

Capac Jr. – Sr. High School



Program of Studies

2019-2020

Capac Jr. – Sr. High School
541 North Glassford
Capac, MI 48014
810-395-3800

MISSION STATEMENT

It is the mission of the Capac Community School District to prepare all of our students to be life-long learners, educating them for success in the 21st Century.

Jeff Terpenning, Superintendent

Capac Board of Education

Monica Standel, President

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Capac Jr. – Sr. High School

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Liz Makedonsky, Counselor

Julie Baranowski, School Success Worker

Caitlynn Upton, College Advisor

TABLE OF CONTENTS

GENERAL

Graduation Requirements.....	2
Grade Placement	2
Test Information	3
Counseling.....	3
University Recommendations	4
Credit Options	4
Dual Enrollment	4
On-Line Courses	5
Summer School and Testing Out.....	5
NCAA Clearinghouse	6
Responsibilities for Program Selection	7
Employability Skills.....	8

DEPARTMENTS

St. Clair TEC Programs	10
7 TH & 8 TH Grade Course Selections.....	10
Business and Technology	15
English	16
Mathematics.....	20
Physical Education/Health.....	23
Science.....	25
Social Studies.....	28
Visual, Performing & Applied Arts	32
World Languages	35
Special Services	38
Course Index.....	43

GRADUATION REQUIREMENTS

In order to be a candidate for graduation and take part in any graduation ceremony, a student must:

1. Successfully complete 22 designated units of credit.
2. Attend eight (8) semesters of high school.
3. Participation in the SAT College Readiness Exam

Michigan Merit Curriculum (MMC)		
4 English Language Arts (ELA) Credits	• English 9	1 credit
	• English 10	1 credit
	• English 11	1 credit
	• English 12	1 credit
4 Mathematics Credits	• Algebra I	1 credit
	• Geometry	1 credit
	• Algebra II	1 credit
	• Senior Year Math-Related	1 credit
3 Science Credits	• Biology	1 credit
	• Chemistry or Physics	1 credit
	• 1 additional science credit	1 credit
3 Social Studies Credits	• Civics	.5 Credit
	• Economics	.5 Credit
	• US History and Geography	1 credit
	• World History and Geography	1 credit
1 Physical Education and Health Credit	• Credit aligned to state guidelines	1 credit
1 Visual, Performing, and Applied Arts Credit (VPA)	• Credit aligned to state guidelines	1 credit
2 World Languages Credits (Begins with Class of 2016)	• Credits earned in grades 9-12 OR equivalent learning experience in grades K-12	2 credits
Online Learning Experience	• Online course, learning experience, or experience is incorporated into one or more required credits	

PERSONAL CURRICULUM

A parent, legal guardian or emancipated student can request a Personal Curriculum when it is apparent that a student is not able to complete portions of the Michigan Merit Curriculum. **General education students** may request a P.C. if they wish to modify their math requirements, after completing three semesters of math. **Special education students** may request to modify any credit requirements at any time, based on his/her ability. **A new transfer student** (from out of state or a non-public school) may request to modify their requirements if they have successfully completed the equivalent of two years of high school prior to entering Capac Jr. – Sr. High School. Such requests must be approved following a meeting with student, parent, counselor, and administrator prior to Personal Curriculum going into effect.

GRADE PLACEMENT

Below are the credits needed for a student to be on track for graduation with his/her class. Students will advance to the next grade level each year despite the number of credits earned. However, graduation from Capac Jr. – Sr. High School will be achieved only when the necessary 23.5 credits are earned.

Credits for Sophomore Status	6.0
Credits for Junior Status	12.0
Credit for Senior Status	18.0

Advanced Placement courses may be selected by students who desire to earn college credit along with high school credit. After completing the course, students may choose to take the College Board Exam in the subject area. Success on the College Board Exam may result in the college issuing credit to the student.

GET A HEAD START ON COLLEGE

Articulation agreements are educational partnerships that give exceptional opportunities for high school students to earn college credits with career/technical education programs while in high school. Capac Jr. – Sr. High School has articulation agreements through St. Clair TEC and our Agricultural Science, Digital Media, and Business Administration Management programs. See your Case Manager or counselor for more details on qualifying classes.

TEST INFORMATION

Effective with the Class of 2016, all juniors must appropriately complete and receive a valid State score on the State assessment, currently known as the Michigan Student Test of Educational Progress (M-STEP), in order to be eligible to participate in commencement exercises.

<u>GRADE 7</u>	<u>GRADE 8</u>	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
M-STEP	M-STEP PSAT 8/9	PSAT 8/9	PSAT/NMSQT	SAT/WorkKeys PSAT/NMSQT M-STEP	SAT (optional) ACT (optional)

COUNSELING

One of the important functions of the counselor is to assist students in the selection of their courses and plan their educational goals. Students need to plan out their high school program so that they can take classes to prepare them for future vocational needs. Students must plan a four-year sequence rather than choosing “one of these, one of those” cafeteria-style course selections. It is the purpose of this booklet to help students in this important selection process. Students should discuss plans with parents, teachers, and counselor and then pencil in the classes that should be taken to accomplish these goals.

The counselor will meet with students in the classroom and individually, if needed, to discuss their class selections, graduation requirements and career plans. Each year students will review and revise their Educational Development Plans (EDP) using Career Cruising for their high school portfolio and as a career planner. Parents and students should continue to check the appropriateness of their courses for meeting graduation requirements and career goals with their counselor. The more thoroughly goals are thought out and this booklet is reviewed, the easier it will be to make good course selections. Students may contact the counselor at any time to discuss any questions they may have concerning scheduling.

<u>Grade Level</u>	<u>Counselor Name</u>	<u>Phone</u>
7 – 8	Julie Baranowski	810-395-3801
9 - 12	Liz Makedonsky	810-395-3809

ADDITIONAL STUDENT SUPPORT STAFF:

Special Services Director	David Phillips	810-395-3747
Psychologist/Social Worker	Donna Termini	810-395-3745

NONDISCRIMINATION POLICY OF COMPLIANCE WITH FEDERAL LAW (Title VI, IX, and Section 504)

It shall continue to be the policy of the Capac Community School District not to discriminate on the basis of religion, race, national origin, color, sex, age, or handicap, in educational programs, activities, or services and to comply with all requirements and regulations of the United States Department of Education. All students shall have an equal opportunity to participate in, and benefit from, all academic and extra-curricular activities and services. Any student or employee of Capac Community Schools believing to be discriminated against on the basis of the aforementioned regulations may contact the following compliance officers:

Jeff Terpenning
Superintendent
Telephone: 810-395-3805

Dr. David Phillips
Special Services Director
Telephone: 810-395-3747

UNIVERSITY RECOMMENDATIONS

Although each university has the final say in admissions decisions, Michigan’s public universities have agreed that students must meet the requirements described in this booklet to be eligible for regular admission to four- year degree programs. If you are unable to complete these requirements, you may still be considered for a four- year degree program, so you are encouraged to apply to the university of your choice.

The standards and requirements for admission are different for each public university; certain programs may have special requirements as well. Whatever your areas of interest, you should get detailed information about specific admissions requirements from your school counselor or from the proper admissions office. In considering your potential to be a successful student, each university looks at your high school record. Factors such as your grade point average, test scores, special abilities, scholastic activities, and work experience are also important.

REQUIREMENTS

ENGLISH	4 YEARS
MATHEMATICS	4 YEARS
BIOLOGICAL AND PHYSICAL SCIENCES	3 YEARS (Recommended for College: 4 years of Science)
HISTORY AND SOCIAL SCIENCES	3 YEARS (1 year of World History and 1 year of American/ U.S. History is strongly recommended)
FOREIGN LANGUAGE	2 YEARS (3 years strongly recommended)

RECOMMENDATIONS

COMPUTER LITERACY	1 YEAR OF HANDS-ON EXPERIENCE STRONGLY RECOMMENDED
FINE AND PERFORMING ARTS	2 YEARS STRONGLY RECOMMENDED

Make the best use of courses offered by your high school. Remember, simply taking courses – even difficult ones - will not guarantee college admission or work success in the future. What really counts is what you know and can do as a result of your high school experience.

A good education provides a basis for making many important decisions about your future. Take charge and give yourself every opportunity to be successful in school and the career you eventually choose.

CREDIT OPTIONS

Note: Students must see their counselor for a complete packet of information if interested in participating in the Credit Options listed below:

DUAL ENROLLMENT

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 “dual 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 may be eligible to participate in Dual Enrollment in grades 10 – 12, not to exceed more than 10 classes throughout their high school career.
2. Students must attain qualifying scores on the PSAT, PSAT/NMSQT, SAT, ACT, and M-STEP assessments for the 2018 -2019 & 2019-2020 school years or as data becomes available under the standards developed by the MME (Science and Social Studies).

Minimum Qualifying Scores

<u>Content Area</u>	<u>PSAT</u>	<u>MME</u>	<u>ACT</u>	<u>SAT</u>
Reading & Writing	460	--	22	480
English	--	--	18	--
Mathematics	510	--	22	530
Science	--	2100	23	--
Social Studies	--	2100	--	--

3. Students must be enrolled in both the school district and post-secondary instruction during the local school district's regular academic year.
4. The college courses must be academic courses (as opposed to "activity courses").

School districts are required to pay the lesser of: (a) the actual charge for tuition, books, and fees; or (b) the students' state school aid foundation allowance adjusted to the proportion of the school year they attend the district. Payments made by the school district will be determined by the amount of state school aid the district receives per semester and the proportion of time the pupil is attending classes in the district and at the post-secondary institution. Students are responsible for any balance of funds due. Students are no longer eligible when all high school graduation requirements are met.

ON-LINE COURSES

Students are provided an opportunity to select on-line courses that are offered through the Aventa On-line Services. Capac Jr. – Sr. High School students in grades 10 – 12 are permitted to apply for permission to register for an on-line course up to a maximum of one credit per semester. Students will be granted credit if the course is taken from an accredited institution and is pre-approved by their counselor. In addition, on-line courses will not be granted for the purpose of early graduation. Students may not register for a class on-line that is already available in the traditional high school course offerings.

Students interested in enrolling for an on-line course must schedule an appointment with the counselor to complete the registration form. Eligibility requirements will be discussed. For a student to attain success with on-line courses, however, he/she must be a self-starter with a strong sense of direction and possess the ability to establish goals and reach those goals within an established timeframe. On-line courses are challenging and time-intensive. In addition, a successful on-line student must be independent, focused, and able to maintain a regular schedule of logging on to keep up with the course guidelines with minimum guidance from an instructor/mentor. In order to be successful, students should also possess good writing skills, basic internet and computer skills, and will most likely have to spend more time on these courses than on their traditional school courses.

SUMMER SCHOOL

Summer School is available for credit recovery purposes only. The counselor must approve the selection and sign the completed registration form before a student is permitted to register with the Summer School Office. Students are responsible for the payment of all necessary summer school fees.

Students interested in registering for summer school must schedule an appointment with their counselor before school ends. Space may be limited. An announcement will be made regarding registration dates and times. ***A reminder: students must attend regularly to receive credit in their summer school courses. Students will lose credit if they acquire more than two absences during summer school.***

TESTING OUT

All students in grades 9 – 12 are provided an opportunity to test out of courses offered by the high school as stated in Public Act 335, Section 1279B of the State Code. **Courses that may not be tested out of are Civics – which is statutorily mandated for all high school students, and Physical Education.**

Students must exhibit mastery of course content by attaining a grade of C+ (78%) or better on a comprehensive final examination. Students may also be required to demonstrate mastery through basic assessments used in the class that may include, but are not limited to, portfolios, performance, papers, projects, and/or presentations.

Credit earned will be based on successful mastery of the required assessment and recorded as “pass.” No letter grades will be given and no letter grade will be used in the computation of the grade point average. Credit will be accepted as fulfillment of a requirement in a course sequence. Once credit is granted by “testing out,” a student may not receive credit for a lower course in that course sequence. Credit toward fulfillment of graduation requirements will be granted.

Applications for taking a test may be picked up from the counselor or the secretaries. Notification to the high school counselor must be done with parental consent no later than one week prior to the announced test date in December, or one week prior to the end of the previous school year for August. Any requests for the exam that are received after that date will be denied. A pre-arranged appointment will be set up in order for a student to take the test. If you have any questions, please call/see the counselor.

N.C.A.A. ELIGIBILITY CENTER (formerly NCAA CLEARINGHOUSE)

You must apply and be approved prior to your freshman year of college or you will not be allowed to be on the team or to accept any athletic scholarships. It is recommended to apply to the NCAA Eligibility Center before the end of your 11th grade school year. Final certification will come after graduation.

What are the NCAA Eligibility Center standards I must meet?

The standards issued by the NCAA Eligibility Center are slightly different for Division I and Division II but are based on the same four principles:

- You must graduate from high school.
- You must successfully complete all core courses.
- You must have a minimum 2.000 GPA in core courses; and
- You must have a minimum qualifying score on the ACT or SAT.

How many Core Courses do I need to be able to compete?

Students in the classes of 2008 and beyond must complete 16 core courses for Division I and 14 core courses for Division II. It is recommended to set 16 core courses as your goal, just in case you develop DI potential in your junior and senior years.

Division I: 16 Core Courses	Division II: 14 Core Courses
4 years of English	3 years of English
3 years of math (algebra 1 or higher level)	2 years of math (algebra 1 or higher level)
2 years of natural or physical science (including one year of lab if offered)	2 years of natural or physical science (including one year of lab if offered)
1 additional year of English, math, or natural/physical science	3 additional years of English, math, or natural/physical science
2 years of social science	2 years of social science
4 years of additional core courses (from any category above, or in a foreign language, comparative religion, or philosophy)	3 years of additional core courses (from any category above, or in a foreign language, comparative religion, or philosophy)

What SAT/ACT test scores do I need?

The test score requirements vary between Divisions I and II.

In Division II, the test score requirements are the same for every student, regardless of GPA. To meet Division II requirements, you must achieve at least an 820 on the SAT or a sum score of 68 on the ACT.

In Division I, a sliding scale is used based on core course GPA. The higher your GPA, the lower your test scores need to be to qualify. Higher test scores will also allow for a lower minimum GPA. The Test Score Index for the Division I is listed here.

Note: Test scores will be calculated using the math and verbal subsections of the SAT and the sum of the Math, Science, English and Reading subsections of the ACT. The writing component of the ACT or SAT will not be used to determine your qualifier status. However, more and more schools are requiring the writing portion of the test for admission, so it is a good idea to take that portion each time you take the test.

Note: Test scores must be reported directly from either ACT or SAT using code 9999. The NCAA no longer accepts test scores reported by your high school.

Also please note that it is common for student/athletes to take the ACT or the SAT more than once in order to get their desired score.

Return to www.nationalscholastic.org/resources to find the links to register online for the SAT and/or ACT as well as to see the test dates and registration deadlines.

How do I register with the NCAA Eligibility Center?

For registration information, visit the NCAA Eligibility Center website at <https://web1.ncaa.org/eligibilitycenter/common/> or contact NCAA Eligibility Center at the address and phone listed below:

NCAA Eligibility Center
P.O. Box 7136
Indianapolis, IN 46207-7136

(877) 262-1492
Call Center Hours: 8a.m. - 6p.m. EST Monday-Friday

RESPONSIBILITIES FOR PROGRAM SELECTION

STUDENT AND PARENT RESPONSIBILITIES:

It is the responsibility of the student and parent, with the guidance and advice of the school faculty and counselor, to review and determine the future plans and aspirations of the student. Once his/her program is designed, it is the responsibility of the student to carry it through to completion. Upon consultation with his/her teachers and counselor, the student and his/her parents may request to change this program as achievements of goals indicate it to be necessary. **Since staffing, class size, and other factors are determined through pre-enrollment, it may not always be possible to honor requests for a change of program. Students in high school are not guaranteed the same periods and teachers for courses each semester.**

TEACHER RESPONSIBILITIES:

It is the responsibility of the teacher, whose experiences with the student enables him/her to identify the student's abilities and achievements, to work with the student, counselor and parents. The teacher's opinions, based on classroom experience, will further help the student make his/her program realistic and workable.

COUNSELOR RESPONSIBILITIES:

It is the responsibility of the counselor to help the student plan a program that satisfies the graduation requirements of the school and to recommend that the major emphasis on the student's program is one that reflects his/her future plans, interests, and aptitudes.

ADMINISTRATOR RESPONSIBILITIES:

An administrator determines final placement in cases of disagreement.

EMPLOYABILITY SKILLS PORTFOLIO PROGRAM

Employability Skills are the **BASIC** skills needed to get and keep a job. They are the skills needed in entry-level (beginning) jobs and technical and professional careers. Many Employability Skills are also used in adult roles such as parent, consumer, community member, and citizen.

ACADEMIC

Read and understand written materials
Understand charts and graphs
Understand basic mathematics
Use mathematics to solve problems
Use research and library skills
Use specialized skills and knowledge to get a job done
Use tools and equipment
Speak in the language in which business is conducted
Write in the language in which business is conducted
Use the scientific method to solve problems

PERSONAL MANAGEMENT

Meet school/work deadlines
Develop career plans
Know personal strengths and weaknesses
Demonstrate self-control
Pay attention to details
Follow written instructions and directions
Follow oral instructions and directions
Work without supervision
Learn new skills
Identify and suggest new ways to get the job done

TEAMWORK

Actively participate in groups
Know the group's rules and values
Listen to other group members
Express ideas to other group members
Be sensitive to the group members' ideas and views
Be willing to compromise to best accomplish the goal
Be a leader or follower to best accomplish the goal
Work in changing settings and with people of differing backgrounds



Departments & Course Descriptions

ST. CLAIR RESA TEC PROGRAMS

Capac Jr. – Sr. High School offers 11th and 12th grade students the option of attending classes at St. Clair TEC, which is operated by the St. Clair Intermediate School District. TEC offers classes in a variety of study areas representing over 200 occupations.

Students who are considering attending classes at TEC should see the counselor as early as possible in their high school career for more information. Students who decide to attend TEC must complete an application, and Educational Development Plan (EDP), interview, and be approved for placement. These course options are designed as two year programs. Some of the programs may have a one year option.

Auto-Technology	Engineering & Robotics
Collision Repair	Employer-Based Programs
Construction Trades	Health Careers
Cosmetology	Information Technologies
Culinary Arts	Metal Machining & Technology
Digital Media	Welding Technology

CAPAC JR. – SR. HIGH SCHOOL

7th & 8th Grade Core Course Options

M7011A/M7011B – English 7 –

GRADE 7

Seventh grade English Language Arts is aligned with the 7th Grade Common Core State Standards. Students will learn the skills of reading, writing, speaking, and listening. Writing skills will be further developed in writing narrative, explanatory, and argumentative texts. Students will be able to produce clear writing for the subject matter, style, and organization of the topic. The writing process will be used for students to communicate effectively and efficiently. Comprehension and communication skills will be developed through various reading strategies to analyze the purpose of a chosen point of view, recognition of story structure, how an author organizes their text, application, and summarization. Students will develop strategies for reading literary texts with a deep understanding.

M8011A/M8011B – English 8 –

GRADE 8

Eighth grade English Language Arts is aligned with the 8th Grade Common Core State Standards. Students will learn the skills of reading, writing, speaking, and listening. Writing skills will be further developed in writing narrative, explanatory, and argumentative texts. Students will be able to produce clear and precise writing for the subject matter, style, and organization of the topic. The writing process will be used for students to communicate effectively and efficiently. Comprehension and communication skills will be developed through various reading strategies to analyze the purpose of a chosen point of view, recognition of story structure, how an author organizes their text, application, and summarization. Students will use reading strategies to develop a deep understanding of nonfiction and literary texts.

M7041A/M7041B – Social Studies 7 –**GRADE 7**

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History Eras 1-4. Geography, civics/government, and economic content is integrated throughout the year.

M8041A/M8041B – Social Studies 8 –**GRADE 8**

Eight grade students will build on their foundational knowledge from 5th grade U.S. history while setting the stages for the development of the New Nation to the writing of the U.S. Constitution through 1877.

M7031A/M7031B – Science 7 –**GRADE 7**

In seventh grade science, students gain a greater understanding of nature and the structure of scientific information. In physical science, students deepen their understanding of energy through investigations of waves, light and sound. A second unit of physical science introduces the basic ideas of chemistry. In the earth science unit, the main focus is the hydrosphere. Students study weather, climate, surface and ground water as well as how energy changes the different earth systems. In life science students explore cells and their development.

M8031A/M8031B – Earth Science –**GRADE 8**

This class is about the study of the world around you. Our topics will include Astronomy (study of outer space), Geology (study of rocks, earthquakes, volcanoes and plate tectonics), Meteorology (study of the atmosphere, climate and climate change), and Oceanography (study of the oceans and water systems).

M7021A/M7021B – Math 7 –**GRADE 7**

In Grade 7, students focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. <http://www.corestandards.org/Math/Content/7/introduction/>.

M8022A/M8022B – Math 8 –**GRADE 8**

In Grade 8, students focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. <http://www.corestandards.org/Math/Content/8/introduction/>

Students will master concepts in number systems, statistics, algebraic expressions, equations, inequalities, and linear and quadratic functions. Exponential and polynomial functions will also be studied. These guidelines are outlined by the Michigan Department of Education. (Teacher recommendation, NWEA, & M-STEP test scores. (*This class is for high school credit.*))

7th & 8th Grade Elective Options

M7051A/M7051B – Art 7/8

GRADES 7 – 8

This is an introductory course designed to give a sampling of art projects that emphasize the elements (line, form, color, value, texture) and principles of art (balance, variety, harmony, emphasis). Understanding and appreciation of self and others through art history and different cultures is emphasized. A variety of media and techniques create an active learning experience.

M7082A/M7082B – Band 7/8

GRADES 7 – 8

Prerequisite: Completion of 6th Grade Band or Director Approval

7th/ 8th Grade Band is a year-long course for the developing instrumental musician. 6th grade band is a pre-requisite for this course. This course will continue to develop instrumental techniques and skills at the intermediate level. Members will perform appropriate repertoire at required evening concerts and weekend festivals. It is expected that students will remain in band for the entire year. Students are expected to have an instrument and provide supplies (book, reeds, oil, etc.) All performances are required and graded.

M7181A/M7181B – Beginning Robotics

GRADE 8

In this class students will be introduced to basic programming and problem solving strategies of a Lego EV3 robot. Students will work hands on in teams to design, build, program, and document their progress throughout the school year.

M7141A/M7141B – Choir 7/8

GRADES 7 – 8

Choir 7/8 is a year-long course of choral study. Prior choir experience is not required. Members will perform appropriate repertoire at the required evening concerts and festivals. Students will participate in a special spring performance such as dinner theater, musical, or spring concert. Performances and rehearsals outside of the school day will be required. This course will facilitate a basic understanding of proper vocal technique, sight reading, and music theory through guided class, individual, and group study.

M7130A/M7130B – Computer Science Discoveries

GRADES 7 – 8

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students in this course will learn the problem solving process to address a series of puzzles, challenges, and real world scenarios. Students will also learn how computers input, output, store, and process information to help humans solve problems. Students learn how to create and share the content on their own web pages, build on their coding experience as they program animations, interactive art, and games.

Through a series of design challenges, students will learn how to better understand the needs of others while developing a solution to a problem and the importance of data in solving problems and highlights how computers can help in this process.

M8311A/M8311B – Introduction to Agricultural Science

GRADE 8

This class will include an introduction to agriculture, what agribusiness includes, and a broad overview of all activities that may be taught in future agriculture classes. This class will also be designed to prepare students for successful careers and a lifetime of informed choices in the global agriculture, food and natural resource systems. Students will take part in team activities and will be encouraged to join the Capac FFA chapter.

M8015A/M8015B – Spanish 1 – 0.5 credits per semester

GRADES 8 – 12

Spanish 1 will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills based on the ACTFL guidelines: listening, speaking, reading and writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts. *(This class is for high school credit.)*

M7171A/M7171B – STEM

GRADE 7

This class is based on integrating the four separate disciplines of science, technology, engineering and math into one subject. In this class you will be in a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from the four disciplines.

M7061A/M7061B – Physical Education 7/8

GRADE 7- 8

This class provides students with the opportunity to learn a variety of sports and sport related movements as well as health and fitness concepts. Students will learn the benefits of participating in lifelong physical activities. Emphasis is placed on active participation and positive social interaction during activities. Students will participate in activities that will improve overall fitness. Students will also learn rules, skills, and strategies to actively participate in flag football, ultimate Frisbee, tennis, volleyball, hockey, basketball, and softball.

M7012A/M7012B - English Enhancement Lab

GRADES 7 – 8

Prerequisite: Student placement determined by middle school grades, NWEA assessment scores, and/or teacher, parent, or counselor request.

Enrollment is by teacher or parent request for students who may need additional support in the area of reading and writing. Each student takes a test at the beginning of the year, which will diagnose and evaluate the individual's reading level, strengths and weaknesses. Each student will then be assigned a reading program based on that initial test. The reading program must be used five days a week for a minimum of 30 minutes per day. The program will track the student's progress, and assign reading and grammar applications based on the individual's progress. As the student progresses, the skill applications will become more challenging. In addition, the program will periodically assign a diagnostic test similar to the initial test in order to show the student's improvement.

Prerequisite: Student placement determined by middle school grades, NWEA assessment scores, and/or teacher, parent, or counselor request.

To be taken concurrently with a math class – This class will differentiate the material for students and assist them with any math class they are currently taking by reinforcing the concepts taught in class. The students will be broken into groups based on their current math class. The student must be recommended by their math teacher or have a parent request to take the class. Students will gain a better understanding of the topics which will help them in earning the necessary math credits for graduation.

High School Course Options

BUSINESS AND TECHNOLOGY

HCSD9A/HCSD9B – Computer Science Discoveries

GRADE 9

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students in this course will learn the problem solving process to address a series of puzzles, challenges, and real world scenarios. Students will also learn how computers input, output, store, and process information to help humans solve problems. Students learn how to create and share the content on their own web pages, build on their coding experience as they program animations, interactive art, and games. Through a series of design challenges, students will learn how to better understand the needs of others while developing a solution to a problem and the importance of data in solving problems and highlights how computers can help in this process.

HAPCSA/HAPCSB – AP Computer Science Principles

GRADES 10 – 12

AP Computer Science Principles is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course is aligned to the AP Curriculum Framework standards and the AP CSP assessment.

HBGROA/HBGROB – Beginning Robotics

GRADE 9 - 12

Students will learn programming, computer design; work on team projects for robot development and design. Students may also be members of the Robotics club.

ENGLISH

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 1	English 2	English 3	English 4
Honors English 9	Honors English 2	Advanced Placement English	Advanced Placement English
English Enhancement Lab	English Enhancement Lab	English Enhancement Lab	English Enhancement Lab
		Yearbook	Yearbook

The English program stresses the importance of listening, reading, thinking, writing, and speaking skills. Expository writing is taught and perfected in the first semester of all 10th grade English classes. It is reviewed and enhanced in the 11th and 12th grade courses. All 10th grade students must select English 2 (American Literature). All English courses meet the requirements of the Michigan Department of Education's High School Content Expectations (HSCE), which include the following Strands: Strand 1: Writing, Speaking, and Visual Expression, Strand 2: Reading, Listening, and Viewing, Strand 3: Literature and Culture, and Strand 4: Language. These courses also include School Improvement Strategies of reading and writing across the curriculum.

HENG1A/HENG1B – English 1

GRADE 9

English 1 is a course designed to reinforce and expand reading, speaking, writing, and critical thinking skills, while encouraging students to explore new ideas and areas of knowledge. The literary units that are covered throughout the school year focus on developing students' abilities to use the elements of literature and authors' techniques to analyze a variety of literary genres; including short stories, drama, realistic fiction, mythology, poetry, and a range of informational text and media. Students will also be researching authors and their literary time periods to see how these elements affect each author's writing. Finally, students will use these units to explore their own ideas about themselves and the world around them.

HHEN1A/HHEN1B – Honors English 1

GRADE 9

Pre-requisite: Approval from the instructor.

This year-long course is constructed to prepare students for the junior and senior classes of AP English Language and Composition and AP English Literature and Composition. The expectation that all students can perform well at rigorous academic levels is also a centerpiece of Honors English 2 (Pre-AP). Our belief is that we can prepare every student for higher intellectual engagement. Students will be challenged to analyze texts recognized for their literary merit using rhetorical and literary elements of prose, fiction, poetry, and drama. The texts represent a variety of literary periods, genres, and disciplines. Students will also be engaged in becoming skilled writers who compose for a variety of purposes. Students will be challenged to not only recognize rhetorical and literary conventions but also be able to use those conventions in their own reading and writing. Students will become aware of the way generic conventions and the resources of language contribute to effectiveness in writing. They will learn to recognize different writing types and forms as well as various aspects of rhetoric. As a year-long course, preparation for this course requires completion of summer assignments.

HENG2A/HENG2B – English 2**GRADE 10**

This one year 10th Grade English course focuses on interpersonal and intrapersonal relationships impacting society. All curricular standards are woven into a rigorous, integrated curriculum based on literary content, analytical reading, and competent writing (expository, narrative, and argument) relevant to Common Core and Write-Well Standards, as well as fulfilling the course requirements for the Michigan Merit Curriculum. Requirements include reading, analyzing, and viewing films, novels, short stories, poetry, and informational texts. Anchor texts include: *Of Mice and Men*, *A Raisin in the Sun*, *The Crucible*, *Anthem*, and *To Kill a Mockingbird*.

HHEN2A/HHEN2B – Honors English 2**GRADE 10****Pre-requisite: English 1 and approval from the instructor.**

This year-long course is constructed to prepare students for the junior and senior classes of AP English Language and Composition and AP English Literature and Composition. The expectation that all students can perform well at rigorous academic levels is also a centerpiece of Honors English 2 (Pre-AP). Our belief is that we can prepare every student for higher intellectual engagement. Students will be challenged to analyze texts recognized for their literary merit using rhetorical and literary elements of prose, fiction, poetry, and drama. The texts represent a variety of literary periods, genres, and disciplines. Students will also be engaged in becoming skilled writers who compose for a variety of purposes. Students will be challenged to not only recognize rhetorical and literary conventions but also be able to use those conventions in their own reading and writing. Students will become aware of the way generic conventions and the resources of language contribute to effectiveness in writing. They will learn to recognize different writing types and forms as well as various aspects of rhetoric. As a year-long course, preparation for this course requires completion of summer assignments.

HENG3A/HENG3B – English 3**GRADE 11**

This year long course was developed by Michigan educators to meet the English Language Arts High School Content Expectations as well as fulfill the course requirements for the Michigan Merit Curriculum, Grade 11. Thematic units focus on Argumentation as well as transformational thinking in British literature and American literature. Units of study include the “Argumentative Research Paper and Debate,” *Beowulf*, *Canterbury Tales*, *Lord of the Flies*, *Catcher in the Rye*, Hawthorne’s short stories, and ongoing units studying vocabulary and “Sustained Silent Reading.” Reading, vocabulary, composition and grammar instruction will prepare students to excel on the ACT/Michigan Merit Exam, college preparation, and for success as active members of our society or Advanced Placement (AP) Language or Advanced Placement (AP) Literature.

HENG4A/HENG4B – English 4**GRADE 12**

This one year 12th Grade English course focuses on introspective and retrospective leadership qualities contributing to society. All curricular standards are woven into a rigorous, integrated curriculum based on literary content, analytical reading, and competent writing (expository, narrative, and argument) relevant to Common Core and Write-Well Standards, as well as fulfilling the course requirements for the Michigan Merit Curriculum. Requirements include reading, analyzing, and viewing films, novels, short stories, poetry, and informational texts. Anchor texts include: *Animal Farm*, *Macbeth*, *Night*, *The Great Gatsby*, and *Their Eyes Were Watching God*.

ENGLISH ELECTIVES:

HENLAA/HENLAB - English Enhancement Lab

GRADES 9 - 12

Prerequisite: Student placement determined by middle school grades, NWEA assessment scores, and/or teacher, parent, or counselor request.

Enrollment is by teacher or parent request for students who may need additional support in the area of reading and writing. Each student takes a test at the beginning of the year, which will diagnose and evaluate the individual's reading level, strengths and weaknesses. Each student will then be assigned a reading program based on that initial test. The reading program must be used five days a week for a minimum of 30 minutes per day. The program will track the student's progress, and assign reading and grammar applications based on the individual's progress. As the student progresses, the skill applications will become more challenging. In addition, the program will periodically assign a diagnostic test similar to the initial test in order to show the student's improvement.

HAPLCA/HAPLCB – AP Language & Composition (alternating years)

GRADE 11 - 12

Prerequisite: Instructor approval required.

The AP English Language and Composition course is designed to engage students in becoming skilled readers of various genres with emphasis on prose. The text written represents a variety of periods, disciplines, and rhetorical contexts. Students will also be engaged in becoming skilled writers who compose for a variety of purposes. Students will be challenged to not only recognize rhetorical conventions but also be able to use them as well through their own reading and writing. Students will become aware of the way generic conventions and the resources of language contribute to effectiveness in writing. The AP English Language and Composition course is a college level rhetoric course designed to prepare students for analytical, argumentative and expository writing and to teach students the importance of these modes as a "basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context." This course is equivalent to the introductory year of college composition work. Student's efforts will help prepare them to take the College Board Exam in the spring. The texts used and authors read have been selected from a variety of professional sources including but not limited to the College Board list of "Representative Authors." As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. The curriculum includes assignments throughout the summer that will help prepare the students for the rigors of the school year. Students are expected to commit to a minimum of five hours of course work per week outside of class. Often, work involves long-term writing and reading assignments, so effective time management is important.

HAPLTA/HAPLCM – AP Literature & Composition (alternating years)

GRADE 11 - 12

Prerequisite: Instructor approval required.

The AP English Literature and Composition course is designed to provide motivated students with an opportunity to experience college-level work in high school. The course will engage students in becoming skilled readers of various genres. The texts represent a variety of literary periods and disciplines. Students will also be engaged in becoming skilled writers who compose for a variety of purposes. Students will be challenged to analyze texts recognized for their literary merit using the elements of fiction, poetry, and drama. They will learn to recognize different writing types and forms as well as various aspects of rhetoric. Through recognition and practice, students will be

able to utilize this knowledge through their own reading and writing. This course is equivalent to the introductory year of college composition work. Student's efforts will help prepare them to take the College Board Exam in the spring. The texts used and authors read have been selected from a variety of professional sources including but not limited to the College Board list of "Representative Authors." As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. The curriculum includes assignments throughout the summer that will help prepare the students for the rigors of the school year. Students are expected to commit to a minimum of five hours of course work per week outside of class. Often, work involves long-term writing and reading assignments, so effective time management is important.

HSATA – SAT Strategies – Fall Only – 0.5 credit **GRADE 11**

Prerequisite: 11th grade student placement determined by EXPLORE and PLAN assessment scores.

This elective course will be a review of concepts in English Language Arts, Mathematics, Science, Social Studies, and reading. In addition, proven test taking skills will be reviewed during this course. This course is only scheduled during the fall term. Highly recommended class for junior students.

HBWYBA/HBWYBB – Business Writing/Yearbook **GRADES 11 – 12**

Prerequisite: This course requires the recommendation of an English teacher and the advisor's signature.

NOTE: Application and Letter of Recommendation required.

The Yearbook class will produce a high quality yearbook that includes each student enrolled in Capac High School and incorporates the daily routines, and highlights of each individual school year. This class will focus on the skills of journalism – writing, interviewing, caption writing, photography, layout, graphic design, advertisement, business, fundraising, and teamwork. All students will learn how to use digital photography - upload, crop, C.O.B., resize, and manipulate digital images. Students may be required to attend events outside of the normal school day. Each student will be responsible for all aspects of his/her page(s). Because of the importance in timely submitting completed pages, failure to meet page deadlines set at the beginning of the school year may result in loss of credit or a reduced grade.

MATHEMATICS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Algebra I	Intro to Geometry	Geometry	Geometry
Algebra 2A	Geometry	Algebra 2A	Algebra 2A
Algebra 2	Algebra 2A	Algebra 2B	Algebra 2B
	Algebra 2B	Algebra 2	Algebra 2
	Algebra 2	Pre-Calculus	Pre-Calculus
		Calculus	Calculus
			Math 4
			Personal Finance
			Business Math

It is the goal of the Mathematics Department to make quality mathematics accessible to all students. Our curriculum reflects this goal and strives to meet the needs of our students now and in the future. All Capac Jr. – Sr. High School students must earn 4 credits of mathematics in order to graduate. Mathematics is now important in many fields that have been considered “non-mathematical.” Technical schools have increased their entrance requirements in mathematics for programs that lead to these fields. Keep this in mind when making your course selection.

HALG1A/HALG1B – Algebra I

GRADES 8 – 9

Students will master concepts in number systems, statistics, algebraic expressions, equations, inequalities, and linear and quadratic functions. Exponential and polynomial functions will also be studied. These guidelines are outlined by the Michigan Department of Education.

HAL2AA/HAL2AB – Algebra 2A

GRADE 9 - 12

Prerequisite: Successful completion of Algebra 1.

Part 1 of Algebra 2. Students will study Algebra II in more depth over a two-year period. After completion of Algebra II Part A and Algebra II Part B, students will have studied functions, equations and inequalities, families of functions (exponential, logarithmic, rational, and trigonometric), conic sections, univariate data and probability.

HAL2BA/HAL2BB – Algebra 2B

GRADE 9 - 12

Prerequisite: Successful completion of Algebra 1 and Algebra 2A.

Part 2 of Algebra 2. Students will study Algebra II in more depth over a two-year period. After completion of Algebra II Part A and Algebra II Part B, students will have studied functions, equations and inequalities, families of functions (exponential, logarithmic, rational, and trigonometric), conic sections, univariate data and probability.

HALG2A/HALG2B – Algebra 2

GRADE 9 – 12

Prerequisite: Successful completion of Algebra I or teacher recommendation.

Students will study functions, equations and inequalities, families of functions (exponential, logarithmic, rational, and trigonometric), conic sections, univariate data and probability.

HNGEOA/HNGEOB – Introduction to Geometry **GRADE 10**

Prerequisite: Successful completion of Algebra I or teacher recommendation.

Students will be introduced concepts in lines, angles, logic, triangles, quadrilaterals, polygons, circles, relationships among 2-D and 3-D figures, and transformations. Students will study the development of geometry as a mathematical system through algebraic properties.

HGEOMA/HGEOMB - Geometry **GRADE 10 - 12**

Prerequisite: Successful completion of Algebra I or teacher recommendation.

Students will master concepts in lines, angles, logic, triangles, quadrilaterals, polygons, circles, relationships among 2-D and 3-D figures, and transformations. Students will study the development of geometry as a mathematical system through algebraic properties.

MATHEMATICS ELECTIVES:

HPCALA/HPCALB – Pre-Calculus **GRADES 11 – 12**

Prerequisite: Successful completion of Geometry and Algebra 2 or teacher recommendation.

This is a function-based course. Students study algebra topics, trigonometry, mathematical induction, the concept of limit, and complex numbers. Students taking this course will be prepared to take Calculus. Anyone pursuing a career in medicine, law, science, and engineering should consider this course.

HCALA/HCALB – Calculus **GRADES 11 – 12**

Prerequisite: Successful completion of Pre-Calculus or teacher recommendation.

This course is designed for students who will be taking college level mathematics. Pre-Calculus concepts will be reviewed and the basic concepts of differential and integral calculus will be stressed.

HMTH4A/HMTH4B – Math 4 **GRADE 12**

Prerequisite: Successful completion of Algebra 2 and Geometry.

This class emphasizes algebraic skills, trigonometry, and data analysis as well as the collection of "real" data and mathematical models. This is an excellent preparatory course for the pre-college student entering a non-mathematical/non-science college curriculum. This course incorporates Algebra, Geometry, and Trigonometry.

HPERFN – Personal Finance **GRADE 12**

The primary focus of this course is for students to learn about personal finance and money. Students will study topics such as mortgages, loans, real estate, business, taxes, and investing. They will learn about financial literacy and the difference between assets and liabilities. Students will learn about the common characteristics and ideas that the wealthy share.

Students will be exposed to the application of mathematical concepts in the Business world. Students will be applying math skills to real world applications. This course will cover business concepts such as statistical analysis, simple interest, compounding interest, and rate of return. Student will be required to calculate taxes, commissions, wages, and other basic business functions. Calculators are not required, but are highly recommended.

HMTHLA/HMTHLB – Math Enhancement Lab**GRADES 9 – 12****Prerequisite: Requires teacher/counselor approval.**

To be taken concurrently with a math class - This class will differentiate the material for students and assist them with any math class they are currently taking by reinforcing the concepts taught in class. The students will be broken into groups based on their current math class. The student must be recommended by their math teacher or have a parent request to take the class. Students will gain a better understanding of the topics which will help them in earning the necessary math credits for graduation.

PHYSICAL EDUCATION/HEALTH

GRADE 9	GRADE 10	GRADE 11 and GRADE 12
Physical Education 9	Strength & Conditioning	Strength & Conditioning
Health	Team Sports	Team Sports
	Health	Health
		Foundations for Personal Fitness

The Physical Education curriculum at Capac Jr. – Sr. High School offers a wide variety of activities that emphasize individual, team, and life or leisure-time sports. This department focuses on helping students develop and maintain maximum physical efficiency, develop useful knowledge and physical skills, act in socially useful ways, and enjoy wholesome activities. All students are required to take and pass one semester of Grade 9 Physical Education and Health. Consistent daily attendance is necessary to successfully complete these courses.

HPE9A – Physical Education 9

GRADE 9

Students enrolled in this course are introduced to a variety of physical activities that enable all students to meet individual health-related and skill-related fitness standards that are challenging and self-directed. Emphasis will be placed on concepts of personal fitness and knowledge to achieve and maintain a healthy level of physical fitness. Students will participate in a variety of sport theme activities that can be used for lifetime recreation and personal fitness.

HHLTHA – Health

GRADES 9 – 12

The Health Education Course is designed to enhance the awareness and knowledge of healthy lifestyle choices. Adolescent risk behaviors (tobacco use, dietary patterns that contribute to disease, sedentary lifestyles, sexual behaviors, HIV and Aids, alcohol and drug use, and behaviors that result in intentional and unintentional injury) will be addressed while advocating for the students to make healthy choices for their overall health. We will also cover mental and emotional health and nutrition.

PHYSICAL EDUCATION ELECTIVES:

HTMSPT/HTMSPB –Team Sports

GRADES 10-12

Prerequisite: Successful completion of Grade 9 Physical Education

The primary focus of this course is directed towards team sports and activities. Emphasis is placed on advanced skill development, strategy, and team concepts. This course will consist of activities such as: volleyball, basketball, soccer, ultimate Frisbee etc... Focus will also be placed on achievement and maintenance of health related fitness. Emphasis in this area will be placed on strength and endurance training along with cardiovascular conditioning. Course may be retaken after successful completion.

HSTGCN/HSTGCB – Strength & Conditioning**GRADES 10-12****Prerequisite: Successful completion of Grade 9 Physical Education**

The primary focus of this course is directed toward students making strength and conditioning gains over the course of the semester. Weight training will be done 3 – 4 days/week. Various muscle groups will be emphasized using a variety of lifts, stations, and circuits along with new and advanced lifting techniques and workouts. Conditioning, plyometrics, and speed training will be done 1 -2 days/ week. Self-motivation is important in this course. Course may be retaken after successful completion.

HFPRFT – Foundations of Personal Fitness**GRADES 11 – 12****Prerequisite: Successful completion of Grade 9 Physical Education and Health**

Students will be given the opportunity to interact with health and fitness content in a meaningful way. Concepts include but are not limited to nutrition, physical activity and fitness goals will be introduced using reading, discussion and activity sheets. Learning will be reinforced with two days a week of lab work which gives each student a hands-on experience. Students may not take this class again after successful completion.

SCIENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology	Chemistry	Chemistry	Chemistry
Botany	Physical Science	Physical Science	Physical Science
Agricultural Biology	Botany	Physics	Physics
Zoology	Zoology	Botany	Botany
		Anatomy	Anatomy
		Forensic Science	Forensic Science
		Zoology	Zoology
			Advanced Placement Chemistry

The Science Department offers a selection of courses in Biology, Chemistry, Physics, Conservation, and Ecology. Students ***must take three years of science*** in order to graduate: one course in Biology, one course in Chemistry or Physics, and one additional science credit. Students interested in a college preparatory program should take courses in biological science and physical science. **Colleges strongly encourage 4 credits. **Students who complete Biology, Zoology, and Botany AND participate in FFA are eligible for 6 credits from Michigan State University. ****

HBIOA/HBIOB - Biology **

GRADE 9

Biology I exposes students to the type of study they will need for college. Students learn how to set up controlled experiments, record data, and draw conclusions from their experiments. Students study cell structure and functions, heredity, evolution and ecosystems. The laboratory work includes activities, microscope work, and basic chemistry.

HAGBIA/HAGBIB – Agricultural Biology

GRADE 9

This course is designed to meet the requirement for biological science credit. The standards and objectives for this course are the same as the standards and objectives for Biology, with the only difference being the degree of emphasis on agriculture. Students completing this course will recognize the implementation/impacts of current technologies, methods, and changes in agricultural science and are expected to know and apply the standards outlined in the core curriculum as they relate to the industry of agriculture. FFA participation is expected.

HBOTNA/HBOTNB – Botany **

GRADES 9 –12

The course will introduce aspects and skills needed in the areas of plant anatomy, crop production, landscaping, soil science, plant reproduction, plant physiology, and plant identification. Class activities will include greenhouse production in the spring. Leadership development, business managements, and employability skills will be included. Students will be required to participate in the greenhouse. FFA membership and time outside of class are requirements for this class.

This course offers an introduction to high school concepts in chemistry and physics. Semester A will cover concepts in chemistry including properties of matter, energy conservation, and changes in matter. Semester B will cover concepts in physics including forces, motion, energy and energy transformations, electricity and magnetism. This class will also emphasize the use of proper laboratory skills, the evaluation of results using the scientific method and mathematical equation, and distinguish between facts and opinions.

HHEMA/HHEMB – Chemistry**GRADES 10 - 12**

This introductory course will introduce students to the structure, properties, and composition of matter and the changes that matter undergoes. Students will study the properties of matter, the periodic table, atomic structure, chemical bonding along with learning how to write and balance chemical formulas and equations. Some topics are developed through analytical problem solving and math applications. Laboratory experiments will be performed throughout the year which reinforce the concepts and demonstrate various laboratory techniques.

HAPCHA/HAPCHB – AP Chemistry**GRADES 11 – 12****Recommended successful completion of Chemistry**

This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students that have completed a year of general chemistry who wish to take part in a rigorous and academically challenging course. .

SCIENCE ELECTIVES:**HPHYSA/HPHYSB - Physics****GRADES 11 – 12****Recommended successful completion of Algebra 2. (10th grade participation requires teacher recommendation.)**

Students study in depth the concepts of matter and energy, resolution of forces, velocity and momentum, optics, work and simple machines, and electronics. They will be encouraged to express themselves in writing as well as verbally. Physics I - II include laboratory activities and require a good math background in algebra 2, geometry, and trigonometry.

HANAMY – Anatomy**GRADE 11 – 12**

Students will learn about the structure, function and organization of the human body systems. Systems covered include: Integumentary, Skeletal, Muscular, Nervous, Digestive and Cardiovascular. Students will be asked to complete various projects involving human disorders and disease in order to further understand the human body.

Prerequisite Completion of Biology and Chemistry

Students will learn to solve a mystery through the use of the scientific method. Students will investigate simulated crime scenes using skills from the fields of biology, chemistry and physics. Various topics such as electrophoresis, entomology, ballistics, and blood spatter stringing will be introduced and used throughout the semester. Students will gather and document evidence for identification and comparison using authentic forms. The course will employ lectures, labs, field trips, scientific application, verification, and the process writing to solve these mysteries.

HZoola/HZoolB – Zoology****Prerequisite None**

Students will study large animals (farm animals), small animals (companion animals), pocket pets and wildlife. External anatomy and internal physiology will be covered. Students will investigate what products the animals are used for, how they are grown, marketed and characteristics of each animal. Students will study the functions of internal organs, genetic links and why certain animals have specific parts, how animal breeding affects production through the study of genetics as well as feed and nutrition, i.e. how feed affects rate of gain and the nutritional content of different feeds. We will also evaluate animals through learning how to judge different species of animals. Students will have the opportunity to work with live animals and learn about careers in animal science. FFA membership and time outside of class are requirements for this class.

SOCIAL STUDIES

GRADE 9	GRADE 10	GRADE 11 & 12
World History	U.S. History/Geography	Advanced Placement Social Studies
		American Cultures
		World Cultures
		Civics
		Economics

The Social Studies Department at Capac Jr. – Sr. High School offers courses that teach the knowledge, skills, and core democratic values needed to participate in a democratic society that is linked to other nations and peoples of the world. Students must earn 3 units of social studies in order to graduate.

HWA/HWB – World History

GRADE 9

NOTE: This course is required for graduation and to meet Michigan Curriculum Standards.

World History will explore the key events and global historical developments since 3000 b.c. that have shaped the world we live in today. The scope of World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

HUSA/HUSB – U.S. History & Geography

GRADE 10

NOTE: This course is required for graduation and to meet Michigan Curriculum Standards.

This course examines the major turning points in American history beginning with the events following the Civil War; The settlement of the West, the Industrial Revolution and the Progressive Movement, World War I, the Great Depression, World War II and the Cold War, the Civil Rights Movement and gender equality, and the Vietnam War. Some Contemporary world issues such as globalization, economic interdependence, and the U.S.'s role in world affairs, will also factor into our analysis of international conflict and cooperation.

HCVCSA – Civics

GRADES 11 - 12

NOTE: This course is required for graduation and to meet Michigan Curriculum Standards.

Waiver test is not applicable (testing out).

The class is intended to give students knowledge about the national government of the United States. Historical as well as current situations are used to present how the United States has adapted to changing circumstances. Time is spent on the foundations of the American system and how it has been built upon since the time of the Founding Fathers. The executive, legislative, and judicial branches of government are examined as well as the role of political parties and their involvement with government. Through the use of various classroom activities and assessments the student will be given the opportunity to develop an understanding of the American democratic system of government and her/his role in it.

HECON – Economics**GRADES 11 - 12****NOTE: This course is required for graduation and to meet Michigan Curriculum Standards.**

In this course, students will focus on how the free enterprise system works and the economic forces affecting consumer and producer decisions. They will observe how households, businesses, and government interact and develop an appreciation of the impact that investment, public policy, and various institutions have on our lives. Students will understand the roles and challenges they must assume in a rapidly growing global economy.

SOCIAL STUDIES ELECTIVES:**HAMCUL – American Cultures****GRADES 11 - 12**

This course examines the aspects and experiences of the American people from pre-European influence to the present. This course is broad and will explore the similarities and differences of human experiences in various spheres of human activity such as: social, technological, economic, religious/philosophical, geographic, and political as it relates to American society. Emphasis will be given to ethnic groups including: Native Americans, Africans, Chinese, English, French, Germans, Greeks, Irish, Italians, Japanese, Jews, Latin Americans, Mexicans, and Polish.

HWDCUL – World Cultures**GRADES 11 -12**

This course examines the history of diverse peoples and cultures of the world. This course is broad and will explore the similarities and differences of human experiences in various spheres of human activity such as: social, technological, economic, religious/philosophical, geographic, and political. Emphasis will be given to early civilizations, Egypt, Africa, India, China, Japan, Europe, and Oceania.

HAPEUA/HAPEUB – AP European History (alternating years)**GRADES 11-12****Prerequisite: Instructor approval required.**

This course will start with a quick overview of European History from 1300-1450 (Black Death, Hundred Years' War, etc.) and will then focus on the period 1450 to the present for the rest of the year. Topics will include the Renaissance, the Reformation (Martin Luther), the rise of absolutism in France (Louis XIV), the civil wars of England, the Scientific Revolution, the Enlightenment, the French Revolution, Napoleon, the unification of Italy and Germany, the Industrial Revolution, imperialism, World War I, World War II, and the Cold War. Students who perform well in class have the option to take the AP European History Exam in May for which they could receive college credit.

HAPWHA/HAPWHB – AP World History (alternating years)**GRADES 11-12****Prerequisite: Instructor approval required.**

AP World History is a rigorous, college-level course designed to explore human history from 8000 B.C.E. to the present. The pacing of the class, workload, reading requirements, and depth of the content require a much greater commitment of time, and each student must be prepared to accept these increased responsibilities. Students will analyze the development of civilizations from the beginnings of history, will compare social trends around the globe, and will analyze and interpret a variety of historical sources. A special emphasis will be given to preparation for the National

AP Exam, including expository writing through essay and document-based questions as well as frequent objective-based quizzes and exams.

HAPCIA/HAPCIB – AP Government & Politics

GRADES 11 - 12

The course will follow the recommended AP U.S. Government and Politics Curriculum Outline. The outline contains six major categories and percentages represent the amount of questions on the multiple-choice section of the AP test.

AP Content Areas

- 1. Constitutional Underpinnings of United States Government 5-15%
- 2. Political Beliefs and Behaviors 10-20%
- 3. Political Parties, Interests Groups, and Mass Media 10-20%
- 4. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts 35-45%
- 5. Public Policy 5-15%
- 6. Civil Rights and Civil Liberties 5-15%

HAPECA/HAPECB – AP Macroeconomics

GRADES 11 - 12

The course will follow the recommended AP Macroeconomics Curriculum Outline. The outline contains seven major categories and percentages represent the amount of questions on the multiple-choice section of the AP test.

AP Content Areas

- 1. Basic Economic Concepts 8-12%
- 2. Measurement of Economic Performance 12-16%
- 3. National Income and Price Determination 10-15%
- 4. Financial Sector 15-20%
- 5. Stabilization Policies 20-30%
- 6. Economic Growth 5-10%
- 7. Open Economy: International Trade and Finance 10-15%

HPSYAA/HPSYAB – AP Psychology (alternating years)

GRADES 11 - 12

Prerequisite: Biology with a grade of B or better.

All students interested in this course must fill out an AP Psychology application. AP Psychology is designed to be the equivalent of a first year college course. Enrollment is limited to a select number of students who enjoy science and social studies, have a strong work ethic, and are interested in learning about psychological concepts and the ethics and methods psychologists use in their science and practice. Upon completion of this intensive course, students are strongly encouraged to take the Advanced Placement exam in May for college credit. (NCAA approved core course)

VISUAL, PERFORMING, AND APPLIED ARTS

GRADE 9	GRADE 10	GRADE 11 AND GRADE 12
Visual	Visual	Visual
Art 1	Art 2	Art 3 & 4
		Advanced Placement Art
Performing	Performing	Performing
Symphonic Band	Symphonic Band	Symphonic Band
Select Choir	Select Choir	Select Choir
Vocal Music	Vocal Music	Vocal Music

Students should keep in mind that art classes have direction and purpose. To fulfill the purpose, there are required assignments as in any other course. If students work hard to develop their abilities in art, they may be able to apply these skills to an area of future employment. More importantly, any of the skills acquired could also become the basis for personal expression and appreciation in the arts throughout a lifetime.

VISUAL ARTS

HART1A/HART1B – Art 1

GRADES 9 – 12

Prerequisite: None

In this introductory class, students will explore two and three-dimensional media in art. Basic techniques, elements and principles of design, color theory, and a variety of media will be explored. Students will be introduced to art criticism, aesthetics and art history as well as the terms and tools associated with the art field. Media will include colored pencils, markers, acrylic paint, clay sculpture, pencil renderings, scratchboard, and linoleum block printing. **Assessments:** Assessment will be based on the quality of work produced and the improvement of an individual's technique. Composition and effort, as well as knowledge of terms, tools and history, will also be assessed. Students are expected to utilize the techniques and concepts learned in order to demonstrate improvement. Use of the artistic language is also expected.

HART2A/HART2B – Art 2

GRADES 9 – 12

Prerequisite: Art 1

Students in advanced art will apply skills and techniques gained in Art I while exploring new expressive media, creating unique artistic projects and studying art history. More emphasis will be placed on the student's individual style of development and his/her overall improvement. This class is designed for students wishing to explore new mediums. Art III and IV students will be working on artwork toward the development of a portfolio for college admission. **Assessments:** Assessment will be based on the quality of work, improvement of techniques, as well as a working knowledge of terms and tools. For serious students pursuing a degree in art, portfolios will be evaluated at the end of the course.

HART3A/HART3B – Art 3

GRADES 9 – 12

Prerequisite: Art 2

Students in advanced art will apply skills and techniques gained in Art 2 while exploring new expressive media, creating unique artistic projects and studying art history. More emphasis will be placed on the student's individual style of development and his/her overall improvement. This

class is designed for students wishing to explore new mediums. Art III and IV students will be working on artwork toward the development of a portfolio for college admission. **Assessments:** Assessment will be based on the quality of work, improvement of techniques, as well as a working knowledge of terms and tools. For serious students pursuing a degree in art, portfolios will be evaluated at the end of the course.

HART4A/HART4B – Art 4

GRADES 9 – 12

Prerequisite: Art 3

Students in advanced art will apply skills and techniques gained in Art 3 while exploring new expressive media, creating unique artistic projects and studying art history. More emphasis will be placed on the student's individual style of development and his/her overall improvement. This class is designed for students wishing to explore new mediums. Art III and IV students will be working on artwork toward the development of a portfolio for college admission. **Assessments:** Assessment will be based on the quality of work, improvement of techniques, as well as a working knowledge of terms and tools. For serious students pursuing a degree in art, portfolios will be evaluated at the end of the course.

HAPARA/HAPARB – AP Art

GRADES 11-12

Prerequisite: Instructor approval required.

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of two portfolios — 2-D Design and Drawing — corresponding to common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the tens of thousands of portfolios that are submitted in AP Studio Art are reviewed by college, university and secondary school art instructors using rigorous standards. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The AP Program is based on the premise that college-level material can be taught successfully to secondary school students.

PERFORMING ARTS

HSBAND/HSBANB – Symphonic Band

GRADE 9 – 12

Prerequisite: Completion of 8th Grade Band or Director Approval.

Symphonic Band is a year-long course for instrumental music study. 8th Grade Band is a required prerequisite. Members will perform appropriate repertoire at required evening concerts and weekend festivals. Students will also perform in the marching band as well as other school and community events. This course will include a deeper understanding of proper instrumental technique, sight reading, music history, and music theory through guided class, individual, and group study. **All performances are required and graded.**

HVOCMS/HVOCMB – Vocal Music**GRADES 9 – 12****Prerequisite: None**

Vocal Music is a year-long course of choral study. Prior choir experience is not required. Members will perform appropriate repertoire at the required evening concerts and festivals. Students will participate in a special spring performance such as dinner theater, musical, or spring concert. Performances and rehearsals outside of the school day will be required. This course will facilitate a basic understanding of proper vocal technique, sight reading, and music theory through guided class, individual, and group study.

HSECHA/HSECHB – Select Choir**GRADES 7 – 12****Prerequisite: Audition only.**

Select Choir is a year-long course of advanced choral study (director may approve registration for second semester). Auditions for Fall semester will be held in June of the previous year; auditions for Winter semester will be held in January of the same academic year. Prior choir experience is strongly recommended, but not required. Members will perform advanced repertoire at the required evening concerts and festival. Students will also perform at school and community events throughout the year. This course will include a deeper understanding of proper vocal technique, sight reading, and music theory through guided class, individual, and group study.

WORLD LANGUAGES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
French I	French I	French I	French I
French II	French II	French II	French II
Spanish I	French III	French III	French III
Spanish II	Spanish I	French IV	French IV
	Spanish II	Spanish I	French V
	Spanish III	Spanish II	Spanish I
		Spanish III	Spanish II
		Spanish IV	Spanish III
			Spanish IV
			Spanish V

World language courses are full-year courses taught by teachers fluent in the language they teach. Students should take a three-year program so they can achieve maximum fluency in the spoken language. It is recommended that students planning on going to college take at least two years of a world language. In addition to learning the language, students will study the culture of the country or origin. Conscientious students may develop a language proficiency that will open job opportunities in many fields requiring knowledge of a foreign language.

HFRN1A/HFRN1B – French 1

9 – 12

Prerequisite: None

French 1 is an introductory course to the French language. It is designed for students who have no previous knowledge of French. Some basic material covered includes greeting, time, letters, numbers, vocabulary about friends, family, food, free time, conjugating regular and irregular verbs in present tense, and articles. Students will also learn cultural material about francophone (French-speaking) parts of the world, with particular emphasis on France and the city of Paris.

HFRN2A/HFRN2B – French 2

GRADES 9 - 12

Prerequisite: French 1

French 2 begins with a review of material from French I. New material includes vocabulary for nationalities, more of the most common irregular verbs, more vocabulary for free time and food, more in depth knowledge about definite and indefinite articles, and more in depth coverage of the past tense. Students will also learn cultural material about francophone (French-speaking) parts of the world.

HFRN3A/HFRN3B – French 3

GRADES 10 - 12

Prerequisite: French 2

French III begins with an extensive review of French I and II. New material includes vocabulary for hygiene, getting ready in the morning, daily life, and domestic work, shopping, and traveling. New grammar coverage includes the imperfect tense, present and past subjunctive mood, more irregular verbs, and more in depth coverage of pronouns. Students will also learn more cultural material about francophone (French-speaking) parts of the world.

HFRN4A/HFRN4B – French 4**GRADES 11 - 12****Prerequisite: French 3**

French IV essentially completes all the essentials of French grammar and vocabulary. New vocabulary includes terms used at a hotel, medical vocabulary, hospital terms, and terms for the dentist. New grammar covered includes the comparative, the superlative, more extensive coverage of pronouns, more irregular verbs, “if” clauses, the future, conditional, and pluperfect tenses, and participles. Students will also learn more cultural material about francophone (French-speaking) parts of the world.

HFRN5A/HFRN5B – French 5**GRADE 12****Prerequisite: French 4**

French 5 is an elective offered to students upon completion of French 4. Since all the essential grammar of the French language will be completed by the end of French 4, French 5 will focus primarily on the study of untranslated French literature. Students will have the option of choosing from a variety of French classics, from a starter novel such as Goscinnny’s Le Petit Nicolas to plays, such as Voltaire’s Candide, Rostand’s Cyrano de Bergerac, or Moliere’s L’Avare or Tartuffe. Options of French novels (either in their entirety or in abridged form) will include Dumas’ Three Musketeers, Stendhal’s Rouge et le Noir, and Sartre’s La Nausee. Students will be tested regularly on French vocabulary from the novels. Students will work largely independently, with frequent comprehension and pacing checks by the teacher.

HSPN1A/HSPN1B – Spanish 1**GRADES 8 – 12****Prerequisite: None**

Spanish 1 will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills based on the ACTFL guidelines: listening, speaking, reading and writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

HSPN2A/HSPN2B – Spanish 2**GRADES 9 - 12****Prerequisite: Spanish 1**

Spanish 2 builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the present tenses, past tenses, and commands. Students will be expected to apply them in their writing and speaking.

HSPN3A/HSPN3B – Spanish 3**GRADES 10 – 12****Prerequisite: Spanish 2**

This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood. Students will view Spanish language soap operas and read selected Spanish short stories and legends.

HSPN4A/HSPN4B – Spanish 4**GRADES 11 - 12****Prerequisite: Spanish 3**

Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, oral/aural assignments, presentations, dialogues, short compositions, and other displays.

HSPN5A/HSPN5B – Spanish 5**GRADES 11 - 12****Prerequisite: Spanish 4**

Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, oral/aural assignments, presentations, dialogues, short compositions, and other displays.

SPECIAL SERVICES

The Special Services Department offers a continuum of services to students at Capac Community Schools who have specific needs. These programs are regulated by State and Federal law and meet the high school requirements and Michigan Merit Curriculum. The services offered include special classes, worksite based training, teacher consultant support, social work services, speech therapy, and diagnostic assessments. The following classes are offered by the Special Services Department. These classes are only offered to students who have been identified with an Individualized Educational Plan (IEP).

ENGLISH CREDIT

<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Grade(s)</u>
HIEN1A/HIEN1B	English 1 (i)	1.0	9
HIEN2A/HIEN2B	English 2 (i)	1.0	10
HIEN3A/HIEN3B	English 3 (i)	1.0	11
HIEN4A/HIEN4B	English 4 (i)	1.0	12
HIBENA/HIBENB	Basic English	1.0	9-12

MATH CREDIT

<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Grade(s)</u>
HALG1A/HALG1B	Algebra 1(i)	1.0	9-10
HIGEOA/HIGEOB	Geometry 1(i)	1.0	10-11
HIA2AA/HIA2AB	Algebra 2A (i)	1.0	11-12
HIA2BA/HIA2BB	Algebra 2B (i)	1.0	12
HIBMTA/HIBMTB	Basic Math	1.0	9-12

ENTRY LEVEL VOCATIONAL SKILLS

<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Grade(s)</u>
HCESVA/HCESVB	Work Based Learning Experience Non-CTE (Elementary)	1.0	12
HCHSVA/HCHSVB	Work Based Learning Experience Non-CTE (High School)	1.0	12
HEXTVA/HEXTVB	Work Based Learning Experience Non-CTE (External)	1.0	12

ELECTIVE CREDIT

<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Grade(s)</u>
HIASA/HIASB	Academic Support	1.0	9-12

SPECIAL SERVICES -- ENGLISH

HIEN1A/HIEN1B – English 1

GRADE 9

English 1 is a course designed to reinforce and expand reading, speaking, writing, and critical thinking skills, while encouraging students to explore new ideas and areas of knowledge. The literary units that are covered throughout the school year focus on developing students' abilities to use the elements of literature and authors' techniques to analyze a variety of literary genres; including short stories, drama, realistic fiction, mythology, poetry, and a range of informational text and media. Students will also be researching authors and their literary time periods to see how these elements affect each author's writing. Students will use these units to explore their own ideas about themselves and the world around them. This course is team taught by general and special education teachers. Individual accommodations are made based on the special education student's IEP needs.

This English class is co-taught with one highly qualified English teacher and one highly qualified Special Education teacher. All accommodations and modifications are based on individual student needs. This one year 10th Grade English course focuses on interpersonal and intrapersonal relationships impacting society. All curricular standards are woven into a rigorous, integrated curriculum based on literary content, analytical reading, and competent writing (expository, narrative, and argument) relevant to Common Core and Write-Well Standards, as well as fulfilling the course requirements for the Michigan Merit Curriculum. Requirements include reading, analyzing, and viewing films, novels, short stories, poetry, and informational texts. Anchor texts include: *Of Mice and Men*, *A Raisin in the Sun*, *The Crucible*, *Anthem*, and *To Kill a Mockingbird*. Individual accommodations are made based on the special education student's IEP needs.

HIEN3A/HIEN3B – English 3**GRADE 11**

This English class is co-taught by one highly qualified English teacher and one highly qualified Special Education teacher. All accommodations and modifications are based on individual student needs. This year long course was developed by Michigan educators to meet the English Language Arts Common Core Expectations as well as fulfill the course requirements for the Michigan Merit Curriculum, Grade 11. Thematic units focus on Argumentation as well as transformational thinking in British literature and American literature. Units of study include the "Argumentative Research Paper and Debate," *Beowulf*, *Canterbury Tales*, *Lord of the Flies*, *Catcher in the Rye*, Hawthorne's short stories, and ongoing units studying vocabulary and "Sustained Silent Reading." Reading, vocabulary, composition and grammar instruction will prepare students to excel on the SAT/Michigan Merit Exam. Individual accommodations are made based on the special education student's IEP needs.

HIEN4A/HIEN4B – English 4**GRADE 12**

This English class is co-taught with one highly qualified English teacher and one highly qualified Special Education teacher. All accommodations and modifications are based on individual student needs. This one year 12th Grade English course focuses on introspective and retrospective leadership qualities contributing to society. All curricular standards are woven into a rigorous, integrated curriculum based on literary content, analytical reading, and competent writing (expository, narrative, and argument) relevant to Common Core and Write-Well Standards, as well as fulfilling the course requirements for the Michigan Merit Curriculum. Requirements include reading, analyzing, and viewing films, novels, short stories, poetry, and informational texts. Anchor texts include: *Animal Farm*, *Macbeth*, *Night*, *The Great Gatsby*, and *Their Eyes Were Watching God*. Individual accommodations are made based on the special education student's IEP needs.

HIBENA/HIBENB – Basic English**GRADES 9-12**

Basic English is designed for eligible students to develop and improve their vocabulary, reading and listening comprehension, independent reading, writing, speaking, and critical thinking skills that are critical at school and on the job. Students will read and analyze a variety of genre and respond to the literature in writing. Writing exercises will improve spelling, grammar, sentence structure, and written expression. Students will work on reading and writing projects through

individualized pacing and group instruction. Individual accommodations are made based on the special education student's IEP needs.

SPECIAL SERVICES -- MATH

HIAL1A/HIAL1B – Algebra 1

GRADE 9

Students will master concepts in number systems, statistics, algebraic expressions, equations, inequalities, and linear and quadratic functions. Exponential and polynomial functions will also be studied. This course is team taught by general and special education teachers. Individual accommodations are made based on the special education student's IEP needs. These guidelines are outlined by the Michigan Department of Education.

HIGEOA/HIGEOB – Introduction to Geometry

GRADE 10

Students will master concepts in lines, angles, logic, triangles, quadrilaterals, polygons, circles, relationships among 2-D and 3-D figures, and transformations. Students will study the development of geometry as a mathematical system through algebraic properties. . This course is team taught by general and special education teachers. Individual accommodations are made based on the special education student's IEP needs.

HIA2AA/HIA2AB – Algebra 2A

GRADE 11

Part 1 of Algebra 2. Students will study Algebra II in more depth over a two-year period. After completion of Algebra II Part A and Algebra II Part B, students will have studied functions, equations and inequalities, families of functions (exponential, logarithmic, rational, and trigonometric), conic sections, univariate data and probability. This course is team taught by general and special education teachers. Individual accommodations are made based on the special education student's IEP needs.

HIA2BA/HIA2BB – Algebra 2B

GRADE 12

Part 2 of Algebra 2. Students will study Algebra II in more depth over a two-year period. After completion of Algebra II Part A and Algebra II Part B, students will have studied functions, equations and inequalities, families of functions (exponential, logarithmic, rational, and trigonometric), conic sections, univariate data and probability. This course is team taught by general and special education teachers. Individual accommodations are made based on the special education student's IEP needs.

HIBMTA/HIBMTB – Basic Math

GRADES 9-12

Basic Math is designed for eligible students who need further instruction in the basics of math. Various levels of Basic Math will include whole numbers, number theory, fractions, decimals, percents, measurement, graphs, and its application to daily and adult living, including time, money, banking, budgeting, etc. Individual accommodations are made based on the special education student's IEP needs.

SPECIAL SERVICES ELECTIVES

HIASA/HIASB – Academic Support

GRADES 9-12

Eligible students may take Academic Support as an elective class throughout high school. Academic Support is an opportunity for students to complete assignments, tests, and projects from their current classes and to receive assistance with them. Students will develop study skills and receive supplementary support following the recommendations from individual student IEPs.

ENTRY LEVEL VOCATIONAL SKILLS

Work Based Learning Experience Non-CTE

GRADE 12

HCESVA/HCESVB – Elementary Placement

HCHSVA/HCHSVB – High School Placement

HCHSVA/HCHSVB – External Placement

This work-experience program is designed to assist eligible students in the transition process from high school to life after high school. Students will have the opportunity to explore various careers, acquire job skills, and gain confidence in a work setting. These training opportunities allow for a more successful transition into adult life. Evaluations are based on the Career and Employability Skills Standards and Benchmarks in the areas of personal management, social skills, organizational and performance skills, and teamwork. Courses may be taken more than once for elective credit.

7th & 8th GRADE PLAN OF STUDIES

7th Grade	1ST SEMESTER SUBJECTS:	CREDIT:	2ND SEMESTER SUBJECTS:	CREDIT:

Notes _____

8th Grade	1ST SEMESTER SUBJECTS:	CREDIT:	2ND SEMESTER SUBJECTS:	CREDIT:

Notes _____

FOUR – YEAR PLAN OF STUDIES

9th Grade	1ST SEMESTER SUBJECTS:	CREDIT:	2ND SEMESTER SUBJECTS:	CREDIT:

Notes _____

10th Grade	1ST SEMESTER SUBJECTS:	CREDIT:	2ND SEMESTER SUBJECTS:	CREDIT:

Notes _____

11th Grade	1ST SEMESTER SUBJECTS:	CREDIT:	2ND SEMESTER SUBJECTS:	CREDIT:

Notes _____

12th Grade	1ST SEMESTER SUBJECTS:	CREDIT:	2ND SEMESTER SUBJECTS:	CREDIT:

Notes _____

COURSE INDEX

Business and Technology		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7171A/B	STEM	7
M7130A/B – HCSD9A/B	Computer Science Discoveries	7-9
HAPCSA/B	AP Computer Science Principles	10-12
M7181A/B – HBGROA/B	Beginning Robotics	8-12
English		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7011A/B	English 7	7
M8011A/B	English 8	8
HENG1A/B	English 1	9
HHEN1A/B	Honors English 1	9
HENG2A/B	English 2	10
HHEN2A/B	Honors English 2	10
HENG3A/B	English 3	11
HENG4A/B	English 4	12
M7012A/B – HENLAA/B	English Enhancement Lab	7-12
HAPLCA/B	AP Language and Composition	11-12
HAPLIT/HAPLCM	AP Literature & Composition	11-12
HSATA	SAT Strategies	11
HBWYBA/B	Business Writing/Yearbook	11-12
Mathematics		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7021A/B	Math 7	7
M8022A/B	Math 8	8
M8021A/B – HALG1A/B	Algebra 1	8-9
HALG2A/B	Algebra 2	9-12
HAL2AA/B	Algebra 2A	9-12
HAL2BA/B	Algebra 2B	9-12
HNGEOA/B	Introduction to Geometry	10
HGEOMA/B	Geometry	10-12
HPCALA/B	Pre-Calculus	11-12
HCALA/B	Calculus	11-12
HMTH4A/B	Math 4	12
HPERFN	Personal Finance	12
HBUSMT	Business Math	12
M7022A/B – HMTHLA/B	Math Enhancement Lab	7-12
Physical Education/Health		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7061A/B	Physical Education 7/8	7-8
HPE9A	Physical Education 9	9
HHLTHA	Health	9-12
HTMSPT/HTMSPB	Team Sports	10-12
HSTGN/HSTGCB	Strength & Conditioning	10-12
HFPRT	Foundations of Personal Fitness	10-12
Science		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7031A/B	Science 7	7
M8031A/B	Earth Science 8	8
M8311A/B	Introduction to Agricultural Science	8
HBIOA/B	Biology	9
HAGBIA/B	Agricultural Biology	9
HBOTNA/B	Botany	9-12
HPYSCA/B	Physical Science	10-12
HCHEMA/B	Chemistry	10-12
HAPCHA/B	AP Chemistry	11-12
HPHYSA/B	Physics	11-12
HANAMY	Anatomy	11-12
HFORSC	Forensic Science	11-12
HZOOLA/B	Zoology	9-12

Social Studies		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7041A/B	Social Studies 7	7
M8041A/B	Social Studies 8	8
HWAHA/B	World History	9
HUSA/B	US History & Geography	10
HCVCSA	Civics	11-12
HECON	Economics	11-12
HAMCUL	American Cultures	11-12
HWDCUL	World Cultures	11-12
HAPEUA/B	AP European History	11-12
HAPWHA/B	AP World History	11-12
HAPCIA/B	AP Government & Politics	11-12
HAPECA/B	AP Macroeconomics	11-12
HPSYAA/B	AP Psychology	11-12
Visual, Performing, Applied Arts		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7051A/B	Art 7/8	7-8
HART1A/B	Art 1	9-12
HART2A/B	Art 2	10-12
HART3A/B	Art 3	11-12
HART4A/B	Art 4	12
HAPARA/B	AP Art	11-12
M7082A/B	Band 7/8	7-8
HSBAND/HSBANB	Symphonic Band	9-12
M7141A/B	Choir 7/8	7-8
HVOCMS/HVOCMB	Vocal Music	9-12
HSECHA/B	Select Choir	7-12
World Languages		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
HFRN1A/B	French 1	9-12
HFRN2A/B	French 2	9-12
HFRN3A/B	French 3	10-12
HFRN4A/B	French 4	11-12
HFRN5A/B	French 5	12
M8015A/B – HSPN1A/B	Spanish 1	8-12
HSPN2A/B	Spanish 2	9-12
HSPN3A/B	Spanish 3	10-12
HSPN4A/B	Spanish 4	11-12
HSPN5A/B	Spanish 5	12
Special Services		
<i>Course Code</i>	<i>Course Title</i>	<i>Grades</i>
M7013A/B	ELA 7 (I)	7
M8013A/B	ELA 8 (I)	8
HIEN1A/B	English 1 (i)	9
HIEN2A/B	English 2 (i)	10
HIEN3A/B	English 3 (i)	11
HIEN4A/B	English 4 (i)	12
HIBENA/B	Basic English	9-12
M7023A/B	Math 7 (i)	7
M8023A/B	Math 8 (i)	8
HIAL1A/B	Algebra I (i)	9-10
HIGEOA/B	Introduction to Geometry (i)	10-11
HIA2AA/B	Algebra 2A (i)	11-12
HIA2BA/B	Algebra 2B (i)	12
HIBMTA/B	Basic Math	9-12
M7950A/B	Academic Interventions 7/8	7-8
HIASA/B	Academic Support	9-12
HCESVA/B	Work Based Learning Experience Non-CTE-Elementary School	12
HCHSVA/B	Work Based Learning Experience Non-CTE-High School	12
HCHSVA/B	Work Based Learning Experience Non-CTE-External	12