction. The philosophy behind this high school program is that students need to first know how to build a perfect square before they can intelligently go outside of it. That is not just a technical lesson; it is an important life lesson.

ADC integrates the themes of design and construction throughout the curriculum and exposes students to real world landmark structures and sites. It enriches its academic program with the active involvement of leading architectural, engineering, and design firms from across West Michigan and local colleges and universities. Some of these community partners that will work with GRPS to infuse their experience into classes, lesson plans and fieldwork are:

## COMMUNITY PARTNERSHIPS:

- Habitat for Humanity
- Rockford Construction
- Christman Company
- Progressive AE
- Grand Rapids Community College
- Ferris State University's Construction, Design and Management Program
- Michigan State University's School of Planning, Design, and Construction
- Triangle Associates

These community partners are also working with GRPS to create internships, scholarships, and summer job opportunities for students in grades 9-12, so that students from the Academy of Design and Construction will graduate with work experience to put on a resume or college application.

Students leave after four years not only prepared to succeed in college or learning beyond high school, but appreciating and understanding the buildings and environments that surround and shape them. Students will learn what goes into shaping facilities and communities, above ground and below. The continuum of skills learned at ADC will easily transfer to careers in design and construction and beyond.

## COURSE SELECTION GUIDE

ACADEMY OF DESIGN & CONSTRUCTION @ INNOVATION CENTRAL HIGH SCHOOL

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** | • English 9 *(Regular or Honors)*<br>• US History *(Regular or Honors)*<br>• Biology<br>• Algebra | • English 10 *(Regular or Honors)*<br>• World History *(Regular or Honors)*<br>• Geometry<br>• Physics | • English 11 **or** AP English Language and Composition<br>• Government and Economics<br>• Algebra II<br>• Chemistry | • English 12 **or** AP English Literature and Composition<br>• Pre-Calculus **or** Statistics **or** Accounting (2 semesters)<br>• Financial Literacy, AP Calculus, or AP Statistics |
| **Required Electives—Applied Construction Track** | • Spanish I<br>• Intro to Design & Construction<br>• PE/Health<br>• ROTC | • Spanish II<br>• Construction Graphics<br>• Construction & Engineering<br>• PE/Health<br>• ROTC | • Core Construction I<br>• Career/College Preparedness | • Core Construction II |
| **Required Electives – Design Track** | • Intro to Design and Construction<br>• Spanish I<br>• PE/Health<br>• ROTC | • Spanish II<br>• Construction Graphics<br>• Construction & Engineering 1<br>• PE/Health<br>• ROTC | • Design I<br>• Career/College Preparedness | • Design II |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule—the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Arts credit may be met through applied arts.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two consecutive semesters; some semester electives may be "linked" for scheduling purposes.<br>• Strongly recommended for college bound students: minimum 2 years of the same world language, although some colleges/universities prefer 3 to 4 years of the same world language; 4 years of science and social studies.<br>• Academic support classes are available, including special education and language supported classes.<br>• Advancing through the course sequence is dependent upon successful completion of the prerequisite course. | | | |

ACADEMY OF
# TEACHING & LEARNING
@ INNOVATION CENTRAL HIGH SCHOOL

**Innovation Central High School | 421 Fountain NE | (616) 819-2310**

The Academy for Teaching and Learning is a program designed to give students the skills and knowledge to become a classroom teacher in the future. Students will learn presentations skills, organizational skills, instructional techniques, and all that goes into preparing daily classroom lessons. Students will be exposed to various grade levels and a variety of schools through field trips to schools at the elementary, middle, and high school levels.

In addition to this, students will learn not just about teaching in general, but teaching in Grand Rapids specifically. Students will learn about the history of GR, how it relates to the education system, and the historic disparities that existed. This will promote student ownership within their community and build a strong community for all!

ACADEMY OF TEACHING & LEARNING @ INNOVATION CENTRAL HIGH SCHOOL

# COURSE SELECTION GUIDE

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** (All AME students) | • English 9 *(Regular or Honors)*<br>• US History *(Regular or Honors)*<br>• STEM Biology<br>• Algebra | • English 10 *(Regular or Honors)*<br>• Computer Applied<br>• Geometry<br>• STEM Chemistry<br>• World History *(Regular or Honors)* | • English 11 **or** AP English Language and Composition<br>• Algebra II<br>• Physics<br>• Economics | • English 12 **or** AP English Literature and Composition<br>• Financial Literacy **or** Pre-Calculus **or** Calculus **or** AP Calculus **or** Statistics **or** AP Statistics **or** another 12th grade math course<br>• Government |
| **Required Electives** | • Foundations for Teaching | • Differentiated instruction and Classroom Management | • Career/College Preparedness<br>• Teacher Assisting Field Experience | • Teaching Practicum |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule—the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Strongly recommended for college bound students: minimum 2 years of the same world language, although some college/universities prefer 3 to 4 years of the same world language.<br>• Academic support classes are available as needed, including special education.<br>• Advancing through the course sequence is dependent upon successful completion of the prerequisite courses. | | | |

EARLY MIDDLE COLLEGE
AT OTTAWA HILLS HIGH SCHOOL

**Ottawa Hills High School | 2055 Rosewood Ave., SE | (616) 819-2900**

Grand Rapids Public Schools (GRPS) in collaboration with Grand Rapids Community College (GRCC) is offering students at Ottawa Hills High the opportunity to experience the best of high school and college simultaneously.

The program will allow students to complete the requirements for a high school diploma by completing a rigorous college preparatory course of study, while gaining valuable college readiness skills, and earning up to sixty (60) transferable college credits towards their undergraduate degree and/or an Associate Degree program from Grand Rapids Community College. This opportunity provides each Ottawa Hills High School student enrolled in the Early Middle College Program a free "jump start" on their four (4) year college education, or completion of an Associate degree, or a certificated program of study.

Students are selected in their 9th grade year, based on a cumulative GPA of 2.5 or higher. Freshmen from all Grand Rapids Public Schools meeting the requirements are encouraged to apply.


## COURSE SELECTION GUIDE

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE | YEAR 13 |
|---|---|---|---|---|---|
| **Required Core Courses** | • English 9<br>• Algebra 1<br>• Biology 1<br>• US History | • English 10<br>• Geometry<br>• Chemistry<br>• World History | • English 11<br>• Algebra II<br>• Physics or 3rd year of Science | • Mathematics (choice) | • Economics |
| **Required Electives** | • Spanish I<br>• Phys Ed/Health | • Spanish I | | • Elective Choice | |
| **College Offerings** | • None | • PY100 Strategies for College Life and Success<br>• Introduction to Theater | • PY 201 General Psychology<br>• MUS 110 The Appreciation of World and Western Music<br>• PS 110 American Government<br>• BA 153 Personal Finance | • EN 101* English Composition I<br>• MS 121 World History Since 1500<br>• COM 131 Fundamentals of Public Speaking<br>• EN 102 English Composition II<br>• SO 254 Social Problems<br>• MA 107 Intermediate Algebra | • MA (MTA Math Course): Level is TBD<br>• Science (w/Lab)<br>• Elective<br>• Elective<br>• Science<br>• Elective<br>• Elective<br>• Elective |
| **Scheduling Recommendations and Information** | • Denotes Michigan Merit Curriculum requirement and counts as college credit<br>• Note: Selections may change<br>• Year 13 courses will be determined with the College Advisor and tailored to student needs/desires<br>• Early Middle College Students must complete the minimum Michigan Merit Curriculum plus up to 60 college level credits (some may count as College Credit and High School credit), an Associate Degree or a MEMCA Technical Certi□cate ( a minimum of 15 college credit hours, and complete either 100 hours of community service or 40 hours of career exploration, internship, job shadowing, or clinical experience, or a combination of the two that equals 70+ hours, or an Industry recognized Certi□cate. | | | | |

Grand Rapids Montessori
Grand Rapids Public Schools

**421 Fountain NE | (616) 819-2922**

Grand Rapids Montessori High School has a cutting-edge instructional model and strong academic performance. GRPS is proud to offer the only PreK-12 Montessori School in Michigan and one of only a few in the country.

Grand Rapids Montessori is based on a scientific method of education developed by Nobel Peace Prize nominee Dr. Maria Montessori. Her theory is that children go through four planes of development. Each plane is approximately six years long (0-6, 6-12, 12-18, and 18-24). At each plane, children exhibit specific needs and characteristics. The Montessori program is designed to meet these needs, nourish these characteristics and create self-directed, independent thinkers.

The Montessori program provides an experiential hands-on approach with multi-age classrooms, even into the high school grades. This is accomplished via a two-year rotation for English and Social Studies courses which allow for 9th/10th and 11th/12th grouping of students. It is a student-paced curriculum that meets state standards and provides a unique learning environment.

## THE MONTESSORI HIGH SCHOOL:

- Encourages students to be independent thinkers and allows interest and curiosity to lead their learning
- Provides multiple-year courses (English, social studies) that create opportunities for peer teaching
- Encourages project-based learning
- Provides teachers the opportunity to become a facilitator/teacher helping the students help themselves

Grand Rapids Montessori
Grand Rapids Public Schools

## COURSE SELECTION GUIDE

| | 9TH & 10TH GRADE | 11TH & 12TH GRADE |
|---|---|---|
| **Required Core Courses** (English and History courses are offered as multi-grade, two year rotation courses; math and science follow traditional sequence) | **ENGLISH**<br>• World Literature<br>• 20th Century Literature<br>**HISTORY**<br>• US History<br>• World History<br>**SCIENCE**<br>• Biology<br>• Chemistry<br>**MATH**<br>• Algebra<br>• Geometry | **ENGLISH**<br>• Contemporary World Literature<br>• American Literature<br>• Economics (11th grade)<br>• Government (11th grade)<br>**SCIENCE**<br>• Anatomy & Physiology (11th grade)<br>• Ecology & Forensics (12th grade)<br>**MATH**<br>• Algebra II (11th grade)<br>• Pre-Calculus or other math course or Financial Literacy (12th grade) |
| **Required Electives** | • Spanish I & Spanish II<br>• PE and Health and Creative Writing 1 (9th grade)<br>• Creative Writing 2 (10th grade)<br>• Visual Art, Band, **or** Choir | • College & Career Prep (11th grade)<br>• Senior Project<br>• Law & Justice<br>• Native American History<br>• Modern Problems<br>• African American History<br>**Must have two years of a language and meet arts requirement** |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule – the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Arts credit may be met through applied arts.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two consecutive semesters; scheduling may require that two semester elective courses be "linked" together for scheduling purposes.<br>• Strongly recommended for college bound students: minimum two years of the same world language, although some colleges/universities prefer three to four years of the same world language; four years of science and social studies.<br>• Academic support classes are available, including special education and language supported classes.<br>• Advancing through the course sequence is dependent upon successful completion of the pre-requisite course. | |

PUBLIC
MUSEUM
SCHOOL

**54 Jefferson St NW | (616) 819-6450**

Grand Rapids Public Museum School is a middle school (grades 6-8) and high school (grades 9-12) program that combines design thinking, place-based education, and museum methods and environment. Learning experiences at M-School integrate content across subject areas and blend classroom activities with community-based experiential projects. Embracing the XQ Institute Learning Goals, we pursue a mission "to inspire, develop, and educate the next generation of confident, creative thinkers, doers and leaders."

### THE LEARNING GOALS OF M-SCHOOL AND THE XQ INSTITUTE AIM TO PRODUCE:

- Masters of all fundamental literacies;
- Holders of foundational knowledge;
- Original thinkers for uncertain times;
- Generous collaborators; and
- Learners for life.

PUBLIC MUSEUM SCHOOL

## COURSE SELECTION GUIDE

| | FIRST YEAR | SECOND YEAR | THIRD YEAR | FOURTH YEAR |
|---|---|---|---|---|
| **Required Core Courses** | • English 9<br>• Integrated Math I or II<br>• Integrated Science I<br>• Global/Local History I<br>• Computer Applications 1A | • English 10<br>• Integrated Math II or III<br>• Integrated Science II<br>• Global/Local History II<br>• Computer Applications IB | • English 11 or AP Language & Composition<br>• Integrated Math III or Pre-Calculus or Statistics or Financial Literacy*<br>• Integrated Science III*<br>• Government/Economics<br>• Mastery Project<br>* Dual enrollment options available | • English 12 or AP Literature*<br>• Pre-Calculus or Statistics or Financial Literacy*<br>• Mastery Project<br>* Dual enrollment options available |
| **Required Electives** | • Art or Music<br>• PE/Health<br>• Spanish I<br>• Theme-based Electives | • Art or Music<br>• PE/Health<br>• Spanish I or II<br>• Theme-based Electives | • Art or Music<br>• Spanish I or II or III<br>• Theme-based Electives*<br>* Dual enrollment options available | • Art or Music<br>• Spanish I or II or III<br>• Theme-based Electives*<br>* Dual enrollment options available |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule – the equivalent of 6 courses each semester and take all of the requirements listed above. Students may take up to 10 courses through Dual Enrollment.<br>• Arts credit may be met through applied arts.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two consecutive semesters; scheduling may require that two semester elective courses be 'linked' together for scheduling purposes.<br>• Academic support classes are available including special education and language supported classes.<br>• Advancing through the course sequence is dependent upon successful completion of the pre-requisite course. | | | |

1720 Plainfield NE | (616) 819-2380


City High Middle School, an International Baccalaureate World School, School, consistently ranks as one of the top performing schools in the State of Michigan. A 2019 National Blue Ribbon school, City has had a 96% to 100% graduation rate with 99% of graduates going on to colleges and universities. Scholarships for college or university tuition annually range between four and five million dollars.

City High Middle school is an authorized International Baccalaureate (IB) program offering a Middle Years Programme (grades 7-10) and a Diploma Programme (grades 11-12). The curriculum at City incorporates eco-cultural sustainability, following the principles of Economicology as put forth by Peter Wege, into the IB program by following the IB mission to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect… [which encourages] students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

## THE GOAL OF THE IB DIPLOMA PROGRAMME AT CITY IS TO:

- Provide students with an internationally accepted qualification for entry into colleges and universities;
- Promote international understanding;
- Educate students in a way that emphasizes intellectual, personal, emotional, and social growth;
- Develop students' inquiry and thinking skills so that they can evaluate actions critically.

# COURSE SELECTION GUIDE

## Middle Years Programme

| | 7TH GRADE | 8TH GRADE | 9TH GRADE | 10TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** (IB Middle Years Programme | • MYP English 7<br>• MYP Humanities Geography 7<br>• MYP Honors Math 7<br>• MYP Physical Earth Science<br>• MYP Language B* *(Chinese I or Spanish I)*<br>• MYP PE 7 *(semester)*<br>• MYP Band **or** MYP Orchestra **or** MYP Choir *(semester)*<br>• MYP Art 7 (semester)<br>• MYP Business Tech 1-1 *(semester)*<br>• EPIC I<br>• French I | • MYP English 8<br>• MYP Humanities History 8<br>• MYP Algebra*<br>• MYP Honors Biology*<br>• MYP Language B* *(Chinese II or Spanish II)*<br>• MYP PE 8 *(semester)*<br>• MYP Band **or** MYP Orchestra **or** MYP Choir **or** MYP Art **<br>• MYP Business Tech 1-2 *(semester)*<br>• EPIC II<br>• French II | • MYP English 9<br>• MYP History 9<br>• MYP Geometry<br>• MYP Honors Physics<br>• MYP Language B *(Chinese III or Spanish III)*<br>• Health *(semester)*<br>• MYP Team Sports *(semester)*<br>• MYP Band **or** MYP Orchestra **or** MYP Choir **or** MYP Art **<br>• EPIC III<br>• French III<br>• MYP Team Sports | • MYP English 10<br>• MYP History 10<br>• MYP Algebra II<br>• MYP Chemistry<br>• MYP Language B *(Chinese IV or Spanish IV)*<br>• Economics *(semester)*<br>• MYP Band **or** MYP Orchestra **or** MYP Choir **or** MYP Art<br>• Multimedia<br>• French IV |

## Diploma Programme

| | 11TH GRADE | 12TH GRADE |
|---|---|---|
| **Required Core Courses** (IB Diploma Programme | • DP English 11<br>• DP History of the Americas I<br>• DP Math I **or** DP Mathematics SL I **or** DP Mathematics HL I<br>• DP Physics **or** DP Chemistry<br>• DP World Language B I *(Chinese V or Spanish V)*<br>• DP Theory of Knowledge *(semester)*<br>• IB Academic Strategies III<br>• DP Music I **or** Visual Arts Project I**<br>• DP Biology<br>• French V<br>• Environmental Systems & Societies<br>• Psychology<br>• Essay Strategies | • DP English 12<br>• DP History of the Americas II<br>• DP Math I **or** DP Mathematics SL I **or** DP Mathematics HL I<br>• DP Physics **or** DP Chemistry<br>• DP Biology<br>• DP World Language B I *(Chinese VI or Spanish VI)*<br>• Government *(semester)*<br>• DP Music II **or** Visual Arts Project I**<br>• DP Theory of Knowledge<br>• French VI<br>• Psychology<br>• Essay Strategies II<br>• Environmental Systems & Societies |

* *Denotes high school credit.*

** *Ninth-grade students must select a visual arts track (IB Art 9, IB Art 10, IB Visual Arts I, IB Visual Arts II) or performing arts track (IB Band, Orchestra, or Choir, IB Music I, IB Music II). Students will remain in this track through grade twelve.*

*Community service is required each year in the MYP (grades 7-10). 75 hours of Creativity, Action, and Service (CAS) are required each year in the DP (grades 11-12)*

## AS PART OF THE IB PROGRAM AT CITY HIGH MIDDLE SCHOOL STUDENTS WILL:

- Take six years of core classes: math, science, English, social studies;
- Take six years of the same world language beginning in 7th grade;
- Take three years of physical education in grades 7 through 9;
- Take three years of technology in grades 7 through 10;
- Take four years of EPIC (Economicology) in grades 7 through 10;
- Participate in the arts, either through visual arts or performing arts; students select their area of artistic interest in 7th grade and are expected to maintain that interest (music or art) through the end of 12th grade.

Students who enter City High Middle School after 7th grade are expected to have successfully completed the same level of core course work as their peers in their grade level. This applies to math, science, English, and social studies. Students who enter City High Middle school in 8th grade are expected to complete □ve years of the same language; students who enter City High/Middle School in 9th grade or beyond are expected to complete four years of the same language.

FROST ESMHS

1417 Covell Ave NW, 49504 | (616) 819-5900


CA Frost is one of the regions fastest growing environmental education schools dedicated to providing students and families the very best college preparatory experience while focusing on environmental education.


## COURSE SELECTION GUIDE

| | 6TH GRADE | 7TH GRADE | 8TH GRADE |
|---|---|---|---|
| **Required Core Courses** | • English 6<br>• Math 6<br>• Science 6<br>• Social Studies 6 | • English 7 **or** Advanced English<br>• Math 7 **or** Advanced Math<br>• Science 7<br>• Social Studies 7<br>• Environmental Science | • English 8 **or** English 9<br>• Math 8 **or** Algebra 1<br>• Science 8<br>• Social Studies 8<br>• Environmental Science |
| **Required Electives** | • Environmental Science<br>• Art<br>• PE<br>• Choir<br>• Band (exposure only) | • Art<br>• PE<br>• Band<br>• Choir<br>• Other Elective | • Art<br>• PE/Health (High School)<br>• Band/Choir<br>• Other Elective |

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **Required Core Courses** | • English 9<br>• Algebra 1<br>• Biology<br>• US History | • English 10<br>• Geometry<br>• Chemistry<br>• World History | • English 11<br>• Algebra 2<br>• Physics<br>• Economics/Government<br>• College and Career Readiness | • English 12<br>• Financial Lit/Pre-Calc |
| **Required Electives** | • Spanish I or French I/II*<br>• PE/Health<br>• Fine Arts (choir, art, band)<br>• Other Environmental Science Electives | • Spanish II or French I/II<br>• PE/Health<br>• Fine Arts (choir, art, band)<br>• Other Environmental Science Electives | • Spanish I/II or French I/II*<br>• PE/Health<br>• Fine Arts (choir, art, band)<br>• Other Environmental Science Electives*<br>• Dual Enrollment** | • Spanish I or II/French I/II<br>• PE/Health<br>• Fine Arts (choir, art, band)<br>• Other Environmental Science electives*<br>• Dual Enrollment**<br>• AP***<br>• KCTC**** |
| **Scheduling Recommendations and Information** | • **In 12th grade, all graduation requirements must be met before electives will be scheduled.**<br>• Students are expected to take a full schedule – the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Arts credit may be met through applied arts.<br>• Some courses may be offered online with a teacher facilitator.<br>• Full year courses are taken in two consecutive semesters; scheduling may require that two semester elective courses be 'linked' together for scheduling purposes.<br>• Academic support classes are available including special education and language supported classes.<br>• Advancing through the course sequence is dependent upon successful completion of the pre-requisite course.<br>* *Other Environmental Electives include: Business Tech, Law and Justice, Environmental Science I, Environmental Science I, Environmental Science II, AP Environmental Science, Yoga, Fitness for Life, e2020 (placement only)*<br>** *Dual Enrollment is open to students who have shown completion of core classes for a Dual Enrollment class, an opening in a schedule, needed classes and parent approval*<br>*** *AP Stats is open to students who are in 12th grade or who have completed 4 years of Math before their 12th grade year*<br>**** *KCTC is a 2-3 hour block of classes as the KISD and students need to apply and interview*<br>*Students review "tracks" as they enter high school to have a 4 year of scheduled classes that meet the Michigan Merit Curriculum standards, GRPS graduation requirements and 12th grade year "capstone" classes. All students participate in an Environmental themed project each year they are at CA Frost* | | | |

327 Rumsey Street SW, 49503 | (616) 819-3220

The Southwest Middle-High school Two-Way Bilingual Immersion program nurtures a vibrant 7-12 learning community in which students from diverse backgrounds continue developing their skills in speaking, reading and writing in both Spanish and English. Additionally, students are actively participating in multicultural studies and experiences as part of their education.

The program's goals for our students are: Bilingualism and Biliteracy, academic excellence, and cross-cultural understanding & development of pro-social skills.

## COURSE SELECTION GUIDE

| | 7TH GRADE | 8TH GRADE | 9TH GRADE |
|---|---|---|---|
| **Required Core Courses** | • English 7<br>• Math 7<br>• Science 7<br>• Social Studies 7<br>• Spanish III | • English 8<br>• Math 8 or Algebra 1<br>• Science 8<br>• Social Studies 8<br>• Spanish Pre AP | • English 9 (Regular or Honors)<br>• Math 9 or Geometry<br>• Biology (Regular or Honors)<br>• US History<br>• AP Spanish Language & Culture |
| **Required Electives** | • Art<br>• PE<br>• Choir/Band | • Latin American History<br>• Band<br>• PE | • PE/Health<br>• Band<br>• Art<br>• Business Tech/Modern Problems |
| **Scheduling Recommendations and Information** | • Students are expected to take a full schedule-the equivalent of 6 courses each semester and take all of the requirements listed above.<br>• Full year courses are taken in two consecutive semesters; scheduling may require that two semester elective courses be “linked” together for scheduling purposes.<br>• Advancing through the courses sequence is dependent upon successful completion of the pre-requisite course.<br>• The Spanish Culture course (HS237-237B) is an elective and does not fulfill the Spanish 8th grade (SP312-322) requirement the Spanish courses (SP212-222; SP312-322; SP420-421) are required courses (not electives). | | |

# COLLEGE PREPARATION

Students planning to go to college must begin early in their high school career to be aware of college entrance requirements, including high school course requirements, college entrance tests (SAT), and application procedures for colleges in which they are interested. The following college preparatory activities should be followed:

### 9TH AND 10TH GRADES:

- Sign up for "college recommended" courses
- Challenge yourself! Take honors and AP courses when appropriate
- Begin to explore careers by talking to counselors, going on-line in MOIS and Career Cruising, and participating in job shadows
- In the 9th grade, take the practice PSAT and in the 10th grade take the PSAT test

### 11TH GRADE:

- Continue taking challenging courses. Colleges base their decisions mostly on 10th and 11th year grades—always challenge yourself with honors or AP courses!
- In October, take the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)
- Take the ASVAB if given at your school
- Attend college nights and college fairs
- Visit campuses and take tours
- Attend sessions with college representatives at your school
- Continue career explorations
- Take Advanced Placement tests if appropriate
- Take the PSAT in the spring of your junior year
- Begin the application process early in the year for military academies and early admissions colleges

### 12TH GRADE:

- Don't get "senioritis"! Senior courses and grades do make a difference—take honors and AP courses! Senior year does count toward college!
- Attend college fairs
- Meet with college admission representatives that come to your school
- Apply to colleges early in the fall. Provide all requested materials including transcripts, letters of recommendation, essays, tests scores, etc.
- Take the SAT (if have not already done so)
- Attend financial aid workshop (with parents)
- Apply for scholarships

## HELPFUL WEBSITES

### SAT REVIEW

- www.collegeboard.org
- www.mivhs.org/courses/

### COLLEGE SEARCH & PREPARATION, FINANCIAL AID

- www.collegeplanning.org
- www.nacac.com
- www.fafsa.ed.gov
- www.petersons.com
- www.collegenet.com
- www.embark.com
- www.finaid.org

### JOB SEARCH

- www.careerbuilder.com
- www.monster.com
- www.flipdog.com

### NCAA CLEARINGHOUSE

- www.ncaaclearinghouse.net

## LETTERS OF RECOMMENDATION

When you need letters of recommendation, be sure to allow sufficient time for your counselor or teachers to prepare them.

**WATCH DEADLINES!** THIS WILL BE VERY IMPORTANT AS YOU REGISTER FOR TESTS, APPLY FOR FINANCIAL AID, AND APPLY FOR SCHOLARSHIPS AND AWARDS.

## SAT ASSESSMENT

Students seeking admission to a college or university should take the SAT. Students may take the SAT as many times as they wish. This allows students the option of retaking the test in the fall of their senior year.

Most college admissions officers consider all scores in a student's report. However, some will use the highest score, some the most recent score, and others calculate the average of multiple scores. It is important for students to know how the colleges in which they are interested look at their test scores.

## WHO SHOULD TAKE THE ACT ASSESSMENT?

Students who are seeking admission to a college or university must take whatever entrance exam that institution requires. However, if students are given a choice between the SAT (Scholastic Aptitude Test) and the ACT Assessment, they should consider the following differences between them:

- The SAT is an aptitude test; the ACT is an achievement test. The SAT measures ability to manipulate basic knowledge in new and unfamiliar situations; the ACT assesses levels of learning in specific subjects.
- Mathematics constitutes 50% of composite SAT scores but only 25% of the composite ACT score.
- Whereas grammar and usage represent 25% of the composite ACT score, they are not tested at all on the SAT proper. The SAT includes a Test of Standard Written English, but that test is scored separately and does not affect the composite SAT score that is used to determine college entrance ability.
- Most colleges in Michigan and the midwest prefer SAT scores. East and west coast schools usually prefer the SAT. Check with specific schools to confirm which test to take.

In other words, for students with quick minds but poor memories, the SAT is probably the better choice. On the other hand, for students who are weak in math and strong in grammar, and if they have retained much of what they have learned in social studies and natural science, they most likely will score higher on the ACT.

## INFORMATION FOR TEST DAY

- Take your test center admission ticket (if going to a national test center)
- Cell phones and other electronic devices are not allowed
- Have an official photo identification issued by school, employer or government, such as a drivers license or passport, with name and current photo
- Take three sharpened No. 2 pencils with good erasers (no other pens/pencils allowed)
- Wear a wristwatch if you wish to pace yourself, but can have no alarm on
- Take a calculator if you wish to use one on the math test
- Plan to arrive by the time on your ticket (usually 8:00 am)
- If weather is bad, listen to your radio/TV for school announcements
- If test is canceled, it will be rescheduled and you will be notified by mail of the rescheduled date
- If test center stays open and you cannot get there due to inclement weather, call ACT registration during the next week

## SAT ASSESSMENT

The SAT is a general test of verbal and quantitative reasoning accepted for US college admissions. It is made up of the SAT I and the SAT II.

- **SAT I: Reasoning Test:** This test is a 3-hour multiple choice test that measures verbal and mathematical reasoning skills that develop over time, and is required by some colleges.
- **SAT II: Subject Tests:** These tests are one hour long multiple choice tests that measure your knowledge of particular subjects and your ability to apply that knowledge. Some colleges may require this along with the SAT I.

## HOW TO REGISTER FOR THE SAT TEST

Get an SAT Assessment student registration packet from counselor, complete and mail or register on-line at www.collegeboard.com. When you get your test center admission ticket, fill it out completely. If you lose your ticket, or have not received it 10 days prior to testing date, call SAT registration immediately at 609-771-7600.

## QUESTIONS FOR COLLEGE ADMISSIONS OFFICIALS

1. Which tests do you require for admission, the SAT?
2. What do you consider the most important criteria for admission to your college or university?
3. What is your policy on AP credits or CLEP tests?
4. What is your financial aid based on, need and/or merit and academics?
5. What kinds of scholarships are available (athletic, art, music, academics, leadership, etc.)?
6. Do you offer academic programs or majors in _____?
7. I am interested in graduate school areas such as medical, law, dental, business. Do you offer pre-law, pre-med, etc?
8. Are students required to live in dorms during their freshman year?
9. Do you have on-campus housing and what is the cost?
10. What is your tuition? What fees will I be responsible for?
11. Your own questions.


# MICHIGAN
# COLLEGES & UNIVERSITIES

It is the understanding of the students and staff that continuing education is necessary for both college and university pathway students, so they can better compete in the future job market.

## PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

| INSTITUTION NAME | ADMISSIONS | WEBSITE |
|---|---|---|
| Central Michigan University | 989-774-3076 | www.cmich.edu |
| Eastern Michigan University | 734-487-3060 | www.emich.edu |
| Ferris State University | 800-433-7747 | www.ferris.edu |
| Grand Valley State University | 800-748-0246 | www.gvsu.edu |
| Kendall College of Art & Design/Ferris | 800-676-2787 | www.kcad.edu |
| Lake Superior State University | 888-800-LSSU x2231 | www.lssu.edu |
| Michigan State University | 517-355-8332 | www.msu.edu |
| Michigan Tech University | 800-MTU-1885 | www.mtu.edu |
| Northern Michigan University | 800-682-9797 | www.nmu.edu |
| Oakland University | 248-370-3360 | www.oakland.edu |
| Saginaw Valley State University | 800-968-9500 | www.svsu.edu |
| University of Michigan-Ann Arbor | 734-765-7433 | www.umich.edu |
| University of Michigan-Dearborn | 313-593-5100 | www.umd.umich.edu |
| University of Michigan-Flint | 810-762-3300 | www.umflint.edu |
| Wayne State University | 313-577-3577 | www.wayne.edu |
| Western Michigan University | 269-387-2000 | www.wmich.edu |

## PUBLIC TWO-YEAR COMMUNITY COLLEGES

| INSTITUTION NAME | ADMISSIONS | WEBSITE |
|---|---|---|
| Alpena Community College | 989-358-7229 | www.alpenacc.edu |
| Bay College | 906-786-5802 | www.baycollege.edu |
| Charles S. Mott Community College | 810-762-0315 | www.mcc.edu |
| Delta College | 989-686-9093 | www.delta.edu |
| Glen Oaks Community College | 269-467-9945 | www.glenoaks.edu |
| Gogebic Community College | 906-932-4231 x207 | www.gogebic.edu |
| Grand  Rapids Community College | 616-234-4100 | www.grcc.edu |
| Great Lakes Maritime Academy | 231-995-1200 | www.nmc.edu/maritime |
| Henry Ford Community College | 313-845-9600 | www.hfcc.edu |
| Jackson Community College | 516-685-7425 | www.jccmi.edu |
| Kalamazoo Valley Community College | 269-488-4100 | www.kvcc.edu |
| Kellogg Community College | 269-965-4153 | www.kellogg.edu |
| Kirtland Community College | 989-275-5000 x284 | www.kirtland.edu |
| Lake Michigan College | 269-927-8107 | www.lakemichigancollege.edu |
| Lansing Community College | 517-483-1200 | www.lcc.edu |
| Macomb Community College | 866-622-6624 | www.macomb.edu |
| Mid-Michigan Community College | 989-386-6661 | www.midmich.edu |
| Monroe County Community College | 734-384-4104 | www.monroeccc.edu |
| Montcalm Community College | 989-328-1250 | www.montcalm.edu |
| Muskegon Community College | 231-777-0366 | www.muskegoncc.edu |
| North Central Michigan College | 213-348-6626 | www.ncmich.edu |
| Northwestern Michigan College-Cadillac | 231-775-8611 | www.nmc.edu |
| Northwestern Michigan College-Trav. City | 231-995-1054 | www.nmc.edu |
| Oakland Community College | 248-341-2200 | www.oaklandcc.edu |
| St. Clair Community College | 810-989-5500 | www.sc4.edu |
| Schoolcraft College | 734-462-4426 | www.schoolcraft.edu |
| Southwestern Michigan College | 269-782-1000 x1303 | www.swmich.edu |
| Washtenaw Community College | 734-973-3543 | www.wccnet.edu |
| Wayne County Community College | 313-496-2600 | www.wcccd.edu |

## NON-PUBLIC TWO-YEAR AND FOUR-YEAR COLLEGES AND UNIVERSITIES

| INSTITUTION NAME | ADMISSIONS | WEBSITE |
|---|---|---|
| Adrian College | 800-877-2246 | www.adrian.edu |
| Albion College | 800-858-6770 | www.albion.edu |
| Alma College | 800-321-ALMA | www.alma.edu |
| Andrews University | 800-253-2874 | www.andrews.edu |
| Aquinas College | 800-678-9593 | www.aquinas.edu |
| Ave Maria College | 866-866-3030 | www.avemaria.edu |
| Baker College of Auburn Hills | 888-429-0410 | www.baker.edu |
| Baker College of Cadillac | 231-878-3100 | www.baker.edu |
| Baker College of Flint | 800-964-4299 | www.baker.edu |
| Baker College of Jackson | 888-343-3683 | www.baker.edu |
| Baker College of Clinton Township | 586-791-6610 | www.baker.edu |
| Baker College of Muskegon | 231-777-5200 | www.baker.edu |
| Baker College of Owosso | 800-879-3797 | www.baker.edu |
| Baker College of Port Huron | 810-985-7000 | www.baker.edu |
| Calvin College | 800-688-0122 | www.calvin.edu |
| Cleary College | 800-686-1833 | www.cleary.edu |
| College for Creative Studies | 800-952-ARTS | www.collegeforcreativestudies.edu |
| Concordia University | 800-253-0680 | www.cuaa.edu |
| Cornerstone University | 800-787-9978 | www.cornerstone.edu |
| Davenport University-Midland | 800-968-4860 | www.davenport.edu |
| Davenport University-Dearborn | 313-581-4400 x305 | www.davenport.edu |
| Davenport University-Grand Rapids | 800-632-9569 | www.davenport.edu |
| Davenport University-Kalamazoo | 269-552-3308 | www.davenport.edu |
| Davenport University-Lansing | 800-686-1600 | www.davenport.edu |
| Finlandia University | 877-202-5491 | www.finlandia.edu |
| Grace Bible College | 800-968-1887 | www.gbcol.edu |
| Great Lakes Christian College | 800-937-4522 | www.glcc.edu |
| Hillsdale College | 517-607-2327 | www.hillsdale.edu |
| Hope College | 800-968-7850 | www.hope.edu |
| Kalamazoo College | 800253-3602 | www.kzoo.edu |
| Kettering University | 800-955-4464 x7865 | www.kettering.edu |
| Kuyper College | 616-222-3000 | www.kuyper.edu |
| Lawrence Technological University | 248-204-3160 | www.ltu.edu |
| Madonna University | 734-432-4339 | www.madonna.edu |
| Marygrove College | 313-927-1240 | www.marygrove.edu |
| New Tribes Baptist Institute | 800-555-6824 | www.ntbi.org |
| Northwood University | 800-457-7878 | www.northwood.edu |
| Olivet College | 800-456-7189 | www.olivetcollege.edu |
| Rochester College | 800-521-6010 | www.rc.edu |
| Sacred Heart Major Seminary | 313-883-8500 | www.shms.edu |
| Siena Heights University | 517-264-7180 | www.sienaheights.edu |
| Spring Arbor University | 800-968-0011 | www.arbor.edu |
| University of Detroit Mercy | 313-993-1245 | www.udmercy.edu |

# TO DO LIST
# SENIOR YEAR TIMELINE

## SUMMER

Create a folder for your post-secondary needs
Review career plans for school/training choice
Request catalogs and admission information
Visit college campuses
Consider early college enrollment, military academies

## SEPTEMBER

Start researching scholarships
Meet with college reps visiting your school
Begin sending out applications, ask your counselor to request a fee waiver
Ask for letters of recommendations with 2 weeks notice
Make a calendar with deadline dates (tests, applications, etc.)
Get college, career, and NCAA information from counselor/career office
Register for SAT

## OCTOBER

Meet with college reps visiting your school
Continue to gather career and college information
Work on application essays
Visit your top school choices
Find out what forms for financial aid your schools require and dates due

## NOVEMBER

Meet with college reps visiting your school
Continue sending out college applications
Get financial aid applications from counselor or college of your choice
Give senior picture for yearbook, order announcements, cap and gown

## DECEMBER

Continue meeting with college reps and sending out applications
Get Free Application for Federal Student Aid (FAFSA) form from counselor **Do not submit before January 1**
Apply for outside funding or scholarships
**PARENTS:** Save documentation on your earnings for the year for financial aid eligibility

## JANUARY

Submit your completed FAFSA to processor January 2.
Keep copies of all forms
Attend Financial Aid meeting that your counselor sets up
Ask counselor to send your 1st semester grades to college choices, if wanted
**PARENTS:** Get your taxes done as may need copies to prove eligibility for financial aid

## FEBRUARY

Follow-up on mid-year transcripts being sent to requested schools
Follow-up on FAFSA forms being sent. Must be sent by February 15
Continue checking with counselors for scholarships and application deadlines

## MARCH

FAFSA deadline is March 1
Continue checking for available scholarships
Submit tax forms if requested, to the financial aid office
Contact each office to make sure your applications are complete
If haven't received Student Aid report 4 weeks after sent, contact FAFSA at 319-337-5665

## APRIL

Compare financial aid award packages received from each college
Make your decision and send in a deposit by the deadline
Find out details for signing financial aid award letters
Get deadlines at your college for housing, financial aid, etc
Take the SAT

## MAY

Commit to a college, send your orientation fee, touring fee
Request final transcript to be sent to the College of your choice
Take AP exams
Enjoy baccalaureate, awards night, and graduation!

# COURSE DESCRIPTIONS

# FINE ARTS COURSE DESCRIPTIONS
## Visual Arts

### ART 1
This is a foundation course designed to introduce students to a high school art program. Aspiring artists will become familiar with the elements and principles of art and design as they explore a variety of artists and art movements. In the first nine weeks of this semester-long course, the major focus is on the elements of art: line, shape, form, color, value, texture and space, and how these elements are put together into a composition. The principles of design: emphasis, balance, movement, rhythm, proportion, contrast and pattern are the foundation of the second nine weeks. Various drawing and 2-D design techniques will be introduced and incorporated in projects. Art vocabulary, Art history, and Art criticism will help reinforce the basic concepts. This course is a prerequisite for all other art courses.

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### ART 2
Students continue their artistic development and expound on curriculum and skills taught on Art One. In addition, students will be exposed to the mediums of painting, 3D design, Ceramics, Sculpture, and mixed media. Students will create art with all mediums, develop a vocabulary for each, and further develop their sense of principles and elements of art.

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### CERAMICS/SCULPTURE I-1
### CERAMICS/SCULPTURE I-2
Students will have the opportunity to work in three-dimensional form. All methods of pottery will be introduced—hand building as well as techniques for work on the potter's wheel. Some basic skills of glazing and other materials will be studied for the production of decorative and functional works of art. This course is for students who have a background in Art and would like to transform 2-Dimensional concepts into 3-Dimensional sculpture.

Students will learn basic construction methods for stability and strength and are introduced to the properties of steel and other metals. They will create 3D multimedia compositions illustrating current event topics.

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### DIGITAL MEDIA I-1
### DIGITAL MEDIA I-2
This is a two-semester course designed for 10th to 12th grade students who meet multiple times per week. Artists will focus on a variety of technologies to explore digital illustration, digital photography, web design, sound, animation, and video. To complete these units, artists will rely on available software and technology and work from storyboarding through to completed projects. Digital Media I-1 will cover the basic skills; Digital Media I-2 will build upon those basic skills to create at an advanced level.

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### HONORS ART I-1
### HONORS ART I-2
This is an advanced course designed to further the individual art skills of students. Students who take this class will gain skills that help them proceed to Advanced Placement (AP) Art in the future. Students will gain experience and learn a higher level of techniques and rigor in 2D and 3D mediums. These media and techniques will build upon the basic Principles and Elements of art on a more conceptual level. Art vocabulary, art history and art criticism will help reinforce more complex and conceptual concepts. This course is a suggested prerequisite for Advanced Placement (AP) Art.

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### ADVANCED PLACEMENT (AP) ART I-1
### ADVANCED PLACEMENT (AP) ART I-2
The AP Art course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Art students will submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. Students also develop a body of work for the concentration section of the portfolio that investigates an idea of personal interest to them.

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### IB DP VISUAL ARTS/PROJECT I
### IB DP VISUAL ARTS/PROJECT II
*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The 2-year IB Diploma Programme Visual Arts Course will enable students to demonstrate that courage as they wrestle with developing not only a personal artistic identity, but a personal worldview, which illustrates where and how they fit on this great planet. Students will be exposed to local, national and international cultures and artistic expressions, deepening their knowledge and opening their minds to humanity's vast differences. Embedded in the program will be the six E's of Economicology: Economics, Environment, Ecology, Ethics, Empathy, and Education, which serve as a valuable collaborative partner to IB's learner profile, philosophies and framework. Personal and peer reflection alongside open communication is highly valued as students continuously critique and evaluate their progress.

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### DESIGN THINKING
*Only available to students at Ottawa Hill High School*

Design Thinking covers a broad range of topics and subject areas while utilizing a "systematic" way to think creatively. A strong emphasis is placed on 21st Century skills like Design Thinking, Collaboration, Storytelling and Empathy to problem solve a solution. Each unit will present a challenge to the students and they collaboratively will work through the "Creative Problem Solving" methods being taught to find the best solutions possible. The course will emphasize the aesthetics of art and how we visually see the world, along with an integration of STEAM curriculum and many of the skills that future employers are looking for.

# FINE ARTS COURSE DESCRIPTIONS
## Visual Arts

### DRAWING
Drawing is a way of showing what we see or imagine by placing lines, shapes, colors, patterns and values on a paper with a variety of tools such as : Graphite Pencil—Colored Pencil—Crayon—Marker—Pastel (Oil and Chalk)—Charcoal—Pen and Ink—Conte Crayon.

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### PAINTING I
The act of painting can be defined as creating an artwork by using a brush or other tool to apply tempera, watercolor, gouache, oil, acrylic, and other liquid materials to a surface. The artist may use line, shape, color, and other Elements and Principles of Design to create a work of art using the painting medium.

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### IB MYP ART 1
### IB MYP ART 2
*Only available to students at CITY HIGH/MIDDLE SCHOOL*

MYP Art is a continuation of the Intermediate Art curriculum with a greater level of focus. Students will continue the Economicology philosophical stance of cooperating to conserve supplies and tools in the art studio. Focal points will continue the Intermediate Art curricula: The Elements of Art and Principles of Design, various drawing strategies, patterns in art and in various cultures, using pencils and colored pencils to explore textures, blending, line, and value, exploring color schemes through painting, collage and cut paper. Multi-cultural / art historical projects related to the Level 2 & 3 History curricula which include research, skills practice, and reflective writing. A 3D project is included.

Students are encouraged to be risk-taking inquirers. All lessons have written components requiring critical thinking about the creative process and/or critical reflections on the final project. All projects will require planning and executing a personal artwork using the four IB MYP assessment criteria. Students will receive a stated timeline and will be expected to engage through personal interpretation and internal motivation.

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### IB MYP ART 3
### IB MYP ART 4
*Only available to students at CITY HIGH/MIDDLE SCHOOL*

MYP Art is a continuation of the Intermediate Art curriculum with a greater level of focus. Students will continue the Economicology philosophical stance of cooperating to conserve supplies and tools in the art studio. Focal points will continue the Intermediate Art curricula: ?The Elements of Art and Principles of Design, various drawing strategies, patterns in art and in various cultures, using pencils and colored pencils to explore textures, blending, line, and value, exploring color schemes through painting, collage and cut paper. Multi-cultural / art historical projects related to the Level 2 & 3 History curricula which include research, skills practice, and reflective writing. A 3D project is included.

Students are encouraged to be risk-taking inquirers. All lessons have written components requiring critical thinking about the creative process and/or critical reflections on the final project. All projects will require planning and executing a personal artwork using the four IB MYP assessment criteria. Student will receive a stated timeline and will be expected to engage through personal interpretation and internal motivation.

# FINE ARTS COURSE DESCRIPTIONS
## Music

### BAND
Students will develop tone, technique, and expression through rehearsals and at-home-practice. A variety of repertoire will be studied including compositions representing different genres, cultures, jazz, and other popular styles. In addition to the large concert group, students participate in marching band, and other configurations as determined by the instructor. Performances include at least two concerts per year, plus MSBOA and/or GRPS Music festivals, athletic events, parades, and other special activities. Students will also create, evaluate, analyze, and describe music verbally and in writing. Evaluation is based on musical progress as measured by regular playing tests, completion of projects, written assignments, attendance, and positive participation in rehearsals and performances. Attendance at all band activities is required as a condition of enrollment in this course during and outside of the school day.

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### ORCHESTRA
*Only available to students at CITY HIGH/MIDDLE SCHOOL & UNION HIGH SCHOOL*

Students in Orchestra develop techniques on string instruments normally found in a symphony orchestra such as the violin, viola, cello, and strings bass. Students will develop skills specific to playing their instrument, as well as learn/improve their ability to read and understand musical notation. A variety of repertoire is studied from the Renaissance, Baroque, Classical, and Romantic Periods, which may include original composition. Performances include at least two concerts per year, and may include recruitment concerts and other special performances and/or activities. Evaluation is based on musical progress as measured by regular playing tests, completion of assignments (written or playing), attendance, and positive participation in rehearsals and performances. Attendance at all band activities is required as a condition of enrollment in this course during and outside of the school day.

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### CONCERT CHOIR
Concert Choir will focus on developing fundamental choral skills. Students will learn fundamentals of singing such as posture, breathing, tone production, and diction. Students will work together to learn/improve their ability to read and understand musical notation, the ability to sigh sing, and to analyze aural examples of vocal music. This will be learned through a variety of aural, visual, and kinesthetic activities. Student will learn a wide variety of vocal literature from classic to contemporary to help them develop their musical skills. This class prepares the singer for the next level of choral music. Attendance at all choir activities is required as a condition of enrollment in this course during and outside of the school day.

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### ADVANCED CONCERT CHOIR
This is a performance class in which students learn to develop their singing skills at an intermediate to advanced level. Enrollment into class is based on audition. Topics to be covered in this course include: techniques of correct vocal production and development, sigh reading, music theory, music history, and general musicianship. The course will encourage application of the above topics in rehearsing and performing a variety of musical repertoire. Students will also explore the personal, historical, contemporary, and cultural, contexts of the music they are studying. This group represents the school by performing at various school and community events. Attendance at all choir activities is required as a condition of enrollment in this course during and outside of the school day.

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### IB DP MUSIC PROJECT
*Only available to students at CITY HIGH/MIDDLE SCHOOL*

Students will study the various artistic ways through which knowledge, skills, and attitudes from different cultural traditions are developed and transmitted. These subjects, known collectively as “the arts’ allow students to investigate and reflect on the complexities of the human condition. By exploring a range of materials and technologies, students should aim to develop an understanding of the technical, creative, expressive and communicative aspects of the arts.

Students will analyze knowledge from various perspectives, and they acquire this knowledge through experimental means as well as more traditional academic methods. The nature of the arts is such that an exploration of the areas of knowledge in general, and knowledge of the different art forms specifically can combine to help us understand ourselves, our patterns of behavior and our relationship to each other and our wider environment.

The Diploma Programme music course provides an appropriate foundation for further study in music at the university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with opportunity to engage in the world of music as lifelong participants.

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### MYP BAND
*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The band course is a musical skills acquisition course where students are engaged in developing their musical skills and knowledge through performance on a band instrument.

Students are introduced to fundamental performance skills, music notation, and basic principles of musical performance. Students must be knowledgeable with performing practices as well as the terminology of music. They must be able to communicate both verbally and non-verbally through performing with their instruments.

# FINE ARTS COURSE DESCRIPTIONS
## Music

### MYP CHOIR A

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The choir course incorporates the range of MYP fundamental concepts and the characteristics of the learner profile. Learning to perform music together requires communication among individuals, as well as with the instructor. Various cultural traditions are explored in the range of musical pieces studied. Choir students learned that concepts found in our class are the same ones that can be used with the approach to other matters they encounter in their lives. This gives the class a holistic approach to understanding the relevance of our work. Students must be knowledgeable with performing practices as well as terminology of music. They must be able to communicate both verbally and in the manner that they sing. Being principled is a necessary component in the work ethic required in musical preparation. Open-mindedness, as well as the willingness to take risks is needed to be prepared to handle the challenges of any type of music encountered. While music is being shaped in rehearsal, it is important to reflect on the progress and the results achieved along the way.

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### MYP CHOIR B

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

MYP Choir incorporates the range of MYP fundamental concepts and the characteristics of the learner profile. Learning to perform music together requires communication among individuals, as well as with the instructor. Various cultural traditions are explored in the range of musical pieces studied. Students must be knowledgeable with advanced performing practices as well as terminology of music. They must be able to communicate both verbally and in the manner that they sing.

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### MYP MARCHING BAND

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The marching band course incorporates the range of MYP fundamental concepts and the characteristics of the learner profile. Learning to perform music together requires communication among individuals, as well as the instructor. Marching band students will learn to combine the playing of music with motion. Students will prepare performances suitable for on the field marching at football games as well as parades for the community. Music selection will be suitable to the events. Instrumentation will be appropriate for the marching band and will include brass, woodwind and percussion. Students must be knowledgeable with performing practices as well as the terminology of music. They must be able to communicate both verbally and in the manner that they play their instruments. Being principled is a necessary component in the work ethic required in musical preparation.

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### MYP ORCHESTRA A
### MYP ORCHESTRA B

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The orchestra course incorporates the range of MYP fundamental concepts and the characteristics of the learner profile. Learning to perform music together requires communication among individuals, as well as with the instructor. Various cultural traditions are explored in the range of musical pieces studied. Orchestra students learned that concepts found in our class are the same ones that can be used with the approach to other matters they encounter in their lives. This gives the class a holistic approach to understanding the relevance of our work. For example, the first unit this year was “What is the State of the (Musical) Planet?” This unit led to the examination of the background environment and the way if affected our work. From there, we looked at the way these discoveries related to issue in the environment and the world. Students must be knowledgeable with performing practices as well as terminology of music. They must be able to communicate both verbally and in the manner that they play their instruments. Being principled is a necessary component in the work ethic required in musical preparation. Open-mindedness, as well as the willingness to take risks is needed to be prepared to handle the challenges of any type of music encountered. While music is being shaped in rehearsal, it is important to reflect on the progress and the results achieved along the way.

# APPLIED TECHNOLOGY AND BUSINESS COURSE DESCRIPTIONS

## ACCOUNTING I

*Only available to students at INNOVATION CENTRAL- BUSINESS MGMT & TECH*

In this full year course, students will learn the language of business- accounting. The students will master the skills needed to perform daily accounting functions and prepare accounting reports. Topics include basic accounting, processes and procedures, financial statement preparation and analysis, internal control, valuation and measurement of accounting included in financial reports, and practices for merchandising and service business. Completion of business simulations and a multimedia presentation will be required.

## BUSINESS TECHNOLOGY I

In this full year course, students will acquire and apply intermediate computer skills using MS Word, Excel, PowerPoint, Publisher and Access to prepare business documents. Employability skills, career development, leadership and teamwork, personal finance, business ethics, written and oral communication, efficient time management, and critical thinking skills will be learned and applied. One research paper (MLA format) is required.

## CONSTRUCTION & ENGINEERING 1

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

A one semester core course that will be used to develop design and construction knowledge related to math, vocabulary, scale, measurement, and construction drawing comprehension skills. The course will introduce students to general building systems and practical applications. Construction & Engineering will be the basis for the later classes in the Academy of Design and Construction and a career in a related field.

## CONSTRUCTION GRAPHICS

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

This course will serve as an introduction to the common skills and terminology related to basic drafting, whether manual or computer based. Students will explore the drafting occupation and the various disciplines of drafting and design. Emphasis will be placed on freehand engineering lettering and plane geometry. This course will develop the skills associated with freehand drawing methods of visual communications, and in seeing and expressing form, value, and texture as well as development of ability to express original conceptions.

## CORE CONSTRUCTION I

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

Core Construction I cover all the fundamental building systems so that students gain an overall understanding of how residential and commercial buildings are constructed, and the different types of systems used in each step of the process.

## CORE CONSTRUCTION II

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

Core Construction II provides the students with an overview of how buildings can be broken down into basic structural, engineering and finish systems. The students will gain an overall understanding of how residential and commercial buildings are constructed and the different types of systems used in each step of the process.

## INTRO DESIGN & CONSTRUCTION I

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

## DESIGN I

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

A year long course expanding on the concepts of design presented in the 9th and 10th grades. Segments include “green” design and sustainability concepts, 3D form & massing, color combination and theory, concepts of volume and space, and graphic communication/drawing and presentation and preparation for post-secondary options including both college and career.

## DESIGN II

*Only available to students at INNOVATION CENTRAL- ACADEMY OF DESIGN & CONST.*

Design II will apply concepts explored in Design I to specific areas of the design process including site analysis and design, building planning and design and interior design. Students will learn how design concepts are used in preparations for projects. Students will collaborate on a variety of team design projects to reinforce their understanding of and confidence in major design principles and concepts used throughout the design and construction process.

# APPLIED TECHNOLOGY AND BUSINESS COURSE DESCRIPTIONS

## ENGINEERING DESIGN 1
## ENGINEERING DESIGN 2

*Only available to students at INNOVATION CENTRAL - ACADEMY OF MODERN ENGINEERING*

Engineering Design is a high school level course that is appropriate for students who are interested in design and engineering or another technical career. The major focus of the ED course is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation. ED gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics and problem solving through activity, project and problem-based learning.

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## ENTREPRENEURSHIP I

*Only available to students at INNOVATION CENTRAL - BUSINESS MGMT & TECH*

Be Your Own Boss!! In this full year course, students will learn how to operate and evaluate a business. Business fundamentals will be investigated including management, accounting/ finance, marketing and entrepreneurship. Computer simulations will be used to apply learning to the operation of both manufacturing and marketing businesses. Students will use intermediate computer skills using MS Excel (spreadsheet) and Access (database) skills throughout this class. A research paper (MLA format) is required. The development and presentation of an original business plan is a capstone project.

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## FINANCE

*Only available to students at INNOVATION CENTRAL - BUSINESS MGMT & TECH*

Learn business fundamentals, explore entrepreneurship; survey the stock market; investigate banking, investments, and international business. Intermediate Excel and Intermediate Access software will be part of this class.

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## GLOBAL MARKETING

*Only available to students at INNOVATION CENTRAL - BUSINESS MGMT & TECH*

This Marketing course covers the foundations and functions of marketing as described in the National Marketing Curriculum. It approaches marketing as an integrated set of tasks (functions), built on a solid set of foundations (economics, finance, career preparation). Students learn about the various functions of marketing, but also discover how each function fits with the others. This is marketing in the real world – integrated, strategic, and always challenging.

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## GLOBAL TECHNOLOGY

This course encourages students to take charge of their own future. By the end of the course students will understand the broad characteristics of taking charge of their career path, be motivated to take charge of that path, and be aware of key tools and methods for pursuing a career path and refining it over time. The class includes lessons in digital productivity tools, personal budgeting, entrepreneurship, and the changes impacting the global economy. Students are engaged in personal reflection, writing, and interacting with other students as well as with their teacher. The class includes on-line learning and meets the State graduation requirement for on-line learning experience. Through these on-line, interactive, multimedia experiences students will be able to answer questions such as: What am I going to do with my life? What is the world of work like? What will I need to succeed? What's next for me?

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## MARKETING I

This course covers the foundations and functions of marketing as described in the National Marketing Curriculum. It approaches marketing as an integrated set of tasks (functions) built on a solid set of foundations (economics, finance, career preparation). Students learn about the various functions of marketing, but also discover how each function fits with the others. This is marketing in the real world-integrated, strategic, and always challenging.

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## MULTIMEDIA I

Students taking this course will discover the possibilities of new technologies for innovative learning and become familiar with the structures, functions and dynamics of a variety of e-learning systems. In this full year course, students will acquire and apply advanced PowerPoint presentations, web page design, digital imaging, desktop publishing, internet research, marketing and e-commerce.

# ENGLISH COURSE DESCRIPTIONS

## ENGLISH 9

This English course for 9th grade students is based on the Common Core Standards for English Language Arts. English 9 students read literature and nonfiction texts; analyze texts through close reading and application of critical perspectives; write creatively and analytically; and develop speaking and listening skills. English 9 builds students' ability to analyze bias, and author's intent, and literacy devices; make claims supported with textual evidence; identify and address counter arguments; and learn to use an authoritative tone; develop small group oral communication skills using a process approach.

## HONORS ENGLISH 9

This English course for 9th grade students is based on the Common Core Standards for English Language Arts. This course is designed for those students who wish to challenge themselves with a higher level of rigor in the areas of reading, writing, speaking, and listening. The basic content areas include those of the regular English 9 curriculum; however, the students will also read and analyze additional text and write more in-depth responses. Students will research contemporary and classical issues culminating in the development of a product. Class discussions and presentations will be a critical part of this class. Vocabulary and grammar are taught to improve success on standardized college exams. Class discussions and presentations will be a critical part of this class. Vocabulary and grammar are taught to improve success on standardized college exams.

## ENGLISH 10

This English course for 10th grade students is based on the Common Core Standards for English Language Arts. English 10 students read literature and nonfiction texts; analyze texts through close reading and application of critical perspectives; write creatively and analytically; and develop oral communication skills for small and large groups. Students continue to increase their literary analysis skills by studying a variety of authors and works as they analyze multiple perspectives and a variety of literary devices, support their claims with evidence from more than one source, and make formal written and oral presentations with attention to their audience.

## HONORS ENGLISH 10

This English course for 10th grade students is based on the Common Core Standards for English Language Arts. This course is designed for those students who wish to challenge themselves with a higher level of rigor in the areas of reading, writing, speaking, and listening. The basic content areas include those of the regular English 10 curriculum; however, the students will also read and analyze additional text and write more in-depth responses. Students will research contemporary and classical issues culminating in the development of a product. Class discussions and presentations will be a critical part of the class. Vocabulary and grammar are taught to improve success on standardized college exams. The course requires outside readings based on course themes and various forms of writing.

## ENGLISH 11

This course is a continuation in the development of reading, writing, speaking, and listening skills. It is also a continuation in the development of research skills. A research paper is required. Students will read a variety of genres during a chronological and/or thematic study of American Literature. There is a focus on further development of writing skills.

## ENGLISH 12

This course will provide continual development of reading, writing, speaking, listening and research skills. This course is a survey course of British literature. It will include a study of multi-cultural literature from around the world and a study of composition. Students will be responding to materials as to their relevance, significance, and application beyond the classroom. A main part of this course will be the senior research project and presentation.

## LANGUAGE ACQUISITION I

*Only available to students at UNION HIGH SCHOOL (Traditional)*

Entry level course for English Language Learners with an appropriate WIDA score

## AP ENGLISH LITERATURE & COMPOSITION

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

# ENGLISH COURSE DESCRIPTIONS

## IB DP ENGLISH 11

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This DP English course is an in depth two year study of fiction, non-fiction, drama, and poetry from multiple regions, cultures and historical perspectives, and the techniques of expression that allow for their discussion and study. The course will encourage a personal and lifelong appreciation of literature and a true understanding of how and why we value literature through the study of the techniques of literary criticism and the represented themes. The course will allow the student to take risks and improve their communication skills as they practice their written and oral work. This safe risk taking will enhance the student's critical and analytical reading, writing, and oral skills. Through the study of a wide range of literary works, students will develop an understanding and appreciation of the relationships between works, authors and cultures helping to develop, through the immersion of culture within each text, a sense of international-mindedness.

## IB DP ENGLISH 12

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The second year of this course will continue study of fiction, non-fiction, drama, and poetry from multiple regions, cultures and historical perspectives, and the techniques of expression that allow for their discussion and study. The course will encourage a personal and lifelong appreciation of literature and a true understanding of how and why we value literature through the study of the techniques of literary criticism and the represented themes. The course will allow the student to take risks and improve their communication skills as they practice their written and oral work. This safe risk taking will enhance the student's critical and analytical reading, writing, and oral skills. Through the study of a wide range of literary works, students will develop an understanding and appreciation of the relationships between works, authors and cultures helping to develop, through the immersion of culture within each text, a sense of international-mindedness.

## MYP HUMANITIES ENGLISH 9

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

Students will study Ancient Egypt, Middle East, Greek and Roman Literature, and composition through integration of history and art. The time period is 2000 B.C. - 476 A.D.

## MYP HUMANITIES ENGLISH 10

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

Students will study Western Civilization Literature and composition through integration of history and art. The time period is 476 A.D. to present.

## 20TH CENTURY LITERATURE I

*Only available to students at G.R. MONTESSORI PUBLIC HIGH SCHOOL*

What is your role as a citizen of the United States of America? How do you impact your community? How have Americans used writing as a tool for societal change? When examining 20th Century American Literature, one is astounded by the power of the written word to bear witness to the triumphs of the last one hundred years. Change has not come easily to our country; the 20th century was full of turmoil. Understanding our historical role in world conflicts as well as the battles fought here for civil liberties is an important piece in the education of all United States citizens. Themes include civic responsibility, justice, and the effects of conflict. The ultimate goal for all English language arts learners is personal, social, occupational and civic literacy. Literacy combines the skills of reading, writing, listening, speaking and viewing; it does beyond the ability to read and write at basic levels. Literate individuals understand the different functions of language arts for personal, social, political, and cultural purposes. Maria Montessori wrote that when studying history, one should focus on the "uplifting of the inner life of humanity towards tendencies that row ever-less in cruelty and violence striving to form ever-wider groups of associated individuals." This focus will aid students in the widening of their community.

## AMERICAN LITERATURE I

*Only available to students at G.R. MONTESSORI PUBLIC HIGH SCHOOL*

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on American Literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

# ENGLISH COURSE DESCRIPTIONS

## CONTEMPORARY WORLD LITERATURE I

*Only available to students at G.R. MONTESSORI PUBLIC HIGH SCHOOL*

This course will include the study of contemporary literature and its roots from around the globe. The focus will be on contemporary issues and themes such as cultural dislocation, racism, identity formation, change and power. Students will make comparisons of experiences across majority and minority (or dominant and subaltern) cultural groups.

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## CREATIVE WRITING I

This course is designed for students with fundamental knowledge of basic writing skills who wish to express themselves imaginatively. Students will explore readings of all types for interest and appreciation, using these as a source for ideas and as models of literary expression. The course focuses on personalizing the writing process. Students will compose personal pieces, fiction, drama, and poetry. A project will be due at the end of each semester and journals will be kept.

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## CREATIVE WRITING II

This course is designed for students with fundamental knowledge of basic writing skills who wish to express themselves imaginatively. Students will explore readings of all types for interest and appreciation, using these as a source for ideas and as models of literary expression. The course focuses on personalizing the writing process. Students will compose personal pieces, fiction, drama, and poetry. A project will be due at the end of each semester and journals will be kept.

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## WORLD LITERATURE I

*Only available to students at G.R. MONTESSORI HIGH*

The goal for World Literature is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In World Literature, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Students will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies. Through the lens of Inter-Relationships and Self-Reliance, they will consider how they build relationships, how their relationships impact others, and their responsibility to society.

# WORLD LANGUAGE COURSE DESCRIPTIONS

## AMERICAN SIGN LANGUAGE I

*Only available to students at G.R. UNIVERSITY PREPARATORY ACADEMY and GRAND RAPIDS MONTESSORI*

This course is an introduction to American Sign Language (ASL), the language used by the Deaf community in the United States and most of Canada. It is intended for middle and/or high school students. ASL, the 4th most used language in the United States, was approved as a foreign language offering by Michigan Department of Education in 2011. As such, the American Sign Language Level 1 course is aligned to the Michigan World Language Standards and Benchmarks as well as the National Standards for Learning American Sign Language.

This course provides students with beginning ASL communication skills, as well as cross-cultural and socio-linguistic perspective on the aspects of deafness. Since a language cannot be separated from its culture, Deaf culture and history are included in the units of study. This course focuses on the dialogues that provide and strengthen practical skills and the knowledge necessary for basic interactions within the Deaf community. In this course, students communicate about themselves, their family, school and the world around them.

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## CHINESE I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about the Chinese-speaking peoples of Asia and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of Chinese-speaking people.

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## CHINESE II

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about the Chinese-speaking people of Asia and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of Chines-speaking people.

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## CHINESE III

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about the Chinese-speaking peoples of Asia and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of Chinese-speaking people.

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## CHINESE IV

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This two-year course focuses on interaction between speakers and writers of the target language. The student prepares to use the language appropriately in a range of situations and contexts and for a variety of purposes. The skills of listening, speaking, reading, and writing are developed through the study of a wide range of oral and written texts of different styles and registers. An appropriate range of grammatical structures are integrated with the study of themes and texts and the acquisition of skills.

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## MYP CHINESE III

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

In this course, the students will review Chinese skills to communicate about school, friends, family, time and seasons, food & clothing and various leisure activities. Students will also read authentic Chinese history and cultures from the Chinese-speaking world. Emphasis is placed on the four fluency skills of listening, speaking, reading and writing. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of Chinese-speaking people.

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## MYP CHINESE IV

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

In this course, the students will review Chinese skills to communicate about school, friends, family, time and seasons, food & clothing and various leisure activities. Students will also read authentic Chinese history and cultures from the Chinese-speaking world. Emphasis is placed on the four fluency skills of listening, speaking, reading and writing. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of Chinese-speaking people.

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## IB DP CHINESE V

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This two-year course focuses on interaction between speakers and writers of the target language. The student prepares to use the language appropriately in a range of situations and contexts and for a variety of purposes. The skills of listening, speaking, reading, and writing are developed through the study of a wide range of oral and written texts of different styles and registers. An appropriate range of grammatical structures are integrated with the study of themes and texts and the acquisition of skills.

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## IB DP CHINESE VI

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This two-year course focuses on interaction between speakers and writers of the target language. The student prepares to use the language appropriately in a range of situations and contexts and for a variety of purposes. The skills of listening, speaking, reading, and writing are developed through the study of a wide range of oral and written texts of different styles and registers. An appropriate range of grammatical structures are integrated with the study of themes and texts and the acquisition of skills.

# WORLD LANGUAGE COURSE DESCRIPTIONS

## FRENCH I

These courses provide students with knowledge, skills and attitudes about the French-speaking peoples of France, Canada, Africa and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of French-speaking people.

## FRENCH II

These courses provide students with knowledge, skills and attitudes about the French-speaking peoples of France, Canada, Africa and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of French-speaking people.

## FRENCH III

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about the French-speaking peoples of France, Canada, Africa and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of French-speaking people.

## FRENCH IV

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about the French-speaking peoples of France, Canada, Africa and other countries. Beginning with simple and interesting conversational uses of the language and cultural awareness, students are eventually exposed to the systematic study of grammar, literature and culture of French-speaking people.

## FRENCH VII-HL

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The French B Higher Level course is designed for the student who intends to pursue a more advanced study of the French language and culture beyond a student's secondary education. The focus is on building and refining student communicative competence of the language in a wide range of situations and purposes.

Vocabulary, grammar and syntax will be acquired primarily in context and exposure to authentic written and spoken materials, including magazines, newspapers, literary works, recordings, films and the internet. Contemporary, social, political, economic issues in everyday life and culture will be explored in the target language, with discussions extending beyond the French-speaking areas of the globe to the international community at large. In so doing students will develop their communication skills, knowledge, and open-mindedness and be prepared to make a positive impact on humanity.

TOK will be applied throughout the course as students reflect upon and discuss numerous issues related to language and knowledge. (E.g. How does language come to be known? Is the capacity to acquire language innate? What is lost in the translation from one language to another? Why? Is it reasonable to argue for the preservation of established forms of language, for example, as concerns grammar, spelling, syntax, meaning or use? Is one language common to the whole world a defensible project?

## SPANISH I

These courses provide students with knowledge, skills and attitudes about our Spanish neighbors to the south, Mexican-Americans in the United States, and other Hispanic cultures. Beginning with simple and interesting conversational uses of the language and cultural awareness, students' progress to the systematic study of the grammar, literature and culture of Spanish-speaking people.

## SPANISH II

These courses provide students with knowledge, skills and attitudes about our Spanish neighbors to the south, Mexican-Americans in the United States, and other Hispanic cultures. Beginning with simple and interesting conversational uses of the language and cultural awareness, students' progress to the systematic study of the grammar, literature and culture of Spanish-speaking people.

## SPANISH III

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about our Spanish neighbors to the south, Mexican-Americans in the United States, and other Hispanic cultures. Beginning with simple and interesting conversational uses of the language and cultural, awareness, students' progress to the systematic study of the grammar, literature, and culture of Spanish-speaking people.

# WORLD LANGUAGE COURSE DESCRIPTIONS

## SPANISH IV

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about our Spanish neighbors to the south, Mexican-Americans in the United States, and other Hispanic cultures. Beginning with simple and interesting conversational uses of the language and cultural awareness, students' progress to the systematic study of the grammar, literature and culture of Spanish-speaking people.

## MYP SPANISH III

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course provides students with an opportunity to expand their knowledge of the Spanish speaking world. Emphasis is placed on the four skills of writing, speaking, listening and reading. The Spanish III course builds on previous vocabulary, grammar, and the use of language and cultural concepts already taught in beginning levels. Students who take this course learn to summarize, compare and synthesize oral and written messages. At the end of the course, students will demonstrate understanding of language through comparisons of the Spanish language and their own; they will participate in multilingual communities at school, home and around the world.

## MYP SPANISH IV

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

These courses provide students with knowledge, skills and attitudes about our Spanish neighbors to the south, Mexican-Americans in the United States, and other Hispanic cultures. Beginning with simple and interesting conversational uses of the language and cultural awareness, students' progress to the systematic study of the grammar, literature and culture of Spanish-speaking people.

## IB DP SPANISH V

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This two-year course focuses on interaction between speakers and writers of the target language. The student prepares to use the language appropriately in a range of situations and contexts and for a variety of purposes. The skills of listening, speaking, reading, and writing are developed through the study of a wide range of oral and written texts of different styles and registers. An appropriate range of grammatical structures are integrated with the study of themes and texts and the acquisition of skills.

## IB DP SPANISH VI

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This two-year course focuses on interaction between speakers and writers of the target language. The student prepares to use the language appropriately in a range of situations and contexts and for a variety of purposes. The skills of listening, speaking, reading, and writing are developed through the study of a wide range of oral and written texts of different styles and registers. An appropriate range of grammatical structures are integrated with the study of themes and texts and the acquisition of skills.

## SPANISH VII-HL

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The Spanish B Higher Level course is designed for the student who intends to pursue a more advanced study of the Spanish language and culture beyond a student's secondary education. The focus is on building and refining student communicative competence of the language in a wide range of situations and purposes and to further develop an awareness of and sensitivity to the diverse Spanish-speaking cultures throughout the world.

Vocabulary, grammar and syntax will be acquired primarily in context and exposure to authentic written and spoken materials, including magazines, newspapers, literary works, recordings, films and the internet. Contemporary, social, political, economic issues in everyday life and culture will be explored in the target language, with discussions extending beyond the Spanish-speaking areas of the globe to the international community at large. In so doing students will develop their communication skills, knowledge, and open-mindedness and be prepared to make a positive impact on humanity.

TOK will be applied throughout the course as students reflect upon and discuss numerous issues related to language and knowledge. (E.g. How does language come to be known? Is the capacity to acquire language innate? What is lost in the translation from one language to another? Why? Is it reasonable to argue for the preservation of established forms of language, for example, as concerns grammar, spelling, syntax, meaning or use? Is one language common to the whole world a defensible project?)

## SPANISH FOR HEALTH CAREERS (EL ESPAÑOL PARA LAS PROFESIONES DE SALUD AP SPANISH LANGUAGE AND CULTURE

*Only available for students at Innovation Central High School*

Spanish for Health Professions is designed and aimed to help students develop proficiency and fluency in communicating in Spanish that is particular to the health field. Spanish anatomy, general conversation, grammar, and vocabulary related to the health field are central to the curriculum. Cultural aspects that may affect professional-to-client relationships are also explored.

# WORLD LANGUAGE COURSE DESCRIPTIONS

## AP SPANISH LANGUAGE AND CULTURE

*Only available to students at SWCC High School*

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

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## SPANISH FOR NATIVE SPEAKERS (ESPAÑOL PARA EL HISPANOHABLANTE)

*Only Available for Students at Union High School*

In the Spanish for native speakers (SNS) course, students will acknowledge their existing proficiency in Spanish as an advantage, and on expanding and broadening this linguistic proficiency through programs that provide ample opportunities for full literacy development. In this course, teachers will emphasize meaning first, and form second. Experience has demonstrated that classes emphasizing or based largely on formal grammatical study, on the one hand, do not fully utilize the students' functional ability in Spanish. Native Spanish speaker will:

- Acquire pride in their home language and culture;
- Come in contract with a variety of Spanish regional and social dialects;
- Distinguish between formal and informal language registers, and their appropriate domains;
- Read with comprehension and enjoyment;
- Write extensively on materials and topics presented orally or within their experience;
- Become familiar with the educational and career opportunities of Spanish-English bilingualism

# HEALTH COURSE DESCRIPTIONS

## HEALTH

Health will give students an opportunity to gain an appreciation and understanding of the importance of making good lifestyle choices. Students will be encouraged to take an interest in their own health status, to appreciate themselves as unique individuals, to feel connected to family and community, to feel empowered to make and carry out health promoting decisions, and to set goals and make plans in order to achieve successful and satisfying lives.

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## HST I

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCES & TECH*

This course offers an exploration of health science careers. It will include labor market information, levels of education necessary for various careers, internet research, site visits, and job shadowing. There will be a culminating project required for this course. This course is required for all students enrolled in the Health Sciences and Technology High Schools.

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## HST II

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCES & TECH*

This course covers the following health content areas: personal safety, violence prevention, safety and first aid, substance abuse, emotional and mental health, sexuality, nutrition, and environmental health/social issues. Accurate health information and skills to keep students mentally and physically healthy will be taught. It is a required course for all students in the HST COI program and will be offered beginning in the 10th grade year.

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## HST III

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCES & TECH*

This course is an introduction to health care. It will include HIPPA, employability skills, patient care, vitals, patient caregiver, medical first responder, and other multidisciplinary skills. This course should be taken in the 10th grade.

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## LIFELINE A
## LIFELINE B

*Only available to students at INNOVATION CENTRAL – HEALTH SCIENCES & TECH*

This course is designed to prepare students to pass the NREMT EMT-B exams and work as a competent entry-level EMT-B. In this course you will gain the knowledge and skills to properly assess and manage a variety of injuries and illnesses. You will learn emergency scene management, introductory anatomy and physiology, the medical-legal concerns of pre-hospital emergency care, airway management, spinal and bone/joint motion restriction, principles of ambulance operation, and many specialty topics. The course includes the American Heart Association BLS for Healthcare Providers Course. Clinical experience is a mandatory component of this course with a minimum number of hours required in the hospital emergency department and on an ambulance. More details of these hours will be described in the courses syllabus and schedule. Students successfully completing this course will be eligible to apply for the National Registry certification examination EMT Basic. This course is approved by the Michigan Department of Community Health; the approval notice is posted in the main classroom of Life EMS Ambulance – Education Centre.

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## SPANISH FOR MEDICAL PROFESSIONALS' TRANSLATION/INTERPRETATION

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCES & TECH*

Spanish for Health Professions is designed and aimed to help students develop proficiency and fluency in communicating in Spanish that is particular to the health field. Spanish anatomy, general conversation, grammar, and vocabulary related to the health field are central to the curriculum. Cultural aspects that may affect professional-to-client relationships are also explored.

# MATHEMATICS COURSE DESCRIPTIONS

## ALGEBRA I

In this course, students will learn the basics of Algebra. Algebra I builds on the increasingly generalized approach to the study of functions and representations begun in the middle grades. This is done by broadening the study of linear relationships to include piecewise functions, systems of equations with three unknowns, formalized function notation and recursive representations, and the development of bivariate data analysis topics such as linear regression and correlation. In addition, knowledge of exponential and quadratic function families is extended and deepened with the inclusion of topics such as rules of exponentiation (including rational exponents), introduction to logarithmic patterns as the inverse of exponential equations, and use of standard and vertex forms for quadratic equations. Students will view Algebra as a tool for analyzing and describing mathematical relationships, and for modeling problems that come from the workplace, the sciences, technology, engineering, and mathematics.

## ALGEBRA II

The increasing use of quantitative methods in all disciplines has made algebra the fundamental tool for mathematical applications. The goal of Algebra II is to build upon concepts taught in Algebra I and Geometry while adding new concepts to the students' repertoire of mathematics, including technology. Students will develop an understanding that algebraic thinking is an accessible and powerful tool that can be used to model and solve real-world problems involving the workplace, the sciences, technology, engineering, and mathematics.

## GEOMETRY I

The study of geometry offers students the opportunity to develop skill in reasoning and formal proof. Students studying geometry in high school further develop analytic and spatial reasoning. They apply what they know about two- dimensional figures to three-dimensional figures in real-world contexts, building spatial visualization skills and deepening their understanding of shape and shape relationships. The study of formal logic and proof helps students to understand the axiomatic system that underlies mathematics. Throughout geometry, students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real-world problems.

## PRECALCULUS

Precalculus is the preparation for calculus. The study of the topics, concepts, and procedures of precalculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors, matrices, and polar coordinates, are introduced, with an eye toward modeling and solving real- world problems.

## CALCULUS I

The student will study descriptive and inferential statistics, combinatorics and probability. The fundamental ideas of calculus: limits, continuity, sequences and series, curves in the plane, derivatives and integrals and their applications are studied. A graphing calculator is required for this course.

## AP CALCULUS AB

The student will study all of the topics required for the Advanced Placement Calculus Exam. Applications include approximations by differentials, work, maximum, minimum, and solids of revolution. The fundamental ideas of calculus: limits, continuity, sequences and series, curves in the plane, derivatives and integrals and their applications are studied. A graphing calculator is required for this course. Students taking this course are expected to take the AP exam.

## FINANCIAL LITERACY

This class is designed to inform students of their various financial responsibilities, and provides opportunities for self-awareness, expression, and satisfaction in a highly technical and competitive society. Students discover new ways to maximize their earning potential, developing strategies for managing their resources, explore skills for the wise use of credit, and gain insight into the different ways of investing money. Current trends and issues consumers face in today's marketplace are used.

## STATISTICS

Statistics is a course designed as an option for study after completing Algebra II. Students will receive a solid foundation in statistics and probability. Applications of statistics in various fields, including biomedical, athletics, politics, and marketing will be explored throughout the course. This course is NOT a sufficient pre-requisite to calculus.

## AP STATISTICS

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data and prepare them for the AP Statistics exam in May. In this course, students are exposed to four broad conceptual themes – Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students who take this course are expected to take the AP exam in May.

# MATHEMATICS COURSE DESCRIPTIONS

## IB DP MATHEMATICS HL I-1 –I-2

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

IB Mathematics HL is a rigorous course that will focus on four core topics in mathematics: Algebra, Geometry, Statistics, and Calculus, the same topics as Mathematics SL, but with greater depth and intensity. Prior to taking Math HL, students will have mastered courses in Algebra I, Geometry, and Algebra II. Students taking Math HL will study math as both a complete discipline of interconnected, abstract ideas and a useful tool with which to describe, summarize and analyze the world around us. Students will be expected to analyze and solve mathematic problems, recognizing appropriate notation and terminology, and express their findings in tabular, graphical, and/or diagrammatic form. Students will employ a variety of techniques and strategies in order to solve real world problems and consider the validity of their results. Supporting evidence and justification of these results are also expected. Students will also be expected to recognize mathematical patterns and structures in various contexts and use appropriate models to summarize these patterns and make generalizations. Technology devices such as a graphing calculator will be used by students as tools for solving problems. Throughout Math HL, students will recognize and gain understanding for practical applications of mathematics and its impact in our world.

## IB DP MATHEMATICS HL-I-3 –I-4

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

IB Mathematics HL is a rigorous course that will focus on four core topics in mathematics: Algebra, Geometry, Statistics, and Calculus, the same topics as Mathematics SL, but with greater depth and intensity. Prior to taking Math HL, students will have mastered courses in Algebra I, Geometry, and Algebra II. Students taking Math HL will study math as both a complete discipline of interconnected, abstract ideas and a useful tool with which to describe, summarize and analyze the world around us. Students will be expected to analyze and solve mathematic problems, recognizing appropriate notation and terminology, and express their findings in tabular, graphical, and/or diagrammatic form. Students will employ a variety of techniques and strategies in order to solve real world problems and consider the validity of their results. Supporting evidence and justification of these results are also expected. Students will be also expected to recognize mathematical patterns and structures in various contexts and use appropriate models to summarize these patterns and make generalizations. Technology devices such as a graphing calculator will by students as tools for solving problems. Throughout Math HL, students will recognize and gain understanding for practical applications of mathematics and its impact in our world.

## IB DP MATHEMATICS SL I-1 – I-2

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

IB Mathematics SL is a rigorous course that will focus on four core topics in mathematics: Algebra, Geometry, Statistics, and Calculus. Prior to taking Math SL, students will have mastered courses in Algebra I, Geometry, and Algebra II.

Students taking Mathematics SL will study math as both a complete discipline of interconnected, abstract ideas and a useful tool with which to describe, summarize and analyze the world around us. Students will be expected to analyze and solve mathematic problems, recognizing appropriate notation and terminology, and express their findings in tabular, graphical, and/or diagrammatic form. Students will employ a variety of techniques and strategies in order to solve real world problems and consider the validity of their results. Supporting evidence and justification of these results are also expected. Students will also be expected to recognize mathematical patterns and structures in various contexts and use appropriate models to summarize these patterns and make generalizations. Technology devices such as a graphing calculator will be used by students as tools for solving problems. Throughout Math SL, students will recognize and gain understanding for practical applications of mathematics and its impact in our world.

## IB DP MATHEMATICS SL I-3 – I-4

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

IB Mathematics SL is a rigorous course that will focus on four core topics in mathematics: Algebra, Geometry, Statistics, and Calculus. Prior to taking Math SL, students will have mastered courses in Algebra I, Geometry, and Algebra II.

Students taking Mathematics SL will study math as both a complete discipline of interconnected, abstract ideas and a useful tool with which to describe, summarize and analyze the world around us. Students will be expected to analyze and solve mathematic problems, recognizing appropriate notation and terminology, and express their findings in tabular, graphical, and/or diagrammatic form. Students will employ a variety of techniques and strategies in order to solve real world problems and consider the validity of their results. Supporting evidence and justification of these results are also expected. Students will also be expected to recognize mathematical patterns and structures in various contexts and use appropriate models to summarize these patterns and make generalizations. Technology devices such as a graphing calculator will be used by students as tools for solving problems. Throughout Math SL, students will recognize and gain understanding for practical applications of mathematics and its impact in our world.

# MATHEMATICS COURSE DESCRIPTIONS

## IB DP MATH STUDIES SL I-1- I-2

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

IB Mathematics Studies SL is a rigorous course that will focus on eight topics in mathematics: Algebra, Geometry, Statistics, and Calculus. Prior to taking Math SL, students will have mastered courses in Algebra I, Geometry, and Algebra II. Students taking Mathematical Studies SL will study math as both a complete discipline of interconnected, abstract ideas and a useful tool with which to describe, summarize and analyze the world around us. Students will be expected to analyze and solve mathematic problems, recognizing appropriate notation and terminology, and express their findings in tabular, graphical, and/or diagrammatic form. Students will employ a variety of techniques and strategies in order to solve real world problems and consider the validity of their results. Supporting evidence and justification of these results are also expected. Students will be also expected to recognize mathematical patterns and structures in various contexts and use appropriate models to summarize these patterns and make generalizations. Technology devices such as a graphing calculator will by students as tools for solving problems. Throughout Mathematical Studies SL, students will recognize and gain understanding for practical applications of mathematics and its impact in our world.

## IB DP MATH STUDIES SL-I-3 – I-4

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

IB Mathematics Studies SL is a rigorous course that will focus on four topics in mathematics: Algebra, Geometry, Statistics, and Calculus. Prior to taking Math SL, students will have mastered courses in Algebra I, Geometry, and Algebra II. Students taking Math Studies SL will study math as both a complete discipline of interconnected, abstract ideas and a useful tool with which to describe, summarize and analyze the world around us. Students will be expected to analyze and solve mathematic problems, recognizing appropriate notation and terminology, and express their findings in tabular, graphical, and/or diagrammatic form. Students will employ a variety of techniques and strategies in order to solve real world problems and consider the validity of their results. Supporting evidence and justification of these results are also expected. Students will also be expected to recognize mathematical patterns and structures in various contexts and use appropriate models to summarize these patterns and make generalizations. Technology devices such as a graphing calculator will be used by students as tools for solving problems. Throughout Mathematical Studies SL, students will recognize and gain understanding for practical applications of mathematics and its impact in our world.

## MYP HONORS ALGEBRA I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

In this course, students will learn basics of Algebra. Algebra I builds on the generalized approach to the study of functions and representations. Students will become knowledgeable in many different ways to think about a problem. They will become skilled problem solvers through inquiry and reflection. This is done by broadening the study of linear relations to include piecewise functions, systems of equations, formalized function notation and recursive representations, and the development of bivariate data analysis topics such as linear regression and correlation. In addition, their knowledge of exponential and quadratic function families is extended and deepened with the inclusion of topics such as rules and exponentials. All students will apply the mathematical concepts of Algebra I to enhance their understanding and lifelong use of mathematics.

Students will apply their risk taking as they view Algebra as a tool for analyzing and describing mathematical relationship.

## MYP HONORS ALGEBRA II

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The goal of Algebra II is to build upon concepts taught in Algebra I and Geometry while adding new concepts to the students' repertoire of mathematics. Students will develop an understanding of the language, symbols, and notation of mathematics. They develop mathematical reflection and use inductive and deductive reasoning when thinking and communicating about problem solving.

## MYP HONORS GEOMETRY I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The study of geometry offers students the opportunity to develop skill in reasoning and formal proof, as thinkers and inquirers. Students studying geometry in high school further develop analytic and spatial reasoning. They apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts from international issues, building spatial visualization skills and deepening their understanding of shape and shape relationships. The study of formal logic and proof helps students to understand and communicate the axiomatic system that underlies mathematics. Throughout geometry, students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real world problems. Students will work together to learn new aspects of geometric and algebraic mathematical processes, and help each other to reflect and improve on their understanding of mathematics and global issues.

# PHYSICAL EDUCATION & JROTC COURSE DESCRIPTIONS

## MYP TEAM SPORTS A

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The purpose of this course is to learn basic skills and knowledge associated with a variety of team sports. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of health-related fitness concepts, practice positive personal and social skills and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## PERSONAL FITNESS-COED

This required course is designed to provide students with opportunities to develop knowledge, skills and necessary attitudes for a lifetime of personal fitness and activity. This class is conceptually based and promotes the development and maintenance of personal fitness and problem solving throughout life.

## TEAM SPORTS I

This first semester course will focus on the team sports normally associated with fall and winter such as flag football, soccer, basketball, volleyball and team handball. The students in each class will help design and structure the course to meet their needs. Units will vary in length from two weeks to five weeks.

## TEAM SPORTS II

This second semester course will focus on the team sports normally associated with fall and winter such as flag football, soccer, basketball, volleyball and team handball. The students in each class will help design and structure the course to meet their needs. Units will vary in length from two weeks to five weeks.

## WEIGHT TRAINING I

This course is designed for introductory level students who wish to acquire a basic understanding of strength and endurance training. The effects that nutrition and proper diet have on muscle growth and development will be topics of classroom discussion

## WEIGHT TRAINING II

This course is designed for intermediate weight training students who have acquired a basic understanding of lifting techniques. Students will study the components of muscle development and specificity training. Students will design individual training programs with periodic skill and development assessments.

## INDIVIDUAL SPORTS

This course will focus on individual sports such as tennis, archery, golf, table tennis, badminton, aerobics, cross- country skiing and any other similar individual sport activities. Students will help design and structure the course content and course format. The main objective of this course is to provide students with activities and & skills they will continue to use and enjoy while maintaining a healthy, active life-style after graduation.

## LIFETIME SPORTS

The focus of this course will be on sports related activities that can be pursued after graduation. Individual activities such as cross-country skiing, aerobics and bowling will be taught along with team activities such as softball and volleyball. The students in each class will help design and structure the course content and course format. The main objective of this course is to provide students with activities and skills they will continue to use and enjoy while maintaining a healthy life-style after graduation.

## YOGA I

Yoga I is based on the Hatha Yoga tradition which focuses on understanding and controlling the body, breath and mind through exercise, breathing techniques and relaxation. Yoga I blends balance, coordination, muscular strength and endurance, flexibility and power in a fitness format for students of all ability levels. Students are introduced to basic standing, prone, seated, and surprise poses in a non-competitive format allowing for each student to find his or her own way to practice yoga.

## FITNESS FOR LIFE

This course will deal with fitness as a personal issue. Through self-assessment students will be able to determine what types of nutrition and physical activities promote habits for a healthy life. The components of the course include nutrition, strength and conditioning, and endurance and movement fitness. Students will keep a journal of personal nutrition and fitness. A course project will also be required.

# PHYSICAL EDUCATION & JROTC COURSE DESCRIPTIONS

## JROTC I

The students are introduced to Junior ROTC and the Army, citizenship, leadership, techniques of communications (oral and written), physical fitness, management abilities, history of military services with emphasis on the accomplishments of the U.S. Army, basic teamwork skills, career opportunities, hygiene and first aid, map reading, weapons safety and marksmanship, drill and ceremonies. The emphasis is on individual cadet knowledge, citizenship, self-reliance, communication ability, physical fitness, history of U.S. citizens and career opportunities.

## JROTC II

Students develop skills and awareness of citizenship, leadership, communications skills, physical fitness, army organization, drill ceremonies, map reading, U.S. military history, first aid, technology awareness, management skills and career opportunities. The emphasis is on developing leadership knowledge and skills, citizenship and physical fitness (Cadet Challenge).

## JROTC III

Students are introduced to federal and military systems of justice, apply leadership skills, demonstrate communications skills, the importance of physical fitness, knowledge of the Defense Department and military services, drill and ceremonies, first aid, map reading, teaching/demonstrating basic JROTC skills, military history, technology advancements and career opportunities. The emphasis is on leadership and managerial experience, citizenship and physical fitness. (Cadet Challenge).

## JROTC IV

Students gain practical exercise in command and leadership, assistant instructor experience, demonstrate importance of physical fitness, demonstrate knowledge of military history, map reading, first aid, inspections, planning ceremonies, community involvement and career opportunities. The emphasis is on advanced leadership experience, citizenship and physical fitness (Cadet Challenge).

# SCIENCE COURSE DESCRIPTION

## BIOLOGY I

The conceptual flow of this biology course begins building to the understanding that life on Earth today reflects a deep history. This course model includes performance expectations from Life Sciences, Earth/Space Sciences, and Engineering Design that allow students to develop a natural flow of understanding of how and why the abiotic and biotic realms are interwoven and interdependent, why living organisms share so many commonalities of structure and function, and the mechanisms that allow a rich diversity of life to exist within a wide variety of ecosystems. Students also can consider the human species' organized into five units: Changes to Earth, How Organisms Use Life, Ecosystems and Biodiversity, Humans Affect the Lives of Other Organisms. The course also strongly emphasizes the development of problem solving, critical-thinking, and inquiry skills especially through students conducting, designing, and analyzing investigations that are relevant to them.

## HONORS BIOLOGY I

This course is an advanced level of first year high school biology. There is an emphasis on problem solving and critical thinking skills, as the student learns the basic concepts of chemistry. The course will move at a faster pace than standard biology, and will include more in-depth learning that requires additional reading outside of class and application of higher-level mathematical reasoning. Laboratory exercises will focus on problem solving and will be detail oriented. In addition, outside projects and research will be assigned to individuals or to small groups.

## AP BIOLOGY I

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Laboratory Requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

## CHEMISTRY I

As an experimental science, chemistry is concerned with the way nature works both at the atomic and molecular level. The behavior of atoms, molecules, and ions determines the world we live in, the reactions that take place, and the behavior of physical and chemical processes. Chemistry is involved in some way with almost everything we do or use and is central to most other studies of sciences and technologies. Consequently, an understanding of chemistry is an essential part of modern life. As society increasingly depends on scientific advances, citizens will be expected to understand scientific phenomena and principles involved in making public- policy decisions. This course is designed to provide opportunities to develop and use important chemistry concepts and skills, so the student can understand the chemistry behind certain relevant issues. As such, each unit in this course introduces a chemistry related concern applicable to the student's life or community. The units are Water, Materials, Petroleum, Air, Industry, Atoms, and Food. The course also strongly emphasizes the development of problem-solving, critical thinking, and inquiry skills especially through students conducting, designing, and analyzing investigations that are relevant to them. There is a particular focus on the application of chemistry concepts to personal, social, and ethical issues and an emphasis on real-world connections.

## HONORS CHEMISTRY I

The conceptual flow of this chemistry course is characterized by the overarching ideas that materials gained from natural resources are composed of atoms with characteristics chemical and physical properties, and that those properties affect the way that natural resources are formed and used. This course is organized into four units: Where do all the different elements come from? Chemical Reactions, The Flow of Energy, and The Materials We Need.

This course is an advanced level of first year high school chemistry. There is an emphasis on problem solving and critical thinking skills, as the students learns the basic concepts of chemistry. The course will move at a faster pace than standard Chemistry and will include more in-depth learning that requires additional reading outside of class and application of higher-level mathematical reasoning. Laboratory exercises will focus on problem solving and will be detail oriented. Also, outside projects and research will be assigned to individuals or to small groups.

## AP CHEMISTRY I

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Lab requirement this course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

## AP PHYSICS I

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge, and electric force, DC circuits, and mechanical waves and sound. Laboratory Requirement this course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

# SCIENCE COURSE DESCRIPTION

## ANATOMY & PHYSIOLOGY I & II

Anatomy and Physiology is the study of the structure and function of the human body. Students will learn about the composition of the human body, how it functions, and how the various systems are interrelated. Each system will be studied in detail.

## PHYSICS I

Physics is the study of matter and energy and their interactions. It encompasses natural phenomena from very small sub-atomic particles to the entire universe. This course is organized into four units: Forces and Fields, Forces and Collisions, What Happens When Energy Moves from One Place to Another?, How Do We Use Energy to Communicate with Each Other? The first bundle in this course continues the study of structure and properties of matter that began in chemistry the previous year, and extends to a focus on how forces arise from the interactions between fields. The second bundle continues a focus on forces, but shifts to a study of collisions at the macroscopic scale. The third bundle focuses on forces and energy transfer when objects interact, and the fourth bundle ends the course by focusing on harnessing energy transfer for communication purposes. Throughout the course, relevant Earth and Space Sciences and Engineering Design Pes are integrated.

## HONORS PHYSICS I

This course is an advanced level of first year high school physics. There is an emphasis on problem solving and critical thinking skills, as the student learns the basic concepts of chemistry. The course will move at a faster pace than standard physics, and will include more in-depth learning that requires additional reading outside of class and application of higher-level mathematical reasoning. Laboratory exercises will focus on problem solving and will be detail oriented. Also, outside projects and research will be assigned to individuals or to small groups.

## MYP CHEMISTRY I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course is an advanced level of first year high school Chemistry. Emphasis on problem solving and critical thinking skills prepare the students to learn the basic concepts of Chemistry. The course will move at a faster pace than standard Chemistry, and will include more in depth learning that requires additional reading outside of class time and application of higher-level mathematical reasoning. Laboratory exercises will focus on problem solving and will be detail oriented. Also, outside projects and research will be assigned to individuals or to small groups. Topics covered throughout the course include stoichiometry, thermodynamics, atomic structure, solutions, gases, kinetics and equilibrium.

## MYP HONORS PHYSICS I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This class examines issues in Mechanics, Properties of Matter, Heat, Sound and Light, Electricity and Magnetism. Topics covered include: mechanical equilibrium, Newton's Laws of Motion, force, momentum, energy, matter, heat, thermodynamics, light and sound waves, electrostatics, electric current and circuits, and magnetism. The class uses an inquiry-approach to teaching, learning, and problem solving with investigation projects and labs built-in to each unit of study.

## IB BIOLOGY I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course strongly emphasizes the development of problem-solving, critical-thinking, and inquiry skills especially through students conducting, designing, and analyzing investigations that are relevant to them. There is a particular focus on the application of biological concepts to personal, social, and ethical issues and an emphasis on real-world connections. This course explores ways to communicate understanding through media, reading, verbal communication, reflection, discussion and presentation in school, home, community, workplace, and global. It also impresses upon students ways in which they can connect knowledge. This will help them enhance their understanding from all curriculum areas. This understanding expands to their experience of the world and allowing them to take ownership of learning through effort and willingness to take risks.

## IB DP ENVIRONMENTAL SYSTEMS AND SOCIETIES

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

Environmental Systems and Societies (ESS) is a two year, IB Diploma Program science course that is offered only at standard level. Throughout the course, students will be analyzing complex Earth/Environmental systems while also exploring cultural, economic, ethical, political and social interactions of societies with the environment. Students will use these learnings to explore how the environment has shaped societies and continues to shape societies, and how societies shape the environment. Lastly, students will be able to demonstrate ways in which people are addressing environmental issues.

# SCIENCE COURSE DESCRIPTION

## IB DP PHYSICS I & II

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks (perhaps 10–17 m in size), which may be truly fundamental—to the vast distances between galaxies (1024 m). At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right. Physics is therefore, above all, a human activity, and students need to be aware of the context in which physicists work. Illuminating its historical development places the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; and their challenges, disappointments and triumphs.

## IB BIOLOGY I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course strongly emphasizes the development of problem-solving, critical-thinking, and inquiry skills especially through students conducting, designing, and analyzing investigations that are relevant to them. There is a particular focus on the application of biological concepts to personal, social, and ethical issues and an emphasis on real-world connections. This course explores ways to communicate understanding through media, reading, verbal communication, reflection, discussion and presentation in school, home, community, workplace, and global. It also impresses upon students ways in which they can connect knowledge. This will help them enhance their understanding from all curriculum areas. This understanding expands to their experience of the world and allowing them to take ownership of learning through effort and willingness to take risks.

## IB DP CHEMISTRY I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course is an advanced level of first year high school chemistry. Emphasis on problem solving and critical thinking skills prepare the student to learn the basic concepts of chemistry. The course will move at a faster pace than standard Chemistry, and will include more in depth learning that requires additional reading outside of class time and application of higher-level mathematical reasoning. Laboratory exercises will focus on problem solving and will be detail oriented. Also, outside projects and research will be assigned to individuals or to small groups. Topics covered throughout the course include stoichiometry, thermodynamics, atomic structure, solutions, gases, kinetics and equilibrium.

## CIVIL ENGINEERING AND ARCHITECTURE

*Only available to students at INNOVATION CENTRAL-ACADEMY OF MODERN ENGINEERING & ACADEMY OF MODERN ENGINEERING*

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

## AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles emphasizes programming methodology with a concentration on problem solving and algorithm development and is meant to be an introduction to Computer Science. The nature of the course is suggested by the words “computer science” in the title. Its presence indicates a disciplined approach to a more broadly conceived subject than would a descriptor such as “computer programming.”

## AP ENVIRONMENTAL SCIENCE

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative, solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

# SCIENCE COURSE DESCRIPTION

## PRINCIPLES OF BIOMEDICAL SCIENCE

*Only available to students at INNOVATION CENTRAL-ACADEMY OF MODERN ENGINEERING & ACADEMY OF MODERN ENGINEERING*

From the moment students walk into the Principles of Biomedical Science (PBS) classroom, they are immersed in the mysterious death of Anna. They are asked to investigate, document, and analyze evidence to solve the case. The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

## NEWCOMERS HS INTEGRATED SCIENCE-A & B

*Only available to students at Union High School*

Knowledge of general scientific principles enables us to comprehend the world in which we live and to make connections between the scientific disciplines. This knowledge is also important to understand and appreciate advances in science and the social and personal implications that these advances may have on society. The study of integrated science provides the tools and background to understand major scientific concepts that students will deal with in their lives and that cut across all scientific disciplines. This course focuses on understanding major concepts including Matter, Motion and Forces, Energy and Waves, and Engineering Design.

## FORENSICS SCIENCE

Students will study how the methods of science can be applied to legal matters. This course employs the principles of chemistry, physics, biology, and mathematics, as well as social science and law, to help solve crimes. Topics covered include forensic pathology (the body), anthropology (bones), entomology (insects), serology (blood and DNA), toxicology (chemical), and fingerprints. Scientific research, experimentation, reporting, critical thinking, and analysis are important components of all parts of the course.

## METEOROLOGY

The student will investigate what it takes to be a meteorologist. Topics covered will include: the structure of winds, air, masses, and fronts, formation of storms, climate-past, present, and future. The student will work closely with local TV stations. Scientific research, experimentation, reporting, graphing, and analysis are important components of all parts of this course including using weather equipment at school and accessing weather data and forecasts through the Internet.

## ASTRONOMY

Astronomy is a subject that not only deals with the Sun, Moon and stars, but also with such topics such as extraterrestrial life, black holes, the beginning of time, space stations, and the greenhouse effect. Astronomy also provides practical tools for measuring large distances and predicting the seasons. Some of these tools are important for a variety of professions, from farming through bridge building to space exploration. This course contains activities that will help you develop skills in observing and inquiry. The activities have a physical and/or mathematical model-building component. The first half of the course focuses mainly on the solar system. You will concentrate on observing the sky, both during the daytime and the nighttime. You will learn how to locate objects in the sky and how to determine the sizes and distances from us of the Moon and the Sun. You will be introduced to a basic model for light and construct your own telescope. You will also be introduced to the planets and build a scale model of the solar system. The second half of the course takes you beyond the solar system to the stars, galaxies, and finally to a model of the universe as a whole. You will learn more about different kinds of light and how they are useful for determining certain properties of stars, such as surface temperature and composition. You will construct a spectrometer and will investigate information collected about distant galaxies and what this information tells us about the universe.

## ECOLOGY I

The prime intent of this course is not only to provide students with a coherent perspective on the environment, one that is essentially scientific and allows them to formulate an informed and responsible stance on the state of the planet, but also to produce ecologists. It is not enough to take a course such as this and learn the essential elements of ecological science. One must develop an emotional connection to the environment that promotes stewardship and politicization.

## MEDICAL ETHICS

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCES & TECHNOLOGY*

Students will study the laws and regulations that affect health care including what the Healthcare Portability and Information Act is and the impact it has on health care agencies.

# SCIENCE COURSE DESCRIPTION

## PHARMACOLOGY

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCES & TECHNOLOGY*

Students will study six modules related to pharmacological topics. Some of the topics include: drug testing, how drugs damage neurons, steroids and athletes.

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## EPIC II

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course is a combination of Peace Jam and Economicology. Peace Jam is intended to create young leaders who are committed to positive change in themselves, their communities and the world through the inspiration of the Nobel Peace Laureates. Peace Jam is a non-profit organization with its international headquarters located in Arvada, Colorado. Peace Jam also centers on exploring the lives of Nobel Peace Laureates and explores issues relating to peace, root causes of violence, and oppression through a critical thinking and case study-based curriculum. The program aligns with best practices in the field of service-learning leadership development and development of critical thinking skills.

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## EPIC III

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course examines in depth one of the 6 E's of Economicology: Ethics. Students will define ethics and the connections to their own lives and surrounding environment.

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## EPIC IV

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

EPIC IV is the culminating experience for City High Middle Students in grade ten. Students will apply their knowledge from EPIC I (water and watershed), EPIC II (peace and concepts of peace), EPIC III (ethics), and all MYP courses to design their Personal Project which will be linked to two of the six E's of Economicology (Ecology, Economics, Empathy, Environment, Education, & Empathy).

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## BIOMEDICAL SCIENCES: MEDICAL INTERVENTIONS

*Only available to students at INNOVATION CENTRAL-ACADEMY OF MODERN ENGINEERING & ACADEMY OF MODERN ENGINEERING*

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the preventions, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of present new content. Interventions may range from simple diagnostic tests to showcase across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Students practice problem solving with the structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

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## BIOMEDICAL SCIENCES: HUMAN BODY SYSTEMS

*Only available to students at INNOVATION CENTRAL-ACADEMY OF MODERN ENGINEERING & ACADEMY OF MODERN ENGINEERING*

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respirations. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

# SCIENCE COURSE DESCRIPTION

## ENVIRONMENTAL SCIENCE I

The Earth is probably unique in our solar system—a rare platform for complex life forms. The conditions present on Earth are maintained within a reasonable range by a series of global cycles linking geological systems with diverse forms of life present in almost every available niche. This course asks: What makes Earth unique among planets? How are life forms, namely human beings, sustained by the Earth's overall ecosystem, and, in turn, what effects do humans have on its natural systems? What does Earth's future look like? Given current trends, what can be predicted and what might be expected if we acted in concert to mitigate our impacts on the planet itself? This first year course will focus on our Planet Earth, The Atmosphere, The Oceans, Earth's Ecosystems, Human Population Dynamics, Rick, Exposure, and Health, Agriculture, and Water Resources.

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## ENVIRONMENTAL SCIENCE II

The Earth is probably unique in our solar system—a rare platform for complex life forms. The conditions present on Earth are maintained within a reasonable range by a series of global cycles linking geological systems with diverse forms of life present in almost every available niche. This course asks: What makes Earth unique among planets? How are life forms, namely human beings, sustained by the Earth's overall ecosystem, and, in turn, what effects do humans have on its natural systems? What does Earth's future look like? Given current trends, what can be predicted and what might be expected if we acted in concert to mitigate our impacts on the planet itself? The second year of this course will apply what they learned in Environmental Science 1 by looking at Biodiversity Decline, Energy Challenges, Atmospheric Pollution, Earth's Changing Climate, and Looking Forward: Our Global Experience (looking at emerging Technology that could possibly solve our environmental problems).

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## INTEGRATED SCIENCE SEQUENCE III

*Only available to students at Museum High School*

Integrated Science II applies engineering and design thinking processes to urban planning, building design, and sustainability. This course utilizes place-based education techniques and projects to deliver instruction and assessments. The course is designed to allow students to reflect and act upon new ideas, solutions, and problems in the built environment of our city.

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## PHARMACY TECH

*Only available to students at INNOVATION CENTRAL-HEALTH SCIENCE & TECHNOLOGY*

This course will introduce students to the roles and responsibilities of a licensed pharmacy technician. Students will receive didactic and experiential learning opportunities related to prescription preparation, sterile and non-sterile compounding and communication. Additional topics covered will include pharmacy calculations, medication safety, pharmacology, and pharmacy law. This course will build off past knowledge gained in the prerequisite courses. By the end of this course, student will have been presented with the skills and knowledge necessary to obtain a temporary pharmacy technician license and sit for the pharmacy technician certification exam.

# SOCIAL STUDIES COURSE DESCRIPTIONS

## US HISTORY I

Beginning in 1877, students focus on the settlement of the West, Industrialization, Urbanization, Immigration, and the Progressive Era. Globally students study World War I, noting America's perspective. Students study the development of the United States from the 1920's through the Depression of the 1930's, World War II, the Cold War, civil rights, and contemporary issues and concerns.

## HONORS US HISTORY I

This course will primarily focus on the Age of Imperialism (1898) through present-day. Included in the course is an overview and political analysis of America's continual search for its appropriate role in the world. The course examines the assumptions, theories, and concepts that have shaped and continue to influence American policies domestically and in the international arena. Students approach their study of world affairs through the use of contemporary analytic methods and investigative techniques of the social sciences and the historical, cultural, and philosophical contexts in which events have occurred. Skills development is enhanced with a concentration on critical thinking, writing, and developing the ability to reason and experiment with solutions to issues that challenge citizens in a democratic society. U.S. History is offered at three levels of difficulty.

## AP US HISTORY

*Only available to students at Union High School*

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

## LATIN AMERICAN STUDIES

This course analyzes history in the context of contributions and accomplishments made by Latin Americans. It provides an overview of the cultural background and historical development of the nations of Latin American, their role in the world today, and their future. Problems of population distribution, cultural and economic influences and ownership, and political and social change are studied.

## WORLD HISTORY

This course will give the student a broad look at the history and geography of the major world regions from the beginnings of civilization up through the Renaissance and Reformation. The relevant geography of Europe, Asia, Africa and the Americas will be examined from a historical perspective. The themes of government, religion, geography, culture, art, and architecture will be examined in the context of the role of cultural diffusion in the rise and fall of civilizations. Furthermore, the student will examine world events from the Scientific Revolution to the present. Crucial turning points such as the formation of modern nation- states, the growth of Islam and Dar al-Islam, European exploration and conquest, Columbian exchange, Trans- African and Trans-Atlantic Slave Systems, Political Revolutions, the legacy of imperialism, independence and the colonization and decolonization of Africa and Asia, the effects of WWI and WWII, the Cold War, and Globalization will receive special emphasis as will the unique geographic relationships between countries and their histories. Of major concern are the issues of conflict and compromise that arise when Eastern Hemisphere meets Western Hemisphere.

## HONORS WORLD HISTORY

This advance course is designed to deepen understanding of the process and events that led to the development of the values and institutions characteristics of the contemporary world. The content is similar to that of World History I, but this course features about 50% more reading as the text will be heavily supplemented. Students choosing this course should be active learners as the course emphasizes experiential and project-based learning activities. While students will practice study techniques, critical thinking, and research skills, the emphasis will be on critical reading of sources and analytical essay writing.

## AP WORLD HISTORY

*Only available to students at Union High School and Ottawa Hills High School*

AP World History is a college-level course that analyzes global patterns of historical development and exchange from roughly 8,000 B.C.E. to the present. Using primary and secondary sources, AP World History students will track historical change and continuity accompanying learning objectives. Great emphasis is placed on the honing of historical thinking skills, such as chronological reasoning, comparison, contextualization, argumentation, interpretation, and synthesis. The course culminates with the national AP World History examination, which will be administered in May. Students will earn a weighted grade for this class and, if successful on the national examination, they could receive college credit at their preferred university.

## GLOBAL & LOCAL HISTORY I

*Only available to students at Museum High School*

Global and Local History courses I integrates United States History and Geography and World History and Geography content expectations. It takes a place-based and project-based look at United States and World History and Geography, exploring Imperialism, the second Industrial Revolution, the Great Depression, World War I, World War II, and current conflicts, with a particular focus on how the big ideas from these eras in history impacted, and continued to impact, Grand Rapids.

# SOCIAL STUDIES COURSE DESCRIPTIONS

## GLOBAL &D LOCAL HISTORY II

*Only available to students at Museum High School*

Global and Local History II builds on the Global and Local History I course by integrating United States History and Geography and World History and Geography content expectations. It takes a place-based and project-based look at United States and World History and Geography, exploring Imperialism, the second Industrial Revolution, the Great Depression, World War I, World War II, and current conflicts, with a particular focus on how the big ideas from these eras in history impacted, and continue to impact, Grand Rapids.

## AP GEOGRAPHY I

*Only Available to students at G.R. UNIVERSITY PREPARATORY ACADEMY*

AP Geography is designed to introduce students to systematic study of patterns and processes that have shaped human understanding, human use, and human alteration of the Earth's surface. Students will learn about and employ methods of geographers. These include observation, map making, data gathering and reporting and technical writing. Students will also learn how to employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe as well as in local areas. Overall, students will develop a geographic perspective in their manner of thinking with which to view the landscape of the world and better understand current events.

## AP HUMAN GEOGRAPHY

*Only Available to students at G.R. UNIVERSITY PREPARATORY ACADEMY*

An introductory college course in human geography is generally one semester in length, with some variation among colleges. An AP Human Geography is taught as a yearlong course in most high schools. The aim of the AP course is to provide students with a learning experience equivalent to that obtained in most college-level introductory human geography courses. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. On successful completion of the course, students should have developed skills that enable them to: Interpret maps and analyze geospatial data; Understand and explain the implications of associations and networks among phenomena in places; Recognize and interpret the relationships among patterns and processes at different scales of analysis; Define regions and evaluate the regionalization process; Characterize and analyze changing interconnections among places.

## AP MACROECONOMICS

An introductory college course in macroeconomics is generally one semester in length. The aim of an AP Economics course is to provide the student with a learning experience equivalent to that obtained in a typical college introductory macroeconomics course. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

## BUSINESS LAW

*Only available to students at INNOVATION CENTRAL - BUSINESS MGMT & TECH*

Business and Personal Law provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

## FOUNDATION FOR TEACHING & LEARNING (ATL 1)

*Only available to students at Innovation Central High School*

This course provides students with knowledge, practices, and theory about K-12 education. Aligned with EDU 101 at Ferris State University, students will work on developing an understanding of issues facing K-12 classrooms today, and how to address those going forward. In addition, students will become better acquainted with themselves as individuals, learners, and community members; appreciate diversity of others; and examine the various stages of learners.

## LAW & JUSTICE I

This course is designed to help students understand the processes by which American society seeks justice and order through law, and ways in which people can participate in those processes. Students examine history and philosophy of law, how the law works and can be made to work in actual situations, and major substantive areas of law such as torts, property, criminal, and juvenile law.

# SOCIAL STUDIES COURSE DESCRIPTIONS

## LEADERSHIP

This course is designed to help students develop leadership, professional and business skills. Students will learn to develop a healthy self-concept, healthy relationships and learn to understand the concept of personal responsibility. Students will develop an understanding of Emotional Intelligence and the skills it measures. Students will develop skills in public speaking and communications and understanding of personal image. They will develop an understanding of the concept of principle- based decision making and learn to make financial decisions. They will develop skills to counteract those effects. Students will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need to vision in goal-setting, personally and Professionally.

## MYP HUMANITITES

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

This course introduces students to the study of the ancient civilizations of the Middle East, Egypt, Greece and ancient Rome. A heavy emphasis on the science, art, music, and literature of these ancient people stresses the humanities approach. An interdisciplinary approach is utilized by the art, history, and literature teachers to offer students a thorough understanding of man's place in society.

## MYP HUMANITIES

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

In this course students study Western Civilization. The course begins with the fall of Rome and continues to approximately 1715. Major topics include Christianity, Medieval Europe, Feudalism, the Renaissance, the Reformation, and the Age of Absolutism. Both the humanities approach and interdisciplinary instruction are utilized.

## IB HISTORY OF THE AMERICA I

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The course is designed to provide the student with the analytic skills and factual information necessary to critically assess primary and secondary historical materials in terms of their relevance to given interpretive problems, their reliability and importance, and weigh the evidence and interpretation presented in historical scholarship. Because of the subjective nature of historical interpretation, students will have ample opportunity to evaluate both primary and secondary sources. They will be encouraged to ask what makes the study of history a valid and valued pursuit. How does human emotion influence the historical record? Why do different accounts of the same event exist? Is it possible to study history in a scientific manner? This course will help students access the knowledge and develop the skills necessary to answer these questions and others similar to them, and arrive at conclusions on the basis of informed research and to present reasoned evidence clearly and persuasively in either an oral or written format.

## IB HISTORY OF THE AMERICAS II

*Only available to students at CITY HIGH/MIDDLE SCHOOL*

The 2nd year of this course continues to provide the student with the analytic skills and factual information necessary to critically assess primary and secondary historical materials in terms of their relevance to given interpretive problems, their reliability and importance, and weigh the evidence and interpretation presented in historical scholarship. Because of the subjective nature of historical interpretation, students will have ample opportunity to evaluate both primary and secondary sources. They will be encouraged to ask what makes the study of history a valid and valued pursuit. How does human emotion influence the historical record? Why do different accounts of the same event exist? Is it possible to study history in a scientific manner? This course will help students access the knowledge and develop the skills necessary to answer these questions and others similar to them, and arrive at conclusions on the basis of informed research and to present reasoned evidence clearly and persuasively in either an oral or written format.

## AP GOVERNMENT

United States Government AP is designed to be the equivalent of an introductory college course. This semester class does prepare students for the Advanced Placement exam in the spring. American governmental institutions and politics are examined in depth. An emphasis is placed on analyzing contemporary political issues and on the comparison of other political systems and ideologies to those of the United States. Students are encouraged to take the AP exam following the course. (PREREQUISITE: Cumulative GPA OF 3.25) (The College Board Advanced Placement exam and or the IB exam is REQUIRED.) ALL STUDENTS are REQUIRED to take one semester of Economics.

## ECONOMICS

Students in this course deal with contemporary, real life issues in Economics. Topics include: Making Economic Decisions, the Microeconomic Perspective, the Macroeconomic Perspective, and the World Economy.

## AFRICAN AMERICAN STUDIES

African American History is a study of the history and culture of African Americans. This course analyzes history in the context of contributions and accomplishments made by African Americans.

## PSYCHOLOGY I

The first semester of Psychology examines human behavior through the study of human physiology. Topics covered include: the brain and body, motivation, emotion, consciousness, learning, and human development. Second semester examines human behavior through the following topics: theories of personality, conflict adjustment, psychological disorders and socio-cultural influences.

# SOCIAL STUDIES COURSE DESCRIPTIONS

## SOCIOLOGY

This course is a survey class that highlights the major trends in the field of Sociology. Some of the topics students will learn about are the changing role of women in society, population trends as they affect groups, social and cultural group status as they affect group participation in society, and how the news media affects the attitudes of various groups of people.

## ETHICS

This course will provide students an opportunity to examine ethics issues across all six career pathways.

## MODERN PROBLEMS ENVIRONMENTAL THEMED

*Only available to students at CA Frost Environmental Academy High School*

In this course students will examine and evaluate the current social and political dilemmas with a focus on current media. News magazines, News magazines, Newspapers, television and the Internet are the textbooks. Students will become active through discussions, group work, oral presentations and written reports. The course of study will reflect the issues facing our community, state, nation, and our world. This course changes often to reflect the issues facing our nation and our world. In this course, participation will do a critical review and assessment of the origin and present condition of the major global issues and problems, and how the national governments and the international community are addressing these. We will also explore ideas and concepts of peace and security, human rights, coexistence among people of different cultures and other critical global issues.

## CIVIL GOVERNMENT

Civil Government is a required course for graduation and covers several aspects of government. Civil Government will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values related to other nations and world affairs. Throughout the course, we will focus on how the people play an active role in government and the importance each citizen contributes to society. This one semester course fulfills the state requirement of Civics.

## ACADEMIC STRATEGIES

This year long course will prepare students for various types of tests and test-taking situations encountered during a student's high school career. Studying for a test and practice in taking tests will also be included in this class.

## CURATION (ARTIFACT LAB)

*Only available to students at Grand Rapids Museum High School Only*

Curation is a place-based lab that provides a platform for further inquiry into content and fostering interdisciplinary connections. The class uses museum artifacts as a vehicle for students to further study the world around them, and uses design thinking to make connections and tell the story of the artifacts within the community of Grand Rapids.

## SOCIETY AND SELF I

*Only available to students at Grand Rapids Public Museum High School*

Society and Self I examines the economic and political systems of the world, with a particular emphasis on how they operate within the United States, Michigan, and Grand Rapids. This course uses place-based design techniques and projects to deliver instruction and to assess. It is designed to allow students to reflect and act on the ways in which they can participate in our political and economic process, now and in the future.

## SOCIETY AND SELF II

*Only available to students at Grand Rapids Public Museum High School*

Society and Self II examines the role of the individual in the political and economic process, ending with a capstone experience researching and presenting a public policy issue. This course uses place-based techniques and projects to deliver instruction and to assess. It is designed to allow students to reflect and act on the ways in which they can participate in our political and economic process, now and in the future.

## SENIOR CAPSTONE PROJECT

*Only available to students at Grand Rapids Public Museum High School*

Museum High School Capstone is an interdisciplinary, culminating project for Museum High School seniors. Students develop and complete a project answering the general question "How will I positively impact the world?" Student will build on work from their previous high school seminar courses to 1.) finalize a project proposal, 2.) work with school staff and community members who will advise and mentor student needs in order to pursue their future goals and positively impact the world. Examples of potential projects include: an internship or job shadowing with reflection; a research project; designing a product or service and starting an organization.

# ACADEMY OF HOSPITALITY & TOURISMS

## YEAR ONE

### PRINCIPLES OF HOSPITALITY AND TOURISM

Principles of Hospitality and Tourism provides an overview of the current hospitality and tourism industry. This course serves as the foundation for the core courses offered by NAF's Academy of Hospitality & Tourism.

Students take a brief look at the history of the industry to understand the forces that have shaped it and the degree to which it has changed in the past century. They learn about traveler motivation and consumer needs and how these factors affect current offerings in the lodging, transportation, food and beverage, and entertainment sectors. Students consider the economic and environmental impacts of the industry on the world today. They receive exposure to the wide array of domestic and international travel. Finally, students learn the basics of selling and marketing in tourism.

Throughout the course, students apply their learning to their culminating projects: developing a vacation package for high school students. They create a business plan, an itinerary that includes a special meal suggestion, a promotional plan, and a brochure about the destination. They present their plan to an invited audience.

### DELIVERING GREAT CUSTOMER SERVICE

The Delivering Great Customer Service course introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines learning current theory and practice with observations of customer service in action, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. By the end of the course, students come to realize that the principles of great customer service have wide-ranging implications for all professional endeavors.

Topics include trends in customer service; the psychology governing interactions between customers and providers; the phases of the customer service encounter; common mistakes; internal customer service; customer feedback; the role of management; and customer service issues that are specific to particular industries, such as cruises. Students are confronted with everyday business situations and are asked to use what they've learned from models of excellent customer service to make suggestions for resolving problems. They also study examples of businesses that depart from conventional practices by using cutting-edge customer service techniques to rise to the top of their fields.

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## YEAR TWO

### EVENT PLANNING

In the Event Planning course, students learn about the process of professional event planning for the full range of event possibilities: special events and business events, sports events and entertainment/performing arts events. Students are introduced to all aspects of event planning, including aligning events with the client's goals, sustainable event planning practices, facility selection and management, personnel management, audience management, budgeting, marketing, fundraising, and sponsorship. Students also consider the role of events in the larger context of communities and society. They realize how important events are to the health or revitalization of regions around the world.

By learning about these topics and practicing these skills, students gain valuable experience in project management that can be applied to any course of study or career path. Students examine career opportunities as an event planner, facility manager, event coordinator, or event promoter. Students also learn about the education, experience, and skills needed to enter and succeed in this field.

For their culminating projects, students work together as a class to host an event for their school or local community. Student work in groups to develop a proposal for a client. These proposals are presented to the client, who decides on which proposal to implement. Students are then together to plan and host the event. When the event is concluded, each student creates an individual report that evaluates the event and includes photographs or other supporting materials to document his or her contribution.

### HOSPITALITY MARKETING

Hospitality Marketing introduces to the objectives, strategies, and tools that are important to marketing in the hospitality to marketing in the hospitality industry. This course exposes students to the wide range of marketing options that all marketing managers and business owners consider as they create marketing plans. Students explore many new concepts while expanding their understanding of several marketing topics that were introduced in Principles of Hospitality and Tourism.

Students become familiar with each phase of marketing and with strategies to build business and brand equity, for both large-scale operations (such as hotel chains) and smaller businesses (such as restaurants). They learn how to assess marketing niches, understand customer and consumer needs, and conduct basic market research. As students study the benefits and potential drawbacks of various marketing channels, they develop an integrated marketing campaign that uses a range of appropriate marketing channels. Finally, this course explores career opportunities in the field of hospitality marketing.

For their culminating projects, students develop a marketing plan for a new tourist attraction to be developed in their local community. Throughout the course, students create products that can inform their final plan, including a mission statement, market research, a brand mark, a jingle, and mock-ups for social media marketing. Students work together in their group to develop an overall plan based on these components, and then they create a digital presentation that shares the highlights of their plan with an invited audience.

# ACADEMY OF HOSPITALITY & TOURISMS

## YEAR THREE

### SUSTAINABLE TOURISM

In the Sustainable Tourism course, students learn about the profound changes that are taking place worldwide in the tourism industry—changes that will permanently alter the development, management, and relationship of every tourist business to its community. Students begin by familiarizing themselves with some of the basic concepts of sustainability: measuring a person's carbon footprint, recognizing the implications of the Limits of Acceptable Change model, understanding the latest research about climate change. Students then consider approaches to land use and sustainability, including trends in alternative tourism and multiple-use policies. Students explore the economic and social impacts of tourism and how community-based sustainable tourism programs can mitigate negative effects. Next, students learn the implications of sustainability for hospitality and tourism businesses. They explore corporate social responsibility policies and evaluate how a business can demonstrate its commitment to sustainability. Students explore careers in sustainability, including sustainability management jobs and opportunities with governmental and nongovernmental organizations (NGOs).

For their culminating projects, students propose a new business or service in hospitality or tourism that will improve the sustainability of their local tourism community. Students research existing sustainable businesses, conduct interviews, develop their own corporate social responsibility policy, and consider how their business can behave sustainably in a variety of ways. Students develop a business proposal and create a pitch to showcase their idea for the community. Students participate in a Sustainable Business Ideas Fair where industry professionals and community members view their pitches and proposals.

### ENTREPRENEURSHIP

Entrepreneurship provides students with an understanding of the critical role played by entrepreneurs in the national and global economy. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques that successful entrepreneurs have and that students will need to succeed. Building on concepts introduced in Principles of Finance, the Entrepreneurship curriculum approaches student learning experientially by encouraging students to evaluate, develop, and work with the business ideas they already have or those they conceive during the course.

Students explore the steps necessary for starting a business, including analyzing the market, finding financing, and creating a form of organization that will accommodate future growth. They learn about the operational issues that new businesses face, such as regulations, protecting intellectual property, and the financial risks of starting a business. Students examine ethical issues and develop a framework for managing them. Finally, students identify the risks, returns, and other aspects of entrepreneurship as a potential career.

Integral to the curriculum is a culminating project that builds on students' ability to research the market and develop a business plan. Students work in teams of two or three students to conceive of and develop a business idea that fills a need in the market. In the process of completing their project, the students create a marketing plan for their business, make financial projections, assess the risks inherent in the new venture, and develop a code of ethics to guide their business actions and relationships. Additionally, students learn about the operational and legal logistics involved in business. Finally, they create a business plan and deliver an oral presentation in which they pitch their business idea to their classmates and to an invited audience representing potential investors.

# ACADEMY OF MEDIA PRODUCTION

## YEAR ONE

### INTRO TO MASS MEDIA COMMUNICATIONS

Students will study the basic factors affecting mass communication in the digital age, including theories and models of communications, the relationship between mass media and society, and history, technology, and trends in newspapers, radio, television, film, books, the Internet, advertising, public relations, visual messages, media law and ethics.

### GRAPHIC DESIGN

The Graphic Design course provides a hands-on introduction to the technical and creative skills of a professional designer. First, students learn the distinguishing features of communicating visually through graphic design. Next, they gain technical skills in Adobe Photoshop to equip them for graphic design work. From there, students master the basic principles of graphic design and then delve into elements of graphic design such as color, typography, and images.

The course includes a culminating project where students create a design portfolio for a client such as a nonprofit organization, a small business, or a school club. They learn about identity design and then create a logo, a business card, and at least one other piece of collateral to include in the portfolio they create for their client. To place all that they have learned in the context of the professional world, students explore the types of careers available to graphic designers today.

### DELIVERING GREAT CUSTOMER SERVICE

The Delivering Great Customer Service course introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines learning current theory and practice with observations of customer service in action, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. By the end of the course, students come to realize that the principles of great customer service have wide-ranging implications for all professional endeavors.

Topics include trends in customer service; the psychology governing interactions between customers and providers; the phases of the customer service encounter; common mistakes; internal customer service; customer feedback; the role of management; and customer service issues that are specific to particular industries, such as cruises. Students are confronted with everyday business situations and are asked to use what they've learned from models of excellent customer service to make suggestions for resolving problems. They also study examples of businesses that depart from conventional practices by using cutting-edge customer service techniques to rise to the top of their fields.

# ACADEMY OF PUBLIC SERVICES

## YEAR ONE

### INTRODUCTION TO PUBLIC SAFETY

Students will explore the different employment possibilities within the Public Safety Services Industry through Project Based Learning Experiences, Field Experiences, Professional Guest Speaking and Mentoring engagements. Students will learn specific Employability and Success Skills that focus on collaboration, time management, presentation and interpersonal communication.

### DELIVERING GREAT CUSTOMER SERVICE

The Delivering Great Customer Service course introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines learning current theory and practice with observations of customer service in action, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. By the end of the course, students come to realize that the principles of great customer service have wide-ranging implications for all professional endeavors.

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**ANTI-DISCRIMINATION NOTICE**
The District will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability or veteran status. The District's Title IX Coordinator is Ms. Sharron M. Pitts. You may contact her at Grand Rapids Public Schools, 1331 Franklin St. SE, P.O. Box 117, Grand Rapids, Michigan 49501, humanresources@grps.org, (616) 819-2035.

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