

**Portage Central and Northern High Schools
Program of Studies and Information for 9th-10th grades
2008-2009**

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NON-DISCRIMINATION

The Portage Public Schools Board of Education has affirmed that "...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity..." and therefore encourages students to take courses based on the interest, potentials, and abilities rather than past stereotyping cast upon them due to sex.

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Your program of studies can help you....

- Review your progress
- Plan your classes each year
- Find out about special programs

Your counselor can help you...

- Recognize your aptitudes
- Understand your abilities
- Identify your interests
- Plan classes in sequence for your success

Together, with your parent(s) we can create an educational plan that will lead to your goals at graduation!

This course catalog is one of the many tools you may use to plan your high school program. It provides brief descriptions of the courses, diploma requirements and information on special programs available in our county.

Throughout the school year, you have access to test results, career information, college catalogs, college visits, and counselors who want to help you succeed. We look forward to working with you.

General Information

This Program of Studies has been prepared as a listing of courses available to Portage high school students during the 2008-2009 school year. Courses may be altered or deleted by subsequent Board of Education or administrative action after this booklet has been completed. Students should maintain close contact with the counseling office to keep informed of sections available.

ACADEMIC ELIGIBILITY REQUIREMENTS

Secondary students who want to participate in extra/co-curricular activities will need to meet specific academic standards set by the Board of Education.

Highlights are given below.

Standard:

A student is expected to pass all classes throughout the marking period and acquire no less than a 1.5 GPA for each semester. This standard is in addition to those established by the Michigan High School Athletic Association.

Eligibility Probation:

During a Marking Period

A student is placed on eligibility probation for a minimum of two weeks (14 days) if he/she is:

- failing one (1) class at the weekly checkpoints, or
- earning less than a 1.5 GPA at the conclusion of the marking period.

If a student fails to improve his/her grade to a passing status at that time, he/she becomes ineligible for a minimum of one week (7 days) and on a weekly basis thereafter, until the grade is sufficiently improved.

The probation may be extended for a longer period of time, if necessary, in order for the student to improve the grade to a 1.5 GPA or better.

Eligibility Exclusion:

During a Marking Period

A student who is failing two (2) or more classes becomes ineligible to participate for a minimum of one week (7 days) beginning the Monday following notification. Eligibility is reinstated at such time that the grades in all of the failing classes are improved to a passing status.

At the End of Each Semester

A student who fails to maintain a minimum of a 1.5 GPA for a semester or has failed two (2) or more classes becomes ineligible to participate in the extra/co-curricular activities mentioned below for the first 10% of the semester or season. After that time, the student will be reinstated upon passing all classes.

Monitoring of Eligibility:

Weekly eligibility checks for poor and/or failing grades are monitored by athletic directors, coaches, and club sponsors.

High School Areas Included:

Interscholastics, student council/senate, drama productions, all formally recognized clubs,

forensics/debate tournaments and music performances or activities not required for credit. Dances are not included.

The intent of the Academic Eligibility Policy is to give students as much support as possible to enable them to improve their academic standing while continuing participation in extra/co-curricular activities. Regulations governing middle school or high school eligibility as established by the Michigan High School Athletic Association apply to Portage Public School athletes by virtue of membership in that organization. High school regulations are listed, but similar statements apply to middle school athletes.

1. **Enrollment** – To be eligible for interscholastic athletics, a student must be enrolled in a high school not later than the fourth Friday after Labor Day (1st semester) or the fourth Friday of February (2nd semester). A student must be enrolled in the school for which he or she competes.
2. **Age** – A student who competes in any interscholastic athletic contests must be under 19. If the nineteenth birthday occurs on or after September 1 of a current school year, a student is eligible for the balance of that school year.
3. **Physical Examinations** – No student shall be eligible to represent a high school for whom there is not on file in the offices of the superintendent or principal of that school a physician's statement for the current school year certifying that the student has passed a physical examination and is physically able to compete in athletic practices and contests.
4. **Semesters of Enrollment** – A student shall not compete in any branch of athletics who has been enrolled in grades nine to twelve, inclusive, for more than eight semesters. The seventh and eighth semesters must be consecutive. Enrollments in a school beyond the fourth Friday after Labor Day (1st semester) or fourth Friday of February (2nd semester) or competing in one or more interscholastic athletic contests shall be considered enrollment for a semester under this rule.
5. **Semesters of Competition** – A student, once enrolled in grade nine, shall be allowed to compete in only four first semesters and four second semesters.

WEIGHTED GRADE AND CLASS RANK

For a college admission and scholarship application, certain courses have been designated as "weighted". These include courses that qualify as dual enrollment or dual credit and any courses labeled as IB, AP, or Honors or are capable of receiving college credit. Independent Study courses are not weighted.

Students' grades are not altered, but the point value is increased for these courses which are reflected as weighted only in a student's GPA and class rank which appears on the student's transcript. The weighted GPA and class rank is shown on the transcript side-by-side with the unweighted GPA and class rank. Both the weighted and the unweighted GPAs are based on a 4.0 scale.

Weighted Grade Values:

A = 5.0	B- = 3.7	D+ = 2.3
A- = 4.7	C+ = 3.3	D = 2.0
B+ = 4.30	C = 3.0	D- = 1.7
B = 4.0	C- = 2.7	E = 0

DROPPING/ADDING CLASSES

Students can add a new class only during the first two weeks of a semester unless they obtain special approval from the class instructor. Students must obtain approval from their instructor, counselor, and parent before dropping a class after the first two weeks of a semester. Students will be allowed to drop a class up until the last day of the first marking of each semester without earning an EW (early withdrawal) on their transcript if they obtain written approval. Students will be assigned to a seminar or teacher's assistant position and may earn credit if they meet the class requirements.

FORMULA FOR DETERMINING PORTAGE PUBLIC SCHOOL AWARDS

To determine future awards, the Detroit Free Press formulas are to be used. Of the two formulas, whichever gives a student the most favorable score is to be used. The formulas are as follows:

$$\text{GPA} \times 250 + \text{ACT score} \times 27.778 = \text{Student score}$$

OR

$$\text{GPA} \times 250 + \text{SAT score} \times 1.6 = \text{Student score}$$

INDEPENDENT STUDY

Under special circumstances, a limited number of students are permitted to pursue course work for credit on an independent study basis. Students approved for this program will follow the prescribed course of study for the subject and will be required to meet with the instructor on a regular basis. Independent Study requires self-discipline, since students must monitor progress on a daily basis. Independent Study credit will follow school policy.

As a basis for Independent Study, these criteria have been identified:

1. The subject is in the curriculum, but is not being taught during the current semester and probably will not be available to the student in future semesters.
2. The subject is being taught, but a schedule conflict (not based on individual preferences of teachers and/or hours) exists and the subject probably will not be available to the student in coming semester.

Students must show that the request for Independent Study falls within one of the criteria above. Students arrange Independent Study with their counselors, in conjunction with an instructor.

INTERNATIONAL BACCALAUREATE PROGRAM

Both Portage high schools are affiliates of the International Baccalaureate Organization.

The International Baccalaureate Organization (IBO), a nonprofit, educational foundation based in Geneva, Switzerland, was established to provide an intellectually rigorous and academically demanding common curriculum for students in schools around the world. The International Baccalaureate is a widely recognized two-year comprehensive program for grades 11 and 12 encouraging critical thinking, research skills and service as a part of the learning process. The IB Program will prepare students for post-secondary success at any university, locally, nationally or internationally. The course work is more broadly based and provides a greater depth of study than many of the other enrichment programs. Students who choose to take

IB courses or the full diploma receive outstanding preparation for further academic study and career success. Successful completion of the program allows students to be considered for preferred admission to many colleges and universities worldwide where they would generally receive advanced credit and/or placement. For specific information regarding credits at universities, ask each one directly.

There are no prerequisites for participation in the IB Program, although motivation, energy, the ability to articulate one's thoughts verbally and in writing, open-mindedness, the desire for a global perspective, and a willingness to cooperate with others will be of great benefit to IB candidates. It is important to remember that the goals of the International Baccalaureate go beyond academic preparation. The IB program encourages a young adult to be informed, to be tolerant and to be communicative about a range of topics. The course work always reflects a global outlook.

Unique Characteristics of IB:

Students in the Portage public high schools have two choices: the Diploma Program and the Certificate Option. Based on their expectations and goals, they choose the one that works best for them.

The Diploma Program:

Students will develop both breadth and depth in their academic work by taking all IB classes during their junior and senior years. In addition, they must fulfill the following requirements to receive an IB diploma:

1. **Theory of Knowledge** – Theory of Knowledge stimulates and develops critical thinking and evaluation skills. It challenges students to question the bases of knowledge, to be aware of biases, and to develop a perspective based on analyzing evidence discussed in rational argument.
2. **Extended Essay** – Students research and write an original essay of 4,000 words on a student-selected topic. This introduces students to the type of research projects expected in college.
3. **Creativity, Action, and Service (CAS)** – Students participate in 150 hours of planned and supervised extracurricular school and

community activities. This helps students foster a responsibility to their community as well as become well-rounded citizens.

Students interested in pursuing the IB Diploma should communicate their intent to their counselor and the IB Coordinator as soon as possible. A two-year plan of IB course work for the junior and senior years will be prepared. This plan will be monitored and possibly revised if there is insufficient enrollment for a desired course.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) PREPARATION

The NCAA suggests applying for certification before graduation if you wish to participate in athletics as a freshman at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have all materials submitted. After graduation, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards. For NCAA Certification, you must earn a grade point average of at least 2.0 (on a 4.00 scale) in a core curriculum of at least 14 (**NOTE:** 16 beginning in 2008) academic courses that were successfully completed during grades 9-12. No special values are allowed for “+” or “-” grades. The chart below shows what core courses must be included at a minimum.

NCAA Division I

4 years of English Language Arts
3 years of Mathematics 2 years of Natural or Physical Science (including one lab course)
2 years of Social Studies

At least 1 year of additional courses in English, Mathematics, or Natural or Physical Science

4 years of additional academic courses in any of the above areas and/or World Language, Computer Science, Philosophy, or Comparative Religion.

NCAA Division II

3 years of English Language Arts
2 years of Mathematics
2 years of Natural or Physical Science (including one lab course)
2 years of Social Studies

At least 2 years of additional courses in English,

Mathematics, or Natural or Physical Science.

3 years of additional academic courses in any of the above areas, or World Language, Computer Science, Philosophy, or Comparative Religion.

The following commonly selected courses do not qualify as North Central Association Accreditation courses and therefore cannot be used for NCAA initial-eligibility certification:

Debate 2	Health Occupations
Forensics 2	Computer Basics
You and the Law	Computers Electronics
Independent Study	TV Internship

NATIONAL HONOR SOCIETY

National Honor Society is an organization founded in 1921. It was and remains the purpose of the National Honor Society to encourage students to go beyond personal academic goals and to become involved with the concerns of their school and their community. Candidates for membership must meet the minimum weighted grade-point requirements. Eligible candidates will be sent a letter asking them to complete an information form to verify interest in membership. Students selected for induction will be sent an acceptance letter during the school year.

PORTAGE COMMUNITY HIGH SCHOOL

Community High School is designed to assist students who need an alternative to the regular high school learning environment. Contact your guidance counselor for information.

POST-SECONDARY (DUAL) ENROLLMENT

Historically, school districts have allowed their students to attend courses at local colleges or universities, in addition to their own high school, in an effort to meet students' needs and interests. This is called “post-secondary enrollment.” The State School Aid Act contains a provision that directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students must have earned sufficient credits to be in grade 11 or 12.
2. Students qualify for state endorsement in the required subject areas of the Michigan Merit

Exam (MME). Students must have taken all MME tests.

3. Students/parents have read and signed the Post-Secondary Dual Enrollment Guidelines/Procedures form. Eligible courses are those not offered at either high school site, impossible to schedule by the high schools, or of a higher level than those offered and taken in the district (courses will be verified with appropriate curriculum team leader if there is a question of eligibility).
4. Courses are not repeats of courses already taken in high school or college.
5. Course description(s) from the college catalog are enclosed.
6. The course(s) the student is seeking reimbursement for is not a vocational, recreational, hobby, P.E., or government course nor is it offered in the Portage Public Schools. Course content has been verified by guidance counselor or a department chairperson as not being offered in Portage nor is it a repeated class already taken in high school or at a post secondary institution.
7. Counselor has completed Post-Secondary/Dual Enrollment Eligibility Verification Form. Student has indicated that this course is to be for high school credit, post-secondary credit, or both.
8. Student is enrolled in both the district and the post-secondary institution during the district's regular academic year and is in full attendance in at least one high school class.

School districts are required to pay the lesser of (a) the actual charge for tuition and fees, or (b) the students' state school aid foundation allowance, adjusted to the proportion of the school year they attend the district. Students are no longer eligible when all high school graduation requirements have been met. Please see your counselor for additional information.

SPECIALIZED PROGRAMS

Students who have learning needs that cannot be fully met by the regular curriculum may take advantage of specialized programs. Certain courses are specifically designed for students who have academic difficulties while others are designed to meet the needs of academically talented students. The following specialized programs are available to

meet specific students' needs.

ATYP Math/Geometry/Language Arts:

Middle school students enrolled in ATYP who pass ATYP Math Level I will receive one (1) credit in high school math. This credit will count toward the minimum credits required in math for high school graduation, but will not count toward the total credits required for graduation.

Middle school students enrolled in ATYP who pass both ATYP Math Levels I and II will receive three (3) credits in high school math. These credits will count toward the minimum credits in math required for high school graduation, but will not count toward the total credits required for high school graduation.

Geometry, if taken, will be represented on the high school transcript and be counted toward the minimum credits in math required for high school graduation, but it will not count toward the total credits required for high school graduation.

Middle school students enrolled in ATYP who pass ATYP Writing Skills II and Literature II will receive a one-credit waiver for English 9. This credit will count toward minimum credits in English required for high school graduation, but will not count toward the total credits required for high school graduation.

District financial support of ATYP will be determined annually and announced in school publications.

Kalamazoo Area Math and Science Center:

KAMSC offers a curriculum in accelerated mathematics, science, and computer technology to high school students. It educates the scientific and technical leaders of tomorrow in a nurturing environment focused on the technical and intellectual needs of advanced math and science students. Students attend the KAMSC program on one-half of each school day and take their math, science and technology courses. All remaining courses are taken at their own high school. Acceptance into KAMSC is based upon application, teacher recommendation, the results of the School and College Ability Test (SCAT), and a timed impromptu writing activity.

Education for the Arts:

EFA is a county-wide program whose mission is to enhance arts education for all students in Kalamazoo County, making dance, literary arts, media arts, music, theatre, and visual arts essential parts of a comprehensive education. EFA offers intensive classes in the arts and is designed to provide especially talented and motivated students the opportunity to explore their abilities in depth. Contact your guidance counselor for more information.

Education for Employment:

EFE is a technical educational program which is part of a county-wide consortium. EFE provides students with the foundation to obtain entry-level positions in the world of work as well as skills needed to pursue advanced education. EFE counselors are available to provide assistance with career planning, employability skills training, academic pursuits, and post-high school educational opportunities. Work force entry can be obtained through co-op on-the-job training, apprenticeships, externships, mentorships, or specialized training. EFE is a national model for the delivery of Career and Technical Education. Contact your guidance counselor for more information.

TESTING OUT

Any high school student may “test out” of a course. The “test out” option does not include those courses students are attending, nor does it include government or physical education. Students need to exhibit mastery of the subject matter by attaining a grade of 77.5% or more on a final exam. In the absence of a final exam, the student may be required to demonstrate mastery through another assessment used in the course, which may consist of a portfolio, performance, paper, project, and/or presentation.

Credit earned is to be based on a “pass” grade and will not be included in a computation of grade point average. Credit will be counted toward fulfillment of a requirement for a subject area course. Students may not receive credit thereafter for a lower course in the course sequence in the same subject area. The Board of Education does not recognize credits earned through “testing out,” as described in Public Act 335, toward the required credits for graduation.

For further information about “testing out,” contact your counselor.

PASS-FAIL GRADING

Students may request that grading in one specified class per semester be on a pass-fail basis. Students requesting this option must apply no later than the third Friday of either semester. Students should refer questions to their counselor or teacher.

NON-DISCRIMINATION

The Portage Public Schools Board of Education has affirmed that “...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity...” and therefore, encourages students to take courses based on their interest, potentials, and abilities rather than past stereotyping cast upon them due to sex.

The Board of Education Policy dated November 1987 further states:

It shall continue to be the policy of the Portage Public School District not to discriminate on the basis of religion, race, color, national origin, sex, handicap, height, weight, marital status, arrest records or other characteristics as designated by Civil Rights legislation in education programs, activities, or services and to comply with all requirements and regulations of the U.S. Department of Education, the Elliot Larsen Civil Rights Act, and Section 504 of the Rehabilitation Act of 1973.

For the purpose of providing for the prompt and equitable resolution of student or employee complaints alleging any action which would be prohibited by the Rules and Regulations of Title IX of the Education Amendments of 1972 or by the Elliot Larsen Civil Rights Act, a “complaint procedure” has been adopted (refer to Regulations #5160, #4212, #4112).

The Superintendent of Schools has designated John Manske, District Legal Counsel, as the person to coordinate the district’s efforts and to comply with and carry out its responsibilities under Title IX and the Elliot Larsen Civil Rights Act. This person also is responsible for the investigation of any complaint which alleges non-compliance with or any actions which would be prohibited.

Graduation Requirements

Board Policy # 5261

Students eligible to receive a high school diploma and participate in graduation-related exercises from any of the Portage high schools must, as a minimum, satisfactorily complete the requirements as outlined below:

- 26 credits required for graduation (8 electives)

18 core required credits: *

English Language Arts	4 credits
Mathematics Core	3 credits
Algebra I	1 credit
Geometry	1 credit
Algebra II	1 credit
Mathematics Related Course in the Senior Year	1 credit
Science	3 credits
Chemistry 1 or Chemistry I Honors	5 credit
Physics 1 or Physics 1 Honors	5 credit
Biology 1 or Biology I Honors	5 credit
Earth Science 1 or Earth Science I Honors	5 credit
Advanced Chemistry or Physics Option	5 credit
Advanced Biology Option	5 credit
Social Studies	3 credits
Modern American History or Honors Modern American History	1 credit
World History Elective	1 credit
U.S. Government/Economics	1 credit
Physical Education	5 credits
Fine or Applied Arts	1 credit
Health	5 credit
Online and/or Technology Integration Experience	1 credit
<i>(Embedded in other courses or in a stand alone course.)</i>	

- Full time attendance for four years.**
- Students shall complete all sections of the Michigan Merit Exam or another required test by the Michigan Department of Education (MDE) during or before their junior (11th grade) year to be eligible for graduation from Portage Public Schools (PPS).***
- Parents may request a personal modification to the core credit requirements as outlined by MDE.

Students in Special Education objective-based programs shall complete the requirements as recommended by the Individualized Educational Planning Committee and must request a personal curriculum as outlined by the MDE.

*Waivers, substitutes, or courses recognized to fulfill specific requirements shall be reviewed, published, and distributed to students annually.

**A student may, under specific circumstances, and upon the recommendation of the building principal and the approval of the Board of Education, complete minimal graduation requirements in fewer than four years. However, no graduation ceremony other than the traditional one held at the end of the regular school year shall be conducted.

***Students who transfer to the District after the testing window will be granted special consideration.

High School Course "Testing Out"

The Board of Education does not recognize credits earned through "Testing Out," as described in Public Act 335, for credit toward the required total credits for graduation. However, these credits do satisfy subject area requirements as defined by PPS and the MDE. Regulation #5262

Freshman Checklist	Sophomore Checklist	Junior Checklist	Senior Checklist
<ul style="list-style-type: none"> ❑ Use your student planner to help improve your organizational skills. ❑ In your Freshman Focus class, complete an interest survey, explore the various career pathways, and design your high school Educational Development Plan (EDP). ❑ Participate in career exploration activities. Discuss possible careers with school personnel, parents, friends, relatives, and local employers. ❑ Make sure you are enrolled in required and elective courses that prepare you for meeting future plans. ❑ Get involved in extracurricular activities (school and non-school sponsored). ❑ You will begin developing your high school transcript. Your transcript is an official record of the classes that you enroll in, the grades that you receive, absences, citizenship and grade point average. Colleges and universities, as well as future employers, will be interested in this information. ❑ Begin exploring post-secondary education and opportunities. ❑ Visit the counseling office web site at www.portageps.org to check out scholarships, summer school options, testing, and other educational opportunities. 	<ul style="list-style-type: none"> ❑ Make an appointment with your counselor to discuss progress towards graduation ❑ Attend to your studies so that you have the highest GPA possible for your ability. ❑ Remember the importance of being a well-rounded individual. Work toward leadership positions in the activities that you like best. Become involved in community service and/or other volunteer activities. Investigate summer training programs or volunteer activities. ❑ Ask your counselor about the American College Testing PLAN (Pre-ACT) assessment program given in the fall. This test will help to prepare you for taking the ACT during your junior year. ❑ Continue to explore career options in the Career Center. Review and update your EDP and course selections to reflect your career path. ❑ Select challenging courses that will prepare you for future career options. Explore EFE and EFA course offerings, as well as other elective and enrichment classes. ❑ Begin thinking about post-secondary education and training opportunities (community college, university, military, technical, on-the-job) needed for your career of interest. ❑ Explore colleges of interest by on-site visits, reading individual college catalogs or visiting college web sites on the internet. ❑ Investigate summer training programs/volunteer activities, or summer camp opportunities. 	<ul style="list-style-type: none"> ❑ Make an audit appointment with your counselor to discuss your career goals, college plans, and review your EDP and course selections. ❑ Check to make sure you have all of the credits necessary for graduation and you are enrolled in the correct courses for graduation. ❑ Review your transcript, credits needed for graduation, and GPA. Continue to improve your performance in the classroom. ❑ Explore career awareness opportunities through career center activities. ❑ Participate in college planning workshops offered in English class. ❑ Meet with representatives visiting our school from colleges, military, and technical training institutes. ❑ Attend College Night hosted by Kalamazoo Valley Community College. ❑ If you plan to attend a four-year college, sign up for and take the PSAT/NMSQT in the fall of your junior year. ❑ Stay involved in extracurricular activities. These experiences are viewed favorably by employers and colleges. ❑ Take the MME/SAT (includes ACT and wrap around State test and Work Keys) during the 2nd semester of your junior year. Most Michigan colleges and universities require the ACT for admission. ❑ Begin exploring financial aid and scholarship opportunities. Do internet searches. Read the high school newspaper for information. ❑ Visit colleges you are interested in during the spring and summer. 	<ul style="list-style-type: none"> ❑ Maintain and improve academic grades. Colleges look unfavorably on failing grades, especially during the senior year. ❑ Enroll in classes that are academically challenging and will prepare you for your career path. ❑ Discuss post graduate plans and choices with parents, counselors, and teachers. ❑ Obtain and fill out applications for two-year schools, four-year schools, and technical institutes in the fall. ❑ Retake or take the ACT/SAT if necessary. Make sure the results are sent to the colleges that you are considering. ❑ Check all available sources for scholarships. These would include the Kalamazoo Foundation Guide, web site searches, individual college web sites, the senior bulletin board, and daily announcements. ❑ Complete the FAFSA (Free Application for Federal Student Aid) and attend the financial aid night offered at your school. ❑ Write or update your résumé

Portage Public School Michigan Diploma Educational Development Plan (EDP) Student Worksheet

Student _____ High School _____

Counselor _____ Year of Graduation _____

Post Secondary Plans:

___ 4-Year College/University ___ 2-Year Community College ___ Technical School ___ Military ___ Work

Grade 9			Grade 10		
	Course Title	Cr		Course Title	Cr
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
PE or Elective			PE or Elective		
FF/Health or Elective			Health (1 st semester) or Elective		
World Language, Fine Arts or Elective			World Language, Fine Arts or Elective		
Total		7	Total		7

Grade 11			Grade 12		
Department	Course Title	Cr	Department	Course Title	Cr
English			English		
Math			Math Related Course		
Science			Elective		
Social Studies			Elective		
Elective			Elective		
Elective			Elective		
Elective			Elective		
Total		7	Total		7

*****Portage Public Schools Board of Education Requires 26 Credits for Graduation*****

- | | |
|---|--|
| <ul style="list-style-type: none"> • English 4.0 credits • Mathematics (Core) 3.0 credits • Math Related Course (Senior Year) 1.0 credit • Science 3.0 credits • Social Studies 3.0 credits • World Language* 1.0 credits | <ul style="list-style-type: none"> • Physical Education 1.5 credits • Freshman Focus/Health** 1.0/0.5 credits • Fine or Applied Arts 1.0 credit • Online or Integrated Technology*** 1.0 credit • Electives 8.0 credits |
|---|--|

Diploma credits may be a combination of general, honors, IB, EFE, EFA, KAMSC and dual enrollment. Direct any questions or requests for further information to one of the high school counseling departments (Central High School, 323-5282 or Northern High School, 323-5475).

In accordance with state law, all students in Michigan are required to complete an online or integrated technology experience in order to graduate. This requirement may either be taken in a stand alone course or integrated into one or more of the requirement credits for graduation.

*Strongly Recommended

** Health is required (Freshman Focus/Health is strongly recommended for 9th grade)

*** This requirement may either be taken in a stand alone course or integrated into one or more of the requirement credits for graduation.

International Baccalaureate Diploma

Educational Development Plan (EDP) Student Worksheet

Student _____ High School _____

Counselor _____ Year of Graduation _____

Post Secondary Plans:

___ 4-Year College/University ___ 2-Year Community College ___ Technical School ___ Military ___ Work

Grade 9			Grade 10		
	Course Title	Cr		Course Title	Cr
	English/ Honors English 9	1.0		English/ Honors English 10	1.0
	Math	1.0		Math	1.0
	Science (Physics, Chemistry)	1.0		Science (Earth Science, Biology)	1.0
	Modern Am. History	1.0		Honors Government & Honors Economics	0.5 0.5
	World Language I or II	1.0		World Language II or III	1.0
	PE or Elective	1.0		PE or Elective	0.5
	FF/Health or Elective	1.0/0.5		Health (1 st semester) or Elective	0.5
	Elective (<i>if not enrolled in Freshman Focus/Health</i>)	0.5		Fine Arts or Elective	1.0
	Total	7		Total	7

Grade 9			Grade 10		
	Course Title	Cr		Course Title	Cr
	IB English I HL	1.0		IB English II HL	1.0
	IB Math or Math	1.0		IB Math or Math	1.0
	IB Science or Science	1.0		IB Science or Science	1.0
	IB 20 th Century World History	1.0		IB Social Studies or Business	1.0
	World Language III or IB IV SL	1.0		World Language IB IV SL or V SL/HL	1.0
	IB Elective	1.0		IB Theory of Knowledge	1.0
	Elective	1.0		IB Elective	1.0
	Elective (<i>if not enrolled in Freshman Focus/Health</i>)	0.5		Fine Arts or Elective	1.0
	Total	7		Total	7

*****Portage Public Schools Board of Education requires 26 Credits for Graduation*****

See next page for course listings.

IB Diploma requirement:

- | | | | |
|--|-------------|-----------------------------------|------------------|
| • English | 4.0 credits | • Physical Education | 1.5 credits |
| • Mathematics (1 credit in 12 th gr.) | 4.0 credits | • Freshman Focus/Health | 1.0/0.5 credits* |
| • Science | 4.0 credits | • Fine or Applied Arts | 1.0 credit |
| • Social Studies | 4.0 credits | • Online or Integrated Technology | 1.0 credit** |
| • World Languages | 4.0 credits | • IB or other electives | 4.0 credits |

All IB Diploma candidates are required to complete at least three higher-level (two-year) courses and three standard-level (one-year) courses during their junior and senior years.

Available IB courses and electives are listed on page 13. For descriptions of specific IB course offerings, see appropriate pages by department. Direct any questions or requests for further information to either of the two high schools' IB Coordinators (323-5274 for CHS and 323-5474 for NHS).

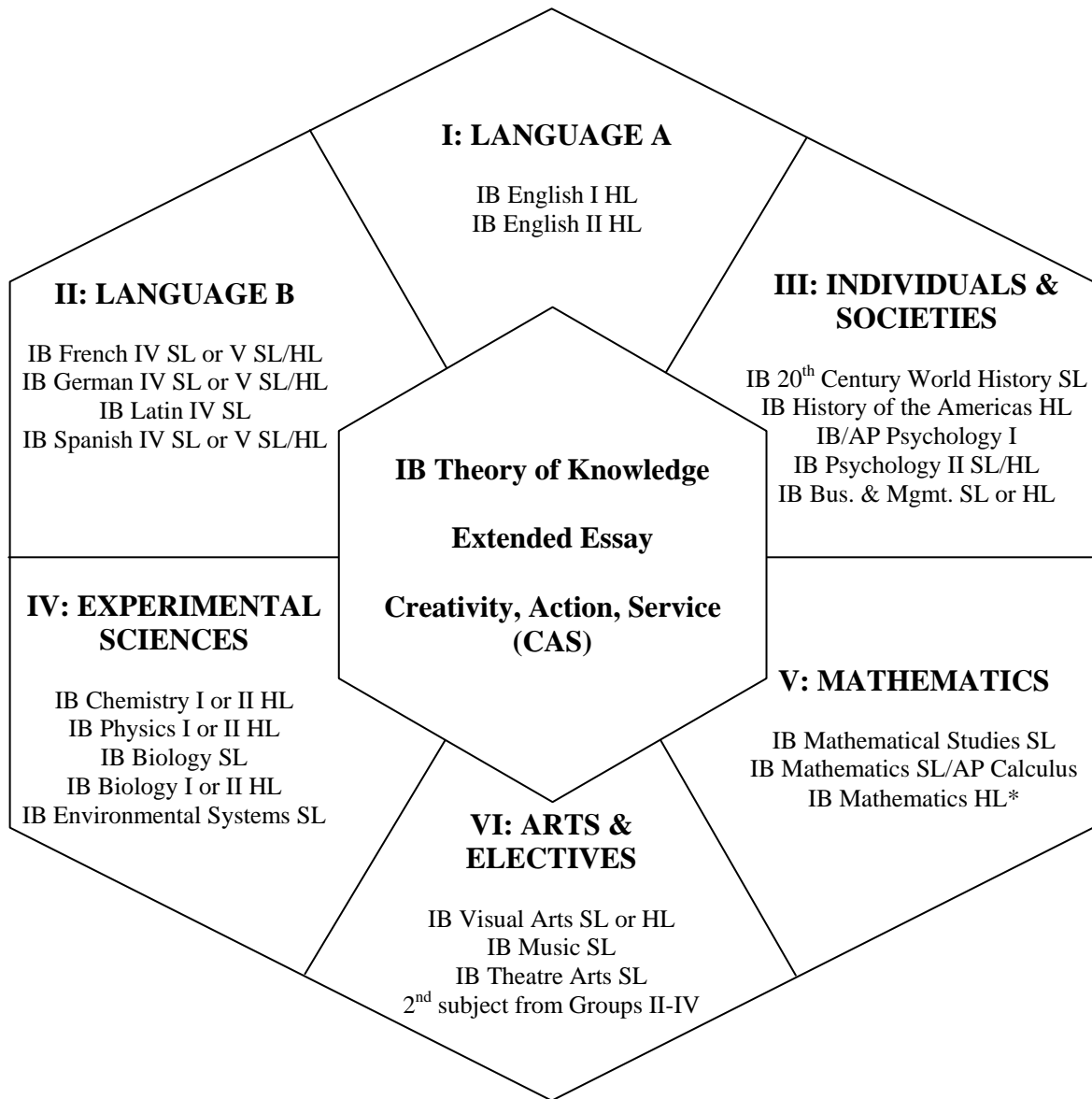
In accordance with state law, all students in Michigan are required to complete an online or integrated technology experience in order to graduate. This requirement may either be taken in a stand alone course or integrated into one or more of the requirement credits for graduation.

*Health is required (Freshman Focus/Health is strongly recommended for 9th grade)

**This requirement may either be taken in a stand alone course or integrated into one or more of the required credits for graduation.

The IB Hexagon

IB Classes at Portage Northern and Portage Central High Schools



*This course may not be offered due to low enrollment.

Educational Pathway: Portage Public Schools Michigan Diploma

* = Board of Education requirement
** = Strongly recommended

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
<u>COURSE</u>	<u>CR.</u>	<u>COURSE</u>	<u>CR.</u>	<u>COURSE</u>	<u>CR.</u>	<u>COURSE</u>	<u>CR.</u>
* English 9	1.0	* English 10	1.0	* English 11	1.0	* English 12	1.0
* Mathematics	1.0	* Mathematics	1.0	* Mathematics	1.0	* Math related course	1.0
* Science	1.0	* Science	1.0	* Science (Physics, Chemistry, and/or Biology)	1.0	** Science elective	1.0
* Honors Mod. Amer. Hist.	1.0	* Government	0.5	* World History	1.0	** Social Studies elective	1.0
** Freshman Focus/Health or *Health	1.0/5.0	* Economics	0.5	Elective	3.0	** Electives	3.0
** Physical Education	1.0	* Physical Education	0.5				
** World Language I or II	1.0	** World Language II or III	1.0				
Elective (<i>if not enrolled in Freshman Focus/Health or Phys. Ed.</i>)	0.5	* Fine or Applied Arts	1.0				
		Elective	0.5				
TOTAL	7.0	TOTAL	7.0	TOTAL	7.0	TOTAL	7.0

In accordance with state law, all students in Michigan are required to complete an online or integrated technology experience in order to graduate. This requirement may either be taken in a stand alone course or integrated into one or more of the requirement credits for graduation.

Courses may be a combination of general, Honors, IB, EFE, EFA, KAMSC and dual enrollment. Direct any questions or requests for further information to one of the high school counseling departments (Central High School, 323-5282 or Northern High School, 323-5475).

Modifications to the required credits must follow the Michigan Department of Education Guidelines.

Website Directory of Michigan Colleges & Universities

Public Four-Year Colleges & Universities

Central Michigan University	www.cmich.edu
Eastern Michigan University	www.emich.edu
Ferris State University	www.ferris.edu
Grand Valley State University	www.gvsu.edu
Lake Superior State University	www.lssu.edu
Michigan State University	www.msu.edu
Michigan Technological University	www.mtu.edu
Northern Michigan University	www.nmu.edu
Oakland University	www.oakland.edu
Saginaw Valley State University	www.svsu.edu
University of Michigan – Ann Arbor	www.umich.edu
University of Michigan – Dearborn	www.umd.umich.edu
University of Michigan – Flint	www.flint.umich.edu
Wayne State University	www.wayne.edu
Western Michigan University	www.wmich.edu

Public Junior & Community College

Alpena Community College	www.alpena.cc.mi.us
Bay de Noc Community College	www.baydenoc.cc.mi.us
Bay Mills Community College	www.bmcc.edu
Delta College	www.delta.edu
Glen Oaks Community College	www.glenoaks.cc.mi.us
Gogebic Community College	www.gogebic.cc.mi.us
Grand Rapids Community College	www.grcc.cc.mi.us
Henry Ford Community College	www.henryford.cc.mi.us
Jackson Community College	www.jackson.cc.mi.us
Kalamazoo Valley Community College	www.kvcc.edu
Kellogg Community College	www.kellogg.cc.mi.us
Kirtland Community College	www.kirtland.edu
Lake Michigan College	www.lmc.cc.mi.us
Lansing Community College	www.lansing.cc.mi.us
Macomb Community College	www.macomb.cc.mi.us
Mid Michigan Community College	www.midmich.cc.mi.us
Monroe County Community College	www.monroe.cc.mi.us
Montcalm Community College	www.montcalm.cc.mi.us
Mott Community College	www.mcc.edu
Muskegon Community College	www.muskegon.cc.mi.us
North Central Michigan College	www.ncmich.edu
Northwestern Michigan College	www.nmc.edu
Oakland Community College	www.occ.cc.mi.us
Saint Clair County Community College	www.sc4.edu
Schoolcraft College	www.schoolcraft.cc.mi.us
Southwestern Michigan College	www.smc.cc.mi.us
Washtenaw Community College	www.washtenaw.cc.mi.us
Wayne County Community College District	www.wccnet.edu
West Shore Community College	www.westshore.edu

Nonpublic Two- & Four-Year Colleges & Universities

Adrian College	www.adrian.edu
Albion College	www.albion.edu
Alma College	www.alma.edu
Andrews University	www.andrews.edu
Aquinas College	www.aquinas.edu
Ave Maria School of Law	www.avemarialaw.edu
Baker College	www.baker.edu
Calvin College	www.calvin.edu
Calvin Theological Seminary	www.calvinseminary.edu
Cleary University	www.cleary.edu
College for Creative Studies	www.cccad.edu
Concordia University	www.cuaa.edu
Cornerstone University	www.cornerstone.edu

Cranbrook Academy of Art	www.cranbrookart.edu
Davenport University	www.davenport.edu
Detroit Baptist Theological Seminary	www.dbts.edu
Ecumenical Theological Seminary	www.etsenary.org
Finlandia University	www.finlandia.edu
Grace Bible College	www.gbcol.edu
Great Lakes Christian College	www.glcc.edu
Hillsdale College	www.hillsdale.edu
Hope College	www.hope.edu
Kalamazoo College	www.kzoo.edu
Kendall College of Art & Design	www.kcad.edu
Kettering University	www.kettering.edu
Lawrence Technological University	www.ltu.edu
Lewis College of Business	www.lewiscollege.edu
Madonna University	www.madonna.edu
Marygrove College	www.marygrove.edu
Michigan Jewish Institute	www.mji.edu
Michigan Theological Seminary	www.mts.edu
Northwood University	www.northwood.edu
Olivet Nazarene University	www.olivet.edu
Reformed Bible College	www.kuyper.edu
Rochester College	www.rc.edu
Sacred Heart Major Seminary	www.aodonline.org/shms
Saint Mary's College	www.stmarysprep.com
Siena Heights University	www.sienahs.edu
Spring Arbor University	www.spring.arbor.edu
SS Cyril & Methodius Seminary	orchardlakeseminary.org
Thomas M. Cooley Law School	www.cooley.edu
University of Detroit Mercy	www.udmercy.edu
Walsh College	www.sscms.edu
Western Theological Seminary	www.westernsem.org

Courses by Department

	<u>GRADE(S)</u>	<u>CR.</u>	<u>ENGLISH</u>		
<u>ART</u>			English 9	9	1.0
Design I	9 10 11 12	1.0	Honors English 9	9	1.0
Printmaking (NHS)	9 10 11 12	0.5	English Prep/Speech 10	10	1.0
School Aesthetics Class	9 10 11 12	0.5	English 10	10	0.5
Ceramics & Sculpture	10 11 12	0.5	Speech 10	10	0.5
Creative Development (CHS)	10 11 12	0.5	Honors English/Speech 10	10	1.0
Design for Digital Media (EFA)	10 11 12	2.0	English Prep 11	11	1.0
Also available as an evening class		0.5	English 11	11	1.0
Design II	10 11 12	1.0	IB English I HL	11	1.0
Design III	10 11 12	1.0	English Prep 12	12	1.0
Jewelry	10 11 12	0.5	English 12	12	1.0
Advanced Jewelry	10 11 12	0.5	IB English II HL	12	1.0
Media Arts: Fine Arts Film & Video (EFA)	10 11 12	2.0	Creating Theatre at Epic Ctr. (EFA)	9 10 11 12	2.0
Also available as an evening class		0.5	Debate	9 10 11 12	0.5
Advanced Multimedia Arts (EFA)	10 11 12	3.0	Adv. Argumentation & Debate	10 11 12	0.5
Advanced 2-D Art (EFA)	10 11 12	1.0	Dramatics 1	9 10 11 12	0.5
Available evenings during 1st semester		0.5	Dramatics 2	10 11 12	0.5
Advanced 3-D Art (EFA)	10 11 12	1.0	Forensics 1	9 10 11 12	0.5
Available evenings during 2nd semester		0.5	Forensics 2	10 11 12	0.5
Textiles (CHS)	10 11 12	0.5	Journalism 1	9 10 11 12	0.5
Art & Design Career Skills (EFE)	11 12	2.0	Journalism 2	9 10 11 12	0.5
IB Visual Arts SL	11 12	1.0	Adv. Prfm. Wrksp. Music Th. (EFA)	10 11 12	2.0
IB Visual Arts HL	11 12	2.0	Creative Writing	11 12	0.5
IB Art Studio	11 12	0.5	IB Theatre Arts SL (NHS)	11 12	1.0
Photography I – Visual Imaging (EFE)	11 12	2.0	Theatre Tech. Apprenticeship (EFE)	11 12	2.0
Photography II – Visual Imaging (EFE)	11 12	2.0	TV Production & Broadcasting 1 (EFE)	11 12	2.0
Introduction to Media Design Online (EFA)	10 11 12	1.0	TV Production & Broadcasting 2 (EFE)	12	2.0
Four Weekends at the KIA (EFA)	10 11 12	0.5	Radio Broadcasting (EFE)	11 12	2.0
			Drama, Screenwriting & Performance Poetry (EFA)	10 11 12	2.0
<u>BUSINESS/COMPUTERS</u>					
Introduction to Business	9 10 11 12	0.5			
Business Mgmt. & Adm. I (EFE)	9 10 11 12	1.0	<u>FAMILY & CONSUMER SCIENCE/HEALTH</u>		
Keyboarding, Skillbuilding & Applications	9 10 11 12	0.5	Health/Freshman Focus	9	1.0
Computer Applications	9 10 11 12	0.5	Nutrition/Foods	9 10 11 12	0.5
Accounting/Finance I (EFE)	10 11 12	1.0	Child Development	9 10 11 12	0.5
Business Law	10 11 12	0.5	Child Issues	10 11 12	1.0
Business Mathematics	10 11 12	1.0	Health	10 11 12	0.5
Business Mgmt. & Adm. II (EFE)	10 11 12	1.0	Interior Design	10 11 12	0.5
Computer Programming	10 11 12	1.0	Family Sociology	11 12	1.0
Multimedia/Desktop Publishing	10 11 12	0.5	Early Childhood Education (EFE)	11 12	2.0
Web Page Design (EFE)	10 11 12	0.5			
Marketing (EFE)	10 11 12	1.0	<u>MATHEMATICS</u>		
Business Mgmt. & Adm. III (EFE)	11 12	1.0	Algebra 1	9	1.0
Accounting/Finance II (EFE)	11 12	1.0	Geometry	10	1.0
Entrepreneurship (EFE)	11 12	1.0	Algebra 2	11	1.0
IB Business & Management SL	11 12	1.0	Pre-Calculus	11 12	1.0
Adv. Marketing (EFE) NHS	12	1.0	Algebra 1A/1B	9	1.0
Banking (EFE)	11 12	1.0	Algebra 1C/Geometry A	10	1.0
Computer Technology (A+) (EFE)	11 12	2.0	Geometry B/Algebra 2A	11	1.0
Dynamic Web Programming (EFE)	11 12	2.0	Algebra 2B/2C	12	1.0
Web Graphics (EFE)	11 12	2.0	IB Mathematics SL/AP Calculus or	11 12	1.0
Web Page Development (EFE)	11 12	2.0	IB Mathematical Studies SL	11 12	1.0
Hotel, Restaurant & Travel Mgmt. (EFE)	11 12	2.0	IB Mathematics SL/AP Calculus	11 12	1.0
Computer Network Admn. (Net+) (EFE)	11 12	2.0	IB Mathematics HL	12	1.0
Computer Technology II (EFE)	12	2.0	(May not be offered due to low enrollment)		
Introduction of Media Design On-line (EFA)	10 11 12	1.0	AP Statistics	12	1.0
Registered Apprenticeship (EFE)	11 12	1-3			
Cooperative Education (Co-Op) (EFE)	11 12	1-3			

MUSIC

Adv. Musical Theatre Wksp. (EFA)	10	11	12	2.0	
Band (NHS)	9	10	11	12	1.0
Chamber Music					
Fall Semester (NHS)	9	10	11	12	0.5
Winds/Percussion/Piano (CHS)	9	10	11	12	1.0
Strings (CHS)	9	10	11	12	1.0
Freshman Band (CHS)	9				1.0
Jazz Ensemble	9	10	11	12	1.0
Men's Ensemble	9	10	11	12	1.0
Mixed Chorus (NHS)	9	10	11	12	1.0
Orchestra	9	10	11	12	1.0
Chamber Singers (CHS)		10	11	12	1.0
Song Leaders Chorale (NHS)		10	11	12	1.0
Concert Choir		10	11	12	1.0
Music for Life (EFA)		10	11	12	1.0
Symphonic/Concert Band (CHS)		10	11	12	1.0
Women's Ensemble		10	11	12	1.0
IB Music SL/HL			11	12	1.0
Dance/Color Guard	9	10	11	12	0.5

PHYSICAL EDUCATION

Adaptive Physical Education	9	10	11	12	0.5
Cardio Fitness	9	10	11	12	0.5
Dance I: Beg. Tch. & Chor. (EFA)	9	10	11	12	2.0
Dance II: Adv. Tch. & Chor. (EFA)		10	11	12	2.0
Fitness for Life	9	10	11	12	0.5
Outdoor Rec. & Adventure (NHS)	9	10	11	12	0.5
Physical Fitness	9	10	11	12	0.5
Team Sports	9	10	11	12	0.5
Aquatics (CHS)	9	10	11	12	0.5
Dance Fitness	9	10	11	12	0.5
Power Training (NHS)	9	10	11	12	0.5
Phys. Fit. & Adv. Football (CHS)		10	11	12	0.5
Individual & Dual Sports		10	11	12	0.5
Personal Fitness & Adv. Volleyball	9	10	11	12	0.5
Personal Fitness & Adv. Basketball	9	10	11	12	0.5
Integrated Dance/PE/Health Class (EFA)		10	11	12	2.0

SCIENCE

Chemistry 1	9	10			0.5
Honors Chemistry 1	9	10			0.5
Chemistry 2 – Inorganic		10	11	12	0.5
Chemistry 3 – Organic		10	11	12	0.5
IB Chemistry I HL			12		1.0
IB Chemistry II HL			12		1.0
Physics 1	9	10			0.5
Honors Physics 1	9	10			0.5
Physics 2		10	11	12	0.5
Physics 3		10	11	12	0.5
IB Physics I HL			11	12	1.0
IB Physics II HL			12		1.0
Biology 1	9	10			0.5
Honors Biology 1	9	10			0.5
Biology 2			11	12	0.5
Biology 3 – Anatomy & Physiology			11	12	0.5
IB Biology SL (NHS)			11	12	1.0
IB Biology I HL			11	12	1.0
IB Biology II HL			12		1.0
Earth Science 1	9	10			0.5
Honors Earth Science 1	9	10			0.5

Astronomy	10	11	12	0.5
MI Geol./Meteorology	10	11	12	0.5
Forensic Science 1		11	12	0.5
Forensic Science 2		11	12	0.5
Ecology & Environment		11	12	1.0
IB Environ. Systems SL (CHS)		11	12	1.0
Computer Electronics (CHS)		11	12	1.0
Allied Health I (EFE)		11	12	2.0
Allied Health II (EFE)		12		2.0
Animal Tech/Internship (EFE)		11	12	2.0
Animal Science/Wildlife and Natural Resources (EFE)		11	12	2.0
Health Occupations (EFE)		11	12	2.0
Dental Assistant (EFE)		12		2.0
Emrgcy. Medical Tech. Prog. (EFE)		12		2.0
Pharmacy Technician (EFE)		12		2.0
Veterinary Science (EFE)		12		2.0

SOCIAL STUDIES

Modern American History	9				1.0
Honors Modern Amer. History	9				1.0
Economics		10			0.5
Honors Economics		10			0.5
Government		10			0.5
Honors Government		10			0.5
Asian Studies		10	11	12	0.5
Comparative World Religions		10	11	12	0.5
Contemporary Internat'l Studies		11	12		0.5
Ancient World History		11	12		0.5
European History 1300-1900		11	12		0.5
IB 20th Century World History SL			11	12	1.0
Psychology	9	10	11	12	0.5
Sociology	9	10	11	12	0.5
Lab in Democracy (CHS)	9	10	11	12	1.0
Student Senate (NHS)	9	10	11	12	1.0
You and the Law		10	11	12	0.5
IB History of the Americas HL			11	12	1.0
IB/AP Psychology I			11	12	1.0
IB Psychology II SL/HL			12		1.0
Mentor Teaching & Learning (CHS)		11	12		0.5
School Service		12			0.5
Law Enforcement I (EFE)		11	12		2.0
Law Enforcement II (EFE)		12			2.0
Teacher Cadet (EFE)		12			2.0

TECHNOLOGY & APPLIED SCIENCE

Machine Woodworking (CHS)	9	10	11	12	0.5/1.0
Technology Systems (CHS)	9	10	11	12	0.5
Automotive Technology (EFE) (NHS)		10	11	12	2.0
Drafting (EFE) (CHS)		10	11	12	2.0
Furniture & Cabinetmaking (EFE) (NHS)		10	11	12	2.0
Auto. Collision Repair Tech (EFE) (CHS)		11	12		2.0
Construction Trades (EFE)		11	12		2.0
Electro-Mechanical Technology (EFE)		11	12		2.0
Heating, Air Cond. & Refrigeration (EFE)		12			2.0
Machine Tool Technology (EFE)		11	12		2.0
Welding (EFE)		11	12		2.0
Electrical Construction Technology (EFE)		12			2.0
Cosmetology/Barbering (EFE)		11	12		3.0
Aviation Technology (EFE)		12			2.0
Registered Apprenticeship (EFE)		11	12		1-3

Cooperative Education (EFE) 11 12 1-3

WORLD LANGUAGES

French I	9	10	11	12	1.0
French II	9	10	11	12	1.0
French III		10	11	12	1.0
IB French IV SL			11	12	1.0
IB French V SL/HL				12	1.0
German I	9	10	11	12	1.0
German II	9	10	11	12	1.0
German III		10	11	12	1.0
IB German IV SL			11	12	1.0
IB German V SL/HL				12	1.0
Latin I	9	10	11	12	1.0
Latin II		10	11	12	1.0
Latin III			11	12	1.0
IB Latin IV SL				12	1.0
Spanish I	9	10	11	12	1.0
Spanish II	9	10	11	12	1.0
Spanish III		10	11	12	1.0
IB Spanish IV SL			11	12	1.0
IB Spanish V SL/HL				12	1.0

OTHER COURSES

IB Theory of Knowledge				12	1.0
KAMSC (morning)	9	10			1.5
KAMSC (afternoon)			11	12	1.5
Seminar	9	10	11	12	0.5
Yearbook	9	10	11	12	1.0
Alternative Plan for Students	9	10	11	12	0.5+
Registered Apprenticeship (EFE)			11	12	1-3
Cooperative Education (EFE)			11	12	1-3

Art

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Design I	9 10 11 12	1.0
Printmaking (NHS)	9 10 11 12	0.5
School Aesthetics Class	9 10 11 12	0.5
Ceramics & Sculpture	10 11 12	0.5
Creative Development (CHS)	10 11 12	0.5
Design for Digital Media (EFA)	10 11 12	2.0
Also available as an evening class		0.5
Design II	10 11 12	1.0
Design III	10 11 12	1.0
Jewelry	10 11 12	0.5
Advanced Jewelry	10 11 12	0.5
Media Arts: Fine Arts Film & Video (EFA)	10 11 12	2.0
Also available as an evening class		0.5
Advanced Multimedia Arts (EFA)	10 11 12	3.0
Advanced 2-D Art (EFA)	10 11 12	1.0
Available evenings during 1st semester		0.5
Advanced 3-D Art (EFA)	10 11 12	1.0
Available evenings during 2nd semester		0.5
Textiles (CHS)	10 11 12	0.5
Art & Design Career Skills (EFE)	11 12	2.0
IB Visual Arts SL	11 12	1.0
IB Visual Arts HL	11 12	2.0
IB Art Studio	11 12	0.5
Photography I – Visual Imaging (EFE)	11 12	2.0
Photography II – Visual Imaging (EFE)	11 12	2.0
Introduction to Media Design Online (EFA)	10 11 12	1.0
Four Weekends at the KIA (EFA)	10 11 12	0.5

Design I Full year/1.0 credit

This course is intended for the student who wants to gain a basic appreciation of art. Students will be exposed to a variety of art experiences such as drawing, painting, ceramics, printmaking, metal, and fiber projects. Students who discover a strong interest in art after taking Foundations of Art & Design, yet who do not wish to take one of the advanced courses, may repeat this class. Students are expected to show growth in the areas studied.

Printmaking (NHS) 1 semester/0.5 credit

This course will focus on design principles with a strong understanding of drawing and painting skills incorporated into varied prints in relief, intaglio, and collograph printmaking. Experience will occur using multiple media for several types of monotypes/monoprints. Cultural, historical and contemporary printmakers will be emphasized. Prints will be studied.

School Aesthetics Class (CHS) 1 semester/0.5 cr.

This one-semester course (that can be repeated), teaches practical application of aesthetic studies.

Students will study such areas as poster and layout design, stage set creation, curatorial exhibitions, mural making, and garden design that is motivated by the needs of the school community. Students will learn basic art concepts and task development while applying these same concepts to their environment.

Ceramics & Sculpture 1 semester/0.5 credit

This course's aim is advanced production of three-dimensional projects. Emphasis will be placed on hand-built and wheel-thrown functional clay projects and both additive and subtractive sculptural methods using select media such as wax, plaster, and wire. Evaluation emphasis is on craftsmanship and good design in three-dimensional art. All projects are dependent on available materials.

Creative Development (CHS) 1 semester/0.5 credit

This course develops one's creativity in both a personal and social context. Major units in listening, right/left hemispheric thinking, and mythic imagery will dominate. Activities will include a variety of methods with hands-on emphasis. This is a class for all students wishing to understand themselves and others better, to strengthen their mind and concept of self and develop ways to engage in the world in a more flexible and fulfilling experience. **Note:** This course is not open to freshmen.

Design II Full year/1.0 credit

This course is for the student who has a serious interest in art. It is not a general survey class but offers concentrated work using two-dimensional materials and/or multimedia (such as pencil rendering, pastel drawing, painting in oil, acrylic, and watercolor). Techniques for commercial art purposes can be taught, such as layout and drawing programs on the computer. Art history is integrated into the units.

Design III Full year/1.0 cr.

This course is a continuation of Drawing & Painting. A portfolio of work is to be presented for approval in order to take this course. More sophisticated applications of drawing and painting techniques and media are explored in relation to the study of historical and cultural artists. Sketchbook and reflective writings are a part of student development. This course helps students anticipate IB Visual Arts for future consideration. **Prerequisite:** Approved portfolio.

Jewelry 1 semester/0.5 credit

This course provides an opportunity to fabricate pieces that include soldering and multiple soldering,

inlay, stone setting, etching, and chain making. Lost wax casting is also included. This course is an ideal opportunity for pre-dental students to explore techniques in metals and casting. **Note:** This course may be repeated for more advanced work.

Advanced Jewelry 1 semester/0.5 credit

This course builds upon skills learned in Jewelry. More complex projects will be explored, as well as comprehensive designing for jewelry. Jewelry from other cultures, as well as other times, may serve as the basis for a variety of activities. Students will also be able to integrate new skill (lapidary, riveting, glass fusion, mold making, etc.) to their project designs.

Textiles (CHS) 1 semester/0.5 credit

In this course, fiber as an art form is stressed. Projects in weaving, coiling, basketry, soft sculpture, batik, and macramé from natural materials are offered. Advanced students are required to intensify their specialty areas and deepen their skills. (Example: Beginning weavers must learn five different weaves; advanced students learn pattern weaving with a four-harness loom.) **Note:** This course may be repeated for more advanced work.

IB Visual Arts SL (W) Full year/1.0 credit

IB Visual Arts HL (W) 2 Full years/1.0 cr. per yr.

These courses are offered for those interested in enhancing their portfolios by encouragement of continuing a more sophisticated concentration of study. The open-ended student- and teacher-directed units will be designed to challenge each artist/student in fields such as philosophy, anatomy, psychology, music, history, and culture. Visits to galleries, museums, local libraries, and on-site experience with field trips and professional artist contacts will be meaningful in the development of a sophisticated critical attitude toward all forms of visual experience supported by extensive research. **Recommended:** A strong B average or better attained in a minimum of one year of previous study in high school art.

IB Art Studio 1 semester/0.5 credit

IB Art Studio is used as work time for IB portfolio development. This course requires permission from the instructor. IB Art Studio may be repeated another semester but also requires permission from instructor. Grade based on effort.

EFE & EFA List of Courses Taught Off PPS

Campus:

Design for Digital Media (EFA)

Full year/2.0 credits*

This course teaches student to create artworks using computers as tools and learn how art communicates emotions and ideas. Projects include digital photography, photo manipulation, art for the Internet, stereo 3D images, digital painting, and combining traditional media with new technologies. Field trips and visiting artists allow contact with real people using technology in visual art. ***Class also offered as a first semester, weekly Thursday evening☆ class 0.5 credit. Taught in the Arts Technology Lab at Kalamazoo Institute of the Arts or the Epic Center.**

Media Arts: Fine Arts Film & Video (EFA)

Full year/2.0 credits*

Media Arts introduces students to the creation and study of time-based media in video and film. They work with the latest digital technology in creating a variety of works that help them mold and define their own personal visual style for innovative, artistic communication. **Recommendation:** General performing, literary or visual arts, media or computer arts background helpful. **Taught in the Arts Technology Lab at the Epic Center or in technology lab at Vicksburg High School. *Class also offered as a second semester, weekly Thursday evening☆ class, 0.5 credit.**

Advanced Multimedia Arts (EFA) Full year/3.0 cr.

This course is the continued study of new art forms made possible through the use of new technologies integrating video, music, sound, film, still images, and interactive media. Work individually or in small groups to create time based and interactive artworks ranging from art for the Internet, interactive video, experimental film, new media installations, performances, and many other possibilities. **Prerequisites:** Successful completion of Media Arts: Fine Arts Film & Video, Design for Digital Media, or Music for Life passed with a minimum B average and consent of instructor. **Taught in the Arts Technology Lab at the Epic Center.**

Advanced 2-D Art (EFA) Daily Spring Sem./1.0 cr.

Evenings Fall semester/0.5 credit*

This course provides in-depth exploration of advanced 2-D techniques including drawing and

design, printmaking, watercolor, acrylics and other media. Portfolio preparation and public exhibition opportunities are available. Work with a variety of professional artists in modern studio facilities and resources at the KIA. Tuition is paid by EFA. The \$50.00 membership/lab materials fee may be waived for eligible students. Credit may be arranged through high school art or guidance departments for evening class. Limit 15 students. ***Class meets Wednesday evenings☆ for 12 weeks, September through November. Taught at the Kalamazoo Institute of Arts.**

**Advanced 3-D Art (EFA) Daily Fall Sem./1.0 cr.
Evenings Spring semester/0.5 cr.***

This course provides in-depth exploration of advanced 3-D techniques including sculpture, ceramics, modeling, carving and casting processes, using a wide range of materials, creating representational and abstract works. Portfolio preparation and public exhibition opportunities are available. Work with a variety of professional artists in modern studio facilities and resources at the KIA. Tuition is paid by EFA. The \$50 membership/lab materials fee may be waived for eligible students. Credit for evening class may be arranged through high school art or guidance departments. Limit 15 students. ***Class meets Wednesday evenings☆ for 12 weeks, January through March. Taught at the Kalamazoo Institute of Arts.**

☆Students enrolled in the evening class for credit must be co-enrolled in a Fine Arts class.

**Art & Design Career Skills (EFE) (W)
Full year/2.0 credits**

This course explores careers for students in the Art Career pathway. The curriculum emphasizes students developing an individual art portfolio, winning scholarships for college, preparing for job readiness, computer - aided art training, traditional drawing and design skills. Topics include skill training in composition, design and color theory, drawing and painting techniques, airbrush, illustration, lettering, figure studies, advertising, design, animation, fashion design, and interior design. In the Design Studio setting of the class, students have their own drawing table and the use of an extensive art computer lab with professional level computers. Computer - aided training can include web design, animation, imaging, illustration, and desktop publishing. **Taught at Kalamazoo Central High School.**

**Photography I - Visual Imaging (EFE)
Full year/2.0 credits**

This course is designed to focus on teaching basic black and white 35mm photography and darkroom techniques as well as introductory skills in visual imaging. The three general areas of photo composition, camera use, and film and paper processing will be highlighted. Students learn how to mount and display their various photo assignments. Information on photography careers and future trends in photography is also included. **Taught at Kalamazoo Central High School.**

**Photography II – Visual Imaging (EFE)
Full year/2.0 credits**

This course expands the teaching of 35mm black and white photography and darkroom techniques. Advanced black and white darkroom procedures, matting and display of photographs, alternative processes, toning prints, hand coloring photographs, and digital imagery are topics covered in the course assignments and curriculum. Critical discussion about concept and process are a regular part of each assignment and essential components of the art, craft, and professionalism in the career training and development of students. Careers, post-secondary training, and the history of photography are a part of this class as well. **Taught at Kalamazoo Central High School.**

**Introduction to Media Design Online (EFA)
1 semester/1.0 credit**

In this online class, students will learn about digital photography, digital video, and animation, including photographic composition, exposure, file sizes and formats, motion, and other related concepts. They will learn techniques in Photoshop such as color adjustment, brushes and other tools, selection and movement, layers, and more, as well as how to use iMovie. We will also discuss using these concepts and techniques in an online environment and some of the issues to be aware of when sharing images and videos on the web. Projects created in the class will include several Photoshop compositions, several short video pieces, a stop-motion animation using digital photos or drawn Photoshop frames, and a final project, on a topic of their choice, which utilizes most or all of the skills learned in the class. This course offers students the opportunity to fulfill their Visual, Performing, Applies Arts credit and their online course requirement. Students have the opportunity to work at the time of their choosing. Access to

computer labs will be made available to students during the semester in conjunction with KVCC, Epic Center, KIA and high school.

Four Weekends at the KIA (EFA)

Full Year/0.5 credit

EFA offers a new program in the visual arts which will meet four weekends during the school year . . . once each quarter . . . in the studios and galleries of the Kalamazoo Institute of Arts. Each segment of the class will consist of in-depth exploration of one artistic medium: Ceramics, Glass Blowing, Monoprints or Figure Drawing for examples. Each unit of study and practice will be led by a master artist from the community who specializes in that specific medium or technique. Class sessions will also explore related works selected from the permanent collection or traveling exhibitions at the KIA. Students will develop works in each medium for public exhibition and/or portfolio presentation for post-secondary placement. Class will meet on selected Saturdays and Sundays for 15 hours each of the four weekends. Dates and times TBA. Previous course work in drawing and design highly recommended.

Business/Computers

COURSE	GRADE(S)	CREDIT
Introduction to Business	9 10 11 12	0.5
Business Mgmt. & Adm. I (EFE)	9 10 11 12	1.0
Keyboarding, Skillbuilding & Applications	9 10 11 12	0.5
Computer Applications	9 10 11 12	0.5
Accounting/Finance I (EFE)	10 11 12	1.0
Business Law	10 11 12	0.5
Business Mathematics	10 11 12	1.0
Business Mgmt. & Adm. II (EFE)	10 11 12	1.0
Computer Programming	10 11 12	1.0
Multimedia/Desktop Publishing	10 11 12	0.5
Web Page Design (EFE)	10 11 12	0.5
Marketing (EFE)	10 11 12	1.0
Business Mgmt. & Adm. III (EFE)	11 12	1.0
Accounting/Finance II (EFE)	11 12	1.0
Entrepreneurship (EFE)	11 12	1.0
IB Business & Management SL	11 12	1.0
Adv. Marketing (EFE) NHS	12	1.0
Courses Taught Off PPS Campus		
Banking (EFE)	11 12	1.0
Computer Technology (A+) (EFE)	11 12	2.0
Dynamic Web Programming (EFE)	11 12	2.0
Web Graphics (EFE)	11 12	2.0
Web Page Development (EFE)	11 12	2.0
Hotel, Restaurant & Travel Mgmt. I (EFE)	11 12	2.0
Computer Network Admn. (Net+) (EFE)	11 12	2.0
Computer Technology II (EFE)	12	2.0
Introduction of Media Design On-line (EFA)	10 11 12	1.0
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (Co-Op) (EFE)	11 12	1-3

Introduction to Business 1 semester/0.5 credit

This course enables the student to develop an understanding of our American business system and its role in our economic society by studying such things as banking services, business and the economy, business organizations, careers and your place as a consumer in today's society.

Business Law 1 semester/0.5 credit

This course attempts to introduce the learners to our legal system as it relates to the business world. The following will be studied: torts, contracts and agreements, warranties, product liability, credit, landlord and tenant agreements, wills, rights and remedies. Students will be required to apply their learning by briefing real life cases to solve legal problems.

Business Mathematics Full year/1.0 credit

This course will prepare the student to successfully conduct business transactions, develop personal financial goals, and examine financial decisions such as purchasing a car and or a home. The student gets

an early introduction to handling "adult responsibilities" such as establishing good credit, paying income taxes and property taxes, budgeting finances, etc. The course uses mathematical applications including addition, subtraction, multiplication, and division. Although these math skills are basic, the student is challenged to use the correct data in problem-solving questions to arrive at the correct answer.

Keyboarding, Skillbuilding & Appl. 1 sem./0.5 cr.

This course provides students with the opportunity to learn touch control of the computer and/or typewriter alpha/numeric keyboards. Touch-typing skill focuses on accuracy, rhythm, and letter-recognition based speed. The skillbuilding phase of the course concentrates on improving speed and accuracy, and the application phase emphasizes introduction to basic word processing formats such as letters, reports, tables, centering, etc. KSA is a foundation for future education and for personal and professional use.

Computer Applications 1 semester/0.5 credit

This course is designed to give students the ability to apply classroom technology in a useful, practical way. Students will be exposed to Word, Excel, PowerPoint, and Publisher. Classroom instruction will include documents used in daily situations such as letters, resumes, reports, presentations, flyers and spreadsheets. This course prepares students to format and design work that is used in the home, school, and office environments. **Recommended:** Keyboarding, Skillbuilding & Applications.

Computer Programming Full year/1.0 credit

This course is designed to teach the student basic programming concepts using Microsoft Visual Basic language and then applying that knowledge to actual, hands-on projects of their own design. **Recommended:** Keyboarding, Skillbuilding & Applications; Algebra.

Multimedia/Desktop Publishing 1 semester/0.5 cr.

This course is designed to allow students to master Adobe Photoshop, Paintshop Pro, and Adobe Pagemaker. The students will then apply their mastery of these programs by completing projects using digital cameras, digital movie cameras, and web pages. **Recommended:** Keyboarding, Skillbuilding & Applications.

Web Page Design (EFE) (W) 1 semester/0.5 credit

This course introduces students to the basics of creating Internet content. Students will gain experience with HTML, web design software tools, and graphic design through the creation of web pages and elements. Students participating in this course will learn about ethics, etiquette, and copyright issues involved in posting materials in a global media.

Recommended: Computer Applications or Multimedia/Desktop Publishing.

Accounting/Finance I (EFE) (W)

Full year/1.0 credit

This course provides students with entry-level skills basic to accounting departments in small businesses. Skills in starting accounting systems, recording business transactions for sole proprietorships and partnerships, practicing petty cash and payroll procedures are introduced using both manual and computerized methods. **Articulated credit with KVCC, Baker and Davenport College.**

Accounting/Finance II (EFE) (W) Full year/1.0 cr.

This course provides students with advanced technical and procedural accounting skills. Students are given the opportunity to become proficient in automated systems and advanced application, which require greater analysis and decision-making. Specific competencies include departmentalized accounting procedures, completing a payroll, budgeting and computerized accounting. **Articulated credit with KVCC, Baker and Davenport College.**

Business, Management & Administration I (EFE) (W)

Full year/1.0 credit

This year-long course provides students with a solid foundation of business skills, knowledge, and understanding that are necessary for success in a global society. Computers are integrated into the classroom. Through exposure to projects dealing with communications, mathematics, workplace know-how skills, problem solving, decision-making and critical thinking, students will be able to solve business problems that occur in the working environment. Students will create portfolios that can be used for job interviews. **Articulated credit with KVCC, Baker and Davenport College.**

Business, Management & Administration II (EFE) (W)

Full year/1.0 credit

This course is for the students that have completed Business, Management & Administration I. Students will continue to use computers to complete assignments in the year-long course. In the first semester, computers are integrated into the classroom work environment where students are exposed to a variety of business functions: human resource management, corporate communication, research and development, marketing sales and customer support, finance, legal services, and information technology. During the second semester, students will work together in work groups, departments and specialized teams. Students will update portfolios, participate in job shadowing, and field trips. **Articulated credit with KVCC, Baker and Davenport College.**

Business, Management & Administration III (EFE) (W)

Full year/1.0 credit

This year-long course has been designed for students who have completed either Business, Management & Administration I or II classes. Students will have a learning experience designed to give them a unique and challenging opportunity to work in a “real” world situation while enrolled in BMA. This class is project-oriented. Students will utilize workplace know-how skills, technology skills, and employability skills. Decision-making, problem solving and workplace know-how skills are also emphasized. The course will also look at the role of individuals and groups within organizations. **Articulated credit with KVCC, Baker and Davenport College.**

Marketing (EFE) (W)

Full year/1.0 credit

This course is recommended for those students interested in the promotional side of the business world. It is a yearlong course which will expose students to those techniques businesses use to persuade consumers to buy products or use services. The class is project-oriented. Units covered include advertising, display, sales, global marketing, design, job interviewing and application. This class is especially useful for those who plan to take Marketing Co-op their junior or senior year or pursue a career in business. **Articulated credit with KVCC, Baker and Davenport College.**

Entrepreneurship (EFE) (W) Full year/1.0 credit

This course is designed to prepare those students with career goals in business, either in management or as a business owner. Also, it offers instruction for those students in the Marketing Co-op program. During this year long course, students will be exposed to the various types of business ownership, activities that all businesses must involve themselves in, along with the various types of management and leadership styles, the stock market, banking and investing. Students will also complete projects in Entrepreneurship preparing them for opening up their own business. **Articulated credit with KVCC, Baker and Davenport College.**

Adv. Marketing (EFE) (W) Full year/1.0 credit

This course provides students with the opportunity to operate the school store during lunch periods. Students will also study the same curriculum offered in the Entrepreneurship class. **Taught at Portage Northern High School.**

IB Business & Mgmt. SL (W)

Full year/1.0 credit

This course explores how and why individuals form organizations, their types, problems, and life cycles. Although the courses center around business organization, the principles can be extended to other forms of organizations. The principles and skills involved are focused on the decision-making process. The interdependency of organizations and its effect on problem solving is also studied. The courses will also look at the role of individuals and groups within organizations. Four areas of emphasis are international organization, marketing, human resources, and accounting.

EFE List of Courses Taught Off PPS Campus:

Banking (EFE) Full year/1.0 credit

This course will include budgets, financial responsibilities, interest rates, and debt to income ratios. Students will perform a wide variety of customer service tasks that are used in banks, insurance agencies, savings and loan companies, and related enterprises. **Taught at Galesburg-Augusta High School.**

Computer Technology (A+) (EFE)

Full year/2.0 credits

This course will concentrate on the requirements of CompTIA A+ industry recognized certification. Study will include hardware standards, computer hardware components, software standards, software installation, software configurations, and trouble shooting (hardware and software.) The class is primarily hands - on with emphasis on PC hardware, software, and Operating Systems. **Taught at Loy Norrix IT Academy.**

Computer Network Admn. (Net+) (EFE)

Full year/2.0 credits

This course will concentrate on the requirements for the CompTIA Network + certification. Study will include network topologies, the Open System Interconnection (OSI) Model network, protocol standards, wiring standards, network operating systems, workstation configuration, and advanced topics. The class is primarily theory with hands - on labs. Some topics from the Computer Technology I class will be covered but not in great detail. **Taught at Loy Norrix IT Academy.**

Computer Technology II (EFE)

Full year/2.0 credits

This course will concentrate on the requirements of the CompTIA DHTI+ (Digital Home Technology Integrator) industry recognized certification. Study will focus on Digital Home Integration of Audio, Video, computer Technology and other home technology equipment. This will be a hands-on course where students will learn how to seamlessly incorporate technology such as IPOD's, Home Theater, and Home Networking into the home automation concept. This is cutting edge career that is expected to triple in demand over the next four years. Successful completion of Computer Tech I or Network Administration I and teacher approval are required. **Taught at Loy Norrix IT Academy.**

Dynamic Web Programming (EFE)

Full year/2.0 credits

Students in this course will program simple computer games to demonstrate advanced business-to-business programming possibilities with PHP. The course is designed for students who want to prepare for challenging careers in dynamic web page design or game programming. Graduates of this program will be able to continue on to a 2-year or 4-year

technology degree program in college or at a video game programming school. This course will concentrate on programmable web interfaces to data stored in a MySQL database using a WAMP (Windows-Apache-MySQL-PHP) interface and/or a LAMO (Linux-Apache-MySQL-PHP) interface. Students will learn how to download, install, and configure all of the pieces of the WAMP/LAMP platform and the fundamentals of structured programming. As part of the course the CompTIA I-NET+ objectives will be covered along with many of the CompTIA LINUX+ objectives. **Taught at Loy Norrix IT Academy.**

Hotel, Restaurant & Travel Mgmt. (EFE)

Full year/2.0 credits

This course is designed to provide a basic understanding of the hospitality industry and related careers. In addition to course work, students will participate in job shadowing experiences. HRTM is one of America's fastest growing industries and some areas of study in this program include lodging and restaurant operations and management, travel and tourism planning, and food and beverage management. **Taught at the Rose Street Market.**

Web Graphics (EFE) (W) Full year/2.0 credits

This course teaches the basic fundamentals of graphic design, including computer layout, drawing and photo manipulations tools, image formats, typography, and basic color principles. By the end of the course, students will be creating and manipulating graphics using Macromedia Fireworks that compliment their web design schemes. In addition, students will use Macromedia Flash to create their own movies. As in a business setting, organization and teamwork skills will also be an important requirement. **Taught at Vicksburg High School.**

Web Page Development (EFE) Full Year/2.0 credits

This course provides students with web - page development and design skills. Student projects will include producing a personal web page and producing HTML programming codes. Students will become proficient in the use of the software suite Dreamweaver MX for creating and editing web pages. Students will create an electronic portfolio that can be used in a job interview and/or for a college review board. **Taught at Vicksburg High School**

Introduction to Media Design Online (EFA)

1 semester/1.0 credit

In this online class, students will learn about digital photography, digital video, and animation, including photographic composition, exposure, file sizes and formats, motion, and other related concepts. They will learn techniques in Photoshop such as color adjustment, brushes and other tools, selection and movement, layers, and more, as well as how to use iMovie. We will also discuss using these concepts and techniques in an online environment and some of the issues to be aware of when sharing images and videos on the web. Projects created in the class will include several Photoshop compositions, several short video pieces, a stop-motion animation using digital photos or drawn Photoshop frames, and a final project, on a topic of their choice, which utilizes most or all of the skills learned in the class. This course offers students the opportunity to fulfill their Visual, Performing, Applies Arts credit and their online course requirement. Students have the opportunity to work at the time of their choosing. Access to computer labs will be made available to students during the semester in conjunction with KVCC, Epic Center, KIA and high school.

Registered Apprenticeship (EFE) Full yr./1-3 cr.

Employers sponsor students through the Federal Bureau of Apprenticeship Training for a skilled traded. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom instruction at school. Upon high school graduation, courses are continued at a post-secondary institution. While in this apprenticeship, the student will:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay, while earning a journey person's card; and
- Will be evaluated every making period by his/her employer.

Cooperative Education (EFE) Full year/1-3 credits

Cooperative Education is an opportunity for students to "earn while they learn." Co - op is a method of instruction, through written cooperative arrangements between school and employers, providing students

with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least one semester of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It's a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay; and
- Will be evaluated every marking period by his/her employer.

Prerequisite: EFE/CTE related class. Successful completion of one semester and continued concurrent enrollment or EFE/CTE completer status.

NOTE: Students are not to be officially enrolled in co - op until the Co - op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

English

COURSE	GRADE(S)	CREDIT
English 9	9	1.0
Honors English 9	9	1.0
English Prep/Speech 10	10	1.0
English 10	10	0.5
Speech 10	10	0.5
Honors English/Speech 10	10	1.0
English Prep 11	11	1.0
English 11	11	1.0
IB English I HL	11	1.0
English Prep 12	12	1.0
English 12	12	1.0
IB English II HL	12	1.0
ELECTIVES	GRADE(S)	CREDIT
Debate	9 10 11 12	0.5
Advanced Argumentation & Debate	10 11 12	0.5
Dramatics 1	9 10 11 12	0.5
Dramatics 2	10 11 12	0.5
Forensics 1	9 10 11 12	0.5
Forensics 2	10 11 12	0.5
Journalism 1	9 10 11 12	0.5
Journalism 2	9 10 11 12	0.5
Adv. Prfm. Wrksp. in Music Theatre (EFA) (CHS)	10 11 12	2.0
Creative Writing	11 12	0.5
IB Theatre Arts SL (NHS)	11 12	1.0
Theatre Technology Apprenticeship (EFE)	11 12	2.0
TV Production and Broadcasting 1 (EFE)	12	2.0
TV Production and Broadcasting 2 (EFE)	11 12	2.0
TV Broadcasting (NHS)	11 12	0.5
TV Internship (NHS)	11 12	0.5
Radio Broadcasting (EFE)	11 12	2.0
Drama, Screen Writing & Performance Poetry (EFA)	10 11 12	2.0

English 9 **Full year/1.0 credit**

This course integrates the study of literature, composition, grammar, vocabulary, and speech to address the theme “characters in conflict.” Students can expect to read literary works of varying lengths including novels, short stories, nonfiction, essays, and poetry. Literary terms and literary analysis will both be a vital part of the study of literature. Students can expect frequent reading assignments. Grammar and vocabulary study will help prepare students for the SAT and/or ACT. Students will write a variety of expository papers. This course is designed to prepare students for meeting an assortment of future challenges.

Honors English 9 (W) **Full year/1.0 credit**

This course incorporates the same study areas as English 9; however, it is far more rigorous. It will move at a faster pace. Students should expect to do

homework every night. Honors English 9 is not a class for the non-reader or the reluctant reader. Many of the literary works are more complex and require a deeper analysis than those in English 9. In addition, students will be required to complete summer reading before the school year begins. Failure to complete these works before the start of school will put a student at a distinct disadvantage. Self-motivated learners will do well in this challenging environment which is intended to prepare students for Honors English 10 and the International Baccalaureate program.

English Prep/Speech 10 **Full year/1.0 credit**

This one-year elective course meets the same requirements as both English 10 and Speech 10. The program integrates Reading Renaissance and Accelerated Reader activities with writing, speaking, and listening, providing experiences necessary for meeting the standards of the MEAP. Compositions will give continued practice using the writing process. The speech portion will offer students practical instruction in the fundamentals of oral communication and active listening. This course also incorporates activities to develop students’ skills in writing, speaking, listening, and group work to prepare them for college and the workplace.

English 10 **1 semester/0.5 credit**

This course integrates the study of literature with continued practice in the writing process. The literary selections will provide students with background in literary allusion stories, fables, myths, and legends from a variety of cultural sources that will provide context for references students will encounter both in future literature study as well as in the real world.

Speech 10 **1 semester/0.5 credit**

This course offers students practical instruction in the fundamentals of oral communication and active listening. Students learn and practice the process of applying various individual and group speech formats while developing good vocal, physical, and listening habits. Experience in interviewing and in taking a leadership role is also an aspect of this program. Good writing and organizational skills continue to be addressed.

Honors English/Speech 10 (W) **Full year/1.0 credit**

This one-year integrated, rigorous elective course extends the core of both English 10 and Speech 10. It

is especially designed to give students the skills needed to succeed in IB English courses in the 11th and 12th grades. This is a class for students who love to read. Students can expect to do far more reading and writing than in English 10. Students will study topics in greater depth. Consequently, assignments are more complex. Expectations for quality student products and performances are also higher. Self-motivated learners who always do their homework will do well in this challenging environment. As preparation for Honors English/Speech 10, students will be required to complete summer reading prior to the start of school.

English Prep 11 **Full year/1.0 credit**

This one-year elective course meets the same requirements as English 11. The program integrates Star Reading and Accelerated Reader activities with writing, speaking, listening, and problem solving, providing experiences necessary for meeting the standards of the MEAP. The literary selections incorporate a global view of literature with an emphasis on American literature, both past and present. Good writing and organizational skills will be addressed in all portions of the course. The program also incorporates activities to develop students' skills in writing, speaking, listening, and group work to prepare them for college and the workplace.

English 11 **Full year/1.0 credit**

This college preparatory course integrates reading, writing, speaking, listening, and problem solving. It incorporates a global view of literature with an emphasis on American literature, both past and present, and its relationship with literature from around the world. Students can expect to write several analytical compositions. These will include an analysis of character, conflict, theme, symbolism, and literary techniques. In addition, students will write reflective pieces, culminating in a personal analysis that could be used as a college admissions essay. This course will provide students with opportunities to develop language arts skills needed for college and the workplace.

IB English I HL (W) **Full year/1.0 credit**

This advanced, highly rigorous, elective course is for motivated students who are looking for a challenging English language arts curriculum. This course, when followed by IB English II HL, leads to the IB English

test. Students are required to read at least seven major works of literature by different authors. Course work will focus on narrative techniques and literary elements. Writing assignments will include literary comparisons and analyses of the works studied. Two world literature papers between 1000 and 1500 words will be assessed by the IBO. Additionally, this course includes a variety of oral activities and formal oral assessments.

English Prep 12 **Full year/1.0 credit**

This one-year elective course meets the same requirements as English 12. The program integrates Reading Renaissance and Accelerated Reader activities with writing, speaking, listening, problem solving, and formal analytical research using MLA documentation. It incorporates a global view of literature with an emphasis on British literature, both past and present, and its interrelationship with literature from around the world. Writing emphasizing the integration of personal and research evidence will be used. This course also incorporates activities to develop students' skills in writing, speaking, listening and group work to prepare them for college and the workplace.

English 12 **Full year/1.0 credit**

This college-preparatory course integrates reading, writing, speaking, listening, problem solving, and formal analytical research using MLA documentation. It incorporates a global view of literature with an emphasis on British literature, both past and present, and its interrelationship with literature from around the world. Writing assignments will emphasize the integration of personal and research evidence. This course will provide students with opportunities to develop language arts skills needed for college and the workplace.

IB English II HL (W) **Full year/1.0 credit**

This is an advanced, fast-paced, highly rigorous elective course for motivated students who are looking for a challenging English language arts curriculum. Students are required to read at least eight major works. Course work will include in-depth study of poetry and Shakespearean text and the analysis of authors' style and voice. Literary explication and commentary of prose and poetry, both studied in class as well as read outside of class, form the basis of writing assignments. Additionally,

these activities lead to an individual oral commentary that is assessed by the classroom teacher and monitored by the IBO. Completion of this course prepares students to take the IB English test offered in the spring.

ELECTIVES

Debate 1 semester/0.5 credit

This course is designed for students who like a challenge and are looking for a course that will lead to the development of research and argumentation skills. In class, students will research and debate a nationally selected topic. Great stress will be placed upon developing critical thinking skills. Discussion questions will be studied and competitive opportunities are available.

Advanced Argumentation & Debate 1 sem./0.5 cr.

This course is for students who wish to continue Debate.

Dramatics 1 1 semester/0.5 credit

This course provides students with instruction in the academic, technical, and performance aspects of drama. Components of the course include the history of drama, dramatic genres, acting and improvisation, stage movement, and theatrical production. Students will experience drama both as literature and as one of the fine arts.

Dramatics 2 1 semester/0.5 credit

This course is for students who wish to continue Dramatics.

Forensics 1 1 semester/0.5 credit

This course offers participation in individual speech events as well as preparation, practice, and competition in forensics events and tournaments. Students will experience public speaking events: extempore, impromptu, sales, oratory, informative speaking, and broadcasting. Students will also experience interpretive events: drama, prose, duo, multiple, and storytelling.

Forensics 2 1 semester/0.5 credit

This course is for students who wish to continue Forensics.

Journalism 1 1 semester/0.5 credit

This course is for students who see themselves eventually becoming part of the advanced journalism course (Journalism 2), which is responsible for producing the high school newspaper. Students who complete this course are not automatically eligible to take Journalism 2. Journalism 1 introduces students to the role newspapers play in a free society and First Amendment issues. Units covering interviewing, lead writing, straight news writing, feature writing, and sports writing are introduced. Proofreading and copy-editing skills are emphasized. Some articles produced by Journalism 1 students may be published in the school newspaper. Students learn the fundamentals of newspaper layout and design. Students are also encouraged to assist in the sale of the school newspaper following its production.

Journalism 2 1 semester/0.5 credit

This course is centered on the production of the school newspaper, including its writing, editing, layout and publication. Students may be placed in various positions depending on their strengths—writing, editing, photography, etc. (At PH only—Students are required to go into the community to sell advertising in addition to their responsibilities within the class.) Some students will be given editorial responsibilities. The journalism teacher approves the admission of students who have not taken Journalism 1. **Note:** This course may be repeated.

Recommended: Journalism 1.

Adv. Musical Theatre Workshop (EFA)

Full year/2.0 credits

This course is a workshop in which students will experience an in-depth study of musical theatre in order to enhance their appreciation of the genre and to improve their practical performance skills in acting, and vocal and dance performance. Mentored by theatre, vocal, and dance educators, and guest artists, students in a workshop format will have the opportunity to explore, perform and critique various aspects of musical theatre from the past to the present. **Taught at Portage Central High School.**

Creative Writing 1 semester/0.5 credit

This course is for those who wish to express themselves creatively and imaginatively in such literary forms as the short story, poem, and the one-act play. The student should be reading at the 11th or 12th grade level, should be producing quality writing

and have the ability to analyze the written word. Continued reading, as well as the keeping of journals, will be done as sources of ideas for expression. Rather than teaching students how to write, the emphasis will be on teaching students how to teach themselves to write. This course will not, however, prepare a student for the academic expository writing likely to be faced in college.

IB Theatre Arts SL (NHS) (W) Full year/1.0 credit

This course aims systematically to teach the art and nature of the theatre. Both through classroom instruction and performance, the course will help students to interpret scripts, critique others' and their own work as well as develop their own acting techniques before an audience. Students will also focus on major developments and techniques in the theatrical history of cultures other than their own. Finally, students will acquire sufficient technical skill to produce quality work in at least one of the theatrical arts or crafts, as well as understand the basic processes of theatrical production.

TV Internship (NHS) 1 semester/0.5 credit

This course carries the theme "On with the Show!" Students will have real life experiences as they produce, direct, and edit TV shows for school-wide and classroom use as well as for Cable Access programming. The life skills upon which the course will focus are initiative, creativity, responsibility, and organization. The course will provide students with special talents in the field of TV broadcasting and who desire careers in TV production with real hands-on experiences. **Recommended:** TV Broadcasting.

EFE/EFA Courses Taught Off PPS Campus:

ELECTIVES

Theatre Tech. Apprenticeship (EFE)

Full year/2.0 credits

This work experience opportunity takes students behind the stage in an internship experience, allowing students the opportunity to enroll as an apprentice and work with various industry professionals. Comprehensive and expert insight in the activities associated with all types of entertainment production is provided. **Taught at Kalamazoo Civic Theatre.**

TV Production and Broadcasting 1 (EFE)

Full year/2.0 credits

This course is designed for students interested in the exciting technology - driven world of video production. Students will learn by experience how to create a TV production in the studio as well as at remote sites and cablecast this production on the Access channels. To accomplish this, students will first learn about and do the following: camera operation, three - point lighting, computer generated animation and graphics, audio mixing, video switching, storyboarding, editing techniques, and special effects lighting and shooting. In addition, students will learn about various careers and salaries in the video production and broadcasting industry. **Taught at Kalamazoo Community Access Center at the Epic Center.**

TV Production and Broadcasting 2 (EFE)

Full year/2.0 credits

This course is designed for students to effectively use video as a communication tool and to build on skills previously learned. Students will learn how to produce video that is relevant to their lives, school, friends and their concerns. Specific production skills taught will include cartoon style computer animation, advanced lighting techniques, advanced audio techniques, as well as advanced studio and remote production skills. Special focus will be on communicating video production ideas between the various crew positions. Students will be trained to operate the Community Access Center's advanced edit suite. **Taught at Kalamazoo Community Access Center at the Epic Center.**

Radio Broadcasting (EFE) Full Year/2.0 credits

Students in this course gain work experience on a student-run and managed radio station, 89.9 FM WKDS. This course explores all aspects of the radio broadcasting industry including radio production, being an on air personality, marketing, sales, promotion, engineering, and writing for radio news which features the National Public Radio training series. Students are responsible for weekly radio production work and assume the various roles that support a radio station. The course explores the history of the industry and will focus on broadcasting careers and future trends in the field. This course may be taken for 2 years. **Taught at Kalamazoo Community Access Center at the Epic Center.**

Drama, Screen Writing & Performance Poetry (EFA)

Full year/2.0 credits

Write it! Stage it! Film it! Students will work with professional creative writers, theatre and multi-media artists to develop student artistic visions from page to live performance to video production. The class will work on three major projects: Performance Poetry, Playwriting and Screen Writing. **Taught at the Epic Theatre in the Epic Center.**

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Family & Consumer Science

COURSE	GRADE(S)	CREDIT
Health/Freshman Focus	9	1.0
Nutrition/Foods	9 10 11 12	0.5
Child Development	9 10 11 12	0.5
Child Issues	10 11 12	1.0
Health	10 11 12	0.5
Interior Design	10 11 12	0.5
Family Sociology	11 12	1.0
Early Childhood Education (EFE)	11 12	2.0

Health/Freshman Focus **Full year/1.0 credit**

The school district strongly recommends this course for all 9th graders. It is designed to provide all 9th graders with a positive transition from middle school to high school. Decision-making techniques are used to help students make positive choices. Special attention is focused on meeting state required technology standards through projects. Topics covered include mental health, substance abuse, nutrition, diseases, suicide prevention, human reproduction, family planning, sexually transmitted infections, and anger/conflict/peer pressure management. Course improves study skills, provides opportunities for career exploration, interests, skills and abilities.

Nutrition/Foods **1 semester/0.5 credit**

In this course, food will be studied and explored as a source of nutrition for health, as an economical alternative to fast food and as an art form. This course provides life-long benefits for the student who enjoys working with and studying the chemical make-up of food. Students will learn lifelong skills for food preparation. Students will be encouraged to make healthy food choices and change risky behaviors through an action-oriented process. This course includes many labs, hands-on projects and a compiled cookbook of recipes using technology.

Child Development **1 semester/0.5 credit**

This one-semester course is designed to introduce students to the development of children and the interaction that parents and caregivers provide. Birth, pregnancy, and ages and stages of children will be studied through parenting skills, problem solving techniques and management. Hands on activities, “Baby Think It Over” art projects, including storybooks and learning to read to children, are part of this course. Ages and stages of children will be studied through management skills, parenting and

problem-solving techniques, hands-on activities, projects and observations.

Child Issues **Full year/1.0 credit**

This course is a must for every man or woman who plans on being a parent or working with children, teens, or adults. Coursework enhances understanding of oneself and others. Studies in this area give the students the edge needed to excel. Issues relevant for today will be discussed including the effects of relationship and environment on individuals and groups. Emphasis is placed on the social, emotional, mental and physical development. Parenting/child care techniques and child management will be studied using discussions, activities, art projects, “Baby Think It Over,” opportunities for working with children in a playschool and hands-on projects.

Health **1 semester/0.5 credit**

This course is for students who did not take Freshman Focus/Health as 9th graders. Decision-making techniques are used to help students make positive choices. Special attention is focused on meeting state required technology standards through projects. Topics covered include mental health, substance abuse, nutrition, diseases, suicide prevention, human reproduction, family planning, sexually transmitted infections, and anger/conflict/peer pressure management.

Interior Design **1 semester/0.5 credit**

In this course, students learn how one’s home can play a significant role in improving quality of life. Skills to enhance the aesthetic and monetary value of the home will be taught. Students will study housing styles and apply the elements and principles of design to decorating the home. Practical application of these elements and principles will be applied to complete design projects.

Family Sociology **Full year/1.0 credit**

This course is essential for developing personal, family/parenting, and employability skills necessary for success in college and beyond. Units include: teamwork, initiatives for independence, personal dynamics, global perspectives, how to get/use/keep your money, problem solving, managing sexuality, understanding children, coping with stress, avoiding and handling personal and family crises, death and dying. Information is considered from three perspectives: the individual, the family, and the

society. To more effectively manage one's personal life and career, this course is a must.

EFE/EFA List of Courses Taught Off PPS

Campus:

Early Childhood Education (EFE)

Full year/2.0 credits

Students will prepare for employment opportunities that involve working with young children. Although childcare career preparation is the major emphasis, it is also a valuable course for students interested in elementary teaching. Students will gain experience through working in the on - site, state - licensed day care center and by job shadowing throughout the Kalamazoo area. Students have the opportunity to plan activities, apply basic principles of child guidance, and gain supervised job experience.

Taught at Loy Norrix High School.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Mathematics

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
General Recommendations (may vary based upon student's needs)		
From Math 8		
Algebra 1	9	1.0
Geometry	10	1.0
Algebra 2	11	1.0
Pre-Calculus or Math Elective	12	1.0
From Math 8 (by teacher recommendation only)		
Algebra 1A/1B	9	1.0
Algebra 1C/Geometry A	10	1.0
Geometry B/Algebra 2A*	11	1.0
Algebra 2B/2C*	12	1.0
*Course descriptions will be published in the 2009-2010 Program of Studies and will follow the Michigan Course Expectations.		
From 8th Grade Plus (if appropriate)		
Geometry	9	1.0
Algebra 2	10	1.0
Pre-Calculus	11 12	1.0
IB Mathematics SL/AP Calculus or Math Elective	11 12	1.0
International Baccalaureate (IB) Mathematics		
IB Mathematical Studies SL	11 12	1.0
IB Mathematics SL/AP Calculus	11 12	1.0
IB Mathematics HL	12	1.0
(May not be offered due to low enrollment)		
Other Mathematics Courses		
AP Statistics	12	1.0

All high school graduates are required to successfully complete three credits chosen from the offerings of the mathematics department and one math related course in their senior year. The mathematics department strongly recommends that courses be taken in sequential order and that a grade of "C-" or better be obtained at each level before advancing to the next level. Students following teacher recommendations and taking courses in the proper sequence tend to perform better than students taking courses out of order. College bound students should take 4 years of algebra-rich mathematics. A personal graphing calculator is highly recommended. The TI-83 (any model) is the model that is usually used for classroom demonstrations.

International Baccalaureate Program Overview:

IB Mathematical Studies SL:

This course caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students embarking on this course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes. The students most suited for this course are those whose main interests lie outside the field of mathematics. For many Mathematical Studies students, this will be their last formal mathematics course. Students are able to use their own inherent, logical thinking skills and do not have to rely on standard algorithms and remembered formulae. Math Studies students are required to complete a twenty-five hour individual project involving the collection and/or generation of data and the analysis and evaluation of that data. Students likely to need mathematics for the pursuit of further qualifications would be advised to consider an alternative IB mathematics course.

IB Mathematics SL/AP Calculus:

This course is structured for students who anticipate a need for a sound mathematical background in preparation for their future studies. It focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way rather than by insisting on mathematical rigor. The majority of concepts are included because they underpin important mathematical processes; these form a major part of the course. In some cases, concepts are included because they are essential to any further study in mathematics.

Mathematics SL/AP Calculus students are required to complete a portfolio, a collection of two pieces of work assigned by the teacher and assessed by the teacher and an external moderator. The assignments are based on different areas of the Mathematics SL/AP Calculus syllabus and represent mathematical investigation and mathematical modeling.

Students embarking on this course are expected to possess knowledge of basic concepts and be equipped with the skills needed to correctly apply simple

mathematical techniques. It is a demanding course since it contains a broad range of mathematical topics. The students most likely to select this course will be those who expect to go on to study subjects that have a significant mathematical content such as chemistry, economics, geography, psychology, and business administration.

Naturally, this course does not have the depth found in the Mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the HL course rather than the SL course.

IB Mathematics HL:

This course focuses on students with a strong background in mathematics who are competent in a range of analytical and technical skills. These students expect to include mathematics as a major component of their university studies either as a subject in its own right or within courses such as physics, engineering, and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging in its problems.

The nature of this course is such that it focuses on developing important mathematical concepts in a comprehensible and coherent way. This is achieved by a carefully balanced approach: students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts while, at the same time, being introduced to important concepts of rigor and proof.

An internally-assessed component, the portfolio, offers students a framework for developing independence in their mathematical development through engaging in mathematical investigation and mathematical modeling. Students will thus be provided with the means to ask their own questions about mathematics and be given the chance to explore different ways of arriving at a solution, either through experimenting with the techniques at their disposal or by researching into new methods. This process also allows students to work without the time constraints of a written examination and to acquire ownership of a part of the program.

This course is clearly a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, Mathematics SL/AP Calculus or Mathematical Studies SL. This course may not be offered due to low enrollment.

A Note on IB exams:

In Mathematical Studies SL, Mathematics SL/AP Calculus, and Mathematics HL, IB candidates are expected to have access to a graphic display calculator throughout the course. Mathematical Studies candidates should have access to a scientific calculator; the graphic display calculator used in other math courses will suffice. Calculators with any form of the following facilities or features are not allowed in IB Diploma exams:

- Symbolic manipulation (algebra or calculus)
- External communication (such as infrared links to other machines)
- Data bank
- Dictionary
- QWERTY keyboard
- External storage media (card, tape, plug-in module, etc.)

The TI-89 and TI-92 are examples of calculators that do not comply with IBO regulations. See your IB coordinator for a complete list.

(Math continued on next page)

GENERALLY RECOMMENDED MATHEMATICS SEQUENCE

8 th Grade	9 th Grade		10 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
8 th Gr. Math	Alg 1A*	Alg. 1B*	Alg. 1C*	Geom. A*
	Algebra 1		Geometry***	
8 th Gr. Plus (High School Algebra I)	Geometry***		Algebra 2**	

11 th Grade		12 th Grade	
1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
Geom. B**	Alg. 2A**	Alg. 2B**	Alg. 2C**
Algebra 2**		IB Math Studies Pre-Calculus AP Statistics	
Pre-Calculus		IB Math SL AP Calculus AP Statistics	

*Students do not choose this path. Testing and/or prior performance will be used for this recommendation.

**Courses yet to be designed, as this is a 3-year phase in for the new program.

***Geometry and Algebra 2 can be taken concurrently.

Algebra 1 Full year/1.0 credit

This course builds upon a number of key algebraic topics assumed to have been developed in the middle grades, namely a deep knowledge of linear patterns of change and familiarity with nonlinear patterns such as exponential and quadratic. It is expected that students entering Algebra 1 are fluent in basic arithmetic skills involving fractions, decimals and whole numbers (without a calculator) and are able to recognize and solve mathematical and real-world problems involving linear relationships and to make sense of and move fluently among the graphic, numeric, symbolic, and verbal representations of these patterns. This course includes ideas from the areas of algebra, geometry, probability, and statistics. Problem-solving techniques continue to be developed and applied. Some of the specific topics to be considered include: properties of real numbers; solutions of linear equations and inequalities in one and two variables; solutions to quadratic equations; uses of the Cartesian plane; solving systems of linear equations and inequalities; solutions of absolute value equations and inequalities; set theory; ratios, proportions and percentages; square root and related properties; exponents, powers and related properties; transformational geometry; simplifying sums, differences, products and quotients of polynomials; factoring polynomials; recursive formulas; linear

regression; and elementary counting techniques. A graphing calculator will be a benefit in the course to be used when appropriate and to enhance previously mastered skills.

Algebra 1A/1B Full Year/1.0 credit

This course will cover approximately the first two semesters of a three semester Algebra 1 course. (The content of the Algebra 1 course has been previously described). The third semester of Algebra 1 will be completed during the first semester of the following year in a full year course to be named Algebra 1C/Geometry A (this course would consist of the third semester Algebra 1 and the first semester of Geometry). Enrollment in this course is by Teacher Recommendation only. A graphing calculator will be a benefit in the course to be used when appropriate and to enhance previously mastered skills.

Algebra 1C/Geometry A Full Year/1.0 credit

This course consists of the third and final semester of a three semester Algebra 1 course followed by the first semester of a Geometry course. It is designed primarily for those students who have completed Algebra 1A/1B or for students who have not mastered Algebra 1 and have a teacher recommendation to take this course. Upon completion of the required Algebra topics, students will then continue on with the first semester of Geometry. (Please see descriptions for Algebra 1 and Geometry for details of course content.) The second semester of Geometry will be completed during the first semester of the following year in a full year course to be named Geometry B/Algebra 2A (this course would consist of the second semester of Geometry followed by the first semester of a three semester Algebra 2 course and will be offered beginning in the 2009-2010 school year).

Geometry Full year/1.0 credit

Geometry builds on a number of key topics such as relationships between angles, triangles, quadrilaterals, circles, and simple three-dimensional figures that have been developed in the middle grades. It is expected that students beginning geometry are able to recognize, classify, and apply properties of simple geometric shapes, know and apply basic similarity and congruence theorems, understand simple constructions with a compass and straightedge and find area and volume of basic shapes. Students should also be able to solve algebraic equations involving one variable.

This course includes ideas from the areas of algebra, geometry, probability, trigonometry, and vector analysis. Some of the specific topics to be considered include: graph theory; two- and three-dimensional figures; if-then statements; transformational geometry; polygons and circles; congruence; measurement; surface areas and volumes; coordinate geometry; similarity; formal logic; proofs; deductive reasoning and indirect reasoning; right triangle trigonometry; and vectors. The interrelationships between algebra and geometry will be emphasized and it is critical that connections are made from algebraic reasoning to geometric situations. Problem solving will be a unifying theme throughout the course. Scientific calculators will be used extensively. Graphing calculators will be used. **Prerequisite:** Algebra 1 or a strong performance in both Math 7+ and 8+.

Algebra 2 **Full year/1.0 credit**

The goal of Algebra 2 is to build upon the concepts taught in Algebra 1 and Geometry while adding new concepts to the students' knowledge of mathematics. This course includes ideas from the areas of algebra, geometry, statistics, and trigonometry. Algebra 2 extends the study of families of functions from linear, quadratic and exponential functions to also include logarithmic, rational and trigonometric functions. Some specific topics to be covered include: properties of real numbers; solutions of equations and inequalities in one, two, and three variables; uses of the Cartesian coordinates; the algebra of lines and matrices; transformational geometry; systems of linear equations and inequalities in two or more variables; polynomial equations in one variable of degree two and, more generally, degree n ; properties of complex numbers; powers, roots, and related properties; the algebra of conic sections including the circle; linear programming; sequences and series; logarithms; and exponential and logarithmic functions. Students will also extend their knowledge of one variable and two variable statistical applications. Problem solving will be ongoing throughout the course. Graphing calculators will be extensively used to facilitate computation and as problem-solving tools. **Prerequisite:** Algebra 1 and Geometry.

Geometry B/Algebra 2A **Full Year/1.0 credit** **Algebra 2B/2C** **Full Year/1.0 credit**

Recently changed State graduation requirements and subsequent Board adoption have required the development of these courses by the 2009-2010 school year. These courses will follow the Michigan Dept. of Education's high school course content course expectations and will be published in the 2009-2010 Program of Studies.

Functions, Statistics & Trigonometry (FST) **Full year/1.0 credit**

This course is an extension of Geometry and Advanced Algebra. It will enable students to display, describe, transform, and interpret numerical information represented as data, graphs, or equations. This course integrates statistical and algebraic concepts by, for example, demonstrating effects of transformations on sets of data as well as on equations. It also previews calculus in its transformational work with functions and in its development of the intuitive notions of limit. The use of functions and statistics to model real-world situations is a major theme. Computers are to be used throughout the course. Lessons based on BASIC programs, a function grapher, and a statistics package will help students visualize functions, explore relations between equations and their graphs, simulate experiments, generate and analyze data, and develop limit concepts. In addition to problem sets, students will be expected to do projects and to report on their investigations. **Prerequisite:** Geometry and Advanced Algebra.

Pre-Calculus & Discrete Math (PDM) **Full year/1.0 credit**

This course is an extension of Functions, Statistics & Trigonometry. It will give students the strong background needed to be successful in calculus through advanced work with functions, trigonometry, limits, etc. It will also give students a strong background in discrete mathematics through advanced work with number systems, combinatorics, recursion, graphs, etc., which will be useful in computer science. Mathematical reasoning using formal logic and proofs is a major theme. It is expected that graphing calculators will be used throughout the course. **Prerequisite:** FST.

INTERNATIONAL BACCALAUREATE MATHEMATICS

Potential IB Diploma and Certificate students: Please discuss IB Mathematics options with your school's IB coordinator before making your choices.

IB Mathematical Studies SL (W)

Full year/1.0 credit

This course is appropriate for college-bound students with varied backgrounds and abilities in mathematics. Upon successful completion, the student will be prepared for the IB Mathematical Studies exam. Students that have performed at above average levels (B or above) in FST, PDM or Pre-Calculus are not the intended audience for this course. It is designed to build confidence in and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their post-secondary studies. Students electing this course need to have fundamental mathematical skills and a rudimentary knowledge of mathematical processes. **Prerequisite:** Advanced Algebra and teacher recommendation.

IB Mathematics SL/AP Calculus (W)

Full year/1.0 credit

In this course, students will complete their preparation for the IB Mathematics SL exam. It will also prepare students for the AP Calculus exam. The course will explore a network of fundamentally important ideas. Numerical, analytical and geometric means will be employed to aid in the development of important concepts, both in practical and theoretical ways. Two major concepts will be pursued: that of the derivative and that of the definite integral. The concept of the limit will be studied in detail. Graphing calculators and computers will be used in the exploration of ideas to facilitate problem solving. Important issues in the use of technology will be addressed, including limitations and cautions. **Note:** This course is a prerequisite for IB Mathematics HL. **Strongly recommended:** PDM or Pre-Calculus.

IB Mathematics HL (W) **Full year/1.0 credit**

This course will prepare students for the IB Mathematics HL exam. It consists of the study of core topics of mathematics that include but are not limited to: number and algebra; functions and equations; circular functions and trigonometry; vector geometry; matrices and transformations; statistics; probability; and further calculus. **Prerequisite:** IB Mathematics SL/AP Calculus. This course may not be offered due to low enrollment.

OTHER MATHEMATICS COURSES

Pre-Calculus

Full year/1.0 credit

This course is designed to be a one-year transition from Advanced Algebra to IB Mathematics SL/AP Calculus. Topics include but are not limited to: trigonometric functions and applications; conic sections; polynomial functions; rational functions; parametric equations; polar coordinates; complex numbers; and logarithms. Technology and graphing calculators will be used. **Strongly recommended:** Strong performance in an advanced or second-year algebra course.

AP Statistics (W)

Full year/1.0 credit

This course will prepare students for the AP Statistics exam. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will work on four major themes: exploratory analysis; planning a study; probability; and statistical inference. A statistics-capable calculator (such as a TI-83) will be used on a daily basis and owning one is recommended. The course is designed as a twelfth-grade elective. **Strongly recommended:** FST.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Music

COURSE	GRADE(S)	CREDIT
Adv. Musical Theatre Workshop (EFA) (CHS)	10 11 12	2.0
Band (NHS)	9 10 11 12	1.0
Symphonic/Concert Band (CHS)	10 11 12	1.0
Freshman Band (CHS)	9	1.0
Jazz Ensemble	9 10 11 12	1.0
Chamber Music		
Fall Semester (NHS)	9 10 11 12	0.5
Winds/Percussion/Piano (CHS)	9 10 11 12	1.0
Strings	9 10 11 12	1.0
Orchestra	9 10 11 12	1.0
Mixed Chorus	9 10 11 12	1.0
Concert Choir	10 11 12	1.0
Men's Ensemble	9 10 11 12	1.0
Women's Ensemble	10 11 12	1.0
Chamber Singers (CHS)	10 11 12	1.0
Song Leaders Chorale (NHS)	10 11 12	1.0
Music Theory	9 10 11 12	0.5
Music for Life (EFA)	10 11 12	1.0
IB Music SL and HL	11 12	1.0
Dance/Color Guard	9 10 11 12	0.5

Advanced Musical Theatre Workshop (EFA)

Full year/2.0 credits

In this course, using a workshop approach students will experience an in-depth study of musical theatre in order to enhance their appreciation of the genre and to improve their practical performance skills in acting, vocal and dance performance. Mentored by theatre, vocal and dance educators and guest artists, students in a workshop format will have the opportunity to explore, perform, and critique various aspects of musical theatre from the past to the present. Emphasis will be placed on creative and innovative approaches to performing works. **Taught at Portage Central High School.**

Band (NHS)

Full year/1.0 credit

In this course, wind and percussion students at NHS have several performance opportunities. The students are divided, by individual audition, into two performing ensembles. The Symphonic Wind Ensemble is the most advanced of the three ensembles. Its membership is limited according to proper instrumentation indicative of the modern wind ensemble. This ensemble is for the advanced student musician who demonstrates superior technical and musical proficiency, music literacy, and seriousness of purpose. The Symphonic Wind Ensemble often performs at state conventions and at other off-campus conferences and performance venues. The Symphonic Band is the second ensemble and it is for

students who do not meet the performance standards of the Symphonic Wind Ensemble. This is a large ensemble whose selected literature is representative of a comprehensive wind and percussion curriculum. A Concert Band may be formed in order to accommodate large enrollment figures. This ensemble is the largest of the three, typically made up of mostly freshmen band members who do not meet the performance standards of the Symphonic Band. Its selected literature is representative of a comprehensive wind and percussion curriculum for young musicians. All NHS Band members have the opportunity to audition for the NHS Symphony Orchestra wind and percussion sections, Jazz Band, and several chamber ensembles. Audition and teacher recommendation is expected as part of the entrance procedure into the course.

Symphonic/Concert Band (CHS)

Full year/1.0 credit

This course will consist of students in grades 10-12. Students will be exposed to the marching band in the fall and audition with the director for placement in the Symphonic Band or Concert Band, which will meet immediately following the marching band season. The Symphonic Band will enroll students who demonstrate superior ability, dedication and proficiency on a woodwind, brass, or percussion instrument. Selected Symphonic Band students will also participate in orchestra. The Concert Band enrolls students demonstrating quality, ability, dedication and proficiency on a woodwind, brass, or percussion instrument but who do not meet the criteria for membership in the Symphonic Band. Performance opportunities for all woodwind, brass, and percussion students throughout the year include full band, small ensembles, private lessons, marching band, "Legends" brass & percussion ensemble, Chamber Music class, winter guard, theater orchestra, and jazz band. An audition and teacher recommendation is expected as part of the entrance procedure into the course.

Freshman Band (CHS)

Full year/1.0 credit

This course consists of students in ninth grade. Students will be exposed to a comprehensive array of music literature while being offered a variety of experiences including full band, small ensembles, sectionals, and private lessons throughout the year. This band develops, strengthens, and prepares the individual musician for future high school ensembles.

Freshman Band does not have any marching band responsibilities. KAMSC students should contact the director for special scheduling information. Audition and teacher recommendation is expected as part of the entrance procedure into the course.

Jazz Ensemble **Full year/1.0 credit**

This course will be a uniquely American experience. It will provide students with an opportunity to expand their musical talents, perform, and add to their repertoire of skills.

Chamber Music: (Fall Semester NHS) 0.5 credit

This course is designed to give any wind instrument player or percussionist an opportunity to learn about and perform in a variety of Chamber Music ensembles. Students use composition, ear training, and music theory software to enhance their individual skills. This course meets during first semester only. This provides wind and percussion students who do not wish to participate in the marching band with an opportunity to continue playing during first semester. *Students who enroll in Chamber Music should enroll in second semester Band (5th hour).* All Chamber Music students perform in the NHS Music Department's annual Holiday Collage Concerts. (See Mr. Papenhagen for more details).

Chamber Music: Winds/Percussion/Piano (CHS)

Full year/1.0 credit

This course is open to wind, percussion and piano students who have demonstrated ability, dedication, and proficiency on their instrument. Students must have teacher approval to be placed in this course if they are not currently enrolled in a band class. Students will perform literature representative of the chamber music genre, (i.e., percussion ensemble, woodwind quintet, brass quartet, jazz combos). Students will have the opportunity to perform in recitals and/or festivals.

Chamber Music: Strings **Full year/1.0 credit**

This course is open to a select number of high school string players who have demonstrated superior ability, dedication, and proficiency on their instrument. Students must audition/have teacher approval to be placed in this course. Students will perform literature representative of the chamber string orchestra genre and will participate in concerts, festivals, and special events. Students may also have the opportunity to perform in smaller chamber ensembles such as quartets and trios.

Orchestra **Full year/1.0 credit**

This course offers enriched and varied musical experiences. Students qualified for this organization will enjoy opportunities to play in concerts, festivals, assemblies, and competitive festivals. Students who play a string instrument or who are interested in learning to play should contact the orchestra director. Instruction is available for all levels. The main objectives of this course are: (1) personal satisfaction gained from playing in a fine musical organization; (2) increased appreciation of good music; (3) a chance to participate in school affairs, concerts, festivals, and special programs; (4) preparation for a career in music. The selected literature for this ensemble is representative of a comprehensive strings/orchestra curriculum. Audition and teacher recommendation is expected as part of the entrance procedure into the course.

Mixed Chorus **Full year/1.0 credit**

In this course, students would benefit from previous musical experience in any of the vocal or instrumental programs in the middle school; however, it is not required for enrollment. Students should expect to participate in co-curricular music performances. The selected literature for this ensemble is representative of a comprehensive choral music curriculum.

Concert Choir **Full year/1.0 credit**

This course consists of students who have demonstrated outstanding qualities in choir through previous choral experience. Students are invited to audition for membership in this ensemble and must demonstrate their skills in the areas of vocal production, music literacy, and seriousness of purpose in order to be considered. The selected literature for this ensemble is representative of a comprehensive choral music curriculum. Students will have the opportunity to perform in concerts, festivals, and other special events.

Men's Ensemble **Full year/1.0 credit**

This course is open to all 9-12 grade men. In addition, men who are currently enrolled in another ensemble or who have experience and desire for a male choral experience may enroll. The selected men's choir literature will be representative of a comprehensive choral music curriculum. The course includes co-curricular performance opportunities. Emphasis will be placed on vocal technique and music reading development. No audition required.

Women's Ensemble **Full year/1.0 credit**

This course consists of a select number of women grades 10-12 who have shown outstanding qualities in choir through previous choral experience. Students must demonstrate their skills in the areas of vocal production, music literacy, and seriousness of purpose in order to be considered for membership in this ensemble. The selected literature for this ensemble is representative of a comprehensive choral music curriculum. Students will have the opportunity to perform in concerts, festivals, and other special events. Audition/permission of the director required.

Chamber Singers (CHS) **Full year/1.0 credit**
See description for Song Leaders Chorale.

Song Leaders Chorale (NHS) **Full year/1.0 credit**

This advanced-level mixed ensemble consists of a select number of students must demonstrate superior skills in the areas of vocal production, music literacy and seriousness of purpose in order to be considered for membership in this ensemble. The selected literature for this ensemble is representative of a comprehensive choral music curriculum. Students will have the opportunity to perform in concerts, festivals, and other special events. Audition with the director is required.

Music Theory **1 semester/.5 credit**

Did you every wonder how music was written? What are the rules, guidelines, and procedures to make notes and ideas into real music? What are the rules that govern Classical, Rock & Jazz musicians...are they the same? Why are music terms always in Italian? Music Theory will allow students to explore and learn about the structure of music and how it is put together. The class will provide students with a basic knowledge of interval writing and recognition, key signatures, circle of fifths, transposition, basic chord analysis to allow you to understand all styles of music. This course is open to all students, no matter what instrument you play.

IB Music SL and HL (W) **Full year/1.0 credit**

This course fulfills the Group 6 elective requirement for the IB Diploma and is open to students in grades 11 and 12. It helps students acquire knowledge and understanding of music from a variety of cultural, historical, and stylistic perspectives. It also develops basic musical literacy through the study of music theory and musical notation. Students will study the musical traditions of Western society from 1700 to

the present, as well as of aboriginal Indian or Inuit society. Additional study will focus on African aboriginal music, Arabian or Jewish musical traditions, classical and traditional music of India, and music of the Pacific Rim. In addition, students will choose one of two options, performance or composition, through which they will demonstrate their knowledge of the subject. The course assumes prior musical experience and seeks to allow students to develop their full potential as musicians, both personally and collaboratively. IB Music may be taken a second time at HL (higher level).

Dance/Color Guard **1 semester/0.5 credit**

This course will focus on the skills of dance including but not limited to modern, jazz, lyric, and classical styles. These are the basic skills which form the foundation of a performance medium such as color guard. This course will include skills of equipment manipulation including flag and associated props similar to those found in marching band, winter guard and rhythmic gymnastics. Instruction will also include skills and concepts associated with planning, designing and realizing their own performances in this creative art form. The curriculum will be designed with the National Standards of Arts Education and the Winter Guard International Sport of the Arts Educational Foundation Guidelines in mind.

EFA List of Courses Taught Off PPS Campus:

Music for Life (EFA) **Full year/1.0 credit**

This course is designed for traditional and non-traditional music students. The course will teach comprehensive musicianship including theory, history and composition skills for lifelong involvement in music. Individual mentoring of students will enable them to apply these skills in their chosen vocational or avocational setting. The curriculum and instruction will utilize the latest computer hardware and software in a state-of-the-art technology lab at the Epic Center. Admission based on theory placement, essay and interview. **Taught on Tuesday evenings in the Arts Technology Lab at the Epic Center for the Arts.**

KEY:			
EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Physical Education

COURSE	GRADE(S)	CREDIT
Adaptive Physical Education	9 10 11 12	0.5
Cardio Fitness	9 10 11 12	0.5
Dance I: Beg. Technique & Choreography (EFA)	9 10 11 12	2.0
Dance II: Adv. Technique & Choreography (EFA)	10 11 12	2.0
Fitness for Life	9 10 11 12	0.5
Outdoor Recreation & Adventure (NHS)	9 10 11 12	0.5
Physical Fitness	9 10 11 12	0.5
Team Sports	9 10 11 12	0.5
Aquatics (CHS)	9 10 11 12	0.5
Dance Fitness	9 10 11 12	0.5
Power Training (NHS)	9 10 11 12	0.5
Physical Fitness & Adv. Football (CHS)	10 11 12	0.5
Physical Fitness & Advanced Basketball (CHS)	10 11 12	0.5
Individual & Dual Sports	10 11 12	0.5
Personal Fitness & Adv. Volleyball	9 10 11 12	0.5
Personal Fitness & Adv. Basketball	9 10 11 12	0.5
Integrated Dance/PE/Health Class (EFA)	10 11 12	2.0

Adaptive Physical Education 1 semester/0.5 credit

This course is made available at each high school for students who have significant medical and/or physical limitations. For enrollment, contact a guidance counselor.

Cardio Fitness 1 semester/0.5 credit

This course is designed for all students interested in learning about cardiovascular performance and enhancing their cardiovascular fitness level. The course focuses on measuring heart rate manually and via an electronic monitor. Participation in a variety of activities including walking, jogging, running, aerobic dance, kick-boxing, and weight training will be expected.

Fitness for Life 1 semester/0.5 credit

This course is highly recommended for all ninth graders. The fundamental purpose of this course is to help all learners become informed, independent decision makers capable of planning for enjoyable lifetime fitness and physical activity while at the same time achieving personal fitness and activity goals for the present. A combination of skill-related and health-related fitness activities along with self-assessment activities, video presentations, and assigned reading will allow students to meet the objectives of the course.

Outdoor Recreation & Adventure (NHS)

1 semester/0.5 credit

This course is designed to give all students knowledge, experience, appreciation, and skills in

outdoor recreation activities, sports, and nature. Activities may include canoeing, hiking, backpacking, camping, rock climbing, skiing, fishing, mountain biking, roller blading, orienteering, snorkeling, cross-country skiing, and Frisbee golf.

Note: Only offered on a pass-fail basis.

Physical Fitness 1 semester/0.5 credit

This course emphasizes these components of physical fitness: strength, flexibility, and endurance. It is designed for students interested in lifetime fitness as well as athletics.

Team Sports 1 semester/0.5 credit

This course is designed for beginning and advanced students interested in learning additional skills and knowledge in a variety of team sports. The course will focus on skill development, strategy, and rules. Units of study may include volleyball, basketball, soccer, flag football, speedball, and softball.

Aquatics (CHS) 1 semester/0.5 credit

This course will emphasize water polo, water safety, advanced swimming techniques, and diving.

Dance Fitness 1 semester/0.5 credit

This course will focus on several types of dance, with primary emphasis on aerobic dance. Other types of dance may include folk, square, ballroom and country line dancing. Students will develop competency in many movement forms, develop motor skills, and understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Power Training (NHS) 1 semester/0.5 credit

This course is an intense physical training elective in which all students with a positive attitude and a willingness to work hard are encouraged to enroll. All aspects of physical training are explored including strength, speed, quickness, power, endurance, flexibility, balance, agility, and coordination. Mental aspects of training will also be stressed. These include sportsmanship, goal setting, mental visualization, positive attitude, determination, and desire along with the importance of proper rest

and nutrition. This course can be taken as many times as a student desires. Enrollment may be limited due to space and equipment availability.

Physical Fitness & Adv. Football (CHS)

1 semester/0.5 credit

This course emphasizes the development of health-related physical fitness and advanced football skills.

Physical Fitness & Adv. Basketball (CHS)

1 semester/0.5 credit

This course emphasizes the development of health-related physical fitness and advanced basketball skills.

Individual & Dual Sports 1 semester/0.5 credit

This course is designed for beginning and advanced students interested in learning additional skills and knowledge in a variety of individual and dual sports. The course will focus on skill development, strategy, and rules. Units of study may include golf, tennis, badminton, pickleball, and volleyball.

Personal Fitness and Advanced Volleyball

1 semester/0.5 credit

This course emphasized the development of health related physical fitness, advanced volleyball, officiating, and tennis.

Personal Fitness and Advanced Basketball

1 semester/0.5 credit

This course emphasized the development of health related fitness, advanced basketball (offensive & defensive strategies), officiating and CPR.

EFA List of Courses Taught Off PPS Campus:

Dance I: Beg. Technique & Choreography (EFA)

Full year/2.0 credit

One semester only/1.0 credit

or Mon. & Wed. Evenings full year/1.0 credit

In this course, students learn the basic elements and discipline of dance technique, exploring modern, ballet, jazz, ethnic, and cultural dance styles. Exploration of dance-related subjects will include movement improvisation, composition, and dance history. Students gain performance skills, learn to choreograph their own dances and are required to participate in EFA dance concerts each semester. They will have the opportunity to take field trips to see live dance concerts and attend master classes.

Students will work in either Kalamazoo Central, Ballet Arts or Wellspring dance studios with professional dance educators and guest artists.

Dance II: Adv. Technique & Choreography (EFA)

Full year/2.0 credit

In this course, students learn elements of advanced dance technique, with further development of skills in modern, ballet, jazz, and various ethnic/world dance forms. Related class work will focus on the development of choreographic and performance skills; creating and learning dances, and building a performance repertory. Students are required to participate in EFA dance concerts each semester. They will have the opportunity to take field trips to see live dance concerts and attend master classes. Students will work in the studios of Western Michigan University's Department of Dance with professional dance educators and guest artists. **Prerequisite:** Dance I, or permission of instructor. **Taught at Dalton Center Dance Studio at WMU.**

Integrated Dance/PE/Health Class (EFA)

Full year/2.0 credits

Education for the Arts is offering a new high school class that integrates dance, physical education, and health. Class meets Mondays and Wednesdays, 3:00 pm -6:00 pm at the Epic Center for a full year. During the first semester, students will study dance and physical education, earning ½ credit in fine arts and ½ credit in PE. During second semester, students will study dance and health, earning ½ credit in health and an additional ½ credit in fine arts. The course will afford students opportunities to develop creative skills in dance, explore a variety of lifetime fitness and sports activities, and learn about important diet, nutrition and health related issues. **Taught at Wellspring dance studios @ Epic Center.**

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Science

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Chemistry 1	9 10	0.5
Honors Chemistry 1	9 10	0.5
Chemistry 2 – Inorganic	10 11 12	0.5
Chemistry 3 – Organic	10 11 12	0.5
IB Chemistry I HL	12	1.0
IB Chemistry II HL	12	1.0
Physics 1	9 10	0.5
Honors Physics 1	9 10	0.5
Physics 2	10 11 12	0.5
Physics 3	10 11 12	0.5
IB Physics I HL	11 12	1.0
IB Physics II HL	12	1.0
Biology 1	9 10	0.5
Honors Biology 1	9 10	0.5
Biology 2	11 12	0.5
Biology 3 – Anatomy & Physiology	11 12	0.5
IB Biology SL (NHS)	11 12	1.0
IB Biology I HL	11 12	1.0
IB Biology II HL	12	1.0
Earth Science 1	9 10	0.5
Honors Earth Science 1	9 10	0.5
Astronomy	10 11 12	0.5
MI Geol./Meteorology	10 11 12	0.5

<u>ELECTIVES</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Forensic Science 1	11 12	0.5
Forensic Science 2	11 12	0.5
Ecology & Environment	11 12	1.0
IB Environmental Systems SL (CHS)	11 12	1.0
Computer Electronics (CHS)	11 12	1.0
Allied Health I (EFE)	11 12	2.0
Allied Health II (EFE)	12	2.0
Animal Technology/Internship (EFE)	11 12	2.0
Animal Science/Wildlife and Natural Resources (EFE)	11 12	2.0
Health Occupations (EFE)	11 12	2.0
Dental Assistant (EFE)	12	2.0
Emergency Medical Tech. Program (EFE)	12	2.0
Pharmacy Technician (EFE)	12	2.0
Veterinary Science (EFE)	12	2.0

Alternative Scheduling Options

9th and 10th grade students with the prerequisite knowledge may enroll in Level 2 courses. Please see the information on page vii regarding testing out of courses. See your counselor for further details.

Chemistry 1 **1 semester/0.5 credits**

This course is designed to illustrate and compare the physical, chemical, and nuclear properties of matter. Students will investigate essential chemistry concepts including: good laboratory practices, atomic theory, periodicity, chemical bonding, changes in matter, conservation of mass, energy transformations,

nuclear applications, introduction to biochemistry and scientific communication. Students will be encouraged to develop a questioning attitude and to have a better understanding of the role chemistry plays in each person's life. Laboratory experience will play a significant role in developing each student's understanding of the key scientific principles presented and provide practice with laboratory equipment, technique, and safety.

Honors Chemistry 1 (W) **1 semester/0.5 credits**

This course will address the same essential concepts as those in chemistry one but to a greater depth of understanding. The course is designed for students who are strongly considering pursuing an IB science course or other advanced science coursework in their upperclassmen years and, as such, will introduce students to the expectations and grading criteria used in those courses for class and laboratory work. Students in the honors course should expect significantly more independent work and should be self-motivated in addition to having strong communication and mathematical skills. **Prerequisite knowledge:** Solid understanding of algebra.

Chemistry 2 – Inorganic **1 semester/0.5 credits**

This semester course follows the chemistry 1 course. It provides further in-depth study of topics in Chemistry 1 and additional topics. Specifically, this course addresses stoichiometry, equilibrium, gas law calculations, acid/base theory, VSEPR Theory, solution concentration, kinetics, thermodynamics, oxidation/reduction reactions, and spectrophotometry. Together with Chemistry 1 this course provides a full year of comprehensive college-preparatory chemistry. **Prerequisite knowledge:** Chemistry 1, Physics 1, solid understanding of algebra.

Chemistry 3 – Organic **1 semester/0.5 credits**

This semester course follows Chemistry 2. Students will need the foundation provided in Chemistry 2 as a basis for the advanced topics in this course. Focusing on the structure, properties, and reactions of carbon-based molecules, this course will prepare students for college programs in chemistry, engineering, and medicine. Specific topics covered include carbon hybridization, isomerism (including optical), organic IUPAC nomenclature, reaction mechanisms,

synthesis, polymers, and organic lab techniques.

Prerequisite knowledge: Chemistry 2.

IB Chemistry I HL (W) Full year/1.0 credit

This is the first course in the two-year IB HL chemistry curriculum. It is designed for students with an interest in an in-depth study of chemistry. It includes subject matter from all five branches of chemistry. Particular emphasis will be placed on the basic principles of organic chemistry. It will expand on such topics as stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation, and fuels and energy, among others. Students will learn to understand and apply scientific facts and concepts, techniques, and methods of presenting scientific information. Students will construct, analyze, and evaluate scientific explanations. Problem solving through investigation will be fostered with the goals of precision, accuracy and safety as top priorities.

IB Chemistry II HL (W) Full year/1.0 credit

This is the second course in the two-year IB HL chemistry curriculum. Upon completion, students will be prepared for the IB Chemistry HL exam. IB certification will be by external and internal examination. **Prerequisite knowledge:** IB Chemistry I HL.

Physics 1 1 semester / 0.5 credit

This course deals with the study of matter and energy in its various forms, how they are observed, and how one interprets and communicates what is observed. Students will complete numerous labs to enhance learning. Topics included waves, electricity, heat and temperature, and force and motion.

Honors Physics 1 (W) 1 semester / 0.5 credit

This course will address the same essential concepts as those in Physics 1 but to a greater depth of understanding. Students in the honors course should expect significantly more independent work and should be self-motivated in addition to having strong communication and mathematics skills.

Prerequisite knowledge: Thorough understanding of algebra

Physics 2 1 semester / 0.5 credit

This semester course follows the Physics 1 course. It builds upon topics introduced in Physics 1, providing in-depth study and a deeper mathematical basis.

Major topics include motion in one and two dimensions, momentum, static electricity, current electricity, electromagnetic induction, geometric optics, wave applications in optics, and wave applications in sound. Completion of this course in addition to Physics 1 provides a full year of comprehensive College-preparatory physics.

Prerequisite knowledge: Physics 1, a good understanding of algebra and geometry.

Physics 3 1 semester / 0.5 credit

This semester course follows the Physics 2 course. Students will need the background provided in Physics 2 for this course's advanced study. The course focuses on advanced topics such as rotational motion, fluids and solids, optics, nuclear physics, electricity, and thermodynamics. Topics may vary based on student interest. Intensive student projects such as trebuchet design, destructive testing of balsa-wood structures, or construction of pinhole cameras may be an integral part of the curriculum.

Prerequisite knowledge: Physics 2

IB Physics I HL (W) Full year/1.0 credit

This is the first course in the two-year IB HL physics curriculum. It is recommended for students who intend to pursue science at the college level. The course will include in-depth examination of themes involving laws of physics, experimental skills, and the social and historical aspects of physics. Basic features of the natural world will be explained in terms of interactions between matter and energy. Students will hypothesize, design, and carry out investigations and theorize models. Topics will include measurement, mechanics, thermal physics, electricity, magnetism, atomic physics, and nuclear physics. The course will be complemented with extensive laboratory work and individual and small-group research projects. The course objectives include advanced problem solving in physics, in-depth study of the basic principles of physics, improvement of critical thinking skills through problem solving, and sharpened laboratory skills.

IB Physics II HL (W) Full year/1.0 credit

This course completes the two-year IB higher level physics curriculum. Upon completion, students will be prepared for the IB Physics HL exam. IB certification will be available by external and internal examination. **Prerequisite knowledge:** IB Physics I HL.

Biology 1 **1 semester/0.5 Credit**

This course develops essential biological concepts and theories through experimentation, observation, lecture presentations, and discussion. Emphasis is placed upon the ability of the students to solve problems using laboratory and field experiences. Topics to be covered include cells, cell theory, cell processes - cell reproduction, cellular respiration and photosynthesis; basic biochemistry - classification and reactions of organic compounds of the body. This course is a part of the four-semester sequence consisting of Chemistry 1, Physics 1, Biology 1, and Earth Science 1 that, along with Biology 2, an additional semester of either Chemistry 2 or Physics 2, and Health, meets the State of Michigan and National standards and benchmarks for all science students. **Prerequisite knowledge:** Chemistry 1, Physics 1.

Honors Biology 1 (W) **1 semester/0.5 Credit**

This course will address the same essential concepts as those in Biology 1 but to a greater depth of understanding. The course is designed for students who are strongly considering pursuing any IB science course or other advanced science coursework in their upperclassmen years and, as such, it will introduce students to the expectations and grading criteria used in those courses for class and laboratory work. Students in the honors course should expect significantly more independent work and should be self-motivated in addition to having strong communication skills. **Prerequisite knowledge:** Chemistry 1, Physics 1.

Biology 2 **1 semester/0.5 Credit**

This semester course follows the Biology 1 course. It builds upon ideas in Biology 1 to develop essential biological concepts and theories through experimentation, observation, lecture, presentations, and discussion. Emphasis is placed upon the ability of students to solve problems using laboratory and field experience. Major topics include: ecology, molecular genetics - DNA replication, transcription and translation; Mendelian genetics, human genetics, genetic engineering, classification, and evolution. **Prerequisite knowledge:** Chemistry 1, Physics 1, Biology 1.

Biology 3 – Anatomy and Physiology**1 semester/0.5 Credit**

This semester course follows the Biology 1 course. Students do not need to have taken Biology 2 to enroll in the course. This course focuses on human biological systems and is particularly appropriate for students interested in medical-related fields. Major topics include organization of the body, skeletal system, muscular system, nervous system, endocrine system, reproductive system, digestive system, and integumentary system. **Prerequisite knowledge:** Chemistry 1; Physics 1; Biology 1; Biology 2 OR currently enrolled in IB Biology (HL or SL).

IB Biology SL (W) (NHS) **Full year/1.0 credit**

This course provides excellent premedical preparation. It will increase comprehension of major biological principles and create awareness of the interrelationship between one's self and the world in which one lives. Topics covered include cytology, biochemistry, ecology, botany, taxonomy, and evolution. Molecular genetics and human physiology are dealt with in great detail. Topics are explored through classroom discussion, individual and group projects, laboratory investigations, and computer activities. The objectives of the course are to: produce students knowledgeable in the world of biology on a personal and global level; provide a sound knowledgebase for college and the work force; provide opportunities for personal investigations of biological question; and develop students' appreciation of their world and of the role science plays in its development. IB certification will be by external examination. It is assumed that students enrolling in IB Biology SL have had previous coursework in biology.

IB Biology I HL (W) **Full year/1.0 credit**

This is the first course in the two-year IB HL biology curriculum. It provides excellent premedical preparation and will increase comprehension of major biological principles as well as create awareness of the interrelationship between one's self and the world in which one lives. Topics include cytology, biochemistry, ecology, botany, taxonomy, and evolution. Molecular genetics and human physiology are dealt with in detail. Additional topics will be chosen from the following list: advanced evolution, neurobiology and behavior, applied plant and animal science, ecology, conservation, and

advanced human physiology. Topics are explored through classroom discussion, individual and group projects, laboratory investigations, and computer-enhanced activities. The objectives of the course are to: produce students knowledgeable in the world of biology on a personal and global level; provide a sound knowledgebase for college and the workforce; provide opportunities for personal investigations of biological questions; and develop students' appreciation of their world and of the role science plays in its development. IB certification will be by external and internal examination.

IB Biology II HL **Full year/1.0 credit**

This is the second course in the two-year IB higher level biology curriculum. Upon completion, students will be prepared for the IB Biology HL exam.

Prerequisite knowledge: IB Biology I HL.

Earth Science 1 **1 semester/0.5 credit**

This course is designed to illustrate concepts in resources, conservation and environmental issues, groundwater, glaciers, climate and weather, and astronomy. Students will investigate essential earth science concepts including ecosystems, nutrient cycles, earth materials and surfaces, and patterns of air movement. Students will be encouraged to develop a questioning attitude and will acquire a better understanding of the role earth science plays in each person's life. Laboratory experience will play a role in developing each student's understanding of the key scientific principles presented and provide exposure to laboratory equipment, technique, and safety. **Prerequisite knowledge:** Chemistry 1, Physics 1.

Honors Earth Science 1 (W) **1 semester/0.5 credit**

This course will address the same essential concepts as Earth Science I but to a greater depth of understanding. It is designed for students who are strongly considering pursuing any IB science course or other advanced science coursework in their upperclassmen years and, as such, will introduce students to the expectations and grading criteria used in those courses for class and laboratory work. Students in the honors course should expect significantly more independent work and should be self-motivated. **Prerequisite knowledge:** Chemistry 1, Physics 1.

Astronomy **1 sem./0.5 credit**

This semester course follows the Earth Science I course. It will ask students to employ skills and knowledge learned in earlier science coursework to explore astronomical phenomena, both within and outside our solar system. Major topics include solar system structure, stellar radiation and stellar types, stellar distances, cosmology, stellar processes, galaxies, and the expanding universe. **Prerequisite knowledge:** Physics 1, Earth Science 1.

MI Geology/Meteorology **1 semester/0.5 credit**

This semester course follows the Earth Science I course. Students need not have taken Earth Science 2A to enroll in this course. This course provides an in-depth study of geology focusing specifically on those features that define Michigan. Major topics include Michigan Great Lakes geography, the aging process of lakes, the geological time scale, rocks and minerals, and Michigan meteorology. Students will be encouraged to get their shoes a little muddy in fieldwork in local and regional areas. **Prerequisite knowledge:** Physics 1 and Earth Science 1.

ELECTIVES

Forensic Science 1 **1 semester/0.5 credit**

In this course, students will learn to apply science principles and techniques learned in their previous science coursework to the field of Criminalistics. Emphasis is placed on critical thinking and problem solving skills as they relate to crime scene analysis. Students will foster these skills within a cooperative framework, as there will be extensive group work. Topics include DNA analysis, crime scene reconstruction, analysis of physical evidence, chromatography of inks and dyes, forensic anthropology, forensic entomology, forensic engineering, ballistic analysis, fingerprinting, toxicology, analysis of trace evidence, blood typing, and introduction to blood splatter analysis. **Prerequisite knowledge:** Chemistry 1, Physics 1, Biology 1 and Earth Science 1.

Forensic Science 2 **1 Semester/0.5 credit**

In this course, students will continue the application of science principles and techniques learned in Forensic Science I and their science coursework to the field of Criminalistics. **Students enrolled in Forensic Science 2 should have completed Forensic Science 1 prior to enrollment.** Emphasis

is placed on critical thinking and problem solving skills as they relate to crime scene analysis. Students will foster these skills within a cooperative framework, as there will be extensive group work. Topics include analysis of documents and forgery, forensic odontology, forensic engineering, additional topics in toxicology, advanced entomology, impression evidence, autopsy, and advanced blood spatter analysis. **Prerequisite knowledge:** Forensic Science 1. **Strongly recommended:** Biology 3 and Physics 2 (or IB Science coursework).

Ecology & Environment Full year/1.0 credit

In the first semester of this course, students will acquire knowledge of the components of nature through an in-depth study of ecology, with particular emphasis on the ecosystems of Portage and Michigan. Laboratory components and fieldwork will be included. Students will develop techniques for collecting and interpreting data. The second semester uses this base of knowledge to study the effects humans have on ecosystems and to discuss possible solutions to environmental problems. **Prerequisite knowledge:** Chemistry 1, Biology 1, and Earth Science 1.

IB Environmental Systems SL (W) (CHS)

Full year/1.0 credit

This course fulfills the IB Group IV Experimental Science requirement. The primary focus of this course is to provide students with a coherent, holistic perspective on the environment with emphasis on local ecosystems. A substantial amount of fieldwork will be included. Students will develop techniques for collecting and interpreting a variety of data. They will be required to evaluate and compare various components within an ecosystem and discuss their interrelationships. They will also evaluate and compare various ecosystems and examine how they interrelate. Students will explore not only the scientific aspects of environmental issues, but also ethical and political aspects. They will examine global environmental issues as well, especially as they relate to local ecosystems. IB certification will be by external examination.

Computer Electronics (CHS) Full year/1.0 credit

This course is an introduction to computer electronics. It will include a review of basic electricity. Problem solving will be emphasized. Digital logic circuitry, timing circuitry, and electronic

sensing circuitry will be developed. Parallax Basic Language and Basic Stamp modules will be used in developing small micro-controlled systems. These systems will include sensors and air-actuated cylinders. **Recommended:** proficiency in algebra.

EFE List of Courses Taught Off PPS Campus:

Allied Health I (W) (EFE) Full year/2.0 credits

This course introduces students to healthcare, placing an emphasis on a set of core skills and knowledge applicable to a variety of professional careers in the health field. Anatomy and physiology, medical terminology, and basic care skills are integrated through practical applications in the healthcare setting. The student needs to enjoy the challenge of working at a fast pace, be committed to considerable homework and the requirements of additional activities outside of the classroom. This course is intended for the student who may be considering a professional career that requires a minimum of 4 years of education beyond high school. Typical future professions include but are not limited to: Physician, BSN (4 year) Nurse, Medical Technologist, Pharmacist, Physical Therapist, Occupational Therapist, Speech Therapist, Athletic Trainer, Dietician, and Physicians Assistant. **Location to be determined.**

Allied Health II (W) (EFE) Full year/2.0 credits

Students will participate in either a paid or unpaid internship with local health care facilities. In addition to the on - site training, students will take part in a related class comprising of Medical Terminology, Professional Rescuer/CPR, Fundamentals, Electrocardiography (EKG), Phlebotomy, Bioethics and course related projects. **Location to be determined.**

Animal Technology/Internship (EFE)

Full year/2.0 credits

During the first semester, students will learn about the anatomy, health, nutritional requirements and reproduction of animals. Special emphasis will be given to animal production and students will explore careers in the animal industry. This is a laboratory - based class and will involve caring for a pocket pet, animal dissections, and field trips. During the second semester, students will participate in an internship at a Kalamazoo - based business. (Ex. Grooming facilities, pet store, kennel, zoo, and various other

animal related facilities.) Students will be required to intern for at least 5.5 hours per week. Students will need transportation to their internship placements. Research papers, oral presentations, a journal and a notebook are required. Students should have successfully completed all of their basic biology and physical science classes. **Taught at Vicksburg High School.**

Animal Science/ Wildlife and Natural Resources (EFE) Full year/2.0 credits

Semester One: Animal Science is an introduction to companion animals and livestock. Students will learn about the anatomy, health, nutritional requirements and reproduction of animals. Special emphasis will be given to animal production, and students will explore careers in the animal industry. Animals that will be studied include cats, dogs, pocket pets, aquatic organisms, horses, cattle, swine, sheep, goats, poultry, and exotic livestock. This is a laboratory-based class and will involve hands-on work with animals, dissection of animals, field trips and guest speakers. There will be 3-5 hours of homework per week. Research papers, oral presentations, a journal and a notebook are required. **Taught at Vicksburg High School.**

Semester Two: An introduction to natural resources management and the identification and distribution of wildlife. Major emphasis is given to identifying wildlife native to Michigan including mammals, birds, amphibians and reptile, insects, fish, trees and plants. This inquiry based class will involve student investigations; time spent outdoors observing various ecosystems, research papers and oral presentations. Students must be self-motivated and organized in order to complete ongoing investigations. There will be 2-3 hours of homework per week. **Taught at Vicksburg High School.**

Health Occupations (W) (EFE) Full year/2.0 cr.

This course is intended for students interested in the exploration of healthcare opportunities. Special emphasis will cover career opportunities and core skills necessary for entry level, two - year professional healthcare positions. Anatomy and physiology, medical terminology, and basic care skills are integrated appropriately. Students need to be well motivated with a sincere interest in healthcare. Typical future professions include but are not limited to: RN, LPN, Radiology Technician,

Surgical Technician, Respiratory Technologist, Phlebotomist, Patient Care Associate, Certified Nurse Assistant, Medical Laboratory Technician, Physical Therapy Assistant, Occupation therapy Assistant, Home Health Aide, and Medical Billing Coder. **Location to be determined.**

Dental Assistant (W) (EFE) Full year/2.0 credits

This course prepares students interested in the dental field to become Dental Assistants. They will learn the fundamental knowledge and skills of dental anatomy, physiology, terminology, dental materials, chair - side assisting, sterilization, radiology, laboratory, and clinical procedures. Second semester consists of a paid or unpaid internship at a local dental office. **Taught at KVCC and local dental offices**

Emergency Medical Technician Prog. (EFE)

Full year/2.0 credits

The EMT course is designed to provide students with instruction in Basic Emergency Medical Technology. During second semester, students will complete clinical hours at a local ambulance service. Upon successful completion of this course, students are eligible for the National Registry Basic EMT licensing examination. **Taught at Kalamazoo Valley Community College.**

Pharmacy Technician (EFE) Full year/2.0 credits

This course provides students with necessary skills to obtain and hold a position as a Pharmacy Technician. During the first semester, students will learn skills in the areas of preparing prescriptions, compounding intravenous solutions and solids, collecting laboratory data, computerized data entry for record keeping, and maintaining essential technology. The second semester will combine continued classroom instruction with an internship in a local pharmacy. Interested students should have successfully passed Algebra. **Taught at Schoolcraft High School and local pharmacies.**

Veterinary Science (EFE) Full year/2.0 credits

During the first semester, students will focus on anatomy, medical terminology, hematology, animal breeds, animal health and care, restraint and handling, veterinary lab procedures, and parasitology. The second semester will combine continued classroom instruction on specific skills, with fieldwork in area veterinary clinics. This program will introduce students to, and help prepare students

for, various jobs in the field of veterinary medicine. Interested students should have a strong background in science and have successfully completed Biology.

Taught at Sprinkle Road Veterinary Clinic.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Social Studies

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
American History Options		
Modern American History	9	1.0
Honors Modern American History	9	1.0
Economics Options		
Economics	10	0.5
Honors Economics	10	0.5
Government Options		
Government	10	0.5
Honors Government	10	0.5
World History Options		
Asian Studies	10 11 12	0.5
Comparative World Religions	10 11 12	0.5
Contemporary International Studies	11 12	0.5
Ancient World History	11 12	0.5
European History	11 12	0.5
IB 20 th Century World History SL	11 12	1.0
<u>ELECTIVES</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
Psychology	9 10 11 12	0.5
Sociology	9 10 11 12	0.5
Lab in Democracy (CHS)	9 10 11 12	1.0
Student Senate (NHS)	9 10 11 12	1.0
You and the Law	10 11 12	0.5
IB History of the Americas HL	11 12	1.0
IB/AP Psychology I	11 12	1.0
IB Psychology II SL/HL	12	1.0
Mentor Teaching & Learning (CHS)	11 12	0.5
School Service	12	0.5
Law Enforcement I (EFE)	11 12	2.0
Law Enforcement II (EFE)	12	2.0
Teacher Cadet (EFE)	12	2.0

PATHWAYS

Flow Chart 3 Credits Required for graduation

	<u>General Pathway</u>	or	<u>IB Pathway</u>
Gr. 9	Modern Amer. History		Modern Amer. History
Gr. 10	Government & Economics <i>These will be semester classes that integrate Geography</i>	or	Honors Government & Honors Economics <i>These are semester classes that integrate Geography</i>
Gr. 11	World History <i>Students must take Contemporary International Studies and one semester of the following World History choices:</i>	or	IB 20th Century World <i>Please note that prior to enrollment in IB 20th Century World, successful completion of Honors Economics & Government /Honors Govt. or successful completion of Government & Economics and the Contemporary International Studies course.</i>
	<ul style="list-style-type: none"> • Ancient World History • European History: 1500-1900 • Asian Studies • Comparative W. Religions 		

12th Grade elective courses beyond requirements:
 Lab in Democracy (NHS 1.0); Psychology 0.5; Sociology 0.5; Student Senate *CHS 1.0); You and the Law 0.5; IB/AP Psychology I 1.0; IB Psychology II SL/HL 1.0 or 2.0; IB 20th Century World (SL) 1.0; IB History of the Americas HL 1.0; Asian Studies 0.5; Comparative World Religions 0.5; European History: 1500-1900 0.5; Ancient World History 0.5; Contemporary International Studies 0.5.

COURSE DESCRIPTIONS

AMERICAN HISTORY OPTIONS

Modern American History Full year/1.0 credit
 This course continues the study of American history from middle school. The themes, units of study, and materials will focus on the post-Civil War period of American history to present-day. Students will study the core democratic values, geography, and economics of America. The benchmarks stressed in

the course coordinate with the standards and benchmarks of the State of Michigan.

Honors Modern American History (W)

Full year/1.0 credit

This challenging elective course extends the core Modern American History curriculum. Students can expect topics to be studied in greater depth than in the core course. Expectations for quality student products are also higher. (See Modern American History for a description of course content.)

ECONOMICS OPTIONS

Economics 1 semester/0.5 credit

In this course, students will focus on the economic way of thinking, circular flow, economic growth and stability, monetary and fiscal policies, and international trade. It is recommended that this course be taken in grade 10.

Honors Economics (W) 1 semester/0.5 credit

This challenging course extends the core Economics curriculum and also incorporates a strong geographic component. (See Economics for a description of the core Economics curriculum.)

GOVERNMENT OPTIONS

Government 1 semester/0.5 credit

In this course students will build upon their knowledge and understanding gained in earlier grades of civics, government, and the process of governing. Students will develop a better understanding of the functions of American government and be encouraged to be responsible, active participants in the decision making process of American society. It is strongly recommended that this course be taken in grade 10.

Honors Government (W) 1 semester/0.5 credit

This challenging course extends the core Government curriculum and incorporates a strong geographic component. (See Government for a description of the core Government curriculum.)

WORLD HISTORY OPTIONS

Asian Studies 1 Semester/0.5 credit

Through an interdisciplinary approach, the course will examine the major influences on the development of Asian Civilizations. Students will examine the impact of geography, significant people, economic and political forces, religion fold traditions,

science and technology on the development of African Civilizations. Reading, note-taking, listening, writing, and critical thinking are important for success in this course.

Comparative World Religions

1 Semester/0.5 credit

This course will examine the wide variety of religious and cultural traditions found in our world today. By gaining a working knowledge of Christianity, Buddhism, Judaism, Islam, Hinduism, and other important traditions, students will have the opportunity to broaden their understanding of the global human experience.

Contemporary International Studies

1 semester/0.5 credit

This course will examine the modern world from a variety of historical and cultural perspectives. Major themes such as nationalism, modernism, revolution and mass movements will be examined. The five basic themes of geography will also be emphasized throughout the course. This course will also allow students to investigate the historical roots of contemporary issues found in the realms of politics, economics, the media, popular culture, education, and race and gender issues.

Ancient World History 1 semester/0.5 credit

This course presents ancient civilization from western and non-western perspectives. Students will study primary sources in learning about peoples and events of past eras. Critical thinking and oral and written expression are emphasized.

European History 1 semester/0.5 credit

This course presents European history beginning with the Renaissance and concluding with the end of the nineteenth century. Students will study primary sources in learning about peoples and events of past eras. Critical thinking and oral and written expression are emphasized.

IB 20th Century World History SL (W)

Full year/1.0 credit

This course is an advanced, fast-paced, highly rigorous elective for motivated students who are looking for a challenging social studies curriculum. It is designed to prepare students for the International Baccalaureate Organization's (IBO) final assessment in social studies. The IBO curriculum determines the

course outline and scope. This course is the first of a two-course IB history sequence. The student will study the global history of the 20th century, focusing on the causes and effects of war, the rise and rule of single-party states, and the Cold War. In addition, the student will be required to undertake an in-depth study of a historical subject. This course meets the district's World History requirement. **Required:** Honors Economics and Honors Government or Economics, Government, and Contemporary International Studies.

ELECTIVES

Psychology **1 semester/0.5 credit**

This survey course is designed to introduce the student to the science of psychology. Five major areas of psychology are covered: workings of the mind; the behaving organism; psychological growth; human relations; and personality and emotional life.

Sociology **1 semester/0.5 credit**

This course is the study of people and their activities in social groups. The course is concerned with the way the "group" shapes children to fit group life, the unique behavior of different groups, and the problems which arise when people live together in groups. Students will study the rules, organizations, and value systems which enable people to live together. Sociology is concerned with social institutions, problems, and all aspects of human behavior.

Lab in Democracy (CHS) **Full year/1.0 credit**

Student Senate (NHS) **Full year/1.0 credit**

These courses deal with parliamentary procedure, constitutional concepts, and human relations studies (communication, group interaction dynamics, etc.). Some independent study and regular classroom work dealing with history, current issues, etc., is structured to develop comprehension of leadership styles, skills, and decision making. The blend of classroom and laboratory work in this course is unique, offering great opportunity to the ambitious and highly motivated student. Requirement: Election by the student body or appointment by faculty.

You and the Law **1 semester/0.5 credit**

This course is designed to acquaint students with their rights and responsibilities in our legal system. When possible, local law enforcement agencies and judicial agencies will be used as resources.

IB History of the Americans HL (W)

Full year/1.0 credit

This course is an advanced, fast-paced elective that is the second course in the two-year IB history sequence. (See IB 20th Century World History SL for details of the first course.) This course consists of rigorous study, comparison, and evaluation of the histories of Latin America, Canada, and the United States, investigating from the opposing ideologies of the U.S. Civil War in 1860 and continuing through the emerging independence of the Western Hemisphere in the 1990s.

IB/AP Psychology I (W) **Full year/1.0 credit**

This course approaches the study of human behavior through biological, cognitive, and learning perspectives. The course also gives careful attention to cultural variables in the study of diversity of human behavior. Students will design and implement their own research. This course is not only for students interested in an IB Diploma or Certificate, but also for any student who would like an advanced-level psychology curriculum. At the conclusion of the course, students will be prepared to take the AP Psychology exam.

IB Psychology II SL/HL (W) **Full year/1.0 credit**

This course is the second year of the two-year IB Psychology sequence. Students will study the humanistic perspective and three additional areas of focus. Students will engage in further guided research. At the end of the course, students will be prepared to take the IB Psychology HL exam.

Mentor Teaching and Learning (CHS)

1 semester/0.5 credit

This course is a one-on-one mentoring program in which upperclassmen are mentors to the freshmen students to whom they are paired. The mentors are responsible for assisting freshmen with their homework and assignments. Both freshmen and mentors receive one-half credit for each semester that is successfully completed. Upperclassmen must be approved for mentorship prior to selecting this course. Students interested in becoming mentors should see their guidance counselors. Incoming ninth graders should see their guidance counselors concerning enrollment in this course.

School Service 1 semester/0.5 credit

In this course, volunteers (students) are given specific responsibilities by the person to whom they are assigned. Details about the variety of tasks and activities are available from persons in charge of each service area. Volunteer positions include:

- Audio-visual assistants
- Office assistants
- Student leaders in physical education classes
- Student librarians
- Teacher assistants

These experiences can be used as a trial for related kinds of work, as direct occupational training with recommendation possibilities for later employment, or simply as a service to the school. One-half credit is recorded for each semester of work.

Teacher Cadet (EFE) (W) Full year/2.0 credits

This course is for high school seniors who have a desire to pursue a career within the field of education. The intent of the program is to prepare students for a life in teaching with the expectation that they gain the experience necessary to make an informed choice. Students will be placed in an elementary, middle school or high school classroom for three days per week working under the direct supervision of a certified teacher. The remaining two days per week will involve course work and portfolio development.

Taught at Gull Lake, Loy Norrix, Portage and Schoolcraft Schools.

EFE List of Courses Taught Off PPS Campus:

Law Enforcement I (EFE) (W) Full year/2.0 credits

This course is structured for students who have a career interest in one of the numerous public safety, security and law enforcement fields. It is also designed to provide the necessary foundation for those students seeking advanced training in the criminal justice area. Program studies include: basic criminal law, fundamentals of police patrol, communication and report writing, public safety and corrections, first - aid training, and securities procedures. Students will also receive introductory training in those careers that require an advanced degree. Class structure follows police academy protocol and a uniform dress code is enforced.

Taught at Kalamazoo Public Safety Youth Development Center (YDC).

Law Enforcement II (EFE) (W) Full year/2.0 credits

This course is structured for serious students who have identified a specific career goal in one of the numerous public safety fields. Semester one will focus on developing personal employability skills. Students who meet eligibility requirements in semester one will be afforded the opportunity to participate in a career channeling experience, custom designed to provide extensive exposure and work experience in an entry level position in their selected law enforcement field. After completing a personal action plan, each student will be assigned a vocational escort. Students will report to a contracted agency for 8 hours per week for work experience.

Taught at Kalamazoo Public Safety Youth Development Center (YDC).

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Technology & Applied Science

COURSE	GRADE(S)	CREDIT
Machine Woodworking (CHS)	9 10 11 12	0.5/1.0
Technology Systems (CHS)	9 10 11 12	0.5
Automotive Technology (EFE) (NHS)	10 11 12	2.0
Drafting (EFE) (CHS)	10 11 12	2.0
Furniture & Cabinetmaking (EFE) (NHS)	10 11 12	2.0
Auto. Collision Repair Tech (EFE) (CHS)	11 12	2.0
Courses Taught Off PPS Campus		
Construction Trades (EFE)	11 12	2.0
Electro-Mechanical Technology (EFE)	11 12	2.0
Heating, Air Cond. & Refrigeration (EFE)	12	2.0
Machine Tool Technology (EFE)	11 12	2.0
Welding (EFE)	11 12	2.0
Electrical Construction Technology (EFE)	12	2.0
Cosmetology/Barbering (EFE)	11 12	3.0
Aviation Technology (EFE)	12	2.0
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (EFE)	11 12	1-3

Machine Woodworking

1 Semester or Full year/0.5/1.0 credit

This course offers students an opportunity to develop hands on woodworking skills by building and finishing word projects. Instruction will cover general safety, proper machine care and usage, blue print reading, project design, problem solving and furniture repair. Each marking period students will build an assigned project or an approved, optional project that will incorporate essential woodworking skills. Materials for required projects will be provided by the school. Materials for optional projects will be purchased by the students through school or on their own. This class may be repeated with instructor's approval. **Taught at Portage Central High School.**

Technology Systems 1 semester/0.5 credit

This course will offer the student an exploratory experience dealing with various aspects of physical technology. The design process and safe work habits are stressed. Also incorporated are computer-aided design (CAD) and the use of our woodworking facility. The course includes discussions and demonstrations and maximizes laboratory work. Math, science, and English concepts will be utilized. **Taught at Portage Central High School.**

Auto. Technology (EFE) (NHS) (W)

Full year/2.0 credits

The program will cover the four main areas as prescribed by the National Automotive Technicians

Education Foundation (NATEF). Students study engine performance, wheel alignment, brake systems, electrical system service, steering and suspension service management, fuel system service and air conditioning. The class will be approximately 50% lab work. This course may be selected more than one year. **Taught at Portage Northern High Schools**

Automotive Collision Repair Tech. (EFE) (CHS)

Full year/2.0 credits

This course is a National Automotive Technician Education Foundation (NATEF)-approved collision repair technology program that is designed to provide students with hands-on experiences in auto body repair. Students will complete projects designed to develop skills in sheet metal repair, fabrication, welding, dent repair, removal and installation of automotive panels, plastic repair, automotive painting and refinishing, and mechanical/electrical repairs. This program may be taken for one or two years. Projects for the second-year (advanced) program focus primarily on further development of painting and welding skills and allow more time for the completion of live-work projects. **Taught at Portage Central High School.**

Drafting (EFE) (CHS) (W) Full year/2.0 credits

In the first year of this course, students learn the graphic (picture) language of industry. We draw machine parts and house floor plans using drafting equipment: scales, triangle, boards and parallel rules. Topics included are orthographic projection, sketching, pictorial drawings, dimensioning, sections, CAD (computer aided drafting), working drawings and house floor plans. The class is split between manual drafting and CAD. Most drawing, reading and writing assignments are done in class. The subject area relies on basic math skills, being able to organize thoughts, and express them through pictures. The second year of the program will cover 3/D Mechanical or Architectural Drawing. **Taught at Portage Central High School.**

Furniture & Cabinetmaking (EFE) (NHS)

Full year/2.0 credits

This course is designed to provide students with hands-on experience in the production of furniture and cabinetry. Students will complete projects designed to develop skills in group production, project design/layout, frameless construction through the use of the 32mm system, techniques in joinery

machine maintenance and use, wood identification and properties, wood turning, Computer Numerically Controlled mill/lathe programming and use, fixture design/fabrication and millwork. Second year students will focus on advanced wood techniques that will incorporate the interests and the needs of area industries and the individual interest of the student.

Taught at Portage Northern High School.

Registered Apprenticeship (EFE) Full yr./1-3 cr.

Employers sponsor students through the Federal Bureau of Apprenticeship Training for a skilled traded. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom instruction at school. Upon high school graduation, courses are continued at a post-secondary institution. While in this apprenticeship, the student will:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay, while earning a journey person's card; and
- Will be evaluated every making period by his/her employer.

Cooperative Education (EFE) Full year/1-3 credits

Cooperative Education is an opportunity for students to "earn while they learn." Co - op is a method of instruction, through written cooperative arrangements between school and employers, providing students with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least one semester of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It's a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;

- Receive release time from school, school credit, on-the-job training, and pay; and
- Will be evaluated every marking period by his/her employer.

Prerequisite: EFE/CTE related class. Successful completion of one semester and continued concurrent enrollment or EFE/CTE completer status.

NOTE: Students are not to be officially enrolled in co - op until the Co - op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

EFE List of Courses Taught Off PPS Campus:

Aviation Technology (EFE) (W)

Full year/2.0 credits

This course is a great way to jump - start a career in aviation. Students will study the diverse careers available in the aviation industry and build skills and understanding that will lead into post - secondary education or training. Field trips to aviation industry sites are emphasized. Students should have a strong math and science background. **Taught at Kalamazoo Air Zoo.**

Construction Trades (EFE) Full year/2.0 credit

This course exposes students to several aspects of the construction industry including site, layout, carpentry, electrical, masonry, plumbing, heating, plastering, painting and other construction skill areas. Students experience hands - on training in remodeling and/or new construction as well as classroom training. Students interested in this course should understand basic concepts of measurement and mathematics and be able to work indoors or outdoors. **Taught out of Comstock and Schoolcraft High Schools in connection with the Kalamazoo valley Habitat for Humanity Program**

Cosmetology/Barbering (EFE) Full year/3.0 credits

This course is designed to provide an experience for students who want to become a licensed professional cosmetologist or barber. The program provides classroom and practical training for the State Licensing Examination. In order for the student to be recommended for licensure, they must, successfully

complete cosmetology with a minimum of 1500 hours or successfully complete barbering with a minimum of 2000 hours. The proficient completion of hours requires the student to attend class throughout their junior and senior years and the summer that falls between. It will be necessary for students not completing the program's hours during their EFE enrollment to conclude the program at their own expense. **Taught at Wright Beauty Academy or West Michigan College of Barbering and Beauty.**

Electrical Construction Technology (EFE)

Full year/2.0 credits

This pre - apprenticeship course provides training in the areas of electrical instruction including layout, assembly, installation, repairs, and testing electrical and electronic systems. Students will gain skill in blueprint reading and knowledge of the National Electrical Code as well as local electric codes. Students will learn and follow all safe work practices. Students interested in this class should enjoy working with mathematical formulas and Algebra concepts. **Taught at International Brotherhood of Electrical Workers.**

Electro-Mechanical Technology (EFE) (W)

Full year/2.0 credits

This is an innovative course designed to expose students to engineering and technical fields. The course incorporates a "hands - on" approach to learning with high - tech equipment and programs. Students learn about and do lab work in the following areas: DC/AC electricity and electronics, digital logic, soldering, breadboarding, electrical wiring, programmable logic controllers, microprocessors, robotics, and fluid power. Students gain experience in engineering design, tour - manufacturing facilities, and have the opportunity to enter design competitions and get involved in an engineering co - op. This course offers excellent preparation for students considering any field of engineering, especially electrical, computer, mechanical or manufacturing.

Taught at Kalamazoo Central High School.

Heat., Air Cond. & Refrig. (EFE) (W)

Full year/2.0 credits

Students in this class are dually-enrolled and have the opportunity to earn KVCC college credit in addition to high school credit. Students must follow all requirements of a dual-enrolled program. This

course provides instruction and training in the areas of heating, ventilation, air conditioning, and refrigeration. The program includes training in the design, installation, and servicing of HV AC/R systems. **Taught at Kalamazoo Valley Community College.**

Machine Tool Technology (EFE) (W)

Full year/2.0 credits

This course provides students with hands - on experience in machining and manufacturing methods in an industrial - like setting. The course will include information on the operation of computer - aided design and computer manufacturing systems, machine tool equipment, machining of alloys, heat - treating operations, and plastic molding systems, demonstrations, and will maximize laboratory work (80% hands - on). Students gain planning, organizing, and decision - making skills while also developing acceptable attitudes, interpersonal and equipment related skills. Machine Tool prepares students for immediate employment, advanced schooling and/or Apprenticeship opportunities with local area employers. **Offered at KVCC and/or Vicksburg High School.**

Welding (EFE)

Full year/2.0 credits

Students in this class are dually-enrolled and have the opportunity to earn KVCC college credit in addition to high school credit. Students must follow all requirements of a dual-enrolled program. In this course, students learn to weld with the most common welding processes used today. Content includes the basic safe operation of the oxy - fuel welding, cutting and brazing systems along with training in the basic electric arc welding processes, SMAW (arc), GMAW (mig), GTAW (tig) and FCAW in all positions. This includes safety and equipment set - up, selection and operation. Blueprint reading for welders, welding symbols and basic welder's trade math are included to prepare the student for employment in the welding trade. **Taught at Kalamazoo Valley Community College.**

Registered Apprenticeship (EFE)

Full year/1-3 credits

This course is an employer and Federal Government training program that works. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom

instruction at the high school. Upon graduation, courses are continued at Kalamazoo Valley Community College. While in this apprenticeship, the student will: work in an actual coordinator-approved trade and industry setting, work at least 15 hours per week on average in career/technical, class-related, legal employment, receive release time from school, school credit, on-the-job training, and pay, while earning a journey person's card, and be evaluated every making period by his/her employer.

Cooperative Education (Co-Op) (EFE)

Full year/1-3 credits

Cooperative Education is an opportunity for students to "earn while they learn." Co - op is a method of instruction, through written cooperative arrangements between school and employers, providing students with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least one semester of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It's a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Complete and submit to their counselor an application for EFE Cooperative Education
- Have the job site inspected by the Co - op Coordinator
- Sign a written Occupational Training Agreement prepared by the EFE Coordinator
- Maintain employment in compliance with federal, state and local laws
- Follow the policies and procedures, and complete assignments of the employer and the school
- Submit time verification sheets to the Co - op Coordinator
- Not quit the training program or change jobs without the approval of the Co - op Coordinator
- Work 10 - 15 hours per week to obtain credit

Prerequisite: EFE/CTE related class. Successful completion of one semester and continued concurrent enrollment or EFE/CTE completer status.

NOTE: Students are not to be officially enrolled in co - op until the Co - op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

World Languages

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
French I	9 10 11 12	1.0
French II	9 10 11 12	1.0
French III	10 11 12	1.0
IB French IV SL	11 12	1.0
IB French V SL/HL	12	1.0
German I	9 10 11 12	1.0
German II	9 10 11 12	1.0
German III	10 11 12	1.0
IB German IV SL	11 12	1.0
IB German V SL/HL	12	1.0
Latin I	9 10 11 12	1.0
Latin II	10 11 12	1.0
Latin III	11 12	1.0
IB Latin IV SL	12	1.0
Spanish I	9 10 11 12	1.0
Spanish II	9 10 11 12	1.0
Spanish III	10 11 12	1.0
IB Spanish IV SL	11 12	1.0
IB Spanish V SL/HL	12	1.0

NOTE: If a high school student wishes to repeat a World Language Level I course after successfully completing the same content in middle school, both parental and middle school administrator consent will be required. Per current regulation, the World Language Level I course and the grade received will be recorded on the high school transcript. This credit will not count toward the 26 credits required for graduation.

French I **Full year/1.0 credit**

This introductory French course provides the new generation of language students with the opportunity to function successfully in a variety of realistic situations. The students will not only develop speaking skills, but also systematically develop listening, reading and writing skills within the varied contexts of the French-speaking countries. Additionally, the course explores the geography, the lifestyles and other cultural aspects of French-speaking countries. **Recommended:** C average in Language Arts.

French II **Full year/1.0 credit**

This second-year French course reviews language concepts from the first year. Further vocabulary and grammar study will enable students to communicate more effectively and accurately in written and oral forms. Practice with vocabulary related to everyday

living and cultural situations, provides opportunities to develop proficiency in the spoken language. Video and audio CD programs engage students in a variety of interactive activities of native French speakers, improving listening comprehension and speaking skills. Authentic reading materials will also develop students' reading skills. A variety of resources will be used to increase understanding of and appreciation for French-speaking culture. **Recommended:** C average in French I.

French III **Full year/1.0 credit**

In this third-year French course students will refine language skills through various activities. Emphasis will be placed on acquisition of core grammar concepts and practical application of speaking and writing skills. Reading and listening skills will be enhanced with practice from native sources. In-depth studies of cultural topics are an integral part of the course. Most activities will be conducted in French, and students are expected to communicate in the target language. **Recommended:** C average in French II or permission of the instructor.

IB French IV SL (W) **Full year/1.0 credit**

This course is a modern language program focusing on language acquisition and refinement. It meets the needs of students who have studied French for three or four years immediately prior to the beginning of this course. Students will use the language appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing, and speaking) will be developed equally through authentic texts and a variety of interactive activities. This course is conducted primarily French. Students are expected to communicate in the target language. **Recommended:** C average in French III.

IB French V SL/HL (W) **Full year/1.0 credit**

This is the culminating course in the French program, and is designed for students with four or more years' previous experience in the language. The course focuses on acquisition and development of the listening, speaking, reading, and writing skills at increased levels of sophistication. These skills are developed through the study of a wide range of authentic written and spoken texts, extending from everyday oral exchanges to literary excerpts from the target culture. Refinement of grammar will be emphasized throughout the year. The goal is

appropriate use of the language in a wide variety of situations and purposes. Students will strive for effective communication, understanding the subtleties of vocabulary, analysis of written and spoken material, and the discussion of abstract ideas. To accomplish this, students will learn to refine their language to include appropriate register, style, and sensitivity to the culture(s) of the target countries.
Prerequisite: IB French IV SL.

German I **Full year/1.0 credit**

This introductory German course is designed for beginning students with no prior study of the language. Students will use their knowledge of English to draw comparisons to the German language and build basic vocabulary. Listening, reading, writing and speaking skills will be developed on a basic level through a variety of activities. Topics of discussion include family, school, sports, travel, shopping and entertainment. Students will explore the customs and culture of the German-speaking countries. **Recommended:** C average in Language Arts.

German II **Full year/1.0 credit**

This course is a continuation of language study that began in German I. The emphasis is on communication in culturally authentic situations. Students will review and expand on vocabulary and phrases learned in the first year. They will communicate using increasingly complex structures. Students will learn to sense the cultural appropriateness of certain phrases in particular situations and will explore in greater depth the lifestyles of German-speaking people.
Recommended: C average in German I.

German III **Full year/1.0 credit**

In this third year of German, oral fluency, grammatical accuracy and listening comprehension will be further developed through a variety of activities. Emphasis is on expanding vocabulary and using more complex structures. Topics of discussion include fashion, vacations, entertainment, social situations, relationships with others, and privileges and responsibilities. Most activities are conducted in the target language. **Recommended:** C average in German II.

IB German IV SL (W) **Full year/1.0 credit**

This course is a modern language program focusing on language acquisition and refinement. It meets the needs of students who have studied German for three or four years immediately prior to the beginning of this course. Students will use the language appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing, and speaking) will be developed equally through authentic texts and a variety of activities. This course is conducted primarily in German. Students are expected to communicate in the target language.
Recommended: C average in German III.

IB German V SL/HL (W) **Full year/1.0 credit**

This is the culminating course in the German program and is designed for students with four or more years' previous experience in the language. The course focuses on acquisition and development of the listening, speaking, reading, and writing skills at increased levels of sophistication. These skills are developed through the study of a wide range of authentic written and spoken texts, extending from everyday oral exchanges to literary excerpts from the target culture. The goal is use of the language in a wide variety of situations and purposes. Students will strive for effective communication, understanding the subtleties of vocabulary, analysis of written and spoken material, and the discussion of abstract ideas. To accomplish this, students will learn to refine their language to include appropriate register, style, and sensitivity to the culture(s) of the target countries.
Prerequisite: IB German IV SL.

Latin I **Full year/1.0 credit**

This course begins a four-year sequence leading to reading the Latin language with comprehension. The course will focus on the everyday life of Romans through readings about a family living during the last days of the city of Pompeii and the life of Romans living in the provinces of Britannia and Aegyptus. Archaeological information will be used to enhance the cultural studies. Roman mythology will also be used to help define the life and beliefs of the ancient Romans. All of this will be studied with a view toward the ancient culture's impact on modern society. Through the study of English words derived and borrowed from Latin, the student will obtain immense practical benefit by improving personal

vocabulary and knowledge of English grammar.
Recommended: C average in Language Arts.

Latin II **Full year/1.0 credit**

In this second-year Latin course, students will continue to work toward the goal of reading Latin with comprehension. Additional vocabulary words and more complex grammar will be introduced. While students further develop their translation skills, they will learn about life in the Roman army and the development of civilian centers in the distant provinces. The design of these ancient urban centers will be compared with the complicated arrangement of buildings in the ruling city of Rome.
Recommended: Latin I.

IB Latin III (W) **Full year/1.0 credit**

In this course students will learn about the history of Rome through the literature and lives of the ancient authors. While translating and reading the mythological and historical works of such authors as Ovid, Virgil, Catullus and Horace, students will also study the development of the Latin language. Through the translations of the ancient authors, students will study the historical events and people that helped to take Latin from a language only inscribed on tombs to one that could be used to compose all forms of literature. Cultural emphasis will be placed on the growth of Rome's political system from its earliest days as a monarchy, when the language was in its infancy, to the imperial age, when Latin rose to its peak form in literature and had its decline into a language that reflected the rise of the common man. Students will refine their translation skills to demonstrate knowledge of grammatical forms that define an author's style. **Recommended:** Latin II.

IB Latin IV SL (W) **Full year/1.0 credit**

This course encourages expansion and development of students' translation skills. The emphasis is placed on the translation of selected authors that define social changes that occurred throughout Rome's history. Through the readings of Virgil, Catullus, and other Roman writers, students will identify the events that shaped Roman laws, customs, and social and religious beliefs. Using the knowledge of texts translated in previous levels, students will learn to interpret the social and political difficulties that controlled the life of prominent Romans in government and the authors who recorded the events

which defined what and who was Roman.
Recommended: Latin III or permission of the instructor.

Spanish I **Full year/1.0 credit**

This introductory Spanish course provides the new generation of language students with the opportunity to function successfully in a variety of realistic situations. The students will not only develop speaking skills, but also systematically develop listening, reading and writing skills within the varied contexts of the Spanish-speaking world. Additionally, the course explores the geography, the lifestyles and other cultural aspects of Spanish-speaking countries.
Recommended: C average in Language Arts.

Spanish II **Full year/1.0 credit**

In this course, second-year Spanish students review language concepts from the first year. Further vocabulary and grammar study will enable students to communicate more effectively and accurately in both written and oral forms. Practice with vocabulary related to everyday living situations provides opportunities to develop proficiency in the spoken language. Video and audio CD programs expose students to a variety of native Spanish speakers, improving their listening comprehension. Authentic reading materials will also develop students' reading skills. A variety of resources will be used to increase understanding of and appreciation for the Hispanic culture. **Recommended:** C average in Spanish I.

Spanish III **Full year/1.0 credit**

In this course, third-year Spanish students will refine language skills through various activities. Emphasis will be placed on acquisition of verb tenses and practical application of the speaking and writing skills. Reading and listening skills will be enhanced with practice from native sources. In-depth studies of cultural topics are an integral part of the course. Most activities will be conducted in Spanish and students are expected to communicate in the target language. **Recommended:** C average in Spanish II or permission of the instructor.

IB Spanish IV SL (W) **Full year/1.0 credit**

This course is a modern language program focusing on language acquisition and refinement. It meets the needs of students who have studied Spanish for three or four years immediately prior to the beginning of this course. Students will use the language

appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing, and speaking) will be developed equally through authentic texts and a variety of activities. This course is conducted entirely in Spanish. **Recommended:** C average in Spanish III.

IB Spanish V SL/HL (W) Full year/1.0 credit

This is the culminating course in the Spanish program and is designed for students with four or more years' previous experience in the language. The course focuses on acquisition and development of the listening, speaking, reading, and writing skills at increased levels of sophistication. These skills are developed through the study of a wide range of authentic written and spoken texts, extending from everyday oral exchanges to literary excerpts from the target culture. The goal is use of the language in a wide variety of situations and purposes. Students will strive for effective communication, understanding the subtleties of vocabulary, analysis of written and spoken material, and the discussion of abstract ideas. To accomplish this, students will learn to refine their language to include appropriate register, style, and sensitivity to the culture(s) of the target countries.

Prerequisite: IB Spanish IV SL.

Other Courses

<u>COURSE</u>	<u>GRADE(S)</u>	<u>CREDIT</u>
IB Theory of Knowledge	12	1.0
KAMSC (morning)	9 10	1.5
KAMSC (afternoon)	11 12	1.5
Seminar	9 10 11 12	0.5
Yearbook	9 10 11 12	1.0
Alternative Plan for Students	9 10 11 12	0.5+
Registered Apprenticeship (EFE)	11 12	1-3
Cooperative Education (EFE)	11 12	1-3

IB Theory of Knowledge (W) Full year/1.0 credit

This course is required of all International Baccalaureate Diploma candidates and affords them the opportunity to reflect upon their learning experiences inside and outside the classroom. Candidates will explore the challenges typically encountered in evaluating assertions or “knowledge claims,” as well as how specific “problems of knowledge” are an inherent component of various academic disciplines. Classroom activities will provide preparation and practice for IB-mandated oral presentations as well as a 1,200- to 1,500-word essay on a topic that the student selects from an IB-prescribed list.

Kalamazoo Area Mathematics & Science Center (KAMSC)

Morning Session Full year/1.5 credit

Afternoon Session Full year/1.5 credit

In this course, Portage Public Schools students have the opportunity to attend classes at the Kalamazoo Area Mathematics and Science Center. Students who attend this center are normally selected during the eighth grade; however, openings occasionally become available as students leave the program. KAMSC is an academically rigorous program which requires that a student leave his/her home school and attend the math and science center in Kalamazoo. Each student who attends this center completes three credits in mathematics and science during a school year. For more information about this program, please contact your school counselor.

Seminar 1 semester/0.5 credit

This elective course is designed to be an educational extension of a student’s regular schedule of classes. Seminar provides opportunities for enrichment, encouragement, remediation, and reinforcement of concepts taught in a student’s other courses.

Yearbook Full year/1.0 credit

Applications for this course are made directly to the advisor in each building during the winter. Students interested in advertising, design, writing, photography, typing, and being part of a team working to present the best yearbook possible are urged to visit with present staff to investigate the possibilities. Secure an application from the yearbook advisor or your counselor. This course may be repeated for credit.

Registered Apprenticeship (EFE) Full yr./1-3 cr.

Employers sponsor students through the Federal Bureau of Apprenticeship Training for a skilled traded. During the apprenticeship period (two to four years, depending upon the occupation), the student combines on-the-job training at the company with related classroom instruction at school. Upon high school graduation, courses are continued at a post-secondary institution. While in this apprenticeship, the student will:

- Be employed in a coordinator-approved work setting;
- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay, while earning a journey person’s card; and
- Will be evaluated every making period by his/her employer.

Cooperative Education (EFE) Full year/1-3 credits

Cooperative Education is an opportunity for students to “earn while they learn.” Co - op is a method of instruction, through written cooperative arrangements between school and employers, providing students with an opportunity to extend their Career/Technical Education preparation beyond the classroom.

Students who have completed at least one semester of an Education for Employment class can gain valuable work experience, while earning both money and high school credit. It’s a great opportunity to increase awareness of the broad spectrum of occupations in an area of interest, and practice teamwork in the real working world while developing positive work attitudes and habits.

Participating students shall:

- Be employed in a coordinator-approved work setting;

- Work 10-15 hours per week in class-related, legal employment;
- Receive release time from school, school credit, on-the-job training, and pay; and
- Will be evaluated every marking period by his/her employer.

Prerequisite: EFE/CTE related class. Successful completion of one semester and continued concurrent enrollment or EFE/CTE completer status.

NOTE: Students are not to be officially enrolled in co - op until the Co - op Coordinator has approved their application and job site. Additionally, employment is subject to forces outside of the control of the school district, therefore employment cannot be guaranteed. For these reasons, it is recommended that students maintain a full schedule of classes until all conditions are met.

Alternative Plan for Students (APS)

This plan provides students with the opportunity to arrange a program that provides for their own identified needs as an alternative to the traditional high school program. Students may select community volunteer programs, enroll in college and career programs, do independent study or research outside of school under APS supervision, choose employment or training that is related to occupational goals but is not available under regular school programs, or develop a proposal of their own that meets the purpose of the Alternative Plan. The number of credits earned in the alternative program will depend on the proposal submitted by the student. See your counselor for further information.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

Appendix

CIVIL RIGHTS LEGISLATION

Title VI of the Civil Rights Act of 1964:

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance” (34 CRF, ~103.3).

Title IX of the Education Amendments of 1972:

“No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance” (34 CRF, ~106).

Title IX of the Education Amendments of 1972, as amended, is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving federal financial assistance, whether or not such a program or activity is offered or sponsored by an educational institution as defined in part 106.

Section 504 of the Rehabilitation Act of 1973:

“No otherwise-qualified individual with a disability in the United States shall, solely by reason of her or his disability, as defined in section 706(8) of this title, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (29 U.S.C., ~794(b))

Part 104 of 34 CRF effectuates Section 504 of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of disability. On October 29, 1992, the Rehabilitation Act Amendments of 1992 had three significant consequences relative to Section 504: (1) the term “disability” replaced the term “handicap,” (2) certain conditions were explicitly excluded from the definition of “disability,” and (3) complaints alleging employment discrimination under Section 504 were to be judged by the standards of Title I of the Americans with Disabilities Act (ADA).

Age Discrimination Act of 1975:

“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (~1 10.10 (a)).

Title II of the Americans with Disabilities Act of 1990 (ADA):

“No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity” (~35.130).

GRIEVANCE PROCEDURE FOR

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Act of 1990

Section I:

Any person believing that the Portage Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendments of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, or (5) Title II of the Americans with Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address: Mr. John Manske, District Legal Counsel, Portage Public Schools, 8111 S Westnedge Ave, Portage MI 49002, (269) 323-5171.

Section II:

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the

complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

Step 2

A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office of Civil Rights, Department of Education, Washington DC 20202.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington DC 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

SUBSTITUTION, WAIVER, CREDIT RECOGNITION, AND COMPETENCY WAIVER CRITERIA AND PROCEDURES (revised 12-27-99)

Students may earn credits through any of four alternatives as specified by the Curriculum Instruction Council:

1. **Substitution of Credit** – A departmental graduation credit requirement can be granted for successfully completing a pre-approved course from another department or another educational institution.
2. **Waiver of Credit** – A departmental graduation credit requirement can be set aside by successfully completing a particular course, program, or activity within the school or community.
3. **Credit Recognition** – A departmental credit can be granted upon successful completion of a course from an educational institution or program outside of Portage Public Schools (e.g., EFE, EFA, KAMSC, ATYP).
4. **Competency Waiver of Credit** – A prerequisite course can be bypassed as a result of successfully demonstrating mastery via assessment of the course outcomes and benchmarks.

SUBSTITUTION OF CREDIT

The following conditions must be met in order to substitute a course for a Portage Public Schools course required for graduation:

1. A student applying for a course substitution must be a full-time student (i.e., carries seven credited hours each year for his or her entire high school career), both before and after the granting of the substitution. If the student fails to carry seven credited hours, the substitution is null and void and may not be used as a required graduation credit.
2. A student must complete and submit to the high school guidance office an application requesting a course substitution no later than one semester prior to enrollment in the proposed course substitution.
3. A student must successfully complete the course

for which he or she has received substitution approval (i.e., the student must receive a passing grade).

4. Upon successful completion of the course, the student must present to the high school guidance counselor a copy of his or her transcript issued by the credit-granting institution indicating the passing grade. Failure to do so will result in loss of credit for the substituted course.

Note to Students and Guidance Counselors:

In order for a course to be accepted as a substitution for a Portage high school physical education course, the course must:

1. Be a minimum two-credit-hour physical education course at a credit-granting institution for a 0.5 credit substitution.
2. Be taught by a professional instructor.
3. Have physical activity as its primary focus, including instruction (e.g., swimming, aerobics, gymnastics, dance, martial arts, weight training, team sports, or individual sports).

WAIVER OF CREDIT (revised 12-27-99)

The following must be met for a course, program, or activity to be used as a waiver for a required Portage high school course:

1. The student must complete an application for waiver and submit it to his or her guidance counselor no later than one semester prior to the proposed course waiver.
2. A course, program, or activity considered for a waiver must be sponsored by or offered through a school district or through a recognized community organization or institution.
3. The content of the proposed course, program, or activity must closely relate to the content and activities of the course to be waived.
4. The proposed waiver must be pre-approved by the student's high school guidance counselor. If an application is rejected by the student's guidance counselor, the student may appeal to the high school principal. If the application is rejected by the principal, the student may appeal to the Assistant Superintendent of Instruction for a final determination.

5. A student applying for a course waiver must be a full-time student (i.e., he or she must carry seven credited hours per year for his or her entire high school career), both before and after the granting of a waiver. If the student fails to carry seven credited hours, the waiver is null and void and may not be used as a graduation credit.
6. The student must present to his or her high school guidance counselor a document of completion, signed by the instructor or coach of the course, program, or activity, which attests to the student's fulfillment of course, program, or activity requirements. Failure to do so will result in loss of credit for the waiver.

Note to Students and Guidance Counselors:

Courses, programs, or activities that meet the requirements for waivers for Portage Public Schools' physical education courses must involve a minimum of 60 hours of physical activity. Such courses, programs, and activities may include sports teams sponsored by Portage Public Schools; high school marching band; full-semester dance classes taught in area dance studios; YMCA/YWCA aerobics, swimming, judo, karate, or similar classes; or appropriate courses, programs, or activities sponsored by or offered through recognized community organizations or institutions.

KEY:

EFA	Education for the Arts	HL	Higher Level
EFE	Education for Employment	SL	Standard Level
CHS	At Central High School	IB	International Baccalaureate
NHS	At Northern High School	W	Weighted GPA Course

ALTERNATIVE CREDIT FOR HIGH SCHOOL COURSES

Department	Req'd Credits	Course(s)	Alternative Credit
Business/ Computers	0	Business, Management & Administration	Substitute for 0.5 credit in English. NOT recommended for students who plan to attend a four-year college.
	0	Business Mathematics	Substitute for 1 credit in Mathematics. NOT recognized as math credit by colleges.
	0	IB Business & Management HL	Substitute for 0.5 credit in Economics.
English	4	<ul style="list-style-type: none"> ▪ ATYP Writing Skills II ▪ ATYP Literature II 	Waiver 1 credit for English 9.
	4	KAMSC	Waiver 0.5 credit in English.
Health	0.5	Health Freshman Focus Integrated Dance/PE/Health (EFA)	Substitute 0.5 credit for Health. Must complete two-credit-hour (minimum) pre-approved and verified course at credit-granting institution.
Mathematics	4.0	ATYP Math I	Waiver 1.0 credit in Mathematics.
	4.0	ATYP Math II	Waiver 2.0 credits in Mathematics.
Physical Education	1.5	<ul style="list-style-type: none"> ▪ School athletic team ▪ Marching Band ▪ Approved independent activity 	Waiver 1.0 credit in Physical Education. Must complete two-credit-hour (minimum) pre-approved and verified course at credit-granting institution.
Science	3.0	Health Occupations	Substitute for 1 credit in Science. Does NOT count toward graduation requirement of 3 credits in Science.
	3.0	KAMSC	Waiver 2.0 credits in Science.
Social Studies	3.0	IB 20 th Century World History SL	Substitute 1.0 credit for World History elective.
Technology & Applied Science	0	Electro-Mechanical Technology	Substitute for 1 credit in Science. Does NOT count toward graduation requirement of 3 credits in Science.
World Languages	0	All	Competency Test option is available for placement in higher-level courses.

Note to Guidance Counselors and parents:

Due to the new Michigan High School Graduation requirements, waivers may be subject to change after further clarification from EFA, EFE, and the MDE.

KEY:	EFA Education for the Arts EFE Education for Employment CHS At Central High School NHS At Northern High School	HL Higher Level SL Standard Level IB International Baccalaureate W Weighted GPA Course MDE Michigan Department of Education
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