

Holland High School

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“Education is the most powerful weapon which you can use to change the world.”

—Nelson Mandela

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

—Benjamin Franklin



Dear Current and Prospective Holland High School Students:

Welcome to Holland High School’s Main Campus course catalogue. We hope you enjoy exploring the course options that we have to offer to help each student as he/she travels an individual path to graduation and beyond. We invite you take some time to explore our school by scheduling a personal visit, attending open houses, and via our website and brochure. You will discover a vibrant community and an educational experience that offers the best in current research-based practices and technology—all within a beautiful state of the art campus.

At Holland High School, you will find a community of learners in both the teachers and the students. We are proud of our programs that provide strong academic preparation for all of our students.

Please contact our counseling staff for individual information and support.

Go Dutch!

Katie Pennington, Principal
Joshua Rumpsa, Assistant Principal
Andrea Mehall, Assistant Principal, Director of Holland Early College
Ben Farkas, Athletic Director

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INTRODUCTION

This Course Description Booklet is intended to provide both parent and student the necessary information concerning course planning, course selection, graduation requirements, and other facts important in planning your future. Careful planning by the student and parent, coupled with knowledgeable direction from experienced teachers and counselors, has a positive effect upon academic success.

It is the hope of the faculty and administration of Holland High School that each student will receive a quality education to help prepare him/her for the future. Students have the opportunity to choose courses that are meaningful, varied, and satisfying to the individual and his/her college and career goals.

SCHEDULING PROCESS

Students will meet with counselors to prepare a tentative selection. Tentative selections will be sent by US mail to each student's home. Parents and students may ask questions or make changes by date noted in the letter. We ask parents to please discuss course choices with their student as these initial choices are very important. It is helpful to understand the scheduling process to ensure an understanding of the importance of selecting courses and alternates. Our master schedule is based on, and is driven by, requested selections including alternates. The student's name and selection of courses will be entered into the computer. The computer will generate a master schedule based on these requested courses and then assign each student a schedule of classes. Should there not be enough students requesting a certain course, it will not be offered and the computer will then use the alternate course requested. Therefore, care should be given in choosing alternates. Another situation that arises would be a course that may have enough students for one section, but not enough for two sections, resulting in some students being given their alternate choice. Once all requests are entered into the computer, you will receive a printout of the requests. After the scheduling process is completed, schedule changes are discouraged except in the most extraordinary circumstances.

Please read this information carefully. After some study, you may have questions regarding course content and sequence, course prerequisites, graduation requirements, and post-secondary planning. If you have any questions concerning scheduling, do not hesitate to contact your counselor.

TEACHER REQUEST PROCESS

Due to the complexities of a high school scheduling system, teacher requests are not permitted. However, an administrator will consider whether it's possible to make a schedule change should the following conditions exist:

- ▶ the student has already failed once and is assigned to the same teacher again,
- ▶ evidence demonstrates that a personality conflict exists between teacher and student,
- ▶ evidence demonstrates that the student's sibling had a personality conflict with the same teacher.

SCHEDULE CHANGES

The following criteria will be used:

1. Schedule changes must have a specific educational reason for the change to be considered which falls within the guidelines of: a change in program direction, previous documented conflict with a staff member/student in the class, failure of a course, teacher initiated due to lack of pre-requisite skills.
2. Parent permission must accompany a written request for a change in band, choir, or orchestra. In addition, student must discuss with director.
3. A schedule change cannot create an overload.
4. A schedule change should not create an unbalanced class load with like courses (especially if the courses are in the same class period).

Students requesting changes will turn in a completed *Schedule Change Request Form* (available in the counseling office). Counselors will analyze these request forms and determine if the request can be made. Where changes can be made, students will then receive a new schedule. Until such time, students will follow their original schedule.

AP classes are offered based on student's interest. Consequently, students choosing to enroll into AP classes are making a commitment to remain in the class for the duration of the entire course. AP classes are two semester commitments. Students will only be allowed to drop an AP course under extraordinary circumstances, such as an extended medical issue and must be approved by administration.

DROP AND ADD PROCEDURES

Students are allowed to make schedule adjustments five (5) days before each term begins and five (5) days after. Requests for adjustments are made through the counseling center. Any consideration for a course change after 5 days requires administrative approval.

COMPETENCY TESTING

The Michigan school code requires that students be provided with an opportunity to demonstrate mastery in a particular class through a “testing out” process. The purpose of this is to ensure challenging class placement for students and to provide for a large number of high school AP courses or possible future college dual enrollment. Competency is demonstrated by achieving a 77% on the “testing out” assessments and the student will receive credit and apply toward the credits required for graduation.

Students must request “testing out” materials, including a request form, course syllabus, and a description of assessment requirements. These materials are available through your guidance counselor. “Test out” opportunities will take place at the end of July or early August. Request forms will be available after spring break and due May 5. Test out exam may be requested for Semester 1 exam week by December 5, but preparation materials not available mid-year. Summer test out recommended.

There is also a process of testing for “Placement” which is used to determine approval to enter an Honors or AP level class or World Language level class as a freshman. Students wishing to test for “Placement” should see their counselor for information, request forms, and dates. This information will be provided as part of the scheduling process as well.

GRADUATION REQUIREMENTS

The following requirements must be met to receive a Holland High School diploma for the class of 2018 and beyond.

SUBJECT	CREDITS REQUIRED (TERMS REQUIRED)
English (Language Arts) – At least one class must be Speech.	4 (8)
Mathematics - Including Algebra 1, Geometry, Algebra 2. Math related experience required in 12 th grade.	4 (8)
Science – Including Biology and; Chemistry, Physics, or Anatomy and; 1 more science credit or CTC program completion	3 (6)
Social Studies – Including US History, World History, American Government, and Economics	3 (6)
Foreign Language – 2 credits in the same language or may substitute 1 credit for CTC or VPAA credit	2 (4)
Visual, Performing, Applied Arts	1 (2)
Physical Education	½ (1)
Health or Working on Wellness	½ (1)
Online Learning Experience – Fulfilled through 1 to 1 technology integrated in all classrooms.	
Junior Year – Required test designated by MDE	Required

Class of 2020/2021/2022/2023	
Possible Credits Earned	
9 th	6.0
10 th	6.0
11 th	6.0
12 th	6.0
Total	24
Credits required for graduation	22

GRADE POINT AVERAGE (CLASS RANKING)

Grade point average is determined on a 4-point honor scale. All Advanced Placement (AP) courses and Dual Enrollment courses will be based on a 5-point honor scale, while all other courses will be using the 4-point honor scale. In a weighted honor scale system, if a student takes more than a standard class load (6 periods), such as adding a zero hour, there is a potential of an adverse effect on the grade point average. Therefore, students taking a course load that is greater than a 6 period day may elect to have the additional course graded as credit/no credit to eliminate this adverse effect on grade point average.

4.0 Honor Scale	5.0 Honor Scale (AP Classes Only – Weighted Grading Scale)
A = 4.0	A = 5.0
A- = 3.7 (90-93)	A- = 4.7 (90-93)
B+ = 3.3 (87-89)	B+ = 4.3 (87-89)
B = 3.0 (83-86)	B = 4.0 (83-86)
B- = 2.7 (80-82)	B- = 3.7 (80-82)
C+ = 2.3 (77-79)	C+ = 3.3 (77-79)
C = 2.0 (73-76)	C = 3.0 (73-76)
C- = 1.7 (70-72)	C- = 2.7 (70-72)
D+ = 1.3 (67-69)	D+ = 2.3 (67-69)
D = 1.0 (63-66)	D = 2.0 (63-66)
D- = 0.7 (60-62)	D- = 1.7 (60-62)
E = 0	E = 0

BLENDING CLASSES

“Blended” instruction is an educational model that incorporates online resources as an integral component of the students’ learning experience. In a blended class, students spend three days a week (Monday, Wednesday, and Thursday) in a traditional classroom setting with their teacher. The other two days (Tuesday and Friday) are structured for independent work that may be completed off campus or in a designated location in school. The learning standards of the blended class are the same as a traditional class. However, the blended approach empowers students with more flexibility and responsibility in how they access and approach their learning.

COURSE SELECTIONS

A “term” equals a grading period where credit is earned. One term at HHS is one “semester.” Students earn $\frac{1}{2}$ (.5) credit for each term of coursework completed successfully.

It is required that students enroll in six (6) courses per semester (some exceptions for Dual Enrollment).

An Odysseyware Credit Recovery option may be offered during the school day, or after school, dependent on funding. See your counselor for further information.

Credit is not accepted from non-accredited institutions.

Any additional summer or after school coursework, that a student would like to take for credit at Holland High School, must be pre-approved by a guidance counselor and the high school principal. Students and parents are cautioned not to pay for any classes until this pre-approval has been granted.

Many courses are open to students in grades 9-12. If the course is restricted to certain students, grade levels will be indicated for which students are allowed to enroll in the class. There may be exceptions, especially when a student is on an accelerated path in one or more subject areas. Please discuss your 4-year plan of coursework with your guidance counselor. Some courses listed in this booklet will be offered only if there is sufficient demand.

ONLINE LEARNING — SECTION 21f

Section 21f of the FY2013 State School Aid Act expands access to digital learning options for students in Michigan. This legislation enables public school students in grades 6-12, with the consent of a parent or guardian, to enroll in up to two online courses during an academic semester. Enrollment in online courses under Section 21f cannot result in a course load that exceeds a full-time schedule. These courses will contain letter grades just like regular courses.

If you are interested in this option for your student, please consider these things listed below and check the HPS website under the online learning tab for live links.

Research: First review the course offerings in Odysseyware courses on their [site](#) (link on HPS website) or look at the courses available in the [Michigan's Online Course Catalog](#) (link on HPS website). Please be aware that not all Odysseyware courses are of enough rigor and may not be approved.

Explore: Look over the Online Readiness Questionnaire (link on HPS website) to determine if it is a good fit for your student. (provided by Stanislaus State)

Attend: Attend a meeting with your counselor to decide what is best for your student. At this meeting you will receive a copy of the [Student/Parent Contract](#).

Decide: Decide which courses to take and turn in the Contract to the Student Success Office. Student will be approved/denied and given notification. Student will meet with 21f Coordinator on the 1st day of classes of the semester.

Any questions please contact smcmanus@hollandpublicschools.org. For links to documents visit hollandpublicschools.org.

Applications for 21f courses are due at the end of each semester. Applications must be submitted in June of the current school year if requesting 21f class for the following fall semester.

MICHIGAN MERIT CURRICULUM (MMC) — PERSONAL CURRICULUM INFORMATION

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

Who is Eligible for a Personal Curriculum? – All students in grades 9–12 are eligible. Students with a documented disability and Individualized Education Plan (IEP) are eligible to modify the MMC to a greater extent than their nondisabled peers.

Under what circumstances is a PC allowable? – A PC is intended for high school students seeking a diploma who:

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

Who Can Request a Personal Curriculum? – A parent, legal guardian, teacher, or a student who has adult status is the only person who can request a PC.

What is the Process for Requesting a Personal Curriculum? – Email or call student’s counselor to request consideration for PC if needed.

Is a Student Eligible for a High School Diploma if They Have a Personal Curriculum? – A student who completes a PC and fulfills any additional local board or education graduation requirements is to be awarded a high school diploma.

INITIAL ELIGIBILITY FOR NCAA DIVISION 1 & 2 INTERCOLLEGIATE ATHLETES

KNOW THE RULES:

Core Courses — (Approved Holland High core classes are identified in the course title in the course handbook). Online Odysseyware courses are not eligible.

- NCAA Division 1 requires 16 core courses. See the chart below for the breakdown of this 16 core-course requirement. NCAA Division I will now require 10 core classes to be completed prior to the seventh semester of high school. These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement.
- NCAA Division 2 requires 16 core courses.

DIVISION 1 16 CORE-COURSE RULE

16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra 1 or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION 2 16 CORE-COURSE RULE

16 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra 1 or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

FOR DIVISION 1:

Full Qualifer

- Complete 16 core courses
- Ten of the 16 core courses must be completed before the 7th semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on Division 1 sliding scale.
- Graduate high school.

Academic Redshirt

- Complete 16 core courses
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division 1 sliding scale.
- Graduate high school.

Full Qualifer:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division 1 school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division 1 school.

INITIAL ELIGIBILITY FOR NCAA DIVISION 1 & 2 INTERCOLLEGIATE ATHLETES — Continued

- Division 1 has a sliding scale for test score and grade point average. The sliding scale for those requirements is shown below.
- The SAT score used for NCAA purposes is only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading, and science.
- Only core courses are used in the calculation of the grade point average.

Division 1 Core Grade-Point Average/ Text-Score Sliding Scale New Core GPA/Test Score Index			Division 2 Full Qualifier Sliding Scale (Use for Division 2 Beginning August 2018)			
CORE GPA	SAT	ACT	CORE GPA	NEW SAT	OLD SAT (Prior to 3/20/16)	ACT SUM
3.550 and above	400	37	3.300 & above	400	400	37
3.525-3.250	410-520	38-46	3.275	410	410	38
3.225-3.000	530-620	46-52	3.250	430	420	39
2.975-2.750	630-720	52-59	3.225	440	430	40
2.725-2.500	730-820	60-68	3.200	460	440	41
2.475-2.250	830-920	69-77	3.175	470	450	41
2.225-2.000	930-1010	78-86	3.150	490	460	42
			3.125	500	470	42
			3.100	520	480	43
			3.075	530	490	44
			3.050	550	500	44
			3.025	560	510	45
			3.000	580	520	46

For more information regarding the new NCAA rules and to view the full Sliding Scale, please visit their web address at: www.ncaa.org and click on eligibility center at the bottom of the page. If you have questions about NCAA eligibility, please ask your coach and guidance counselor about the requirements or contact the NCAA Initial-Eligibility Center toll-free at 877-262-1492. You may also call the NCAA at 317-917-6222.

NOTE: ACT & SAT scores must be **sent directly** to the NCAA. Their sending code is 9999.

DUAL ENROLLMENT

Students can further their education at a post-secondary institution with assistance in tuition and some fees if qualified and determined to be the right fit with student, parent, and counselor. The complete list of scores that qualify students for dual enrollment are as follows:

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
On track to be ready to take post-secondary courses in the future			
PSAT 10	Critical Reading	Evidence-Based Reading & Writing	460
	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading & Writing	460
	Mathematics	Mathematics	510
Ready to take post-secondary and succeed			
ACT	Mathematics	Mathematics	22
	Reading	Reading	22
	Science	Science	23
	English	English	18
MME	Reading	ELA	2100
	Mathematics	Mathematics	2100
	Science	Science	2100
	Social Studies	Social Studies	2100
SAT	Critical Reading	Reading & Writing	480
	Mathematics	Mathematics	530

It is required for interested students to complete a *Dual Enrollment Application Form* secured from your counselor. The forms must be completed and returned to the high school principal for approval. Students must enroll and may not audit classes when dually enrolled. Tuition reimbursement (if applicable) will be awarded according to PSEO (Post Secondary Enrollment Options Act). More information is available through your high school counselor.

HOLLAND EARLY COLLEGE

Partnered with Davenport University to provide students a pathway to earn an Associate's Degree, with college classes starting in 9th grade. Located at Holland High School, as a "school within a school," where students benefit from both a small learning community and access to robust athletic and extracurricular programs.

Holland Early College students...

- build a permanent college transcript, transferable to 4-year universities;
- earn up to 60 college credits, by the end of their 13th year (in addition to their Holland High School diploma);
- take their first college class in 9th grade, another in 10th, and commit fully to the program in 11th grade;
- gain confidence, set academic and career goals, and experience remarkable success;
- can access HPS transportation to the Davenport University Holland campus;
- show increased college persistence and are more likely to complete college courses and degrees, than non-early college peers;
- save money! College costs including registration, fees, textbooks, and materials needed to complete the courses of study are covered by HPS.

Holland Early College students are supported by...

- engaging, relevant, and rigorous project-based learning;
- technology that supports innovation, collaboration, and self-directed learning;
- an empowering campus culture that builds trust, respect, self-management, and motivation;
- comprehensive student supports embedded into their experience at Holland Early College;
- support from their peers, families, college, and community.

Holland Early College graduates have said...

"I honestly have no idea what I would've done without this program. It's helped me discover myself and learn who I am as a person. I've learned responsibility, respect, and how motivation can really push you to do the best you can. I've learned that time management is everything, as well as the support of the people who care about you. I thank the people who were able to make my college education possible. Because of them, I know who I am, what I want to do with my life, and the kind of person I want to be in the future."

"I'd like to express my gratitude to the Early College program for providing me with this education. It was a stressful few years but now I realize how much money I saved and how many credits I've earned. It was a unique experience and I hope other kids can take advantage of this opportunity."

Andrea Mehall, Director - amehall@hollandpublicschools.org - 494-2705

Dana Loveland, Counselor - dlovelan@hollandpublicschools.org - 494-2707

College prepped.

College partnered.

College paid for.

HOLLAND EARLY COLLEGE

Sample 5 Year Plan**

	9 th Grade		10 th Grade		11 th Grade		12 th Grade		13 th Year	
	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester
High School Classes	Biology US History English 9 Algebra 1 Foreign Lang Elective	Biology US History English 9 Algebra 1 Foreign Lang	Chemistry World Hist English 10 Geometry Foreign Lang Elective	Chemistry World Hist English 10 Geometry Foreign Lang	Anat & Phys English 11 Government Algebra 2 Seminar	Anat & Phys English 11 Algebra 2 Seminar	English 12 Physics Seminar	English 12 Physics Seminar		
College Courses		College Course (1)		College Course (1)	College Course (1)	College Courses (2)	College Courses (3)	College Courses (3)	College Courses (4) *	College Courses (4-5) *
College Credits	3		3		9		18-20		25-28	

College prepped.

College partnered.

College paid for.

MATHEMATICS

Students who are planning careers in mathematics, science, engineering, or other technical fields should take as much high school mathematics as possible. All students must have Algebra 1 (credit will be given if passed in 8th grade), Geometry, Algebra 2, and a 4th credit of math. Students receiving Algebra credit from 8th grade are recommended to complete 4 more years of mathematics courses to prepare for college. A math course must be taken in the senior year.

See chart on next page for sequencing. Four years (2 semesters each year) of mathematics are required including a math course in the senior year. The math department is recommending the purchase of a TI-83 Plus calculator. This calculator will be used extensively in Algebra 2 and higher courses.

Courses other than those in the sequencing chart which may be counted as Senior Math Experience if taken during senior year are:

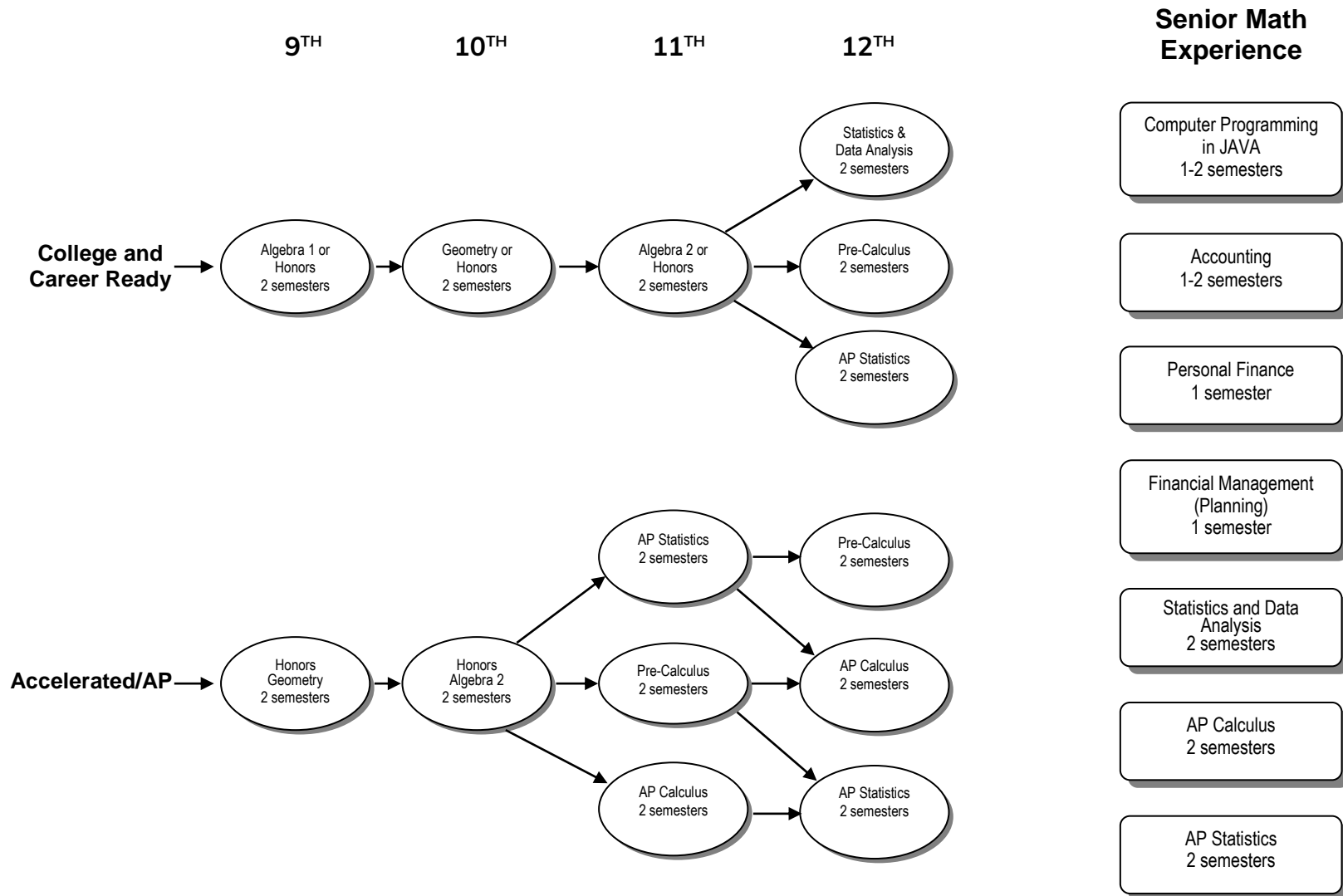
Accounting 1, 2 (pg. 57)
Personal Finance (pg. 57)
Financial Management (pg. 58)
Statistics and Data Analysis (pg. 19)

*Chemistry (pg. 30)
*Physics (pg. 31)
*Conceptual Physics (pg. 31)

***CareerLine Tech Center programs grant senior math credit.**

The following diagram can serve to help determine sequencing of classes. Students may move between pathways according to success in coursework.

MATHEMATICS



Pre-Algebra

Prerequisite: Recommendation by 8th grade teacher

Grade(s): 9

Terms: 2

HS Credit: 1

The focus of the first semester is algebraic expressions and integers, solving one-step equations and inequalities, factors and exponents. The focus of second semester is rations, proportions, and percents, solving equations and inequalities, linear functions and graphs, and data analysis and probability.

Algebra 1

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

The focus in first semester is to solve equations and inequalities, graph and write linear functions, and solve systems of linear equations. The focus of second semester is exponential functions, polynomials, quadratic equations, radical and rational expressions.

Honors Algebra 1

(NCAA Approved Core Course)

Prerequisite: 80% or higher in Math 8, teacher recommendation, standardized test scores. For Honors Algebra B, an average of C in Honors Algebra A is required. The purchase of a scientific calculator is highly recommended for this course.

Grade(s): 9

Terms: 2

HS Credit: 1

The focus in first semester is to solve and graph linear equations and inequalities, write linear functions and solve systems of linear equations and inequalities. The focus of the second semester is exponential functions, polynomials, quadratic equations, radical equations and radical expressions.

Geometry

(NCAA Approved Core Course)

Prerequisite: Successful completion of both Algebra 1 A&B. The purchase of a scientific calculator is recommended for this course.

Grade(s): 9-12

Terms: 2

HS Credit: 1

The first semester will focus on vocabulary, tools of geometry, a review of algebraic skills, reasoning proof, parallel and perpendicular lines, congruent triangles, quadrilaterals, and right triangles, and trigonometry. The second semester will continue to build on the first semester while also studying relationships such as similarity and relationships within triangles, transformations, probability, area, surface area, volume and circles. Emphasis will be placed on the application and use of formulas involving two - three dimensional figures.

Honors Geometry

(NCAA Approved Core Course)

Prerequisite: Teacher recommendation or an average of B in Algebra 1 A&B. For Honors Geometry B, an average of a C in Honors Geometry A is required. The purchase of a scientific calculator is highly recommended for this course.

Grade(s): 9-10

Terms: 2

HS Credit: 1

The focus of the first semester is constructions, tools of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, quadrilaterals, right triangles, and trigonometry. The focus of the second semester is similarity, relationships within triangles, transformations, probability, area, surface area, volume and circles.

Algebra 2

(NCAA Approved Core Course)

Prerequisite: Successful completion of both Algebra 1 A&B and Geometry A&B. The purchase of a TI-83/84 Plus calculator is recommended for this course.

Grade(s): 10-12

Terms: 2

HS Credit: 1

The focus of the first semester is solving and graphing linear and quadratic equations, operations with functions, finding mathematical models, graphing and solving polynomials, and rational expressions and equations. The focus of second semester is trigonometry, logarithms/exponential functions, sequences and series, probability and statistics, and radical expressions and equations.

Honors Algebra 2

(NCAA Approved Core Course)

Prerequisite: Successful completion of both Algebra 1 A&B and Geometry A&B (Honors preferred). The purchase of a TI-83/84 Plus calculator is recommended for this course.

Grade(s): 10-11

Terms: 2

HS Credit: 1

The focus of first semester is solving linear and quadratic equations, finding mathematical models, graphing, polynomials, operations with functions, rational equations, and exponential/logarithmic functions. The focus of second semester is trigonometry, exponents and radicals, probability and statistics, and sequences and series.

Pre-Calculus

(NCAA Approved Core Course)

Prerequisite: Successful completion of Algebra 1, Geometry, and Algebra 2. The purchase of a TI-83/84 Plus calculator is recommended for this course.

Grade(s): 11-12

Terms: 2

HS Credit: 1

First semester will focus on graphing and analyzing functions, solving equations algebraically and graphically, and modeling data. Second semester will focus on applications and graphing of trigonometric functions, proving trigonometric identities, the fundamentals of probability, and limits and summations of sequences and series.

Advanced Placement Calculus

(NCAA Approved Core Course)

Prerequisite: The successful completion of all previous math courses and the recommendation of your current math teacher. The purchase of a TI-83/84 Plus calculator is recommended for this course.

Grade(s): 11-12

Terms: 2

HS Credit: 1

The focus of the first semester is on a review of functions, the application of limits and the use of the derivative for analyzing graphs, movement and other rates of change. The second semester will focus on the integral and its ability to recover equations and accumulate values. Preparations for the AP Exam will also occur during the second semester. Students will use a graphing calculator and other apps to enhance their understanding of calculus.

Advanced Placement Statistics

(NCAA Approved Core Course)

Prerequisite: Successful completion of Algebra 1 A&B, Geometry A&B, and Algebra 2 A&B. The purchase of a TI-83/84 Plus calculator is recommended for this course.

Grade(s): 11-12

Terms: 2

HS Credit: 1

The focus of the first semester is descriptive statistics, normal distribution, bivariate data, sampling and experimental design, and probability. The focus of second semester is random variables, probability distributions, sampling distributions and inference. A comprehensive review for the national exam is included.

Statistics and Data Analysis

(NCAA Approved Core Course)

Prerequisite: Successful completion of Algebra 1 A&B, Geometry A&B, Algebra 2 A&B (This course may also be recommended for those students with a personal curriculum after successful completion of Geometry A&B)

Grade(s): 11-12

Terms: 2

HS Credit: 1

The focus of the first semester is introduction to statistics, descriptive statistics, normal distribution, linear models, and sampling techniques. The focus of second semester is experimental design, probability, and inference.

Computer Programming in Java 1

Prerequisite: Current enrollment in, or completion of, Geometry

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course will introduce students to object-oriented programming using the Java programming language. Three of the major concepts covered are: object-oriented programming with methods, fields, and constructors; control structures including “for” and “while” loops, “if-else” statements, and string operations; and user input from the Java console and simple dialog boxes.

Computer Programming in Java 2

Prerequisite: A grade of C- or better in Computer Programming in Java 1 or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course will build on the concepts discovered in Java 1 and will focus on the following new concepts: Java data structures, including arrays, lists and maps, to store user input (objects or primitive data). The stored data can then analyzed or sorted or searched or randomly selected.

Computer Programming in Java 3

Prerequisite: A grade of C- or better in Computer Programming in Java 2 or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5

The concepts revolving around inheritance and inheritance hierarchies are introduced. Next the students will create interfaces in Java and will focus on the following concepts: designing windows to get input and display output; using buttons, textboxes, and checkboxes; running events on actions such as a mouse click or keypress.

ENGLISH

Freshmen Requirements: All freshmen must take two terms of English from the following options:

1. English 9 (2 terms)
2. Honors English 9 (2 terms)

Placement will be determined at the end of the eighth grade by the recommendations of teachers, counselors, and parents, as well as by previous grades, test scores, and a writing sample.

Sophomore Requirements: All sophomores must take two terms of English from the following options:

1. English 10 (2 terms)
2. Honors English 10 (2 terms)

Junior Requirements: All juniors must take two terms of English from the following options:

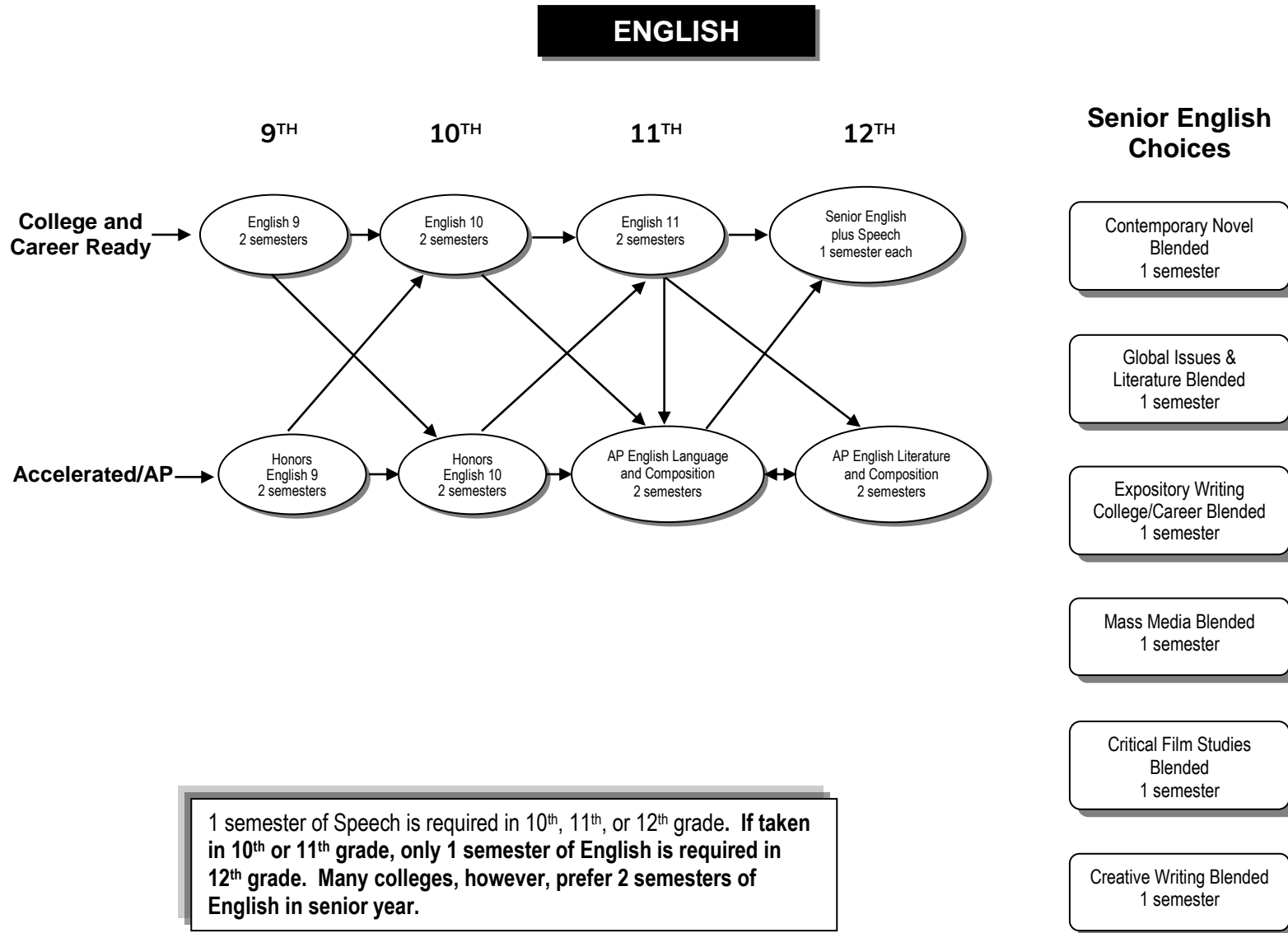
1. English 11 (2 terms)
2. AP English Language and Composition (2 terms)

Senior Requirements: For graduation, students must have completed four credits of English. Seniors who have not previously completed the speech course must take one term of Senior English and one term of Speech. Seniors should make choices from the following options plus Speech (if not previously taken) and other electives.

1. Senior English (1 term) – (see choices in right column of sequencing chart)
2. AP English Literature and Composition (2 terms)
3. AP English Language and Composition (2 terms)

Speech Requirement: One (1) term of Speech is also needed for graduation. Students must take a term of Speech in their Sophomore, Junior, or Senior year.

The following chart can be used to help determine possible sequencing of courses.



English 9

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 9

Terms: 2

HS Credit: 1

First semester English 9 focuses on fiction, which includes Launching the Writer's Notebook, Independent Reading, Narrative Reading, and Literary Essay. Second semester English 9 focuses on nonfiction, which includes Basics of Argumentation, Informational Reading, Informational Essay, and Writing the Argument.

Honors English 9

(NCAA Approved Core Course)

Recommendation for Enrollment: Reading and writing placement tests, proficient state testing scores, and 8th grade teacher recommendations are combined to determine placement.

Grade(s): 9

Terms: 2

HS Credit: 1

First semester Honors English 9 focuses on fiction including Launching Writer's Notebook, Independent Reading, Narrative Reading, and the Literary Essay. Second semester focuses on nonfiction including Basics of Argumentation, Informational Reading, Informational Essay, and Writing the Argument. These courses are purposefully designed for students motivated to embrace creative challenges and curriculum additions at an accelerated pace. Effective reading and writing skills are necessary; proper sentence structure and correct mechanics (spelling, capitalization, and punctuation) are fundamental. Challenging, unique, and deeper level thinking are components of assessments. Student performance first semester determines continued second semester placement.

English 10

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 10

Terms: 2

HS Credit: 1

English 10 is composed of alternating writing and reading units which focus on students' developing skills outlined in the Common Core. In the first semester, genre studies include poetry, independent reading of biography/autobiography/memoir, and the basics of argumentation. During second semester, students read world literature, focusing specifically on the hero's journey, and write a fiction piece as well as a literary essay; this is followed by a unit on informational reading and research writing. Each student will keep a writer's notebook throughout the year.

Honors English 10

(NCAA Approved Core Course)

Recommendation for Enrollment: A or B+ in English 9 or Honors English 9 or permission from instructor.

Grade(s): 10

Terms: 2

HS Credit: 1

Similar to English 10, this course will continue to build skills in reading, writing, speaking, and listening and include both personal and curriculum-based writing activities concurrently developing correct language usage and mechanics. The first semester focuses on poetry, literacy, nonfiction narrative reading, and argument writing. The second semester addresses world literature and *The Hero's Journey*, the literary essay, and the informational essay. Each student keeps a writer's notebook throughout the year. Effective reading and writing skills are necessary. This class moves at an accelerated pace with increased rigor and high expectations. Rigorous amounts of reading and writing are an integral portion of the learning process. Student performance first semester determines continued second semester placement.

English 11

(NCAA Approved Core Course)

Recommendation for Enrollment: 2 years of high school English credit

Grade(s): 11

Terms: 2

HS Credit: 1

This course, made up of alternating writing and reading units, focuses on students' development of skills in the Common Core. In the first semester, students will create a Writer's Notebook, read literary non-fiction, study narrative reading, and focus on literary essays. In the second semester, students will focus on the basics of argumentation, study informational reading, create informational writing, and learn about editorial writing. Students read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

AP English Language and Composition

(NCAA Approved Core Course)

Recommendation for Enrollment: 3.5 GPA in previous English classes; consultation with instructor. Successful completion of Honors English 10 with an A or B.

Grade(s): 11-12

Terms: 2

HS Credit: 1

This is a college level course that requires intensive study of the effective use of language. Some colleges, such as science and engineering schools, encourage students to take the language exam since it focuses on research, rhetoric and non-fiction. This course is intended for students who have demonstrated, through previous English courses, their exceptional reading and writing skills. They are skilled readers of complex prose and writers who can compose in a variety of modes for a variety of purposes. Some literature contains mature content. Goals for the course are: vocabulary enrichment, including literary terminology; logic, with an emphasis on its relationship to writing; composition, including spontaneous writing, essays, a variety of major forms of papers, and research skills. There will be a review of style and grammar with emphasis on the writer's purpose.

AP English Literature and Composition

(NCAA Approved Core Course)

Recommendation for Enrollment: 3.5 GPA in previous English classes; consultation with instructor. Successful completion of English 11 or AP English Language and Composition with an A or B.

Grade(s): 12

Terms: 2

HS Credit: 1

This is a college level course that involves the student in an intensive study of literature (poetry, drama & novel) and the study and practice of writing about literature. The goal of this course is to expose students to works of great literary merit, help students develop the close reading skills needed to critically analyze those works, and train students to recognize the resources of language and use those resources in their own writing. At the completion of this course, the AP examination is strongly encouraged, for which a student may receive college credit in accordance with the policies of the college which he/she attends. Liberal Arts colleges urge students to take the literature exam and gain as much of a foundation in classical literature as possible.

Speech

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 10-12

Terms: 1

HS Credit: .5

The major objective of this course is to improve a student's oral communication skills through studying basic components of communication and participating in a series of speech experiences. Included are presentations of informative speaking, oral interpretation and persuasive speaking, as well as a study of conflict resolution, group discussion, and various forms of mass media. Students will also review basic concepts of English grammar and usage.

SENIOR ENGLISH REQUIREMENT CHOICES

These courses will continue building skills in reading, writing, speaking and listening while developing more in-depth understanding of a specific genre or topic within the world of literature. Students in these courses will read no fewer than four books, including both individual and group selections. While concurrently reviewing correct language usage and mechanics, students will complete one major academic paper and/or project, a group or multi-media presentation, and several smaller response writings. Final assessment for these courses will be an accumulated student portfolio. Students should note a back-up choice of course for this selection, as not all courses may be offered each year depending on student interest.

Contemporary Novel Blended

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade: 12

Terms: 1

HS Credit: .5

Students will read intensively in modern fiction of varied styles with the goal of understanding common human themes. The class will involve individual analysis along with large and small group work. Please see description of “blended course” on page 6.

Global Issues and Literature Blended

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade: 12

Terms: 1

HS Credit: .5

Students will examine current national and world issues or topics as they are represented in literature. The theme of this course is “you may not be interested in war, but war may be interested in you.” Student will consider the various “wars” they face and how to respond to them. The class will involve individual analysis along with large and small group work. Please see description of “blended course” on page 6.

Mass Media Blended

Recommendation for Enrollment: None

Grade: 12

Terms: 1

HS Credit: .5

Students will explore the importance of being media literate in today’s world. This course will be concerned with the process of understanding and using mass media in the 21st century as well as helping students develop an informed and critical understanding of mass media in our culture. We will explore such topics as social media, advertising, and how media messages are created. As a blended class, the class does not meet every day in the classroom. Also, the class has its own website on Google Classroom; this is where students will be able to view all assignments and information as well as communicate with the teacher and classmates. Please see description of “blended course” on page 6.

Creative Writing (Traditional or Blended)

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 12

Terms: 1

HS Credit: .5

In this course, students will be exposed to the various forms of creative writing. Students will write poetry, fiction, and personal essays, while reading in all of the creative genres. Classroom activities will include maintaining a writing journal and participating in small and large group discussions and peer reviews. Students will compile their work in a portfolio which will form the basis for their grade. Please see description of “blended course” on page 6.

Critical Film Studies (Traditional or Blended)

Recommendation for Enrollment: None

Grade(s): 12

Terms: 1

HS Credit: .5

This course is designed to increase the student’s awareness for the art of film. Students will explore the history of film as well as examine the individuals who have left their marks on this art form. Students will view well known films in class as well as some documentaries about the process of filmmaking (eg. editing and cinematography). In addition, students will be required to watch films outside of the classroom. As a blended class, this class does not meet every day of the week. The class has its own Google Classroom where students will be able to access all of the assignments and any information students may need. Please see description of “blended course” on page 6.

Expository Writing College/Career Blended

Recommendation for Enrollment: None

Grade: 12

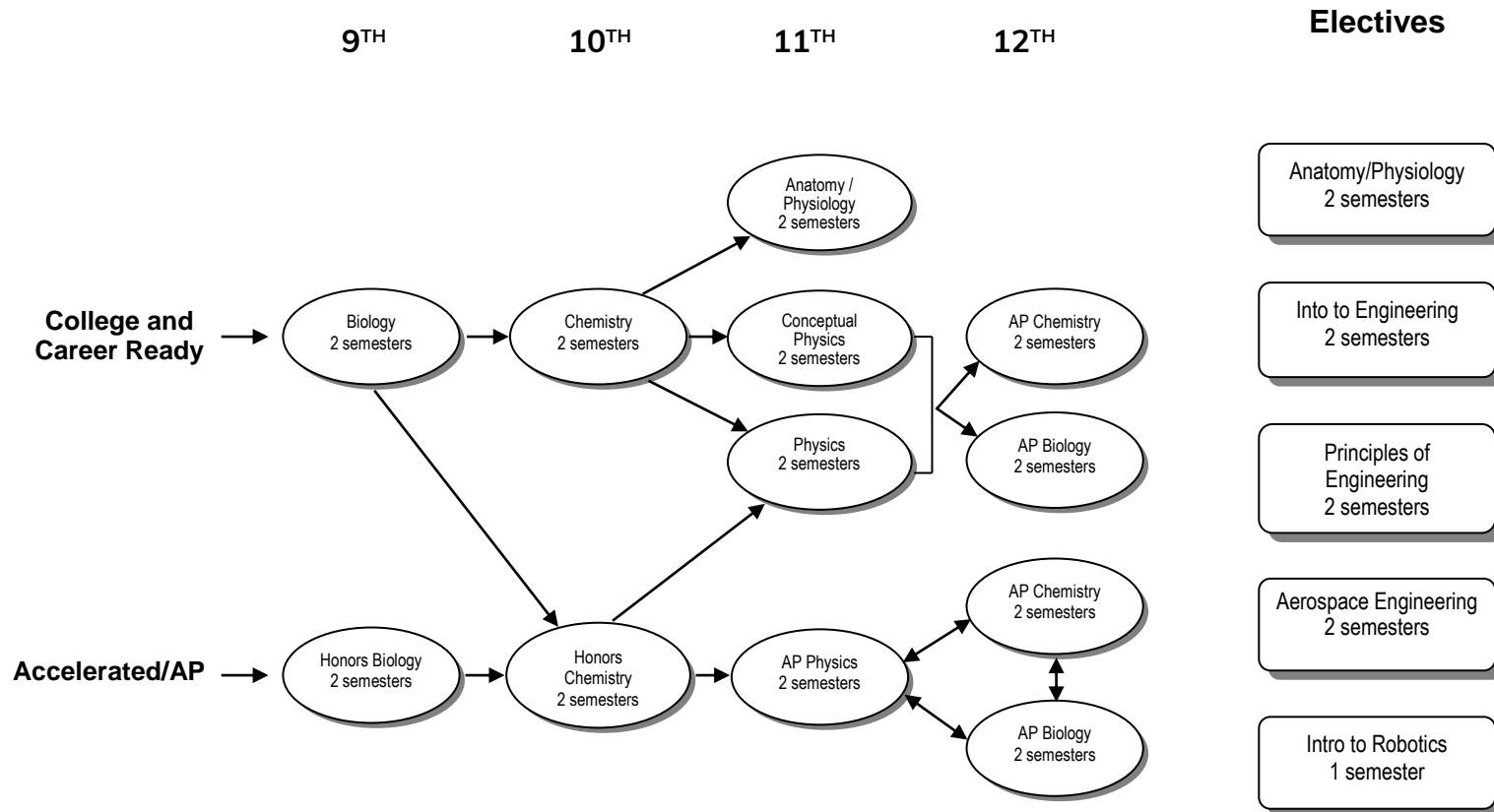
Terms: 1

HS Credit: .5

This one-semester English class (offered 1st semester only) will introduce students to college application essay writing and scholarship essay writing. Students will complete and submit at least one college application by the end of the term. Students will go through the writing process of editing and re-writing several drafts of college essays to be submitted for college acceptance. It is expected that this class serve all students, with any level of writing ability, wishing to apply to college. Please see description of “blended course” on page 6.

SCIENCE

The Science Department's adopted career pathway is Natural Resources and Agriscience. Selected courses serve the pathways of Health Science; Engineering/Manufacturing and Industrial Technology; and Business, Management, Marketing and Technology. The science courses listed below are planned to satisfy the needs of all students in this scientific age. Students must complete 3 credits of Science. Most colleges recommend Biology, Chemistry, and Physics in high school. (Many selective colleges are recommending a 4th year of science in high school). **The following chart can be used to help determine sequencing of classes.**



*AP Biology and AP Chemistry will cycle, being offered alternate years. AP Biology ran in 2019-20. AP Chemistry will run in 2020-21. This pattern will continue. AP Physics will run when enough students request it for the following year.

Biology

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

Biology is a model based year-long academic science course with a hands on lab component that is aligned to the Next Generation Science Standards. In this course, students begin each unit by creating an initial model to represent their current understanding of a biological phenomenon. Through a series of investigations and experiences, our initial model is modified throughout the unit. Together we will explore the unity and diversity of life by navigating through questions such as, “How do organisms obtain energy to survive?” and “How are traits passed and why do they change over time?” At the end of the year, we will be able to explain how cells in the body work, how the body works, and how organisms work together in the environment. Students will work like scientists in this class by asking questions and working with their peers to come up with claims and/or solutions that are supported by evidence they collect in lab and reasoning.

Honors Biology

(NCAA Approved Core Course)

Recommendation for Enrollment: Recommendation by 8th grade Science teacher, or approval of instructor.

Grade(s): 9-12

Terms: 2

HS Credit: 1

Honors Biology is a model based course guided by the Next Generation Science Standards. Designed for the accelerated student, this course will use an inquiry approach that stresses complex thinking skills. Students begin each unit with a phenomenon and driving question. Through a series of investigations and experiences, students develop a model to explain the phenomenon. Topics explored in this course include; the unity and diversity of life, how energy flows through an ecosystem and an organism, DNA and the passing of traits, the selection of traits, Meiosis, and the cycling of matter.

AP Biology

(NCAA Approved Core Course)

Prerequisite: B or higher in both Biology and Chemistry

Grade(s): 9-12

Terms: 2

HS Credit: 1

AP Biology is a course designed to provide students with the conceptual frame, factual knowledge, and analytical skills necessary to deal critically with the rapid changing science of biology. The major themes will include Molecules and Cells; Heredity and Evolution; Organisms and Populations. Completion of the course work and laboratory components should prepare students for the successful completion of the College’s Board (R) Advanced Placement Biology Exam. **This course will be offered every other school year.**

Chemistry

(NCAA Approved Core Course)

Recommendation for Enrollment: Completion of Biology A and B

Grade(s): 10-12

Terms: 2

HS Credit: 1

This course is an introductory Chemistry class. Chemistry will use a mix of classroom activities and laboratories to ensure that students will have the basic foundations of Chemistry. During the 1st semester, students will learn about the scientific process, elements, the periodic table, atoms, and how atoms interact with each other during chemical reactions. The 2nd semester will include units on Phases, Gas, Laws, Solutions, Thermodynamics, Equilibrium, and Acids and Bases. Chemistry meets the state graduation requirements for Chemistry, but is less mathematical than Honors Chemistry.

Honors Chemistry

(NCAA Approved Core Course)

Prerequisite: Completion of Algebra I and at least 2 science terms

Grade(s): 10-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of chemistry. In the 1st semester, students will learn about atomic theory, the structure of the periodic table, molecular structures, properties of the three states of matter, and basic properties of matter and energy. In the 2nd semester, students will continue to learn about molecular structures and properties of the three states of matter, as well as qualitative and quantitative properties of chemical equations, kinetics, thermodynamics, equilibrium, acids and bases, electrochemistry, and nuclear chemistry. This class is a first-year introductory chemistry class, but moves at a faster pace than Chemistry A and B. This course also includes a significant laboratory component, and will prepare the student to study the natural sciences at the college level.

AP Chemistry

(NCAA Approved Core Course)

Prerequisite: Chemistry A and B or Honors Chemistry A and B

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of chemistry and the significant laboratory component that will prepare the student for the successful completion of the College Board's (R) Advanced Placement Chemistry Exam. Upon completion of the exam, students will prepare and present a project that will serve as a capstone of their studies in chemistry. **This course will be offered every other school year.**

Anatomy and Physiology

(NCAA Approved Core Course)

Prerequisite: Biology A and B

Grade(s): 11-12

Terms: 2

HS Credit: 1

Anatomy and Physiology is the study of human body structure and function. It is designed for those students who plan to enter a health-related field such as medicine, dentistry, nursing, veterinary medicine, laboratory technology, physical education, etc. 1st semester topics include a general overview of the skeletal, muscular, and nervous systems. 2nd semester subjects involve special senses (eyes and ears), cardiovascular (including blood), respiratory, digestive, urinary, and reproductive systems. Students will dissect whole animals and the organs of animals. Guided by the NGSS, emphasis in this course will be placed on making topics relevant and practical while preparing students as scientifically literate citizens for the 21st Century.

Physics

(NCAA Approved Core Course)

Prerequisite: Must have completed Algebra 2 with a “C” Average or better and at least 4 terms of science or permission from instructor

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of the physical nature of matter and our interaction with it. Motion, force, energy, and momentum will be covered in the 1st semester. Wave motion, electricity, and magnetism are among the topics that are explored during the 2nd semester in this lab-oriented class. This class is highly recommended for anyone planning on attending college to pursue a career in a science or technology related field. Algebra and trigonometry are used extensively in this lab-oriented course.

Conceptual Physics

(NCAA Approved Core Course)

Prerequisite: Completion of Biology A and B

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of the physical nature of matter and our interaction with it. Motion, force, energy, and momentum will be covered during the 1st semester. Wave motion, electricity, and magnetism are among the topics that are explored during the 2nd semester in this lab-oriented class. Guided by the NGSS, emphasis in this course will be placed on making topics in physics relevant while preparing students as scientifically literate citizens for the 21st Century.

AP Physics C — Mechanics

(NCAA Approved Core Course)

Prerequisite: Concurrent with AP Calculus; or completed AP Calculus

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students will have a good understanding of the basic foundations of physics using mathematics up to, and including, introductory calculus. The theory and the significant laboratory component will prepare the student for successful completion of the College Board's (R) Advanced Placement Physics C Exam.

Intro to Engineering Design

Recommendation for Enrollment: Enrolled in, or successfully completed, Algebra 1 and Strong STAR Math Scores

Grade(s): 9-10

Terms: 2

HS Credit: 1

Introduction to Engineering Design™ (IED) is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Principles of Engineering

Recommendation for Enrollment: Intro To Engineering Design

Grade(s): 10-11

Terms: 2

HS Credit: 1

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community

Aerospace Engineering

Prerequisite: Principles of Engineering

Grade(s): 11-12

Terms: 2

HS Credit: 1

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Intro to Robotics

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This elective course offers interested students the opportunity to delve into the hands-on, minds-on world of robotics. Using technology and teamwork, students will design and build robots to perform specific tasks in a competition format. Students will utilize problem-solving techniques and strategies as they work together to accomplish the specific "game" objectives presented by each competition.

Critical Issues in Science (Intro)

Recommendation for Enrollment: By recommendation of 8th grade teacher for 9th grade placement.

Grade(s): 9

Terms: 1

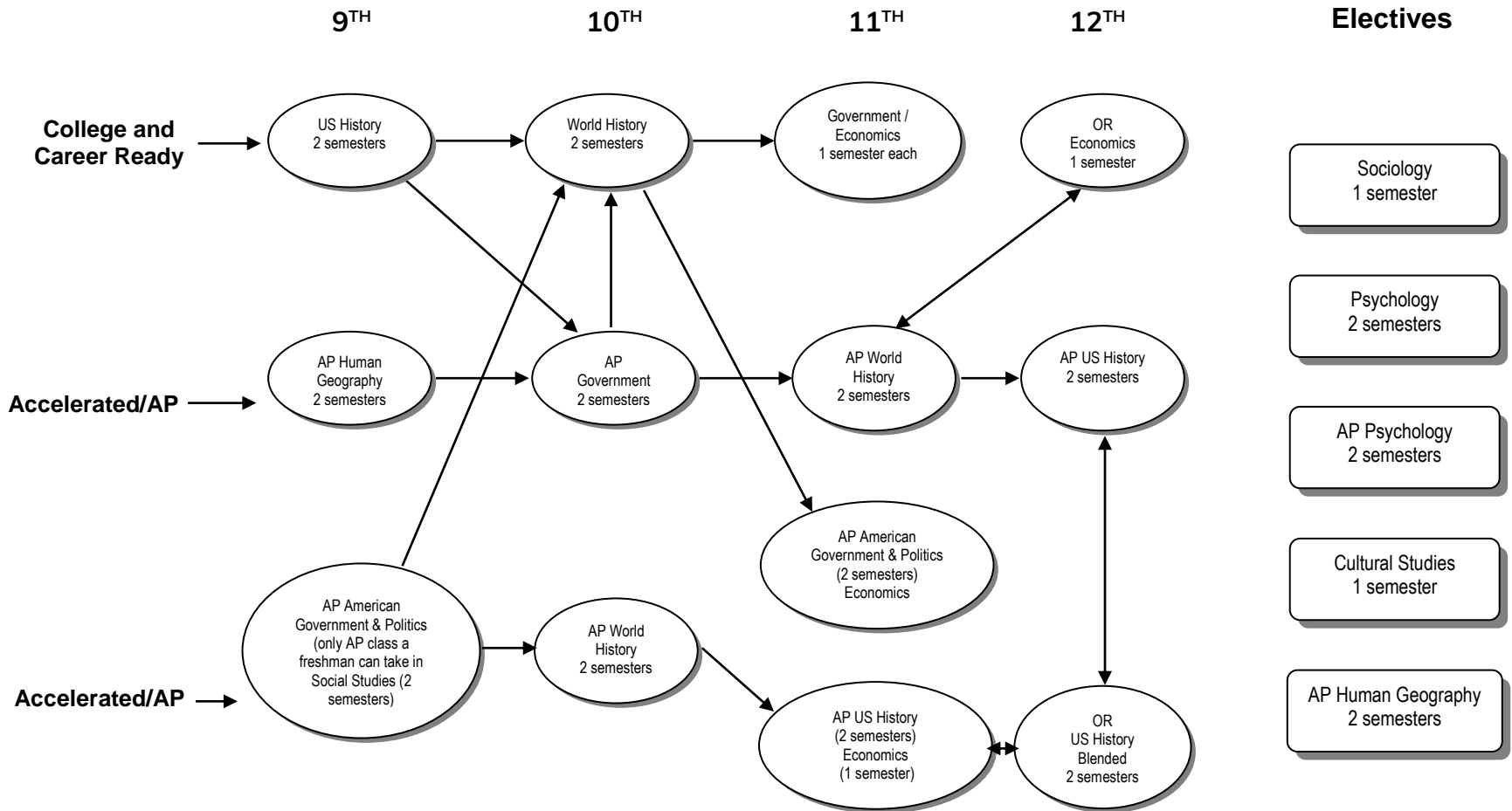
HS Credit: .5

In this class we will learn about different critical issues in science that greatly impact the world that we live in. There are three main critical issues that we will explore deeply: scientific skepticism and ethics, critical issues that relate to the environment, and human disease. It is important to realize that new and different critical issues will impact our world as time progresses. Our focus in this class will be to develop skills that help us to analyze the world and its problems to create solutions for today and for the future.

SOCIAL STUDIES

Three credits (6 terms) of Social Studies are required to graduate. It is recommended that students take a form of US History, World History, Government, and Economics by the end of his/her junior year. He/she may take an AP class to meet this requirement or he/she may take AP classes along with others to meet this requirement.

SOCIAL STUDIES



***Must complete US History (1 credit), World History (1 credit), American Government (.5 credit), Economics (.5 credit)**

US History

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this course, students will study events and people in American History. The first semester will span topics from the Industrial Revolution through the New Deal. The second semester will span the topics of World War II through the Bush/Clinton Era. Students will evaluate how events in these time periods have shaped the United States, the role of the United States in the World Community, and their impact on modern times.

US History (SPAN)

Recommendation for Enrollment: Spanish Immersion experience or English Language Learner qualification

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this course, students will study events and people in American History. The first semester will span topics from the Industrial Revolution through the New Deal. The second semester will span the topics of World War II through the Bush/Clinton Era. Students will evaluate how events in these time periods have shaped the United States, the role of the United States in the World Community, and their impact on modern times. Course content delivered, work submitted, and class discussions in Spanish.

World History

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 10-12

Terms: 2

HS Credit: 1

This course approaches history in a non-traditional manner in that it looks at common threads of humanity from the emergence of the first global age through the age of global revolutions. In the second semester, students will cover the topics from the rise of nationalism through present day.

World History (SPAN)

Recommendation for Enrollment: Spanish Immersion experience or English Language Learner qualification

Grade(s): 9-12

Terms: 2

HS Credit: 1

This course approaches history in a non-traditional manner in that it looks at common threads of humanity from the emergence of the first global age through the age of global revolutions. In the second semester, students will cover the topics from the rise of nationalism through present day. Course content delivered, work submitted, and class discussions in Spanish.

Advanced Placement Human Geography

Recommendation for Enrollment: Recommendation of Current Social Studies Teacher

Grade(s): 9-12

Terms: 2

HS Credit: 1

This class is designed to challenge your view of the world. In this class, you will receive the opportunity to acquire critical thinking, investigative reasoning, and improve your writing skills. Students will learn how to analyze maps and statistical data; examine the world's landscape in order to understand how people use its natural resources and why; plus explore more about the people and cultures of the world.

Advanced Placement World History

(NCAA Approved Core Course)

Recommendation for Enrollment: Credit received in AP Government and/or teacher recommendation in English or Social Studies

Grade(s): 10-12

Terms: 2

HS Credit: 1

AP World History is a course with an emphasis on non-Western History (Middle East, India, Asia, and Africa). This course covers the history of the world from 8000 BCE to the 21st century. AP World History emphasizes “patterns of change” and the connections between various world cultures throughout the time period studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens.” The course relies heavily on college-level texts, primary source documents, and outside readings. The course will culminate in students participating in the National College Board Exam in May.

US History Blended

(NCAA Approved Core Course)

Recommendation for Enrollment: AP Government or AP World

Grade(s): 11

Terms: 2

HS Credit: 1

In this course, students will study events and people in American History. The first semester will span topics from the Industrial Revolution through the New Deal. The second semester will span the topics of World War II through the Bush/Clinton Era. Students will evaluate how events in these time periods have shaped the United States, the role of the United States in the World Community, and their impact on modern times. This course is for highly motivated students who've shown success in AP Government as a freshman/sophomore. Blended will involve some independent work on an on-line module. Please see description of “blended course” on page 6.

Advanced Placement United States History

(NCAA Approved Core Course)

Recommendation for Enrollment: Credit received in AP World History or teacher recommendation from World History

Grade(s): 11-12

Terms: 2

HS Credit: 1

This course is designed to provide interested, qualified students with the opportunity to develop analytic thinking and writing skills. It will develop the student's factual knowledge base necessary to deal critically with problems and issues in American History. It is an intensive college level survey of American History from the Colonial Period to the 20th Century. The course will culminate in students participating in the National College Board Exam in May.

American Government**(NCAA Approved Core Course)****Recommendation for Enrollment:** None**Grade(s):** 11-12**Terms:** 1**HS Credit:** .5

In this course, students will evaluate the structure and function of each of the three branches of government at the National, State, and Local levels and the rights and responsibilities of citizens within that structure.

Advanced Placement American Government and Politics**(NCAA Approved Core Course)****Recommendation for Enrollment:** 9th graders – concurrent enrollment in Honors English or recommendation from 8th grade English or History teachers; 10th–12th graders – no pre-requisite required.**Grade(s):** 9-12**Terms:** 2**HS Credit:** 1

This course is designed to meet the Michigan standards for American Government while challenging more advanced students to study in greater depth the development of the American Constitution and American political attitudes. The course will focus specifically on concepts relating to the Legislative, Executive, and Judicial branches at the National, State, and Local level. In addition, students will examine the roles of political parties, interest groups, and mass media in developing political attitudes as well as political participation in America. The course will culminate in students participating in the National College Board Exam in May.

Economics (Traditional or Blended)**(NCAA Approved Core Course)****Recommendation for Enrollment:** Traditional Class – None

Blended Class - Responsible students who work well independently

Grade(s): 11-12**Terms:** 1**HS Credit:** .5

This course is the study of how the scarcity of resources in our world is allocated to meet the needs of society. While examining this, you will discover how the economic forces of government, money, business, and trade affect this process and your life. Blended will involve some independent work on an on-line module. Please see description of “blended course” on page 6.

Psychology A & B**(NCAA Approved Core Course)****Recommendation for Enrollment:** None**Grade(s):** 11-12**Terms:** 2**HS Credit:** 1

In this course, students will learn how the brain works and how it affects human behavior. First semester includes the topics of neuroscience, emotion, sensation, perception, states of consciousness, and learning. Second semester includes the topics of memory, thinking, motivation, personality, and psychological disorders.

Advanced Placement Psychology

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 11-12

Terms: 2

HS Credit: 1

This course is designed to introduce highly motivated students to the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The course will culminate in students participating in the National College Board Exam in May.

Sociology

(NCAA Approved Core Course)

Recommendation for Enrollment: None

Grade(s): 11-12

Terms: 1

HS Credit: .5

Students will evaluate how people are influenced by groups of others in society (family, school, peers, and media), and how social problems (racism, sexism, etc.) affect us.

Cultural Studies

Recommendation for Enrollment: Completed at least 2 credits of Social Studies

Grade(s): 10-12

Terms: 1

HS Credit: .5

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African Americans, Asian Americans, Latino Americans, and American Indians. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.

WORLD LANGUAGES

The study of a classical/world language offers Holland High students the opportunity to communicate in a language other than English. In addition to the skills of speaking, listening, reading, and writing in the chosen language, the student will gain knowledge, understanding, and an appreciation for the cultures where the language is spoken. We believe that communication is at the heart of language study. Studying a language other than one's own broadens the understanding of people and cultures around the world. World Language courses may contain students, grades 9-12, in classrooms.

Holland Public Schools students can apply for the Seal of Biliteracy to appear on their transcript and diploma. This prestigious award is given to students who are fluent and literate in two or more languages. Students must demonstrate they can read, write, speak, and comprehend during listening in English and an additional language. This can be in the form of a school transcript from a foreign country or through the Assessment of the Performance toward Proficiency in Languages (AAPPL). The student must have sixth grade level classes or higher appear on their foreign school transcript in order for the transcript to be accepted as proof of language proficiency. Students may take the AAPPL assessment free of charge.

Students must pass 1st semester (A) in order to continue to (B) second semester.

American Sign Language 1 (ASL 1)

(NCAA Approved Core Course)

Recommendation for Enrollment: Term 1: None
Term 2: Passing grade in Term 1

Grade(s): 9-12

Terms: 2

HS Credit: 1

American Sign Language 1 (ASL 1) provides basic knowledge in vocabulary, grammar, and syntax. ASL 1 emphasizes basic comprehension and production of sign skills needed for communicating with Deaf people. Communication, Culture, Connections, Comparisons, and Communities of ASL will be taught based on the Michigan Department of Education's World Language Standards and Benchmarks. Active student participation is mandatory to achieve the vocabulary and development of expressive and receptive sign skills needed for proficiency. Successful completion of this course will meet MMC graduation requirement of one of two years of required foreign language.

French 3 A & B**(NCAA Approved Core Course)**

Recommendation for Enrollment: Passing grade in French 2
Term 2: Passing grade in term 1

Grade(s): 9-12

Terms: 2

HS Credit: 1

This course is designed to prepare the student for further French study on the college level and for future career paths where speaking French is an asset. The students will learn to express themselves in a variety of real life situations, understand native speakers, and write compositions. In addition to communication and a study of grammar, popular mystery stories, plays, and novels will be studied. The class will be essentially conducted in French.

French 4 A & B**(NCAA Approved Core Course)**

Recommendation for Enrollment: Passing grade in French 3
Term 2: Passing grade in term 1

Grade(s): 9-12

Terms: 2

HS Credit: 1

This course is the refinement of all four language skills: listening, speaking, reading, and writing. Students will listen and speak daily (conversations, dialog, lectures, etc.), read (French literature, current magazines, newspapers, articles, etc.), and write longer compositions in various styles. Vocabulary will be expanded.

Latin 1 A & B**(NCAA Approved Core Course)**

Recommendation for Enrollment: Term 1: None
Term 2: Passing grade in term 1

Grade(s): 9-12

Terms: 2

HS Credit: 1

The course will include basic language that allows you to taste the civilization, culture, geography, grammar, history, and mythology of the Romans plus enjoy membership in the Michigan Junior Classical League.

Latin 2 A & B**(NCAA Approved Core Course)**

Recommendation for Enrollment: Passing grade in Latin 1
Term 2: Passing grade in term 1

Grade(s): 9-12

Terms: 2

HS Credit: 1

The 1st term of Latin 2 is a continuation of Latin 1, including Latin through mottoes and phrases used in English, Latin grammar, history, mythology, Roman civilization, plays, Saturnalia, and JCL. In addition, advanced grammatical constructions and introduction to poetry are presented.

Spanish 3 A & B**(NCAA Approved Core Course)****Recommendation for Enrollment:** C- or better in Spanish 2**Grade(s):** 9-12**Terms:** 2**HS Credit:** 1

Students are working on achieving intermediate Spanish proficiency. Speaking, listening, reading, and writing proficiency are emphasized, as well as mostly authentic materials for reading and listening. Students will be introduced to hearing various dialects of Spanish. Vocabulary and grammar become more complex and complements the proficiency skills. The culture of Spain is emphasized, but all culture is included.

Spanish 4 A & B**(NCAA Approved Core Course)****Recommendation for Enrollment:** C- or better in Spanish 3**Grade(s):** 11-12 or teacher approval**Terms:** 2**HS Credit:** 1

Students are working to achieve intermediate high Spanish proficiency. Speaking, listening, reading, and writing for proficiency are emphasized, as well as advanced authentic materials for reading and listening. The course is organized into themes as recommended by ACTFL.

Spanish 5 A & B**(NCAA Approved Core Course)****Recommendation for Enrollment:** C- or better in Spanish 4**Grade(s):** 11-12 or teacher approval**Terms:** 2**HS Credit:** 1

Students are working to achieve advanced low proficiency in Spanish. Speaking, listening, reading, and writing for proficiency are emphasized, as well as advanced authentic materials for reading and listening. The course is organized into themes as recommended by ACTFL.

Critical Reading in Spanish**(Pending Board Approval)****Recommendation for Enrollment:** Students from HLA, ELL, and Spanish 4 programs may test for placement.**Grade(s):** 9-12**Terms:** 2**HS Credit:** 1

This class offers a unique opportunity to study literary works of Spanish and Latin American authors such as Cervantes, García Márquez, and Isabel Allende, among others. The course focuses on developing critical-thinking skills through the study of literature, but also the sociological, historical, and geopolitical context in which the texts were written. Listening comprehension, perfected via authentic audio materials and videos (e.g., interviews with authors) furthers the goals of this course.

Spanish for Heritage Speakers 1 A & B

Recommendation for Enrollment: Spanish immersion program or education in Spanish speaking school with current instructor approval

Grade(s): 9-11

Terms: 2

HS Credit: 1

Intermediate High/Advanced Spanish students in this course have a strong background in Spanish already, but will improve spelling and writing, reading for comprehension, and focus heavily on expanding vocabulary. The history and culture, both modern and past, will be embedded into various units. Students will also explore themselves – their past, present, and future.

Spanish for Heritage Speakers 2 A & B

(NCAA Approved Core Course)

Recommendation for Enrollment: Students must meet with teacher before enrolling to ensure proper placement

Grade(s): 9-12

Terms: 2

HS Credit: 1

Students in this course have a strong background in Spanish already and a solid foundation in their vocabulary, grammar, spelling, and writing. The course is organized into themes as set by ACTFL and students will develop college level skills and a more professional, academic Spanish proficiency that one might use in the university or professional setting.

PERFORMING ARTS

Performing Arts courses meet the HHS graduation requirement of 2 terms or 1 credit of Visual, Performing, or Applied Arts.

Concert Band

Recommendation for Enrollment: Open to all brass, woodwind, and percussion students, and approval of the High School Director of Bands

Grade(s): 9-12

Terms: 2

HS Credit: 1

The concert band is a non-auditioned group, although they must have middle school band as a pre-requisite and be able to fluently read music. In this course, Concert Band literature is explored while the students' progress on their technical skills. All concert band members are automatically members of the Holland High Marching Band. As part of the course, Concert Band members participate in an active calendar of public performances, including MSBOA and Tulip Time.

Percussion Ensemble

Recommendation for Enrollment: Audition needed

Grade(s): 9-12

Terms: 2

HS Credit: 1

This class explores a variety of percussion instruments and literature through-out the year. Percussionists and other musicians (who can fluently read music) are welcome to enroll. This may serve as the main music class for all percussionists, grades 9-12, although percussionists may enroll in Concert Band and/or Wind Ensemble (by audition only for Wind Ensemble) in addition to, or instead of, Percussion Ensemble.

Wind Ensemble

Recommendation for Enrollment: Individual audition and approval of the High School Director of Bands

Grade(s): 9-12

Terms: 2

HS Credit: 1

The Wind Ensemble is the top performing band within the Holland Public Schools. It is made up of primarily upperclassmen (by audition), but exceptions will be made based on audition and approval of the Director of Bands. Students who are members of the Wind Ensemble are automatically members of the Holland High School Marching Band. Members of the wind ensemble play literature of the highest caliber and are expected to perform at various MSBOA events, including solo and ensemble.

Jazz Band Blended

Recommendation for Enrollment: Membership through an audition

Grade(s): 9-12

Terms: 2

HS Credit: 1

Jazz Band is held during zero hour. The jazz band is an enrichment experience for students enrolled in band, orchestra, and choir. An audition is required for admission. Students will work on standard literature while studying jazz history, styles, basic music theory, and improvisation. Students enrolled in Jazz Band (except for piano and guitar) must be enrolled in their prospective instrument ensemble (band/orchestra) as well as Jazz Band. Students must make a year commitment to be enrolled in Jazz Band – no exceptions. Zero hour performing arts classes are offered in the blended class format. Class schedule is flexible to allow sectional rehearsals. See director for class schedule. Students are expected to practice material online and offered in class to prepare for days class meets. Please see description of “blended course” on page 6.

Symphony Orchestra Blended

Recommendation for Enrollment: Admission by audition and enrollment in other music program

Grade(s): 9-12

Terms: 2

HS Credit: 1

Symphony Orchestra is held during zero hour. This orchestra includes a full wind and percussion section as well as string instruments. The students that are members of the ensemble are the top players in band or orchestra. Students are admitted by audition, and additionally must be enrolled and participating in either band or orchestra. Students enrolling in Symphony Orchestra will be expected to attend sectionals and rehearsals each week. Students must make a year commitment to be enrolled in Symphony Orchestra for the entire year – no exceptions. Zero hour performing arts classes are offered in the blended class format. Class schedule is flexible to allow sectional rehearsals. See director for class schedule. Students are expected to practice material online and offered in class to prepare for days class meets. Please see description of “blended course” on page 6.

Concert Orchestra

Recommendation for Enrollment: Audition

Grade(s): 9-12

Terms: 2

HS Credit: 1

Membership in one of the Holland High Orchestras is open to any student, with prior experience on a stringed instrument. Placement into either the Concert Orchestra or the Chamber Orchestra will be determined by performance audition and grade. Each orchestra will perform in several concerts as well as MSBOA Orchestra Festivals. The Holland Orchestras aspire to study and perform the finest of traditional and non-traditional music.

Chamber Orchestra

Prerequisite: Audition

Grade(s): 10-12

Terms: 2

HS Credit: 1

Membership in one of the Holland High Orchestras is open to any student, with prior experience on a stringed instrument. Placement into either the Concert Orchestra or the Chamber Orchestra will be determined by performance audition. Each orchestra will perform in several concerts as well as MSBOA Orchestra Festivals. The Holland Orchestras aspire to study and perform the finest of traditional and non-traditional music.

Belle Canto

Recommendation for Enrollment: Audition required and prior music ensemble (band/orchestra/choir) experience highly recommended.

Grade(s): 9-12

Terms: 2

HS Credit: 1

Membership is open to all 9th-12th grade treble voices. The group will study 2-, 3-, or 4-part treble music that may include pop, folk, and classical styles. The choir will sing at concerts, assemblies, competitive festivals, and other musical events. The concert outfit will require a purchase. This is a full-year course.

Select Men's Ensemble

Recommendation for Enrollment: Audition required and prior music ensemble (band/orchestra/choir) experience highly recommended.

Grade(s): 9-11 Boys

Terms: 2

HS Credit: 1

Membership is open to all 9th-11th grade boys. The group will study 2-, 3-, or 4-part treble/bass music that may include pop, folk, and classical styles. The choir will sing at concerts, assemblies, competitive festivals, and other musical events. The concert outfit will require a purchase. This is a full-year course.

Concert Choir

Recommendation for Enrollment: Membership through an individual singing audition and prior music ensemble (band/orchestra/choir) experience required.

Grade(s): 10-12

Terms: 2

HS Credit: 1

Membership is open through an audition to all students grades 10-12, as well as current school status. Previous choral or instrumental experience is required. Music studied and performed by the choir may include works by the great composers as well as popular songs of today. The choir sings at concerts, competitive festival, choir festival, assemblies, Baccalaureate, and other musical events. This is a full-year course. The concert outfit will require a purchase.

Vocal Dimensions

Recommendation for Enrollment: Membership through an individual singing and dancing audition. Prior music ensemble (band/orchestra/choir) experience required.

Grade(s): 10-12

Terms: 2

HS Credit: 1

Entry is based on vocal and dance auditions as well as current school status. Previous musical experience is required. The group makes use of choreography and staging techniques while performing a wide variety of genres. Vocal Dimensions performs at concerts, assemblies, community programs, jazz festivals, choir festival, Tulip Time, and their big show each spring. Members are required to purchase their own uniform. Students must make a year commitment to be enrolled in Vocal Dimensions for the entire year – no exceptions.

Music Technology Blended

Recommendation for Enrollment: None

Grade(s): 11-12

Terms: 1

HS Credit: .5

Students will study various styles of music throughout the history of western music. The class will be treated as a survey class, starting from music of the middle ages and going to the modern era. Students will be required to take notes and do assignments related to listening to the music being studied. Students will also explore music technology employing techniques relevant to music production. Please see description of “blended course” on page 6.

AP Music Theory

Prerequisite: Enrollment in performance music class/course and teacher recommendation required.

Grade(s): 10-12

Terms: 2

HS Credit: 1

This course is intended for the serious high school musician. This course is designed for students who are considering music as a major or minor in a credited college or university. Enrolling students should have an excellent background in the fundamentals of music with a preference of students who have musical performance backgrounds.

Acting

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Theatre 1-Acting will focus on the various aspects of acting. It will include a survey of vocal, physical, and emotional development of character, as well as technical stage terms. Basic directing strategies will also be covered. The focus will be on student as performer. Memorization and writing skills are necessary for this class.

Theatre Design

Recommendation for Enrollment: None

Grade(s): 10-12 and 9 if approved by instructor

Terms: 1

HS Credit: .5

Theatre 2-Design/Technical will focus on various aspects of theatrical design, stagecraft, and technical work. Students will learn design principle, as well as working with tools and building, painting, and sewing. The focus will be on student as technician. Reading and research skills are necessary for this class.

Theatre Production

Prerequisite: Theatre 1 and 2 or permission from instructor

Grade(s): 9-12

Terms: 1-2

HS Credit: .5-1

Theatre 3-Projects will focus on theatrical production as a whole. It will include various projects culminating in final term projects. The emphasis will be on combining movement, acting and design along with business basics of production. Recommended for students with experience in theatre. Students taking this class must be confident in acting and design.

Broadcast Production

Prerequisite: Fulfillment of Speech requirement recommended. Application required.

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this class, students learn the fundamental principles of news-gathering and digital production, as they explore basic elements of broadcasting. Students will research, gather, and analyze information to create video productions for broadcasting to a variety of audiences. Students will learn audio and video recording techniques and the application of these skills. Students in this class will help in pre-production, taping, and post-production of the Holland High School Daily news and other video projects for class. Students will gain experience on camera and behind the scenes for the daily news, as it is broadcast to the entire student body and staff. This is a full year commitment. **Motivated students are invited to submit an application. Applications are available in the Student Success Office.**

VISUAL ARTS

Art education is a necessary and fundamental part of education for all students. Art provides experiences that enable students to participate in the creative process; use visual media to communicate and express oneself; recognize, discriminate and respond to the visual environment; and gain appreciation for different cultures and historical periods. Involvement in art education contributes to the positive personal growth and development of students. Visual Arts courses meet the HHS graduation requirement of 2 terms of Visual, Performing, or Applied Arts.

Introduction to Art — Level 1

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This class will introduce the elements of art and the principles of design. Students will work in two-dimensional and three-dimensional media. Learning in the areas of art history and critical thinking will also be included. Incoming students need not possess a high degree of artistic skill, but should be willing to apply themselves to new and exciting learning. Requirements of this class include weekly sketchbook entries.

Drawing/Painting — Level 2

Pre-requisite: Successful completion of Introduction to Art

Grade(s): 9-12

Terms: 1

HS Credit: .5

Exploration of the elements of art and principles of design employing drawing and painting techniques. Students will work in a variety of media such as graphite, pen/ink, colored pencil, charcoal, oil pastels, tempera, watercolor, and acrylic paints. Learning in the areas of art history and critical thinking will continue. Requirements of this class include weekly sketchbook entries and an online portfolio.

Printmaking/Mixed Media — Level 2

Pre-requisite: Successful completion of Introduction to Art

Grade(s): 9-12

Terms: 1

HS Credit: .5

Exploration of the elements of art and principles of design employing printmaking and mixed media techniques. Students will be introduced to monoprinting, collograph printing and block printing and work with a variety of media including, but not limited to, fabric, yarns, wire, paper, dyes, paints, glue, and wood to design and construct relief style compositions. Learning in the areas of art history and critical thinking will continue. Requirements of this class include weekly sketchbook entries and an online portfolio.

Ceramics — Level 2

Pre-requisite: Successful completion of Introduction to Art

Grade(s): 9-12

Terms: 1

HS Credit: .5

Students will work in a variety of hand-built and wheel thrown techniques including pinch, coil, slab, and wheel construction. Exploring the elements of art and principles of design along with experimentation in different glazing techniques will also be learned. Requirements of this class include weekly sketches and an online portfolio.

Sculpture/Metals — Level 2

Pre-requisite: Successful completion of Introduction to Art

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will work with a variety of sculpture techniques including subtractive, bas relief, carving, assemblage, and soldering, including media such as wood, plaster, paper mache, found objects and metal. Learning will continue in the areas of art history. Requirements of this class include weekly sketchbook entries and an online portfolio.

Advanced 2D — Level 3

Pre-requisite: Intro to Art and one or more of these Level 2 classes (Drawing/Painting, Printmaking/Mixed Media)

Grade(s): 10-12

Terms: 1

HS Credit: .5

In this Level 3 class, students will continue to explore the elements of art and principles of design employing advanced 2 Dimensional Drawing and Painting techniques. Students will work in a variety of media including, but not limited to, graphite, pen/ink, colored pencils, charcoal, paints, and various printmaking techniques. Students preparing their art portfolio for college applications will have the opportunity to work more independently. Requirements of this class include weekly sketchbook entries and an online portfolio.

Advanced 3D — Level 3

Pre-requisite: Intro to Art and one or more of these Level 2 classes (Ceramics, Sculpture/Metals)

Grade(s): 10-12

Terms: 1

HS Credit: .5

In this Level 3 class, students will continue to explore the elements of art and principles of design employing advanced 3 Dimensional Sculpture techniques. Students will work in a variety of media including, but not limited to, paper mache, wood, clay, plaster, and found objects. Students preparing their art portfolio for college applications will have the opportunity to work more independently. Requirements of this class include weekly sketchbook entries and an online portfolio.

Advanced Art — Level 4

Prerequisite: Intro to Art and three or more level 2 and/or level 3 classes

Grade(s): 11-12

Terms: 1

HS Credit: .5

In this Level 4 class, students will continue to explore the elements of art and the principles of design while employing advanced 2 and/or 3 Dimensional techniques. This course is directed toward portfolio development and self-directed independent study. Sketchbooks and an online portfolio are a requirement of this class. This course may be taken more than once for credit.

Introduction to Graphic Design (InDesign)

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Basic principles of graphic design are presented and utilized in the creation of flyers, newsletters, and other informational documents. Students will concentrate on building page layout skills in InDesign. Students will use the Macintosh computer.

Introduction to PhotoShop

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Basic principles of color theory and visual design are explored as students build skills in PhotoShop. Digital cameras will enable students to use their own images in addition to working with the images of others. Students will use the Macintosh computer.

Introduction to Illustrator

Prerequisite: Successful completion of Intro to Graphic Design or Intro to PhotoShop

Grade(s): 9-12

Terms: 1

HS Credit: .5

Adobe Illustrator is a powerful vector-based drawing tool and is widely used by professionals around the world. Students will learn and manipulate basic skills in Adobe Illustrator and then apply those skills to create a range of computer art including graphic design, illustration, posters, and more!

Advanced Computer Art

Prerequisite: Successful completion of Intro to Graphic Design (In Design) and Intro to Photoshop

Grade(s): 10-12

Terms: 1

HS Credit: .5

This advanced level class will offer a range of changing topics; the course is never taught the same way twice. Opportunities to undertake authentic projects (logo and flyer designs for HPS organizations, etc.) often present themselves and enhance the learning of advanced students. Students will have the opportunity to share project ideas and collaborate with peers during the creative process and through critiques. The creation and maintenance of an online presence is a requirement of this advanced computer art class.

CAD (Computer Aided Design) – 3D printing

(Pending Board Approval)

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

For students **not** in the PLTW engineering pathway. This course will introduce students to computer aided design. Technical skills will be developed to bring conceptual ideas to life through CAD and 3D Printing. Students will learn drafting, space analysis, and design communication. Students will learn how to design, analyze, communicate, and produce industry standard mechanical designs for real-world applications. Areas of emphasis include lettering, geometric constructions, orthographic projections, sectioning, dimensioning, and pictorial drawings.

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science (FCS) education examines families and work and the interrelationships between them. Students explore topics and issues relating to balancing work and family, consumerism, health and nutrition, positive relationships, parenting, and careers. The occupational focus of FCS courses enables students to relate what they learn in school to the knowledge and skills needed for success in college and careers. Students apply academic and technical skills to real world activities and project-based assignments. Family and Consumer Science Education students are prepared for a variety of post-secondary options including higher education, skilled employment, and life-long learning. Some Family and Consumer Science courses meet the HHS graduation requirement of 2 terms of Visual, Performing, or Applied Arts.

Foods for Life 1

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

In this course, students will be introduced to various basic cooking methods while being able to practice those skills in the kitchen. This course also includes basic kitchen math, how to follow and read beginner recipes, and an introduction to nutrition. The student will complete lab and research tasks in groups and individually. **Foods 1 and 2 fulfills Visual, Performing, and Applied Arts graduation requirement.**

Foods 2

Recommendation for Enrollment: Mastery level grade from Foods for Life 1

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course is an extension of Foods for Life 1, building upon basic cooking skills. The course is group-based, allowing students to learn advanced cooking methods, higher level kitchen skills, and following more advanced recipes. Students will also study different cuisines and diets. The students will work on various projects as groups and individually.

Fashion Design 1 — Sewing

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Fashion Design 1 students create a basic design portfolio, learn about elements and principles of design, learn basic sewing skills, and how to operate a sewing machine. Clothing construction techniques are used to make functional garments and other projects. **All Fashion Design classes fulfill the Visual, Performing, and Applied Arts graduation requirement.**

Fashion Design 2 — Sewing

Recommendation for Enrollment: Successful completion of Fashion Design 1 or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5

Students study fashion designers, learn about textiles, and study the history of fashion design. Clothing construction skills learned in Fashion Design 1 are applied as students choose garments to sew. Students learn more advanced sewing techniques and develop problem-solving abilities.

Fashion Design 3 — Sewing

Recommendation for Enrollment: Successful completion of Fashion Design 1 & 2 or permission from instructor

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will apply skills learned in Fashion Design 1 and 2, and practice more advanced techniques as they learn how to design and create their own garments. Students will explore fashion-related careers through research and interviews and will create a sketch portfolio.

Health 1

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This required course encourages students to take responsibility for personal health by learning how to make healthful decisions. The focus will be on analyzing and improving personal, mental and social/emotional health. Topics include basic health skills, nutrition, fitness, alcohol, tobacco, drug use, mental health, stress management, intro to CPR, and reproductive health including HIV and STDs. Health credit may be earned by taking EITHER Working on Wellness or Health 1. **(Students may not take both classes).**

Working on Wellness

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This required course will present health information at an accelerated pace to allow for two days per week of physical activity outside the classroom. Students will be taught to take responsibility for personal health by using health information to make healthy decisions. The focus will be on analyzing and improving personal, physical, mental, and social health. Topics will include wellness, goal setting, nutrition and physical fitness, alcohol, tobacco and illicit drug use, stress management, mental health, reproductive health, including HIV and STDs. Various lifetime physical activities such as jogging, tennis, softball, flag football, soccer, basketball, weightlifting, and other sports games will be incorporated. Health credit may be earned by taking EITHER Working on Wellness OR Health 1. **(Students may not take both classes).**

Health 2

Prerequisite: Working on Wellness or Health 1

Grade(s): 10-12

Terms: 1

HS Credit: .5

This project-based learning course will expand students' health knowledge and will focus on developing skills to improve family, community, and world health. Students will also learn about violence prevention as well as CPR & First Aid skills. Students will also have the opportunity to pick a health-related topic they are passionate about and host a health fair with their peers.

Health Careers

Prerequisite: Successful completion of Health 1 or Working on Wellness

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course is designed for students who would like to learn more about health careers or who plan to pursue training for a health-related occupation. Students will engage in a variety of guest speaker presentations who are currently in the healthcare field. Students will also have the opportunity to explore different health occupations, learn basic medical terminology used in health and medical professions, and create a mock medical procedure on a body system.

Human Growth & Development

Prerequisite: Successful completion of Health 1 or Working on Wellness

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course is designed to educate students on the principles of human growth & development across the lifespan. Students will begin this journey with how we got here and how we become who we are today. Students will explore a variety of different conditions that influence physical, social, moral and cognitive development. This course will also educate students on analyzing influences of gender, ethnicity, culture and the media and the impact it has on individual development. Students will also study healthy vs. unhealthy relationships, dating abuse and communication skills.

Exploring Parenting

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course encourages students to consider the importance of the job of parenting. Students examine responsibilities of parenthood and factors that contribute to being a successful parent. Students learn about the growth and development of infants from conception through the first year. Additionally, students will parent “RealCare Baby,” a computer baby simulator.

Developing Child

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

The child, ages 1-6 is the focus of this class. Student will learn about the responsibilities of parenting and skills needed as children progress through toddlerhood and the preschool years. The focus is on ways to nurture a child’s growth that are age-appropriate and positive. Students study areas of development, child nutrition, the importance of play, child safety, as well as related careers.

BUSINESS

Students may like to investigate Dual Enrollment options through Davenport University. See your counselor for dual enrollment eligibility information.

Accounting 1 — Sole Proprietorship Accounting (Meets .5 credit of senior math requirement if taken in senior year)

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Accounting 1 will cover the financial recordkeeping for a business organized as a proprietorship (business owned by one person). Accounting 1 is the analysis and recording of business transactions, the preparation of reports showing the results of these transactions, and the solution of bookkeeping problems. Students will learn manual accounting and computerized accounting on IBM computers. Accounting will also help students handle their personal finances. EverFi – Financial Literacy helps teenagers build the foundation for their future financial wellbeing. This digital course covers core financial topics including everything from common account types to the basics of investing. This digital course will be a part of the Accounting 1 course. This course is well suited for college bound or career-oriented students. Corporate accounting may be introduced.

Accounting 2 — Corporate Accounting (Meets .5 credit of senior math requirement if taken in senior year)

Prerequisite: Accounting 1

Grade(s): 9-12

Terms: 1

HS Credit: .5

Accounting 2 will cover the financial recordkeeping for a business organized as a corporation. Accounting 2 will focus on business transactions that affect a merchandising business. This course will cover the use of special journals for analyzing and recording transactions. Students will prepare reports and financial statements for a merchandising business. Payroll accounting will also be covered in Accounting 2. Students will learn manual accounting and computerized accounting on IBM computers. This course is well suited for college bound or career-oriented students.

Personal Finance [Meets .5 credit of math. Can be counted as Senior math experience.]

Recommendation for Enrollment: None

Grade(s): 11-12

Terms: 1

HS Credit: .5

In this course, students will develop skills to help them make the transition from being financially dependent, to making good decisions in the areas of choosing careers and evaluating job offers, purchasing big-ticket items such as automobiles, choosing insurance, leasing a living space, and necessary banking skills. College-bound and work-bound students will discover the importance of early saving and credit management to life-long financial security. *May be taught in Family and Consumer Science Department or Business Department.

Financial Management (Planning) [Meets .5 credit of math. Can be counted as Senior math experience.]

Recommendation for Enrollment: None

Grade(s): 11-12

Terms: 1

HS Credit: .5

This course combines the study of basic financial planning, investment principles, economic indicators (stock market), and money management with a look at how individuals can better their economic futures. Students will also have the opportunity to examine various consumer purchases, to prepare budgets, and set long-term goals to guide them in future financial decisions. Students will also experience a stock market investment simulation. *May be taught in Family and Consumer Science Department or Business Department.

Law I

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course introduces the fundamentals of law as they apply to business and personal use. Emphasis is placed on understanding how today's law impacts us all as consumers and citizens. Students learn how and where to find answers, learn to reason legally, and speak in legal terms. This course is well suited for exploratory work in the many law related fields and for those planning to own and/or operate their own business. Major topics include ethics, constitutional law, crimes, private wrongs (torts), law for the student-family-consumer, bailments, and insurance. Students will be trained as jurors to participate in our Teen Court program. For more information, visit <https://www.cityofholland.com/youthservices/teen-court>.

Law II

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course introduces the fundamentals of law as they apply to business and personal use. Emphasis is placed on understanding how today's law impacts us all as consumers and citizens. Students learn how and where to find answers, learn to reason legally, and speak in legal terms. This course is well suited for exploratory work in the many law related fields and for those planning to own and/or operate their own business. Major topics include contract law, genuine agreement, consideration, law of capacity, contractual duties, how courts enforce contracts, and sales contracts. Student training and participation in the Holland Teen Court program is required.

Boomerang Yearbook

Prerequisite: An application and interview process are required.

Grade(s): 10-12

Terms: 2

HS Credit: 1

The Boomerang has been the Holland High yearbook since 1918. It is a fully functioning student run business. The staff is made up of students who work throughout the year to compose the school's annual book. The yearbook staff shares responsibilities for developing theme, journalism, photography, layout design, desktop publishing, business management, sales, and marketing. Motivated students are invited to submit applications to join the yearbook staff.

PHYSICAL EDUCATION

Physical Education (PE) is an essential part of the total educational program for the well-rounded development of students. The curriculum helps students develop the knowledge, fitness levels, motor skills, and personal and social skills to obtain the ultimate goal of a lifetime of physical activity and health. The curriculum provides opportunities for all students through a wide variety of team sports, lifelong activities, as well as health related instruction.

Students must take one (1) semester of PE I to complete their graduation requirement. One (1) semester of Health is also needed for graduation. No student shall be enrolled in more than two (2) PE classes per semester provided the two courses are electives.

Physical Education

Recommendation for Enrollment: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

The curriculum provides opportunities for all students through a wide variety of team sports, lifelong fitness activities, as well as health related instruction. The focus of this curriculum is to help students develop their motor skills, cognitive concepts, fitness levels, and social skills that help them obtain a healthy and active lifestyle. An emphasis will be placed on personal fitness goals and a plan designed to achieve those goals.

Sports Education

Pre-requisite: Successful completion of 1 term of PE I or Strength and Conditioning, or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5-1

This course focuses on activity and game play. In addition, students assume all roles pertaining to the activity. Roles Include: players, coaches, officials, team managers, and statisticians. Activities include: flag football, soccer, softball, ultimate frisbee, basketball, volleyball, team handball, floor hockey and tennis. Opportunities will be given to students to improve upon their cardiovascular health as well as their overall fitness. Students may elect this class for more than one term.

Strength and Conditioning

Recommendation for Enrollment: Recommended for Student Athletes

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course focuses on a direct approach to physical fitness and strength. This course will concentrate on weightlifting techniques, flexibility, speed and agility, plyometric workouts, and the use of bands. These components will create a balanced workout program for all students. May count for required PE credit.

SPECIAL PROGRAMS

Peer Assistant Listeners (PALs)

Prerequisite: A selection process is used for admittance in this class

Grade(s): 10-12

Terms: 1

HS Credit: .5

PALs are a specially trained group of students who improve the culture of our schools through mentoring other students and designing school-wide initiatives to address student needs. The Holland PALs program is designed to help students who struggle academically, socially, and emotionally. PALs are the first people new students see when they come to Holland High as they provide the new students tours. They help people feel welcome and a sense of belonging. Students selected for the PALs class will increase their knowledge about social issues and will work on improving their helping and communication skills. They will learn about themselves, experience giving and receiving help, learn how to provide accurate information, and assist others in getting help.

PALs Practicum

Prerequisite: Successful Completion of the PALs Class with a C or higher

Grade(s): 10-12

Terms: 1-2

HS Credit: .5-1

Students in PALs Practicum are placed in classroom learning environments to serve students as a Mentor, Tutor, and/or Special Friend. PALs are also specially trained to help the teaching staff to build a positive class culture. PALs will assist students by helping all students feel accepted & cared for, they will help each student have a sense of belonging, and they will give students a safe and secure environment with the goal that all students can express themselves as they truly are designed to be.

DUTCH LINKS – Peer to Peer Support

(Pending Board Approval)

Prerequisite: Must complete an application and receive approval from program directors

Grade(s): 10-12

Terms: 2

HS Credit: 1

The LINK student is trained as a peer mentor who will accompany a student with special needs to one of his/her general or special education classes. The LINK student will model and support appropriate social skills and behavior in the academic setting so that the student with special needs may meet success. Training will be held once per week during Advisory 1st semester with placement in classrooms 2nd semester. The class does involve some lunch hours and 2 after school activities per semester. Other responsibilities include weekly journals, maintaining attendance records, learning & using good communication skills, reviewing & reflecting on current issues, plus a 2nd semester final project.

Upward Bound Program at Hope College

This nationally recognized program is available to students who demonstrate an effort to succeed in a college bound curriculum and pursue a college education. Federal mandated income requirements and first generation requirements must be met as well. Students must be 14 years of age or older and are currently in 8th, 9th, or 10th grade. Student can see a counselor for the application.

English Language Learners (ELL)

Recommendation for Enrollment: Student qualifies according to State of Michigan WIDA and/or W-APT test scores.

Grade(s): 9-12

Terms: 1-2

HS Credit: .5-1

ELL English Newcomer 9:

ELL English Newcomers focuses on English for students of other languages that have been in the USA less than two years. Curriculum focuses on Common Core and MAISA standards that include building skills in reading, writing, speaking, and listening. This includes a vocabulary focus, language functions, grammar focus, reading strategies, and writing. Depending on the student's final grade and WIDA score, he/she may repeat this course, advance to ELL English Intermediate 10, or advance to a sheltered standard English class. This course represents a student's core English class and credit.

ELL English Intermediate 10:

ELL English Intermediate 10 continues the focus on English for students of other languages that struggle with English language acquisition and low WIDA scores. Curriculum focuses on Common Core and MAISA standards that include building skills in reading, writing, speaking, and listening. This includes a genre focus, reading strategies, grammar focus, and writing. Depending on the student's final grade and WIDA score, he/she may repeat this course, advance to a sheltered standard English class, or advance to a standard English course. This course represents a student's core English class and credit.

ELL English Advanced 11/12:

ELL English Advanced 11/12 continues the focus on English for students of other languages that struggle with English language acquisition and low WIDA scores. Curriculum focuses on Common Core and MAISA standards that include building skills in reading, writing, speaking, and listening. This includes a genre focus, reading strategies, grammar focus, and writing. Depending on the student's final grade and WIDA score, he/she may repeat this course, advance to a sheltered standard English class, or advance to a standard English course. This course represents a student's core English class and credit.

ELL Sheltered Classes:

Sheltered classes are provided for ELL students who require extra support in core, elective, and mainstream classes. ELL students will benefit from smaller class sizes, directed instruction, modified materials, and general accommodations. Sheltered classes are available in all core subject areas (English, Social Studies, Math, Science), as well as a few elective classes. Please refer to the department descriptions of individual courses for further details on specific subject curriculum.

Literacy Lab:

Literacy Lab is a resource program designed to serve EL students with very limited English skills who have been in the country two years or less. EL students will learn to communicate using every day and community English, and/or decoding skills through an intensive reading intervention program. Extended time is also given during this hour for homework in core classes. Literacy Lab serves as the double block in the students' EL programming and is paired with, and sometimes determined by, their core ELL English class.

Cooperative Training Program

Prerequisite: None

Grade(s): 11-12

Terms: Varies

HS Credit: .5-3

Cooperative Training (Co-op) is a school-to-work program that matches a student's class work and career interest with work-site based learning. Co-op enables a student to receive training and supervised work experience under paid employment conditions. Job performance is supervised by the employer and the Co-op coordinator.

Participation in Co-op begins with the completion of an application including parent/guardian approval. Co-op is designed primarily for seniors, but juniors are accepted by counselor recommendation. Co-op students must average 4-10 hours per depending on how many Co-op hours are on their schedule and be enrolled in, or have earned credit in, a course related to the training they receive. If schoolwork or job performance becomes unsatisfactory, removal from Co-op could result.

No more than 4.5 Co-op credits can be applied to graduation.

Juniors — .5 credit per semester; 1 credit per school year. After school Co-op only.

Seniors — up to 1.5 credits per semester; 3.0 credits per school year. (Can be released up to 3 class hours.)

Community Classroom

Prerequisite: None

Grade(s): 12

Terms: 1-2

HS Credit: .5-1

This program is an opportunity for students to spend one or two semesters as intern assistants for professional personnel who act as their sponsors. This is an unpaid learning experience that allows students to gain experience in a career field and learn new concepts and skills. The internship enhances the classroom lessons by making learning more meaningful and allowing the student to apply the knowledge and skills learned to a work setting.

Students report to their work-site either 4-10 hours per week, depending upon whether enrollment is for one, two, or three class periods, and they must be enrolled in a minimum of four other classes. Students are required to turn in a record of time spent at their internship site.

Examples of Community Classroom include mentoring in elementary classrooms, nursing home, hospital, Boy's & Girl's club, Design and Engineering firms, etc.

To enroll in Community Classroom, students must complete an application and have the approval of their counselor.

Independent Study

Prerequisite: None

Grade(s): 11-12

Terms: 1-2

HS Credit: .5-1

The Independent Study program is designed to provide the student with educational opportunities that may not be available in the regular curriculum. This can range from remedial to advanced work in various subject areas. Independent Study is to be arranged with the individual teacher, including a syllabus of study. Final approval for independent study rests with the principal. Application forms may be picked up from your counselor. Students must turn in weekly time slips to verify at least 6 hour per week. Students may not be enrolled in more than 2 non-traditional classes such as Independent Study, Community Classroom.

SPECIAL EDUCATION

Courses of Study

1. Special Education Course of Study: Graduation Track
2. Special Education Course of Study: Certificate of Completion

Resource Programs/Categorical Transitions

Resource Programs are provided at all grade levels. These programs are designed to serve students for whom the regular course of study, resulting in general diploma, is determined appropriate regardless of their disability. The focus is on completion of credit requirements and to make progress towards IEP goals and objectives. Placement in these programs is through an Individual Education Plan (IEP).

Categorical Programs

Special Education Categorical Programs are available and serve students at all grade levels. These programs offer a modified curricula in core content classes as well as a focus on instruction appropriate for developing employment and independent living skills. Students are offered opportunities to engage in Community Based Instruction as well as Work Based Learning. Placement in these programs is through an Individual Education Plan (IEP).

CAREERLINE TECH CENTER

Careerline Tech Center (CTC) provides career education to juniors and seniors in high school and offers the opportunity for students to gain skills and/or prepare for post-secondary education in one of 27 programs. Tech Center classes are free. Programs are offered Monday through Friday and students attend for a half day either in the morning or the afternoon. Interested students and parents can get more information on Careerline Tech Center by visiting the website at www.careerlinetech.org or “like” us on Facebook.

Each year, CTC has an open house in October and again in February for parents and potential students to visit the programs and talk with instructors. In February, 10th and 11th grade students have the opportunity to visit programs at the Tech Center before selecting a program for the following year. CTC has articulation agreements with 21 area colleges and universities. Those agreements give students the chance to earn college credit while still in high school. Direct college credit may be an option for some students. Early college options allow students to enroll, while at the Tech Center, as a college student. All work is completed at CTC and is part of the standard curriculum. College credit is earned and placed on a transcript to follow students to the college of their choice upon high school graduation.

In addition, Careerline Tech Center offers students in Engineering Design, Electrical, Mechatronics/Robotics the opportunity to enroll in an early college program in partnership with local businesses and Grand Rapids Community College. More information on the early college program is provided on our website.

While Tech Center credit is earned as electives, Tech Center students have the opportunity to receive academic credit (4th Year Math, 3rd Year Science, Visual/Performing Arts and an on-line learning experience). All academic credits may not be available in all programs. Check with your high school counselor.

Careerline Tech Center’s programs are organized by pathways, broad groupings of careers that share similar characteristics and whose employment/education requirements call for many common interests, strengths, and competencies.

Agriculture, Food, & Natural Resources Pathway

Prerequisite: None

Grade(s): 11-12

Terms: 6

HS Credit: 3

Agricultural/Animal Science

Gain an awareness of environmental, horticultural, and animal sciences. Areas of study include sustainable agriculture, horticulture, and greenhouse systems as well as animal anatomy/physiology, nutrition, reproduction, and health. (This is a one year program.)

Natural Resources & Outdoor Studies

Students will explore the environment and how it’s impacted by human interactions. Areas of study include forestry, soil chemistry, plant and wildlife identification and ecosystems. (This is a one year program.)

Arts and Communication Pathway

Prerequisite: None

Grade(s): 11-12

Terms: 6

HS Credit: 3

Graphic Design

The fundamentals of drawing and design are combined with computer software skills to produce original graphic design work and illustrations. Computers are used to produce high quality projects that are assembled into a portfolio. (This is a one year program.)

Media Communications

Learn video production, editing, and broadcasting. Operate video cameras, sound and mixing boards, and lighting in a production studio and on remote locations. (This is a one year program.)

Printing & Imaging Technology

Explore major printing processes from graphic design to digital imaging to final printed product. Using design thinking, students learn how to make, sell, and distribute printed items like vinyl graphics, decals, and signage. (This is a one year program.)

Business, Management, Marketing & Technology Pathway

Prerequisite: None

Grade(s): 11-12

Terms: 6

HS Credit: 3

Business Management

Showcase your management and leadership skills by running the school store, Port 31. Students collaborate on all areas of the business as a staff. (This is a one year program.)

Culinary Arts

Students learn about the hospitality field focusing on culinary and arts. They learn food and beverage production, nutritional values, proper cooking methods, sanitation. (This is a one year program.)

Entrepreneurship & Global Business

Focus on food and beverage industry, nutritional values of foods, proper cooking methods, and sanitation. (This is a one year program with a second year of extended curriculum.)

IT: Network & Security

Learn the fundamentals in PC hardware and operating systems, PC repair and troubleshooting, and help desk/customer service. Get CompTIA certifications in A+, Networks+, and more. (This is a one year program with a second year of extended curriculum.)

Pastry Arts & Baking

Prepare cakes, cookies, pies, breads, and various baked items. Learn customer service by working in the Bakery store. (This is a one year program.)

Software & Game Development

Learn how to develop software (web applications, console programs, and games) while earning CIW and CompTIA certifications and college credit. (This is a one year program with a second year of extended curriculum.)

Construction Pathway

Prerequisite: None

Grade(s): 11-12

Terms:6

HS Credit: 3

Construction – Build a house using the newest technology in green building, energy efficiency and material conservation. Learn blueprint reading, framing, roofing, siding, and carpentry. Construction project management including scheduling, budgeting, and estimating will also be covered. (This is a one year program.)

Electrical/Alternative Energy – Understand how electricity is transmitted, as well as alternative methods of producing electricity, including wind, solar, and hydro-electric. Gain experience in electrical installation methods for commercial, industrial, and residential applications. (This is a one year program.)

Plumbing & Water Systems – Explore the newest technology in renewable/sustainable energy including geothermal, rainwater harvesting, and irrigation. Also, learn layout and design of water purification systems. Put skills to work at the “project house.” (This is a one year program.)

Engineering/Manufacturing Pathway

Prerequisite: None

Grade(s): 11-12

Terms: 6

HS Credit: 3

Engineering Design & Machine Technologies

Build and design custom parts and assemblies of products, tools, and machines used in the automotive, manufacturing, and construction industries. Use the latest engineering/design software and get experience programming CNC equipment. In addition, set-up and operate lathes, mills, and grinders. (This is a one year program.)

Mechatronics/Robotics

Learn electronics, robotics, equipment controls and sensors, and programming used in electro-mechanical systems. Students design and build vex robotic systems and an electric race car. (This is a one year program.)

Welding

Learn the basics of welding including the design, layout and fabrication of metals, the identification of metal and alloy properties, and fluxcore and plasma arc cutting. (This is a two year program.)

Health Sciences Pathway

Prerequisite: None

Grade(s): 11-12

Terms: 6

HS Credit: 3

Advanced Healthcare

Build on health foundations learned in the first year. Gain advanced skills in EKG, dressing changes, catheters, pre/post operative care, injection techniques, intravenous fluids, and phlebotomy (blood testing/drawing blood). (Open to seniors only, this is a one year program.)

Dental Careers

Become a chairside dental assistant and explore other careers including dentistry, dental hygienists, or dental lab technician. (This is a one year program.)

Emergency Medical Services

Train to become an Emergency Medical Technician. Learn to assess patients involved in different types of emergencies and trauma, and study treatment procedures. (Open to seniors only, this is a one year program.)

Health Careers/Certified Nurse Aide (CNA)

Gain the information and skills necessary to become a certified nurse aide. Document/report on patients, check vital signs, administer medications and/or treatments, apply dressings and bandages, and help keep patients clean. (This is a one year program.)

Health Careers/Patient Care Tech (PCT) – Learn skills you will need in a variety of healthcare settings, including obtaining vital signs, CPR and First Aid, electrocardiograms, and earn a certification as a PCT. (This is a one year program.)

Health Careers/Phlebotomy – Investigate the healthcare system and related sciences, learning medical terminology, vital signs, communication, CPR and First Aid, and safety in the workplace. In addition you have the opportunity to earn a Phlebotomy (blood draws) certification. (This is a one year program.)

Human Services Pathway

Prerequisite: None

Grade(s): 11-12

Terms: 6

HS Credit: 3

Cosmetology

Learn many services offered in the cosmetology profession including hair cutting and styling, manicures, pedicures, and coloring. There is a fee for students which covers textbook, smock, and hair cutting tools. The Cosmetology program is offered at Tulip City Beauty School. (Open to seniors only, this is a one year program.)

Teacher Academy

Discover the different ways in which children learn and grow. Learn the physical, social, cognitive, and emotional development of children, as well as observation skills and lesson preparation. (This is a one year program.)

Public Safety & Security Services

Train in the protection of people. Learn about law enforcement, public safety, and security services in the community. Areas of study include Michigan law, the court system, corrections, emergency procedures (CPR and First Aid), and investigative procedures. (This is a one year program.)

Transportation Pathway

Prerequisite: None

Grade(s): 11-12

Terms:6

HS Credit: 3

Auto Body Repair – Work on cars and trucks learning welding techniques, dent removal, panel replacement, surface preparation, and painting. (This is a one year program.)

Automotive Technology – Learn and apply the basics of auto service in the areas of tire service, exhausts, tune-ups, engines, brakes, suspensions, and electronics. (This is a two year program.)

Diesel/Heavy Equipment Mechanics

Operate, service, and repair diesel powered equipment found in heavy duty truck, construction equipment, and agricultural equipment applications. (This is a two year program.)

CAREER PATHWAYS

Career Pathways are designed to offer students a pathway to success. The career pathways selection will provide a focus, and the foundation, for the students' learning experience. The student will develop a four-year high school education/employability plan that will maximize their post high school potential and opportunities. The education/employer plan will enable students to make informed decisions that will better match their interest and aptitudes with their academic experiences. Students will continue to meet with their counselors and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Career Pathways are six broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. They include the entire spectrum of career options, and encompass work requirements in each pathway from entry level to advanced.

Arts and Communications



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

Health Sciences



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

Business, Management, Marketing, & Technology



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

Human Services



Careers in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.

Engineering/Manufacturing & Industrial Technology



Careers related to technologies necessary to design, develop, install, or maintain physical systems.

Natural Resources & Agriscience



Careers in natural resources and agriscience are for people who are interested in the environment, how things grow and develop, and in the outdoors.

EDUCATIONAL DEVELOPMENT PLAN (EDP)

An Educational Development Plan (EDP) helps students identify career goals, lists the interests and skills needed to meet those goals, and documents the experiences, education, and accomplishments needed to successfully attain them.

Beginning in 7th grade, students complete activities that relate to career awareness and exploration. Through self-assessment activities, students identify their interests and talents and consider the career possibilities in each of six career clusters or pathways. Students may have the opportunity to participate in career exploration experiences in their area of interest. For some students, these experiences confirm their career pathway selection; others may decide to reassess their interests. This activity occurs each year for all students, grades 7-12.

Local schools in the Ottawa Area Intermediate School District (OAISD) use the web-based EDP to facilitate career planning and course selection. Students are able to complete and update their EDP anywhere via the Internet. This on-line tool is confidential and secure because students must enter personal student IDs and passwords to access the system. No personal information is entered. Students may print out a copy of their EDP to review at any time.