Waverly High School
Course Descriptions

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Waverly High School Program of Studies

The world of work is rapidly changing, as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of the Waverly Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Waverly community members have an opportunity to experience success.

The high school program of the Waverly Community Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and vocational courses all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Waverly High School graduates may continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they strive to reach their own individual academic and career goals.

The Academic/Career Plan

All high school students in Waverly Community Schools are to determine a career path and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, are integrated with a variety of career exploration opportunities. Career speakers, research projects, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals.

The Waverly High School counseling program continues to offer career exploration opportunities through a career path focus. The counseling office provides the student and family with direct access to career resources.

The high school curriculum further expands career related knowledge and experience through a variety of academic courses in a planned sequence that prepare the students for a post-secondary connection in their chosen path.

During each of their high school years, students meet with school staff to review their academic experience, and to discuss their educational plans. The school counselor, administrators, and teachers are available to assist students as they explore options and make program decisions.
Career Paths

The Waverly High School program of studies is designed to offer students a path to success. The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor 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 Path Partnership

The Waverly Community Schools career readiness approach represents a commitment to the students in our community. It is critical that the home, schools, and community establish and maintain effective communications in order to assist students in meeting academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences both within the school and the community, we elevate those collaborative partnerships that lead to student success.

The school-to-work program provides a variety of opportunities for Waverly High School students. The Career Center is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

The Waverly Community Schools are committed to a quality instructional program. We are proud of our schools, our teachers, and most of all our students. We wish for all students' success during their high school careers and beyond.

The Career Paths

Arts and Communications
The fine arts and communications path will match your interest in working with people and servicing their needs through a variety of related fields in the arts and communications, and human industries. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade schools, or other post secondary training for career level entry.

Business, Management, Marketing, and Technology
The business services technology path is for the student who is interested in the real world marketplace of ideas, products, and people. Your strong communication and interpersonal skills will serve you well as you consider career opportunities in the business, marketing, and management fields. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Engineering/Manufacturing and Industrial Technology
The engineering and industrial path is for the student who is interested in matching academic and problem solving skills with hands-on learning experiences in related fields of engineering, manufacturing, and industrial systems. The student will be interested in developing skills and technology for design, development, installation, or maintenance of physical systems. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Health Sciences
The health science path is for the student who has an interest in meeting the needs of people in a variety of services relating to the promotion of health as well as the treatment of injuries, conditions, and diseases. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Human Services
The human services path is for the student who is interested in meeting the needs of people in a variety of service industries promoting social services, civil services, child care, education, and hospitality. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Natural Resources and Agri-Science
The natural resources and agri-science path is for the student interested in careers related to natural resources, agriculture and the environment. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.
Graduation Requirements
Participation in the Michigan Merit Exam is a graduation requirement per Waverly Community Schools Policy 5460

The Michigan Merit Curriculum (MMC) requires students to obtain a minimum of 18 credits for graduation. In addition, Waverly Community Schools requires students to have earned an additional 5 credits beyond the MMC for graduation. The MMC allows students to meet some requirements using alternative instructional delivery methods such as alternative course work. Those modifications are stated below. In addition, a Personal Curriculum may be requested for further modification to these requirements, and students who are successful in earning 77% on a comprehensive course exam (Test-Out) shall be awarded credit for that course.

23 Credits are required for graduation.

Michigan Merit Curriculum High School Graduation Requirements

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS - 4 Credits</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts 9</td>
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<tr>
<td>English Language Arts 11</td>
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<tr>
<td>English Language Arts 10</td>
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<tr>
<td>English Language Arts 12</td>
</tr>
<tr>
<td>MODIFICATIONS: none</td>
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<table>
<thead>
<tr>
<th>MATHEMATICS - 4 Credits</th>
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</thead>
<tbody>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Algebra II</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>One math course in final year of high school</td>
</tr>
<tr>
<td>MODIFICATIONS:</td>
</tr>
<tr>
<td>-1 credit may be condensed into a ½ credit if all state standards are met in that ½ credit (allowing for 3.5 years of math)</td>
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<tr>
<th>SCIENCE - 3 Credits</th>
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<tbody>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Physics or Chemistry</td>
</tr>
<tr>
<td>One additional science credit</td>
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<tr>
<td>MODIFICATIONS:</td>
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<tr>
<td>substitute CTE credit for 3rd credit of Science after the first two have been earned</td>
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<tr>
<th>PHYSICAL EDUCATION - .5 Credits</th>
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<tr>
<td>HEALTH - .5 Credits</td>
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<tr>
<td>MODIFICATIONS:</td>
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<tr>
<td>-½ PE credit may be earned through participation in district-approved extra-curricular activities that involve physical activity</td>
</tr>
<tr>
<td>-credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.</td>
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<tr>
<th>SOCIAL STUDIES – 3 Credits</th>
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<tr>
<td>US History/Geography</td>
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<tr>
<td>.5 Credit in Government</td>
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<tr>
<td>MODIFICATIONS:</td>
</tr>
<tr>
<td>-1 credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Languages, or CTE. Government may not be exchanged.</td>
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<tr>
<th>VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit</th>
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<td>MODIFICATIONS:</td>
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<tr>
<td>-credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.</td>
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<tr>
<th>ONLINE LEARNING EXPERIENCE</th>
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<td>Course or integrated into the students' learning experience</td>
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<tr>
<th>LANGUAGE OTHER THAN ENGLISH - 2 Credits</th>
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<tr>
<td>In grades 9-12; OR an equivalent learning experience in grades K-12</td>
</tr>
<tr>
<td>MODIFICATIONS: 1 credit can be exchanged for additional credits in a technical education program or an additional visual, performing and applied arts credit</td>
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</table>

The additional 5 credits can be met in the core or electives areas.

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education, and may be acquired through the Career and Technical Education program, and integrated courses.
Testing Out: Michigan Law for Testing Out of Courses

380.1278(a) (4) (a) a school district or public school academy shall also grant a student a credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score (77%), as determined by the school district or public school academy that measure a student’s understanding of the subject area content expectations or guidelines that apply to the credit. Students requesting the opportunity to test-out must make their request by June 1st. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

Personal Curriculum

A Personal Curriculum (PC) may be requested by students to modify the specific course requirements outlined by the Michigan Merit Curriculum (MMC). PC’s are most appropriate for students desiring advancement or specialized content, students with IEP’s, or transfer students. A PC allows students to exchange MMC required courses with credits more closely aligned to the student’s post-secondary goals. PC’s must be aligned to the student’s EDP and career goals. Additionally, a PC assists students who need to individualize the requirements of the MMC in accordance to their IEP.

Requesting a Personal Curriculum

1. Initiation: parents/legal guardians, emancipated students, or school personnel may initiate a PC by contacting the student’s counselor or special education case load manager

2. PC Team assembled: members of the team shall include but are not limited to the student, parent/guardian, counselor, teachers with specific content knowledge and/or knowledge of the student.

3. Agreement: a written plan shall be outlined by the team and kept with the student’s graduation progress records. The Plan must be consistent with the student’s IEP and/or EDP

4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

Personal Curriculum Modifications

Please visit this link for the latest information regarding PC modifications: http://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf
Course Descriptions

Art Education

Art Department Objectives
To help each student understand the creative process.

1. To help each student develop technical competence with visual art materials.
2. To give each student a sound foundation in the elements and principles of design.
3. To help each student develop his/her expressiveness to the extent of his/her ability.
4. To help each student understand the place of visual arts in our society and world culture.

Art 1
Elective 1 Semester
Art 1 is a course for the student that has had little or no experience with art practice and for the serious art student that wishes to build a solid foundation in art. The course content includes a variety of exercises, both two-dimensional and three-dimensional, that acquaints the students with the elements of art and the principles of design using a variety of media and techniques. Drawing practice and skills building are incorporated into each task as knowledge and competence in this area is essential in the planning and execution of each assignment.

Art 2-D
Elective 1 Semester
Recommended: Art-1 or Department Approval
Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art Foundations. This course is for the student that has an interest in performing in a more intentional way than the beginning level student. Students electing this course can expect further application of the elements and principles of design with a concentration in the use of three-dimensional materials such as: clay, plaster, paper maché', metal, wood, and found objects. This course may be repeated for full credit with departmental approval.

Art-Advanced
Elective 1 Semester
Recommended: Art-1 and one of the following-Art 2-D, Art 3-D, Photography(min. B-) and Department Approval
Art-Advanced is a course allowing serious art students additional experiences with concepts learned in Art 1, Art 2-D, and Art 3-D, and photography. Concepts and techniques are developed to a higher level and creativity is encouraged. Opportunities will be provided in a variety of two and three dimensional media. Portfolio preparation is promoted and students are expected to enter a number of art competitions. The student in this course must be highly self-motivated and work at a competence level that clearly illustrates the skills and knowledge gained in previous art education courses. This course may be repeated for full credit with departmental approval.

Art History
Elective 1 Semester
Prerequisite: Art-1, Art 2D/3D
Students will understand the visual arts in relation to art history and cultures. Students will apply their skills they learned in Art 1, Art 2D/3D to engage in the process of creating a variety of art forms with various media while connecting their art to aspects of historical art styles and movements.

Art-Portfolio
Elective 1 Semester
Recommended: Art-Advanced, (min. B-) and Department Approval
Art-Portfolio is a course for the serious art student that intends to pursue a career in the field of art. The student artist will discuss, design, and develop a plan for the semester with the instructor. Students will be required to enter a number of competitions. All work handed in must be "exhibit ready." Art-Portfolio may be repeated for full credit with departmental approval.

Photography
Elective 1 Semester
Recommended: 11th & 12th Grade
This course is designed to educate students on operation and techniques of a camera. Students will study composition, lighting, and thematic development of imagery. Students experiment with alternative methods of photography, such as pinhole cameras, digital negatives, and photo editing. It is recommended that each student have access to a digital camera.
Career and Technical Education

**Accounting 1**
Elective 1 Semester
This course includes the fundamental principles of accounting, such as double-entry accounting, cash, expenses, revenue. It also involves financial statements such as balance sheets and income statements. The emphasis of this course will be to understand the accounting cycle for a small, sole-proprietorship.

*This course qualifies as a 4th year math credit option*

**Accounting 2**
Elective 1 Semester
Recommended: Accounting 1
This course expands upon already established principles of Accounting 1. The student will complete an accounting cycle for a retail business. As a result, terms such as 'merchandise' and 'inventory' are introduced and incorporated. Accounting concepts which were previously introduced are also reinforced and reviewed.

*This course qualifies as a 4th year math credit option*

**Personal Finance**
Elective 1 Semester
Recommended: 10th-12th Grade or Algebra I Credit
This course focuses on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, and Introductory Economics. Along with the material covered in the course, students will also be assessed on the following mathematic skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included.

*This course qualifies as a 4th year math credit option*

**Entrepreneurship**
Elective 1 Semester
This course focuses on the basics of business, including but not limited to the following: structure, legal issues, ownership, operations, government and globalization, financial and human resources, advertising and marketing, and economics. Along with the material covered in the course, students will also be assessed on the following mathematic skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. Additionally, the course will cover basic accounting and record keeping required in the business world. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included.

*This course qualifies as a 4th year math credit option*

**Sports and Entertainment Marketing**
Elective 1 Semester
Sports and Entertainment Marketing introduces students to individual marketing components and the importance that marketing plays in our economic system utilizing the specific environments of sports and entertainment. Through the use of the internet and a variety of software programs, students learn economics, event promotion, merchandising, packaging, product marketing, market research, endorsements, and sponsorship. Career planning in the marketing, sports, and entertainment industries is researched.

**Computer Applications 1**
Elective 1 Semester
Recommended: Computer Media
This course will begin with reinforcing correct keyboarding techniques for word processing and computer data entry. Using word processing software, the student will create word processing documents with emphasis on school and business communications.

**Computer Applications 2**
Elective 1 Semester
Recommended: Computer Apps 1 or Instructor Approval
The student will learn to format, develop, and use spreadsheets, databases, and presentation software. The course will center on instructor-designed templates and student-designed templates, projects, and presentations with emphasis on applying these skills in the business and career world.

**Computer Media**
Elective 1 Semester
Recommended: Grades 10th-12th
This course is an introduction to the integration of text, graphics, animation, sound, and video under the control of the computer. The emphasis will be student designed media productions applicable to course work, teacher projects, and out-of-school projects. Group, team, and individual projects will be required.

**Broadcasting**
Elective 1 Semester
Recommended: Computer Media and Instructor Approval
Students may enroll in this course as a continuation of Computer Media 101 and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in Computer Media 101.
Digital Filmmaking
Elective 1 Semester
Students will gain and understanding of the filmmaking process from conceiving the film idea to showing the final product. Initially, students will learn the basic grammar of film and the conventions of media writing. Students, individually and collaboratively, will learn how to write, story board, and plan various digital narratives, from commercials to short narrative films. The course will consist of 5-6 projects all progressive leading up to a final semester project, the full production of a narrative film.

Internet Research and Web Design
Elective 1 Semester
Recommended: Grades 10th-12th
This course is designed to teach students to use the internet for research and a communication tool by exploring and evaluating search engines, and web sites. In conjunction with internet use, students will also learn to use various software packages as a means of presenting their research. Students will then use these skills to create websites using an authoring program such as Dreamweaver. This course meets the State of Michigan requirement for all students to acquire forty hours of internet use.

Writing for Publication - Issues and Writing
Elective 1 Year
Recommended: Instructor Approval and Grades 10th-12th
This course is a semester long elective course that covers the ethical and moral implications involved in today's journalism through a study of relevant issues. Students will gain greater understanding for the current journalism model through careful study of journalism's roots and its continued progression through time, demands of society, and changes in media/technology. Students will also be introduced to the journalistic writing form, including an introduction to the Associated Press stylebook.

Writing for Publication - Yearbook
Elective 1 Year
Recommended: Instructor Approval and Grades 10th-12th
This year long course will focus on the computer design and layout of Waverly's Iliad. Basic journalism writing skills will also be a focus as students produce yearbook pages. The students will learn several computer programs used in desktop publishing and become familiar with current and past trends in yearbook layout. They will also focus on the business side of production by selling ads and books and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

Writing for Publication - Newspaper
Elective 1 Year
Recommended: Instructor Approval and Grades 10th-12th
Basic journalism writing skills will be the focus throughout this yearlong writing course. Students will also focus on learning the computer design and layout of Waverly's Pleiad. Students will become part of a teamwork approach to production in order to meet deadlines. As a student publication, the students will apply to become page editors. Several computer programs used in desktop publishing will be taught to produce the newspaper. The students will also focus on the business side of production by selling ads and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

Leadership
Elective 1 Semester
Recommended: Grades 11th or 12th
The students in this course will be provided the opportunity to explore major components of leadership and character development. Also, students will develop critical thinking and problem solving skills that the student can use in college or the workplace (i.e., attitude, preparation, diversity, courage, integrity, etc.)

Cadet Teaching
Elective 1 Semester
Recommended: Students must have an EDP indicating a specific interest in teaching
This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers in education. Students will assist their younger peers, or peers with disabilities, in their academic progress and social experiences. Students may need to find their own placement for Teacher Cadet. This course may be taken 2 semesters for 1 credit.

LINKS/Peer to Peer
Elective 1 Semester
Prerequisite: Approval from school administration. Students must fill out an application and complete an interview to be considered.
This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers. The program is designed for high school aged students interested in learning about students with special needs, and about individual students within Waverly High School. The students work together in an integrated, positive fashion, to promote socialization, independence and strong friendship bonds that last throughout high school and beyond. Peer to Peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied learning in a non-traditional manner. This course may be taken as a .5 semester course, and may be taken every year/semester as approved by school administration and staff.
Work Experience
This course is an opportunity to earn credit while you are employed on a part-time basis. Your related class is determined by your career pathway/choice goals and your current job.

Student Requirements:
- Updated Educational Development Plan (EDP) with career goals indicated.
- Employment that provides an average of 10 hours per week, for a total of 125 hours per semester.
- Required meetings with the assigned coordinator and employer.
- Signed time sheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

Online Learning/Late Arrival/Early Dismissal
Online Learning gives students the opportunity to take classes that they cannot access through traditional enrollment. Students will be enrolled into courses approved by the Michigan Department of Education. A listing of these courses can be found at www.micourses.org. Instruction and assessment is delivered by the online instructor, and WHS staff monitor the student's progress through the course.

English

English Seminar
Recommended: Department Approval
This course is designed for students who are reading below grade level. Students in this course focus on both fiction and non-fiction reading as they study vocabulary, reading and comprehension strategies, and fluency exercises. Students are progress monitored throughout the course to assess their growth or areas of needed focus.

English 9 Lit & Comp
1 Year
Recommended: English 9
This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. This year-long course presents literature in thematic units and includes novels, short stories, poetry, plays, and essays. The yearlong theme, "Life is a series of transitions involving growth and change," acts as an umbrella over the semester and quarter themes. The writing framework, which is tied in with the literature, provides students with many different writing experiences that include personal writing, subject writing, reflective writing, creative writing, and academic writing. Paragraph construction and full paper development will be emphasized. Speech and listening activities are integrated into thematic units. Many different speech activities will be included such as impromptus, presentations, and formal speeches.

Honors English 9 Lit & Comp
1 Year
Recommended: Placement Test and Department Approval
This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long course functions on the same framework as English 9 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

English 10 Lit & Comp
1 Year
Recommended: English 9
This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. In this year long class, students will become familiar with many of the major writers of American literature through thematic units. Students will read a variety of genres such as autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme, "The American challenge is to maintain the delicate balance between individual rights and the general welfare of the group." Analytical thinking will be stressed as students respond in writing and through discussion of critical issues relating to the past and to modern life. Students will be expected to do several writing assignments based on the literature. Speech and listening activities are integrated into the units. Students will also do several formal speeches.

Honors English 10 Lit & Comp
1 Year
Recommended: English 9 and Department Approval
This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long class functions on the same framework as English 10 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

Honors English 11 - Classical Literature
1 Year
Recommended: English 9 and English 10
This year-long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The
diverse and challenging units of study will range from Greek philosophy to
Shakespeare to modern readings. The literature, including drama, poetry,
novels, short stories, and biographies will be explored through reading, writing,
oral presentations, and class discussions. Students will complete several
writing assignments including literary analysis, persuasive essays, and a
research paper.

**English 11 - Modern Literature**  
**Recommended:** English 9 and English 10  
1 Year

This year-long course focuses on modern literature (1950 to the present) and
its relationship to social and political issues. Unit themes include modern lit
heroes, science fiction, fantasy, and protest movements: Vietnam and
feminism. The writing will include personal, subjective, reflective, creative, and
academic (including a research unit). Listening and speaking will consist of
small and large group discussions and oral presentations.

**English 11 - World Literature**  
**Recommended:** English 9 and English 10  
1 Year

This year-long course integrates reading, writing, listening, and speaking. The
literature will include different genres (both contemporary and classical) that
focus on the themes “Heroes” and “Observing Human Inhumanity.” The writing
will include personal, subjective, reflective, creative, and academic (including
a research unit). Listening and speaking will consist of small and large group
discussions, oral presentations, and performance of literature.

**English 12**  
**Recommended:** English 9, 10 and 11  
1 Year

This course will present diverse literature and will include novels, short stories,
opetry, plays, essays, and other non-fiction. This course will cover a wide
range of writing tasks, including essays of various types, as well as some
creative and reflective writing. Students who take this course will also benefit
from a review of the English grammar and conventions that were covered in
English 9, 10, and 11. Analytical thinking will be stressed as students respond
in writing and through discussion to critical issues relating to their reading.
The writing framework will provide students with many different writing strategies
and experiences that will allow them to use the writing process. Full essay
development will be emphasized and in particular, college-level academic writing will be a focus. Direct instruction and applied practice will be provided
in the following areas: sentence structure, punctuation, subject-verb
agreement, pronoun-antecedent agreement, verb tense, modifiers,
paragraphing, revising, and editing.

**Honors English 12**  
**Recommended:** English 9, 10 and 11  
1 Year

College Prep English 12 will offer some of the best reading available today.
The list includes current best sellers, such as Mitch Albom’s *Tuesdays with
Morrie* and classics like Fitzgerald’s *The Great Gatsby*. The course will focus
on several different genres, including novels, biographies, dramas, short
stories, essays, and poetry. Students will also have the opportunity to choose
a book, for independent study, from a collection of best sellers and Pulitzer
Prize winners. Seniors will respond to, discuss, analyze, and write about the
literature they read with a quality that can be considered consistent with a
graduating senior. College Prep English 12 is also designed to prepare
students for the type of writing they will be expected to do in college classes.
During the semester, they will write a variety of expository papers (all 3 to 7
pages long), including persuasive essays, research papers, and literary
analyses. Students will also be writing in class essays and updating their
academic/professional portfolios.

**Advanced Placement (AP) English**  
**Recommended:** English 9, 10, 11 and
Department Approval  
1 Year

Advanced Placement English has a two-fold purpose; to prepare students for
the National Advanced Placement English Literature Test and to provide
students with a freshman college English experience. Thus, the materials and
assignments will help students develop analytical thinking, writing, and
speaking abilities as well as cultivate language habits that will provide life-long
learning and enjoyment. This course is designed for the college-bound,
advanced senior who wants to be academically challenged in English.
Students should be intellectually mature and able to work at an accelerated
pace. In essence, this is a college course. If students pass the national AP
English Exam, they may earn college credit. The learning for this class begins
in the summer as students read, analyze, and write essays for two or three
novels. Other summer work may also be required. During the year, students
will write a variety of expository papers (all 3 to 9 pages long), including
persuasive essays, research papers, timed in-class essays, and literary
analyses. Students will read more than 10 major pieces of literature and do an
extensive study of poetry. Students’ eligibility for AP English will be determined
by their performance in prior English courses and teacher recommendation.
Advanced Oral Communication  
Elective 1 Semester

Recommended: English 10

This course is designed for any student who wishes to improve verbal and human interaction skills. This course will integrate writing, critical thinking, and speaking skills. The topics that will be included in this course are: public speaking, debate, personal job interviews, group dynamics, parliamentary procedure, and oral interpretation.

Literature Through Film  
Elective 1 Semester

This course is designed for students who have an interest in the art of storytelling, particularly as it is done through film. Students in this course will analyze films and the stories they portray, taking into account such factors as casting, character development, camera angle, musical score, and lighting. A strong understanding of core English principles (i.e. plot, theme, symbolism, character, etc.) is an essential component to this course.

Creative Writing  
Elective 1 Semester

This course is designed to encourage students to communicate through writing. Like music and painting, creative writing can be a tremendous source of personal satisfaction to those who will practice its use. Here, students are familiarized with some of the basic types of writing, such as short stories, essays, and poems. They also analyze some of the component parts of writing such as local color, character sketches, figures of speech, and plot outlines.

Life Management

Cooking for Singles  
Elective 1 Semester

This is a course designed to help students plan and prepare quick dishes with emphasis on acquiring basic skills in cooking/baking. Various cuisines such as Mexican, Italian, and Oriental will be studied.

Creative Cooking  
Elective 1 Semester

This course is designed to challenge students cooking/baking skills with emphasis on appearance and flavor. A majority of the class will consist of students developing their own recipes.

Life and Human Development  
Elective 1 Semester

Recommended: Grades 11th or 12th

Life and Human Development will take an in-depth look at the growth and development of human beings. The extent of study will begin with the growth of the baby inside the womb and conclude with death. Under analysis will be an individual's physical, emotional, mental, and social needs during those designated years.

Mathematics

Math Seminar  
Elective 1 Year

This course is designed to support students in developing and enhancing their math ability. The instructional focus emphasizes a tutorial approach, with students gaining the opportunity to remediate skills, sharpen test-taking strategies for the ACT, and focus on problem-solving strategies. Instruction is tailored to the needs of individual students as it relates to the standards of Algebra and Geometry.

Algebra I  
Recommended: Placement, Pre-Algebra

1 Year

Algebra I is a course designed for the college bound student who wishes to fulfill math requirements and meet state and national core objectives, but does not intend to take AP Calculus in high school. A major emphasis will be placed on solving problems in real world situations. The student who completes this course with a C or better will be prepared to take Geometry the following year.

Geometry  
Recommended: Applied Geometry or Algebra I

1 Year

Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting the geometry state and national objectives. There will be emphasis placed upon applying these topics to real world situations. The student who completes this course with a C or better will be prepared to take Basic Algebra II or Algebra II the following year. Those students who receive an A or B may choose to take Honors Algebra II.

Honors Geometry  
Recommended: Placement, Algebra I

1 Year

This course is designed for the college bound student who ranks high in mathematical proficiency. Basic skills are reviewed and extended with new concepts being developed. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting the geometry state and national objectives. There will be emphasis placed upon applying these topics to real world situations. Those students who complete this course successfully may choose to take Honors Algebra II.

Intermediate Algebra II  
Recommended: Algebra I and Geometry

1 Year

This course is designed for the average to above average achiever as demonstrated in Algebra I and Geometry. Basic skills are reviewed and extended with new concepts being developed. Geometry is drawn upon and