

2022-2023

Saugatuck

High School Curriculum Guide

• 401 Elizabeth St • Saugatuck • Michigan • 49453 •
• Telephone 269-857-2133 •

Mission: Prepare Students For Life

Vision: Support Every Child



SAUGATUCK
PUBLIC SCHOOLS

Saugatuck High School

401 Elizabeth Street
Saugatuck, MI 49453
Phone: 269-857-2133

Dear Student and Parent/Guardian:

The Saugatuck High School Curriculum Guide has been designed to assist you in selecting an appropriate course of study. The guide offers a brief description of every course in the high school curriculum. This guide is updated every year and can always be found on our school website for future reference regarding registration throughout your high school career. We strongly recommend that you discuss your selection with the teachers who know you best, your guidance counselor, and of course, your parents.

When selecting your course of study, please keep in mind graduation requirements, which are also explained in this guide. As SHS students progress through high school, options such as Careerline Tech Center programs, AP courses, Dual and Concurrent Enrollment courses, and enrollment in the South Ottawa County Early College become available. Through participation in these options, and through articulation agreements with Davenport University and Grand Rapids Community College, many SHS students graduate from high school with trade certifications and/or up to a year of college credit.

In keeping with our mission to “prepare students for life” the faculty and staff of Saugatuck High School are working diligently to prepare each student to be college and career ready. We hope that 2022-2023 will be your most successful school year yet.

Sincerely,



Mark Neidlinger
Principal

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Board of Education, Administration, and Main Office

Saugatuck Board of Education

President - **Nathan Lowery**
Vice President - **Laura Zangara**
Treasurer - **Eric Birkholz**
Secretary - **Nicole Lewis**
Trustee - **Frank Marro III**
Trustee - **Bernie Merkle**
Trustee - **Marcy Weston**

Saugatuck Central Administration ♦ 269-857-1444

Dr. Timothy J. Travis, *Superintendent*
Jeff Malloch, *Director of Finance & Business Services*
Chris McKellips, *Accounting & Benefits*
Kim Sharda, *Executive Assistant, Transportation Director, FOIA Coordinator
& Facilities Coordinator*

Saugatuck Middle/High School Main Office ♦ 269-857-2133

Mark Neidlinger , <i>Principal</i>	ext: 1160
Andy Diaz , <i>Intervention Specialist</i>	ext: 1154
Tricia Schrotenboer , <i>HS/MS Counselor</i>	ext: 1158
Bill Dunn , <i>Athletic Director</i>	ext: 1155
Betty Johnson , <i>Administrative Assistant</i>	ext: 1152
Liz Wilson , <i>Pupil Accounting & Shared Time Learning Director</i>	ext: 1157

Saugatuck High School Staff

High School Faculty

Sherri Austin, Physical Education

Angelina Bauer, Spanish

Rick Bauer, Special Education

Nicole Baumann, Technology

Bill Dunn, Physical Education

Dorie Galloway, Mathematics

Ginny Grinzinger, Science

John Green, English & Social Studies

Danielle Hanna, Art

Vince Heyser, Industrial Arts

Andrew Holtz, Music

Christina Lewis, English

Melanie Moorer, Mathematics

Noami Sackett, Spanish

Mike Shaw, English

Brad Smit, Science

Elizabeth TerHaar, Social Studies

Jeff Walker, English & Social Studies

Brian Ward, Science & Mathematics

AnnMarie Willette, Science

Special Services

Joanne Buys - School Psychologist

Cara Ball – Speech Therapist

Katie Gibbie - Special Education Director

Audrey Litts - School Social Worker

Daniel Sullivan - School Social Worker

The Academic/Career Plan

All high school students in Saugatuck High School are part of the Career Pathway Program as they select a Career Pathway and develop an appropriate academic career plan leading to advanced study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

The Saugatuck Public Schools has a K-12 career education program. Career awareness and learning style activities begin in the elementary years followed by career awareness and exploration at the middle school level designed to provide students with a wide range of career related learning experiences. At Saugatuck Public Schools assessments of student interests, aptitudes, and abilities, through such measurements as the PSAT, SAT and ACT are integrated with a variety of career exploration opportunities. Career speakers, visits to business and industry, research projects, job shadowing, college visit day, college fair, teen leadership and other learning experiences that enrich academic content are combined with effective counseling practice to assist students in making informed decisions and in setting goals.

The Saugatuck High School counseling program continues to offer career exploration opportunities through a career pathway focus. The high school Guidance Department provides the student and family with direct access to career resources. The high school curriculum further expands career-related knowledge and experience through a variety of academic courses in a planned sequence that prepares the student for a post-secondary connection in his/her chosen pathway.

During each of their high school years, students meet with the guidance counselor to review their academic experience, and to discuss their educational plans. Guidance counselors, administrators, and teachers are available to assist students as they explore options and make program decisions. The Educational Development Plan serves as a valuable resource for student planning and as documentation for the school and family of the student's career pathway experience.

Personal Curriculum

Personal Curriculum: Purpose of the Personal Curriculum: The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements. Visit this Michigan Department of Education link for more information [Personal Curriculum Information](#)

When is a Personal Curriculum Modification Appropriate?

A PC may be appropriate for a student who has demonstrated one or more of the following: The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering). The ability to succeed in accelerated or advanced math, science, English language arts, world languages, or career and technical education. The academic need to modify the State Content Standards for Mathematics.

For a student with an IEP: A documented need to make modifications because the student's disability affects access to and/or demonstration of proficiency in the curriculum. Lack of progress on the MMC despite documented interventions, supports, and accommodations. For a transfer student: Transferring from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit.

Dual Enrollment for Juniors & Seniors

Since 1991 high school students in Michigan have had the opportunity to dual enroll in college courses at Michigan postsecondary institutions when certain standards have been met. Sophomore students wishing to dual enroll must follow the guidelines listed below. Juniors earning a level 1 or 2 on the MME will be eligible for dual enrollment. In content areas for which there are no tests, such as philosophy, religion, psychology, sociology, anthropology, computer science, and foreign language, students are eligible to dual enroll in college level courses as long as they have taken the PSAT assessment test, and met the minimum passing scores. Students who meet the criteria for dual enrollment may get an application in the guidance office. Dual enrollment must be approved by the counselor and principal.

Minimum Dual Enrollment Qualifying Scores

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
EXPLORE	Mathematics	Mathematics	17
	Reading	Reading	15
	Science	Science	20
	English	English	13
PLAN	Mathematics	Mathematics	19
	Reading	Reading	17
	Science	Science	21
	English	English	15
ACT	Mathematics	Mathematics	22
	Reading	Reading	22
	Science	Science	23
	English	English	18
COMPASS	Mathematics	Mathematics	52
	Reading	Reading	88
	English	English	77
MME*	ELA	ELA	2100
	Mathematics	Mathematics	2100
	Science	Science	2100
	Social Studies	Social Studies	2100
PSAT 8/9	Critical Reading	Evidence-Based Reading/Writing	460
	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading/Writing	460
	Mathematics	Mathematics	510
PSAT/NMSQT 11**	Critical Reading	Evidence-Based Reading/Writing	460
	Mathematics	Mathematics	510
SAT**	Critical Reading	Evidence-Based Reading/Writing	480
	Mathematics	Mathematics	530
ACCUPLACER***	Reading Comprehension	Reading	TBD
	Sentence Skills	Writing	TBD
	Mathematics	Mathematics	TBD

* MME scores are based on the spring 2015 administration of the M-STEP exams ** PSAT 11 and SAT Scores are from the new redesigned administrations starting in 2015-16 ***Accuplacer qualifying scores are typically specific to a state or Institution of Higher Education (IHE). The Department will work with The College Board and Michigan IHEs to build consensus around Minimum Dual Enrollment Qualifying Scores on this assessment.

Saugatuck Graduation Requirements

The high school program contains certain required and elective courses and not less than ten (10) trimesters of attendance in grades 9-12 are needed for graduation. The following units of credit are required to earn a diploma from Saugatuck High School.

Subject Matter	Required Credits	Required Coursework
English	4	English 9, English 10, English 11, English 12
Social Studies	3	Grade 9: Civics, Economics (1trimester each) Grade 10: World History Grade 11: U. S. History
Science	3	Biology, Chemistry, or Physics, plus 1 additional science credit
Mathematics	4	Geometry, Algebra I, Algebra II, plus 1 additional math-related course during senior year
Health and Physical Education	1	Health .5 and 1 additional PE class (.5CR) or 3 classes of Marching Band (Band A) or Extra Curricular Sport (3 Seasons)
Visual, Performing, and Applied Arts	1	Band, Choir, Art, Industrial Arts and computer technology
World Language	2	Must take Spanish 1 & 2
Online Learning Experience		Integrated into curriculum
Total	18	18 Core Credits + 10 Elective Credits = 28 Total

In unusual circumstances, the principal and a graduation committee may consider exceptions to the above. The student or parents must submit a written request to the principal. In addition, physical education may be waived through participation in three or more extracurricular athletic seasons or completion of three years of marching band. Students must complete the health credit within the PE Curriculum.

Continuum of Coursework

	9	10	11	12	Total Credits Required
English	English 9A (.5) English 9B (.5)	English 10A (.5) English 10B (.5) <u>Electives:</u> Journalism (.5) *Doc. Films (.5) **American Film Classics (.5) Creative Writing (.5)	English 11A (.5) English 11B (.5) Or *AP Language A (.5) *AP Language B (.5) *AP Language C (.5)	English 12A (.5) English 12B (.5) Or **AP Literature A (.5) **AP Literature B (.5) **AP Literature C (.5)	4
Math	Geometry A(.5) Geometry B (.5)	Algebra I A (.5) Algebra I B (.5)	Algebra II A(.5) Algebra II B (.5)	<i>(Select two)</i> Precalculus (.75) Calculus (.75) Statistics (.75) Personal Fin. (.5) Math Related (.5)	4
Science	Chemistry A (.5) Biology A (.5)	Physics A (.5) Physics B (.5) For Science Emphasis Biology B (.5) Chemistry B (.5)	Biology B (.5) <i>And One Additional:</i> Chemistry B (.5) or Physics A or B(.5)	<i>11/12 Electives:</i> Adv. Biology (.5) Adv. Chemistry (.5) Anatomy/Physiol. (1) Forensics (.5) Environmental Sci. (.5) **AP Chem A (.5) **AP Chem B (.5) **AP Chem C (.5) *AP Environ A (.5) *AP Environ B (.5) *AP Environ C (.5)	3
Social Studies	Civics (.5) Economics (.5)	World History A (.5) World History B (.5) Or *AP World Hst A (.5) *AP World Hst B (.5) *AP World Hst C (.5)	US History A (.5) US History B (.5) Or **AP US Hst A (.5) **AP US Hst B (.5) **AP US Hst C (.5)	Electives: Senior Seminar (.5) Psychology (.5)	3
World Language	Spanish I A (.5) Spanish I B (.5)	Spanish II A (.5) Spanish II B (.5)	Electives: Spanish III A (.5) Spanish III B (.5)	Electives: Spanish IV A (.5) Spanish IV B (.5)	2
Health & PE	Health (.5) And One Elective (.5)	Electives: PE 9 Fitness for Life (.5) Strength Training (.5) Marching Band (.5) Extra Curricular Sports (.5)			1
Visual, Performing Applied Arts	Band A (.5) Band B (.5) Band C (.5) Concert Choir (.5) Jazz Band (.5) Web Programming and Design (.5) Adv Web Program and Design (.5) Computer Programming (.5) Adv Computer Programming (.5) Applied Technology (.5) Advanced Applied Technology (.5) Introduction to Robotics (.5) Advanced Robotics (.5) Video Production I (.5) Video Production II (.5) Computer Aided Drafting (.5) Computer Aided Machining (.5)			Wood Tech I/Wood Tech II (.5) Metal Tech I/Metal Tech II (.5) Residential Building Trades (.5) Small Engine Technology (.5) How To (.5) Manufacturing (.5) Advanced Industrial Arts (.5) Art IA (.5) Art 1B (.5) Art II Printmaking (.5) Art II Drawing and Painting (.5) Art II Sculpture (.5) Art II Graphic Design (.5) Art II Advanced Graphic Design(.5) Art Appreciation A (.5) Art Appreciation B (.5) **Kendall Studio Photography (.5) *Kendall Intro to 3D Design (.5) Independent Study Portfolio (.5)	1

*Even Years Only **Odd Years Only

NCAA Qualifications

Core Courses

NCAA Divisions I and II require 16 core courses. See the charts below.

Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement. *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet. **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science. **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website <http://www.ncaa.org/student-athletes/future>. Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide. **Division I** students enrolling full time **before August 1, 2017**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year. **Division I** GPA required to receive athletics aid and practice **on or after August 1, 2016**, is 2.000-2.299 **Division I** GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet). **The Division II** core GPA requirement is a minimum of 2.000. Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses

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

DIVISION II 16 Core Courses

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

National Honor Society Guidelines

The selection procedure of the Saugatuck High School Chapter follows the guidelines set forth in the by-laws of the National Honor Society. First, all students in the 10th, 11th, and 12th grades who meet the established cumulative grade point average of 3.5 are identified. A faculty committee then reviews each candidate with respect to their participation in activities, their service to the school and community, and their character. The candidate must then submit a service and leadership history, which is reviewed by the faculty council for final consideration.

Title IX Policy

The Board of Education has adopted a resolution to comply with Title IX of the Education Amendments of 1972, which became effective on July 21, 1975. Title IX of the Educational Amendments of 1972 of the United States Congress specifically states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance...with certain exceptions.

It is the policy of Saugatuck Public School District not to discriminate on the basis of religion, race, national origin, sex, or handicap in educational programs, activities or services and to comply with all requirements and regulations of the U.S. Department of Education. All students shall have an equal opportunity to participate in and benefit from, all academic extracurricular activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Katie Gibbie kgibbie@saugatuckps.com

Notice of Non-Discrimination Policy

Every child in Saugatuck Public Schools is entitled to equal opportunity for educational development in a caring and respectful environment, free from discrimination based on any real or perceived characteristic, including, but not limited to: race, color, national origin, sex, religion, age, height, weight, marital status, sexual orientation, financial status, disability or limited English proficiency.

No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The board shall treat its students without discrimination as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Kim Sharda, Central Office Executive Assistant
Saugatuck Public Schools 201 Randolph Street - PO Box 818
Douglas, MI 49406 (269-857-1444)

Guidance and Counseling Services

Students are encouraged to access the Guidance Department for assistance regarding personal, social, or academic issues. The Counseling Department also provides assistance with course options and post secondary planning including preparation for the workforce, military, technical schools, 2-year, or 4-year institutions. Please take advantage of the variety of written and technical references available in the guidance office.

College resource links:

www.naviance.com

www.collegeboard.com

www.actstudent.org

www.collegetoolkit.com

www.knowhow2go.org

Program Selection and the Registration Procedure

Course registration for the next school year takes place in January & February. Students need to rely on course descriptions, counselors, parents, and teachers to assist in selecting appropriate courses. Selections are based on student interest, motivation, academic ability, the Michigan Merit Curriculum guidelines and teacher recommendation.

Students meet individually or in small groups with the counselor to discuss personal course plans and address questions and concerns. Students will complete their online registration using Powerschool Mid-Winter.

Building a master schedule is a complicated process. The needs of all students must be taken into consideration, along with the allotted course selections and the availability of staff. Therefore, students will not have the option to arbitrarily change their choices, hours, or select specific teachers once they receive their schedules in August.

The counseling department is committed to facilitating the student-parent-counselor relationship in regards to planning for successful completion of all graduation requirements.

Schedule Change Policy

Each Trimester

- Limited changes allowed during the week before each trimester starts with parent, counselor, and administrative approval based on course availability.
- The drop/add deadline date is the third day after the trimester begins.

Course Credit

Students will be given credit for classes they take at Saugatuck High School, classes they transfer from another accredited high school, classes at the Careerline Technical Center and approved courses from Michigan's Online Course Catalog. Summer school classes, Internet courses, and any other class must have the prior approval of the principal before credit will be accepted for graduation from Saugatuck High School. Students may also earn credit by taking college classes. Students interested in these options should schedule an appointment with the counselor.

To receive credit for a course, students must receive a minimum passing grade or pass the final course examination with a grade of C+ or higher. Students passing a program taught at the Careerline Technical Center, meeting for a trimester will receive one (1) credit. Students successfully completing the co-op program for a trimester, receive one (1) credit. Procedures for credit recovery options and make up credits are allowed as outlined in the student handbook.

Independent Study Courses

Independent study courses are learning experiences that are academic in nature that allow a pupil enrolled in grades 11 and 12 the opportunity for self-directed learning. Independent study courses must be pre-approved by the principal and the guidance counselor. All course work will be supplied by the supervising instructor and include a Guided Rubric and Objectives. Please discuss this with your high school counselor.

Project Based Learning

Online Project Based Learning with an optional experience classes: 6th through 12th grade students are eligible for online project based learning classes with an optional experience with one of our community partners. Students will work with a teacher to create a driving question and develop a project in an elective area which relates to their optional community experience. Please discuss your options with the school counselor.

Online Learning

Saugatuck High School provides online courses so that students may recover lost credit, accelerate learning, work at home during a long-term suspension or medical situation, or take a course that is not currently offered at Saugatuck High School. Our two main courseware providers are Odysseyware and Michigan Virtual University. With the assistance of our guidance counselor and online learning coordinator, students are enrolled into courses and attend that class online one period per day, typically working in the library media center under the supervision of the online learning coordinator as their mentor. Students working from home will have to make arrangements to take tests in a supervised space.

Courses must be completed within the marking period (trimester or semester) for a letter grade. If a course is not completed, it will be marked "F". All online courses are included on student transcripts. Students will not be allowed to take additional online courses if they have received a failing grade for incomplete work or poorly completed work.

Students who are well suited to take online courses possess the following traits: self motivated, able to work independently, and computer literate. They have good time management skills and effective reading and writing skills, and they know when and where to seek help if they are having difficulties. The students who struggle or fail in online courses are those who lack many of these traits. Michigan Virtual provides a guide for parents at <https://michiganvirtual.org/wp-content/uploads/2017/03/parentguide.pdf>.

To view the course offerings for each courseware provider, go to

- Odysseyware Course Catalog for the State of Michigan at <https://www.odysseyware.com/course-catalog/michigan>
- Michigan Virtual Course Catalog at <https://michiganvirtual.org/students/courses/>

The Online Learning Request Form is available only in the guidance office. All online courses must be pre-approved by the school counselor and the principal.

Advanced Learning Oppotunites

The district has established partnerships with Lake Michigan College, Kendall College of Art and Design, and Hope College to offer college level courses at discounted rates to our students. All coursework is designed to be transferable, but that is always dependent on the receiving institution.

Students may also earn college credit through Advanced Placement courses in AP World History, AP US History, AP Language and Composition, AP Literature and Composition, AP Chemistry, AP Enviromental Science, AP US History, AP Government, AP Computer Principals, AP Psychology. Tuition, Fees and textbooks are partially underwritten by the school and the parents/students are billed for the balance of the fees. Tuition rates are determined annually, based upon dual enrollment criteria. The school district also offers scholarship opportunities based upon financial need. Please contact the school counselor to obtain class enrollment, tuition and scholarship information.

Course Descriptions

Art

ART 1 A / ART 1 B (9-12)

Art 1 students will study composition with emphasis on understanding and using the elements and principles of design in two and three-dimensional media. In addition to keeping sketchbooks, students will be required to make a gallery visit and report back about their findings.

ART II (10-12) Printmaking (T1), Drawing & Painting (T2), Sculpture (T3)

PREREQUISITE: Art 1 A or Art 1 B

Art II students will continue to improve their understanding and production of good artwork in two and three-dimensional media. Emphasis on aesthetics, art history and criticism accompanies exploration of more sophisticated materials and solutions. Gallery visits, sketchbooks, and developing individual expression continue. In printmaking students will explore etching, linoleum reduction prints, collagraphs plus mono-print. In drawing and painting students will work in tempera or acrylic paint, collage, colored pencil, pen and ink, and other two-dimensional media. In 3-D students will explore sculpture and ceramics. Any of these trimesters may be repeated and students will work on higher level assignments.

ART II – GRAPHIC DESIGN (T2)

PREREQUISITE: Art 1 A or Art 1 B

Through implementing the principles of design and gaining inspiration by studying graphic design throughout history, students will complete sample projects from areas of graphic design branding, advertising, and packaging design. There will be an emphasis on visual communication through brainstorming, sketching and computer generated design. Projects will be “real world” in nature and quality presentations will be frequent.

ADVANCED GRAPHIC DESIGN / DIGITAL IMAGING (T2)

PREREQUISITE: GRAPHIC DESIGN

Students will take concepts taught in Graphic Design and build on them. An introduction to Adobe Photoshop will allow for the creation and manipulation of photographic images within digital works of art.

ART APPRECIATION I & II – Lake Michigan College Direct Credit (CRN Art 101 AND CRN Art 102) - (11-12)

These classes are an introduction to the appreciation of visual arts through studio projects, slides, lectures, field trips, and discussion. In Art 101 (T2), students will explore the meaning of art, art concepts, visual elements, design principles, and art history. In Art 102 (T3), students will explore various art processes to make their own artwork. For each course, the student will earn one high school credit and will earn three-trimester hours of college credit from Lake Michigan College (tuition fee applies).

Kendall ART STUDIO (11-12)

PREREQUISITE: ART I / Art II / PORTFOLIO REVIEW

Art Studio is a two-trimester series of dual enrollment courses for the serious art student in 11th or 12th grade. For each course, the student will earn one high school credit and will earn three-trimester hours of college credit from Kendall College of Art and Design (tuition fee applies). Scholarships are available for students with financial need. Students may take one or both classes provided they have completed Art I and Art II with a “B” or better, and maintain a “B” average or better in Art Studio. The course will be offered on a two-year rotation. After graduation, the students who have successfully completed Art Studio may continue their studies at Kendall without having to apply or present a portfolio as they are already enrolled at the college.

3-D DESIGN / KCFN 111 (even years)

This class will solve compositional problems in space through the exploration of structure, tension/strength, aesthetics, and proportion. Various materials will be used to create three-dimensional works.

INTRO TO PHOTOGRAPHY FOR NON MAJORS / KCPH 110 (odd years)

An introduction to the fundamentals of photography using digital cameras (DSLR). This course includes digital camera use and basic image manipulation controls using Photoshop. Introductory lighting and reproduction skills are taught. The aesthetics of photography will be discussed in terms of its history, and artistic and technical advancements. Students must own or have use of a digital camera (prosumer grade or above; camera phones are not acceptable).

PORTFOLIO (11-12)

PREREQUISITE: ART I / Art II / PORTFOLIO REVIEW

Students considering going to an art school after graduation will need a portfolio of work in addition to an application for acceptance. Juniors and seniors considering this career strand may request to be scheduled into Art Portfolio where they will be expected to work independently on a concentration of work to enhance their portfolio.

Business

FOUNDATIONS OF BUSINESS STRATEGY (11-12)

This modified symposium will draw upon community experts and leaders to explore various aspects of business including entrepreneurship, innovation, operations, finance, marketing and sales, human resources, technology, and philanthropy. Utilizing a blended and project-based learning approach, juniors, and seniors will apply Ottawa Area Intermediate School District's Skills4Success (critical thinking, collaboration, accountability, communication, technology literacy, citizenship, and flexibility) to create and present strategies within their areas of interest.

Computers and Technology

AP COMPUTER SCIENCE PRINCIPLES (9-12) - 2 TRIMESTERS

This course seeks to provide fundamental knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture through a rigorous, entry-level course that introduces principles of modern computing. The course covers a broad range of foundational topics such as programming (*JavaScript*), algorithms, the Internet, big data, digital privacy and security, and the societal impact of computing. This course prepares students for the AP exam and is equivalent to a first-year introduction to technology or computer science course.

INTRODUCTION TO DATA SCIENCE (9-12)

Advances in technology have allowed us to collect massive amounts of data. A data scientist is a person who has the skills, knowledge, and ability to collect and abstract actionable knowledge from data, for the good of society, advancement of science, profits in business, etc. This course will focus on practical applications of data analysis to give learners concrete and applicable skills as well as how to manage and analyze data. It will engage in statistical inference using randomization and simulation techniques to enable learners to critically think about their world. We will also learn necessary skills to develop data products including Python programming, reproducible research, and communicating results.

WEB PROGRAMMING AND DESIGN (9-12)

Students will study HTML5, CSS, *Flash*, and *JavaScript* while learning the principles of web design. Students will learn what it takes to program, design, upload and maintain web material.

ADVANCED WEB PROGRAMMING AND DESIGN (10-12)

PREREQUISITE: Web Programming and Design

Students will take the concepts taught in Web Programming and Design and build upon them. CGI scripts, site maintenance and more advanced programming will be studied. The graphic design aspect of web design will be examined more closely as well.

COMPUTER PROGRAMMING (9-12)

The purpose of this course is to learn basic concepts and application of computer programming theories and skills. Over the course of the trimester, we will discuss and apply programming concepts that will enable students to understand the field of computer programming, appreciate the work that goes into programming, and determine if a programming field of study might be a career choice.

ADVANCED COMPUTER PROGRAMMING (10-12)

PREREQUISITE: Computer Programming

Students will take the concepts taught in Computer Programming and build on them. More advanced programming concepts and languages will be explored.

INTRODUCTION TO ROBOTICS (9-12)

The objective of Introduction to Robotics is to use a hands-on approach to introduce the basic concepts in robotics, focusing on mobile robots and real-world robotics applications. This course introduces fundamental concepts in robotic modeling, design, planning, and control. Students will explore mechanical systems, electronics, engineering, and programming. The course will provide students with resources to design, build, and program functioning robots, with the potential to segue students into FIRST Robotics competition. This course will involve students in the robotics team and building the team robot.

ADVANCED ROBOTICS (10-12)

PREREQUISITE: Introduction to Robotics

In Advanced Robotics, students will enhance their knowledge and application of key automation and engineering concepts by developing their programming, taking in-depth review of how sensors work, and advanced application using math and science to solve robotic problems and engineering project development. Each project completed in the course will be based on real-life scenarios and will challenge students to automate their robots based on programming logic and multi-communication. Students will also learn about the fundamentals of circuitry and electrical programming in regards to robotics.

VIDEO PRODUCTION 1

This course takes students through the basics of media production: planning, capturing, editing, and publishing digital media to different platforms. Each unit within the course includes a learning module, research, hands-on practice, and a unit project. Students must be willing to work in teams, vary their roles in front of and behind the camera, and publish their work to a global audience.

VIDEO PRODUCTION 2

PREREQUISITE: Video Production 1

In Video Production II students apply the skills they gained in Video Production I to create and publish a weekly school news broadcasts as well as plan, record, edit, and publish one major project (event such as concert or school play, or a presentation such as the graduation student retrospective, or a school district promotion). Students will be involved in every aspect of the show: planning, filming, editing, and publishing and will be expected to vary their roles in front of and behind the screen. They will be evaluated on their ability to work cooperatively with classmates, direct productions, meet deadlines, and produce quality programs. Students must be willing to attend and record live school events, perform in front of and behind the camera, and learn and apply advanced editing techniques.

COMPUTER AIDED MACHINING (CAM/CAD) (9-12)

This course will focus on using the computer controlled machines and software to construct real products. The main purpose of this course is to teach students how to design products that can be created on the computer controlled machines and 3d printer. This course introduces computer aided drafting and develops the skills needed for robotics, engineering, and architectural fields.

Foreign Language

SPANISH I (9-12)

Spanish is the second most spoken language of the United States. This two trimester beginning course helps the student develop an understanding of how words fit together to form complete thoughts. All communication skills are used, including reading, writing, listening, and, especially, speaking. The course requires active participation of all students in various fun activities, such as singing and short dramatic skits in the Spanish language. A taste of the culture of several Spanish-speaking countries is included via videotapes that coordinate with the textbook.

SPANISH II (10-12)

PREREQUISITE: Spanish I

This two-trimester course is a continuation of Spanish I.

SPANISH III (11-12)

PREREQUISITE: Spanish II

This two trimester course is a continuation of Spanish II. Students are expected to speak in Spanish MOST of the time. This course focuses on speaking and communicating in Spanish as well as how to use the past tenses appropriately.

SPANISH IV (12)

PREREQUISITE: Spanish III Lake Michigan College Concurrent Enrollment (CRN FORL122) 4 credits
Spanish 4a for college credit

The first trimester of this course is offered for college credit through Lake Michigan College. It occurs simultaneously in a single class period per day. To be eligible for the college enrollment, students must have earned an ACT Reading score of 17 or better and an ACT English score of 18 or better, or an SAT Writing/Language score of 27 or better and a Reading score of 26 or better, or have earned an acceptable score on the Accuplacer Exam. Students must also earn an A or B in Spanish 3. Reading, grammar and oral proficiency are stressed along with cultures of Spain, Argentina, Puerto Rico and Mexico. Spanish is spoken most of the time. Students completing Spanish 4a have the option to earn four semester credit hours of college credit. Students who take Spanish 4b have the opportunity to take the Spanish Language AP exam held in May. See course instructor for details.

Industrial Arts Education

WOOD TECH 1 (9-12)

This course introduces students to the benefits of hands-on learning. Skills learned in this class will help students be more independent in life. Students will learn important visual/spatial and mechanical skills. An important knowledge base of how to use machines safely and how plans can be read or developed to create a product will be gained. Students will work with wood as a media to create a high quality product.

WOOD TECH 2 (9-12)

PREREQUISITE: Wood Tech 1

During this course students will expand their knowledge in furniture and cabinet making. Students will be expected to achieve high quality craftsmanship and demonstrate above average effort. Hands-on learning will be exercised through the construction of a wooden prototype. During this course composite materials (in ex. Fiberglass) are introduced and explored. Careers involving all areas of woodworking as well as other areas of industrial education will be explored.

METAL TECH I (9-12) ONE SEMESTER

This course is designed to introduce the student to the various aspects of metalworking. It will include demonstrations and safety of each of the following areas: welding, sheet metals and machine tools. There will be an assigned project in each area.

METAL TECH 2 (9-12)

PREREQUISITE: Metal Tech 1

Metal Tech 2 expands on the skills and furthers the knowledge learned in metal tech 1. This course explores the vast careers in welding, sheet metal fabrication, and machining. Students will build a high quality prototype made from Metal and develop a strong knowledge base.

RESIDENTIAL BUILDING TRADES (9-12)

This course will examine the career of residential construction and all the sub-careers. Students will learn the process of building a house while actually constructing a scale model. This course takes place outside the school for the majority of its duration.

ADVANCED INDUSTRIAL ARTS (10-12)

PREREQUISITE: Metal Tech 2 and Wood Tech 2

The most technical course of the industrial education program, Advanced Industrial Arts allows students to be highly involved in the area of their choice. Students are driven to master and further improve their skills in the media of Metal, Wood, and Composite materials. This course will also focus on resume and portfolio building as related to industry demands. An ideal student for this course is self-driven, patient and enjoys challenging themselves to their full potential.

SMALL ENGINE TECHNOLOGY(9-12)

Students will explore the operation of a small gasoline engine. Each student will dismantle and rebuild a small gas engine in a laboratory setting. In addition to learning about small engines, the course will also provide experiences with automotive topics. Prior engine experience is not necessary.

HOW TO (9-12)

This course will focus on mini-lessons to help with everyday mechanical problem solving. Basic Automotive (for example: how to change a tire), house wiring (how to repair a light switch), plumbing (how to fix a drain), house repairs (how to put on a door knob), etc. This class would be designed for someone who doesn't normally take industrial education classes. The main purpose of this course is to prepare the students for real world home/auto maintenance.

Language Arts

ENGLISH 9 A & B

In English 9, students focus on developing their skills in the following areas: grammar, vocabulary, literary terms, the short story, poetry, *Night*, *The Odyssey*, and *Beowulf*, among other works of literature. In addition, students will write literary analysis essays discussing the short stories and novels read, a collection of poems, journals from their own and other characters' points of view, a podcast, and other writing assignments.

ENGLISH 10 A

In English 10, students focus on developing their skills in the following areas: grammar, vocabulary, format writing, persuasive writing, literary terms, the short story, and public speaking. Specific units taught are Short Stories, *Our Town*, Persuasive Writing, Persuasive Speeches and a Dramatic Read. Specific assignments will include short story essays, five-paragraph essays, a compare/contrast essay, a persuasive speech, and a dramatic read.

ENGLISH 10 B

English 10B is set up as a student-centered, reading-focused English course at Saugatuck High School. This class is meant to look like a big Book Club. The students will start (in groups of my choosing) by reading a rotating novel selection. While reading this novel, the kids will become accustomed to how a Book Club functions. When completed with that initial book, the students in this class will form their own groups, choose books of personal interest, and explore their topics and books in depth by reading approximately 115 pages of high caliber literature per week. In addition, students will record a weekly Zoom or voice memo about their books, expand their vocabulary through reading and weekly assignments, and hone their grammar skills through the interactive website *No Red Ink*. Summative assessments include a final group discussion that will focus on all the books the kids read throughout the trimester. Furthermore, each student will take a 50 point test on *No Red Ink*. This, combined with the final group discussion, will make up the trimester exam in this class.

ENGLISH 11 A & B

In English 11A, students will learn about writing and grammar through engaging actively in a writing workshop. Students are expected to complete the following types of personal essays: illustrative, narrative, descriptive, process analysis, definition, compare & contrast, division & classification, cause & effect, and a personal reflection essay and a writing portfolio as the final exam. In English 11B, students will study from a selection of the following books and authors: *Into the Wild*, *The Catcher in the Rye*, *In Cold Blood*, *Station Eleven*, *Tribe*, *The Adventures of Huckleberry Finn*, the poetry of Walt Whitman and Emily Dickinson, the essays of Ralph Waldo Emerson and Henry David Thoreau as well as a unit on rhetorical analysis and a research paper.

ENGLISH 12 A & B

English 12 is a two trimester course that is divided into A and B sections. The purpose of English 12 is to prepare you for reading, writing, listening, speaking, and critical thinking in the real world. Upon completion of both sections, you will have developed the necessary language arts skills to succeed in the college, career, or vocational school of your choice. In addition to the real world skill application, English 12 strives to broaden horizons by reading works from many different cultures, genres, and time periods. Highlights of English 12A include the completion of a digital writing project, the reading and analysis of the novel *The Things They Carried*, the reading and analysis of the novel *The Alchemist*, as well as the reading of the graphic novel *Persepolis* or the play *Hamlet*. Highlights of 12B include the completion of a Native American Literature unit focusing on *The Absolutely True Diary of a Part-Time Indian* as well as a drama unit that calls upon *The Crucible* and/or *A Raisin in the Sun*.

AP ENGLISH LANGUAGE AND COMPOSITION (EVEN YEAR)(11-12)

PREREQUISITE: English 10B

AP Language and Composition is a college-level non-fiction reading and composition course that runs for all three trimesters. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. This course prepares students for the AP exam and is equivalent to a first-year college writing course.

AP ENGLISH LITERATURE AND COMPOSITION (ODD YEAR) (11-12)

PREREQUISITE: English 10B

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Sample tests in the AP format require students to analyze the craft of writers as well as how and why the choices of the authors contribute to the overall meaning of the text. This course prepares students for the AP exam and is equivalent to a first-year college literature course.

AMERICAN FILM CLASSICS (ODD YEAR) (10-12)

This class will focus on the analysis of twelve different American films. The first four were selected based off of the writing topics given to the students. The other eight films will be split up between two opposing genres. The first genre will examine Thrillers in film. The second genre will examine movies that deal with Inspirational themes. Besides viewing, critiquing, and analyzing each of the twelve selected films, the students will also be expected to give a presentation on a chosen film topic. This presentation as well as an average of their writing assignments throughout the course of the trimester will serve as the trimester exam.

CREATIVE WRITING (EVEN YEAR) (10-12)

This course focuses on students developing, improving, sharing, and refining their writing skills. Students will study and experiment with a wide array of different forms of creative writing which may include poetry, short stories, drama, blogging, short screenplays, comic strips, graphic novels, and more with an emphasis on developing voice as well as other specific writing techniques.

JOURNALISM (9-12)

This class is designed to introduce students to the many aspects of the field of journalism and also to produce the 2019-2020 edition of *The Compass*. We will spend time learning how to write different types of articles, sharpening our writing skills, creating a weekly school publication, *The Orange Crush*, and working on the yearbook.

DOCUMENTARY FILM (EVEN YEAR) (10-12)

This course explores the genre of the documentary film, with students researching, discussing, viewing and writing about documentary films that illustrate different aspects of modern life such as culture, history, nature, the environment, politics, and more. As a final project of four weeks, students will create and make their own fifteen-minute documentary film incorporating the film techniques discussed in the course.

Mathematics

GEOMETRY (Grade 9)

This course is the first of the required high school math classes needed for graduation. Students must earn credit in both Geometry A and Geometry B. Topics discussed are Transformations, Congruency, Proofs, Lines and Angles, Triangles, Quadrilaterals, Similarity, Trigonometry, 2-D and 3-D Relationships, Coordinate Geometry, and Circles.

ALGEBRA I (Grade 10)

This is the second in the sequence of state required math courses. Its focus is on function families. We will study linear, quadratic, exponential, absolute value and power functions. In this class we also study systems of equations and methods to solve them, fractional exponents and the laws of exponents, and polynomials and methods to factor polynomials.

ALGEBRA II (Grades 11-12)

PREREQUISITE: Algebra 1A & Algebra 1B and Geometry 1A & Geometry 1B

This is the third in the sequence of state required math courses. Students must have successfully completed both Algebra 1A & Algebra 1B before taking this class. It is a continuation of the study of functions in Algebra I. We will study polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Other topics include probability and statistics.

MATH 135: PRECALCULUS ALGEBRA/TRIGONOMETRY - Dual Enrollment with LMC (5 college credit hours)

PREREQUISITE: Algebra 2A & 2B with an A/B average

This class can be taken for high school credit only or for both high school and college credit. A minimum score on the SAT or Accuplacer test from Lake Michigan College is required for students to be eligible to earn college credit in this class. This course is designed to provide students with basic algebraic and trigonometric concepts necessary for calculus. Topics include: real numbers, inequalities, coordinate systems, functions, polynomials, solutions of polynomial equations, exponential and logarithmic functions, trigonometry and trigonometric functions.

MATH 151: CALCULUS I - Concurrent Enrollment with LMC (CRN Math 151) – (5 college credit hours)

PREREQUISITE: MATH 135: Pre-Calculus with an A/B average

This class can be taken for high school credit only or for both high school and college credit. A minimum score on the SAT or Accuplacer test from Lake Michigan College is required for students to be eligible to earn college credit in MATH 151: Calculus I. This course is the study of calculus of a single variable. Topics include limits, derivative and integral properties of algebraic and transcendental functions and elementary applications of derivatives and integrals.

PERSONAL FINANCE (12th Grade only)

PREREQUISITE: Algebra 2A & 2B

This course teaches students how to avoid debt, budget with intention, invest, and build wealth so they can give like no one else. Students learn how to save money and build wealth, negotiate great deals, establish a budget that works, identify and understand different types of investments, set and achieve financial and career goals, describe the many dangers of debt, recognize the advantages of renting and owning a home, become an aware consumer, and understand different types of insurance and what's best.

STATISTICS (Grades 11-12)

PREREQUISITE: Algebra 2A & 2B

Statistics is the science of collecting, organizing, analyzing, and interpreting data. Statistical literacy is an essential skill that enables people to understand and make sensible decisions based on the analysis of numerical information. Topics include: basic overview and data classification, descriptive statistics, study design and data collection, probability, confidence intervals, hypothesis testing, and correlation and regression. Students must have successfully completed Algebra 2B before taking this class.

Music

BAND (9-12)

PREREQUISITE: Enrolled in 7/8 band or approval of the high school band director.

There are a variety of performances throughout the year. Students will participate in concerts, festivals, pep band, marching band, and parades. Attendance is required at all performances. Band is a year-long class.

JAZZ BAND (9-12)

Should be concurrently enrolled in High School Band or the approval of the director. This class will explore the history of jazz by performing a variety of music including swing, big band and jazz. Attendance is required at all performances. **This will run as a zero hour and will not count as a regular class for the day. Students will still need to be in five courses and advisory.**

CONCERT CHOIR (9-12)

Concert Choir is open to all SHS students. Emphasis is placed on singing fundamentals, music reading skills, vocal development, and performance skills. There are opportunities for many performances throughout the year. The

choir will sing a variety of musical choral selections and styles. Attendance is required at all performances.

Physical Education

HEALTHY LIVING (9)

This course is designed to provide accurate information needed to make important decisions about health, wellness, and individual lifestyle. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development and informed use of the health-related information, products and services. Emphasis will be placed on the student's acquiring knowledge and assuming responsibility for one's own health. The following units and topics will be discussed:

1. Introduction to Wellness
2. Mental - Emotional - Social Health
 - a. Taught through the *Yoga in the School Kripalu Curriculum*
3. Physical Wellness
 - a. Nutrition
 - b. Weight Management and Eating Disorders
4. Substance Use and Misuse
5. Healthy & Responsible Relationships
 - a. Abstinence
 - b. STI, HIV and AIDS
 - c. Human Reproduction
 - d. Contraception
 - e. Teen Parenting
 - f. Sexual Health Care
6. Hands-Only CPR

PERSONAL FITNESS (9)

Personal Fitness will provide students with the information, opportunities and experiences needed to make healthy lifestyle choices throughout their lifetime. The outcome for each student is to establish a behavioral pattern of lifelong participation in physical activities and take an active role in protecting, maintaining and improving their overall physical, emotional and social health. During this required (for graduation) physical education class, 9th-grade students will participate in a wide variety of fitness activities, while demonstrating an understanding of fitness concepts and principles needed to participate and maintain a health-enhancing level of fitness. Fitness testing will occur during this course. The following units and topics will be discussed:

1. Introduction to Personal Fitness
2. Health-Related Fitness Components
 - a. Cardiovascular Fitness
 - b. Muscle Strength and Endurance
 - c. Flexibility
 - d. Body Composition
3. Guidelines for Exercise
 - a. FITT Principles
4. Personal Fitness Plans
 - a. Fitness Testing (beginning and end of Trimester)
 - b. Goal Setting
 - c. Evaluating Activities

STRENGTH TRAINING (10 -12)

PREREQUISITE: Successful completion of Health and Fitness Education

Strength training is a course for students who are participating in high school athletics. Students who take this course should want to improve their muscle strength and endurance, flexibility, overall fitness levels and skills needed for the athletics. Students will be involved in weight training and stretching programs. They will also work on drills and plyometrics throughout the course. A student who participates in more than one sport must work on each sport during its season. Students should bring with them the belief that hard work and extra work will help them become better athletes. A Physical Education credit can be earned in this course.

FITNESS FOR LIFE (10-12)

“Lifetime Fitness” will continue to build on the health-related physical fitness components introduced in “Fitness Education.” This class is designed for the student who is interested in developing and improving their personal fitness levels. A variety of lifetime fitness activities will be offered, such as: medicine ball training, badminton, pickleball, aerobics and Tae-Bo. Students will have the opportunity to use a pedometer and heart rate monitors throughout the year. Emphasis will be placed on developing, improving and maintaining cardiovascular fitness, muscle strength and endurance and flexibility.

Science

BIOLOGY A & B (9-12)

Biology is a study of all forms of life and their processes. The course is designed to enable the student to better understand the world in which they live, as well as to meet many of the state and national science standards for life science. Areas covered in the first trimester include: scientific method, the nature of science, ecology, population dynamics and biodiversity. Areas covered in the second trimester include: cellular biology, microbiology, genetics and DNA theory, evolution, and organismal biology. ***It is recommended to take Biology A prior to Biology B***

ADVANCED BIOLOGY (11-12)

PREREQUISITE: Biology A and Biology B

Advanced Biology will incorporate standards not addressed in Biology A and Biology B as well as more traditional topics that will benefit students entering a freshman or 100 level Biology class at the college level. These topics will relate to homeostasis and maintenance of normal bodily function with a survey of body systems, plant biology and ecology, taxonomy, and evolutionary relationships. Laboratory experiences will be emphasized, as the class will incorporate a more hands on approach. Lab experiences and dissections are designed to reinforce new material and address science as a process. This class is highly recommended for students that may be interested in choosing a career in health care or other life sciences.

CHEMISTRY (9-12)

This college preparatory class concentrates on organic and inorganic chemistry. Chemistry gives a student a background of basic concepts, which help us to recognize and appreciate the order in nature and the changes that occur in it. Laboratory skills are developed and strengthened by use of experiments.

AP CHEMISTRY (11-12) (odd years)

PREREQUISITE: Chemistry A and Chemistry B

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. 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 both Chemistry A and B who wish to take part in a rigorous and academically challenging course.

ADVANCED CHEMISTRY (11-12)

PREREQUISITE: Chemistry A and Chemistry B

This class is for students who desire a further and deeper understanding of chemistry topics and who are interested in a science-based career. An emphasis will be placed on working in the laboratory and learning topics that will be part of their desired career path. This class is highly recommended for students that may be interested in choosing a career in health care or engineering fields.

ANATOMY AND PHYSIOLOGY (11-12)

PREREQUISITE: Biology A & Biology B

Anatomy and Physiology is a course dedicated to a survey of human anatomical and physiological structure and functions. Other topics included in the course are dedicated to genetics, bioethics, and applications of DNA technology. The course is designed to familiarize students with human anatomical function, and to prepare students who are interested in careers in the health sciences. Lab experiences will include dissections and will be required of students enrolled in the class.

PHYSICS (10-12)

Physics is the study of the basic laws of nature. While working in both laboratory and classroom situations, students investigate the physical aspects of motion, energy, electricity, magnetism, sound and light.

ADVANCED PHYSICS (11-12)

PREREQUISITE: Algebra II and Physics or Chemistry

An advanced science course further investigating the relationships between matter and energy. This course will emphasize mathematical problem solving and experimentation.

FORENSIC SCIENCE/CRIMINALISTICS (11-12)

Forensic Science/Criminalistics is the use of various scientific techniques to solve a specific problem, usually a crime. This class incorporates many different disciplines into one class and skills previously learned from physical science classes and life science classes will be reinforced. The study of Forensic Science uses skill of observation, experimentation and logical thinking with examining evidence from crime scenes. Lab work and keeping a lab notebook will be required for successful completion of this class.

ENVIRONMENTAL SCIENCE (11-12) (10th grade only with instructor approval for advanced students) (even year)

PREREQUISITE: Biology A, Biology B and Chemistry A

Environmental Science is a one-semester hands-on, project-based class that will incorporate many concepts of ecology and environmental principles. Actual outdoor experiences in the practice of science will be emphasized. Bioethics, population dynamics, and ecological investigations use the local community as a laboratory. The principles learned in Biology and other sciences will be built upon and reincorporated into an application outcome class that focuses on the human impact on the environment and the decisions and ethics involved in environmental policy and stewardship. The desired outcome of the class for students will be real world experiences that promote scientific and environmental literacy and give students a better awareness and appreciation for their local environment.

AP ENVIRONMENTAL SCIENCE (11-12) (even year)

PREREQUISITE: Biology A, Biology B, Chemistry A

AP Environmental Science is 3-trimester course designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental Science is interdisciplinary, embracing topics from earth science, biology, environmental science, chemistry, and geography. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. The course includes a substantial laboratory and field component to help students learn about the environment through careful observation and experimentation, while developing their critical thinking, problem solving, and communication skills. AP Environmental Science will prepare students for the AP Environmental Science Exam.

STEM

The STEM class will concentrate on the various aspects of science and engineering practices as well as experimental design. Through research and investigations, students will use the techniques of questioning, predicting, observing, explaining, and evaluating scientific phenomena. A portion of the course will also focus on the engineering design process. Students will model the engineering process by identifying problems, conducting research, planning solutions, creating and testing prototypes, and making revisions to proposed designs.

Social Studies

CIVICS (9)

Civics is a ninth grade social studies course focusing on analyzing US Government and law in relation to the importance of being a productive US citizen. Emphasis is placed on the understanding and questioning of Constitutional principles. Specific units to be taught are, Foundations of Democracy, the 3 Branches of the US government, Electing Officials and State/Local governments. Civics teaches citizen's rights and obligations on the federal, state and local/community levels.

ECONOMICS (9)

Economics is a ninth grade social studies course focusing on Macro and Micro Economics. This class analyzes the business structures that maintain and control the world's economies. Economics will evaluate issues of personal finance and future planning. Students will be expected to analyze and provide solutions for a variety of economic issues facing their local community, the state, the country and the world. The first six weeks of the course will focus on the competing economic structures of a free market and of a command economic system. Students, in this portion of the class, will be expected to read George Orwell's *Animal Farm*. The last six weeks will focus on the students' choices post high school.

WORLD HISTORY (10)

A tenth grade social studies course focused on the study of the world community. Special attention will be placed on the geography, history, culture, and current status of the world's geographic regions. The A section of this class will focus on prehistoric times all the way up to the Industrial Revolution. The B section of this class will focus on the Industrial Revolution to the present day. Special emphasis will be placed on examining mankind's history and growth from 1200 CE to the present.

AP WORLD HISTORY MODERN (10-12) (even year)

The AP World History class (WHAP) is designed to be the equivalent of an entry-level college survey course in Modern World History. Beginning with the year 1200 CE, students will think critically and analyze the history of mankind in all of the earth's geographic regions. Special emphasis will be placed on the following historical thinking skills: analysis of primary and secondary sources, making historical arguments, causation, change and continuity over time, comparison, contextualization, and periodization. The texts to be used for this course are, Jerry Bentley's *Traditions and Encounters* and Kevin Reilly's *Worlds of History*. AP World History Modern will prepare students for the Advanced Placement World History Modern exam.

AP UNITED STATES HISTORY (10-12) (odd year)

The AP United States History (APUSH) class is designed to be the equivalent of an entry level college survey course in American History. Beginning with the pre-Columbian era, students will think critically and analyze seven hundred years of American history. "Students will learn to assess historical materials.....and develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively" (The College Board AP United States History Course Purpose). *America: Past and Present* as well as *Portrait of America* will be used as course texts in conjunction with numerous primary sources. APUSH will prepare students for the Advanced Placement United States History exam.

AP U.S. GOVERNMENT AND POLITICS (9-12)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. --from 2018 AP® U.S. Government and Politics Course Guide, 4.

CURRENT EVENTS

This elective course will analyze the economic, political, and social events of the contemporary world. Focusing on both national and international issues, students will investigate cause and effect relationships, tracing current issues to their origins. Students will work in group settings to understand the complexities of events while attempting to develop practical and lasting solutions. This one-trimester course is open to students in grades 9-12.

U.S. HISTORY (11)

U.S. History addresses America as a modern nation. Following a comprehensive review of America's beginnings, the course embarks upon its intended study: showcasing the 20th Century through a combination of political, economic, and social history. Specifically, students will study the West, Industrialization, the Progressive Era, WWI, the Great Depression, WWII, the Cold War, the Civil Rights Movement, and the Counterculture of the 1960s through the Millennium. Specific skills to be addressed include: examining primary sources such as political cartoons, treaties, and photographs; analyzing differing historical perspectives; drawing out key points through informational text; and utilizing technology to research and formulate positions.

SENIOR SEMINAR (12)

This is a class rooted in the principles of Project-Based Learning (PBL), and challenges students with the following driving question: How can we use our talents and skills to give back to our community? While addressing this question, students will work to develop the following 21st Century Skills which include: 1) Technology Literacy 2) Collaboration and Global Thinking 3) Communication 4) Critical Thinking and Problem Solving 5) Flexibility and Adaptability 6) Ethical Citizenship 7) Personal Accountability. Additionally, students will use the Creative Sequence to solve complex problems, and develop a plan for post-secondary education.

AP PSYCHOLOGY

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

LAW 1 (10-12)

This course introduces the fundamentals of law as they apply to business and personal use. Emphasis is placed on understanding how today's law impacts us all as consumers and citizens. Students learn how and where to find answers, learn to reason legally, and speak in legal terms. Students will be exposed to real life examples of how the legal community functions. Adding community connections to an already rich legal curriculum, while giving students the opportunity to consider possible careers in law, law enforcement, and government. This course is well suited for exploratory work in the many law related fields and for those planning to own and/or operate their own business. Major topics include ethics, constitutional law, crimes, private wrongs (torts), law for the student family-consumer, and bailments.

LAW 2 (10-12)

This course offers a more comprehensive overview of our legal system. This course provides students with practical, relevant content that they can use in their daily lives, while developing skills that are important for civic and workplace success. Law 2 curriculum is filled with high-quality content that applies directly to students' lives, which contributes to both student achievement and an interest in the law. Major topics include Equal Protection, Intellectual Property Law, Law & Society and a Forensics Unit (to supplement the criminal law unit from Law 1).

Careerline Technical Center Programs

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

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

While Tech Center credit is earned as electives, Tech Center students have the opportunity to receive academic credit (4th Year Math, 3rd Year Science, Visual/Performing Arts). All academic credits may not be available in all programs. If you have any questions please contact the high school counselor.