PRINCIPAL'S MESSAGE

The student Curriculum Guide, listing the courses the faculty is prepared to offer, assists you in planning your program of study at Linden High School. Through the curriculum, we strive to develop in our students the capacity to think accurately, communicate clearly, and respond wisely.

Moreover, the curriculum assures our students an acquaintance with new tools of exploration, exposure to new areas of knowledge, and an understanding of new and changing problems that confront society. With its strong faculty, the curriculum has become increasingly flexible, adapting to the various and preferred learning styles and requirements of our students.

After studying this guide, you will choose courses that fulfill graduation requirements, meet your individual needs in terms of career and interests, and educate you for participation in the twenty-first century.

Throughout its history, quality has continued to be the hallmark of a Linden High School education. We encourage you to take advantage of the outstanding educational opportunities available to you.

We invite the entire family to be an active part of Linden High School life. Students' academic and social success can often be directly related to the interest parents display. There is absolutely no substitute for parents who are interested in their student's performance at school.

LINDEN HIGH SCHOOL PHILOSOPHY

Linden High School, augmented by the Genesee Career Institute (GCI), provides a comprehensive, secondary educational opportunity to all its students. Each academic department's responsibility is to strive to provide a dynamic, relevant, and current curriculum. It is the responsibility of each department to be regularly involved in the evaluation and revision of its curricular offerings.

The responsibility of each staff member is to fulfill the individual responsibilities inherent in the role of teacher and as developed by the dictates of the total school program and philosophy. The classroom work of each

teacher is to fulfill the purposes of the departmental curriculum and the specific needs of the individuals in the classroom.

The administrative role is to foster and guide the work of all the staff and departments and to provide an essential communication link between the school, its students, and its parent community.

LINDEN HIGH SCHOOL MISSION STATEMENT

Linden High School is committed to providing a safe and orderly environment with opportunities for all students to reach their potential. Our mission, in partnership with parents and community, is to help students become self-reliant citizens, who are adaptable to change and possess the skills necessary to make positive contributions to society.

SPECIAL SERVICES

Counseling and Guidance

The counseling department serves as the coordination area for assisting students, parents and teachers with many auxiliary agencies or individuals. They can assist in providing information regarding many student need areas, including family counseling, child abuse, college or technical training beyond high school, special education referrals, social services offerings, mental health counseling, career and vocational counseling, armed service offerings, and night and summer school offerings, to name a few.

Counselors can help in the transition from middle school to high school and from high school to college or the work force. They are trained and available to assist students with interpersonal relationships, career decisions and academic advising. If students need assistance in these areas, contact a counselor as soon as it becomes apparent. Do not let a situation go unattended until the problem becomes insurmountable.

Special Education Services

Linden is fortunate to have a rather extensive continuum of special education services available to assist students. Ancillary services, such as speech and language, occupational therapy, physical therapy and adaptive physical education, are available for students who qualify. All special education services are determined through a comprehensive evaluation process and meet the criteria determined by Michigan rules and regulations.

The process for providing special education support for a student begins when either a parent or teacher suspects the child may have a disability which is interfering with his/her ability to learn. At that time, the student is referred to the

building Student Assistance Team which consists of several qualified educators who meet to discuss possible strategies and interventions to improve the student's opportunity to learn. After working to provide supports for the student, this team makes the decision as to whether or not it is appropriate for the student to be referred to the Special Education Office for an evaluation.

Section 504 Services

Students who may not be eligible for special education service may qualify for additional educational assistance under Section 504. Students classified under this program must meet the definition of a qualified handicapped person, have a physical or mental impairment that substantially limits a major life activity, or is recognized as handicapped by others. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. The handicapping condition need only substantially limit one major life activity in order for the student to be eligible. Please contact the guidance and counseling office if you believe your child may qualify or if you desire further information.

National Honor Society

The National Honor Society is an organization that recognizes the accomplishments of high school students throughout the nation. Its stated purpose is to "create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in secondary school students."

The Linden Chapter initiates new members in the fall of each year. Students must be at least juniors and have attended Linden High School for at least one semester before being considered for membership. After induction, members must maintain the high academic standards, contribute service hours, and continue to be exemplary citizens.

Membership Requirements

SCHOLASTIC	3.5 or Better Grade Point Average
CHARACTER & LEADERSHIP	Rated by the entire faculty
LEADERSHIP & SERVICE	Five service hours prior to induction

EACH CANDIDATE IS JUDGED ON ALL FOUR CHARACTERISTICS AND THE FINAL DECISION IS MADE BY A FACULTY COUNCIL.

Academic Award

Linden High School recognizes its students for their devotion to learning and the acquisition of knowledge as demonstrated by their outstanding scholarly achievements. The professional staff, in its decision to award a chenille letter to those students who qualify, is trying to reinforce the belief that knowledge is strength and that the effort put forth in gaining that knowledge is admirable and worthy of recognition. This award is designed to be highly selective and prestigious for students.

Criteria for Academic Award

- Students must have been enrolled in Linden High School for two consecutive semesters to qualify.
- Students must have earned a cumulative grade point average of 3.75 and above.
- This award will be given beginning with the third semester of attendance at Linden High School through the seventh semester.
- At the conclusion of a semester in which a student is eligible, the student must have completed a minimum of six classes.

LINDEN HIGH SCHOOL STAFF DIRECTORY

Name	University	Degree	Major
Darin Dreasky, Interim. Principal	Central Michigan University	M.A.	Athletic Administration
Kraig Enders, Interim Assit. Principal	Eastern Michigan University	M.A.	Educational Leadership
Greg Durkac, Athletic Director	U.S War College	M.A.	Strategic Studies
Gemma Amendola	Savannah College of Art and Design	M.A.	Illustration Design
Sandra Attanasio	Michigan State University	B.A.	Spanish
Tonya Armour	Central Michigan University	M.A.	Counseling
Jon Aue	Michigan State University	B.A.	Political Science
Rebecca Bankwitz	University of Michigan, Flint	M.A.	Technology in Education
John Bennett	Central Michigan University	B.A	Music Education
Spencer Bodzick	Saginaw Valley State University	B.A.	History
Heather Briggs	Michigan State University	M.A.	Curriculum & Teaching
Sarah Campbell	Central Michigan University	M.A.	Curriculum & Education
Brian Confer	Michigan State University	B.A.	Social Science
Benjamin Cox	Eastern Michigan University	B.S.	Integrated Science
Tami Csapo	Eastern Michigan University	M.A.	Cognitive Impairment
Zack Darling	Aquinas College	B.S	Mathematics
Kam DeGayner	University of Michigan, Flint	M.A.	Learning Disabilities
Anthony DeLeon	Central Michigan University	B.A.	English
Becky Draper	Marygrove College	M.A.	Special Education
Robyn Durant	Marygrove College	M.A.	Education
Kraig Enders	Eastern Michigan University	M.A.	Educational Leadership
Corey Fondaw	University of Michigan	M.A.	Educational Studies
Bethanie George	Oakland University	Ph.D.	Educational Leadership
Lori Girard	Central Michigan University	S.Psy.S	School Psych. Services
Cheryl Heiss	University of Texas	Ed.S	Reading Specialist
Angela Kelley	Central Michigan University	M.A.	Counseling
Timothy Kelley	Saginaw Valley State University	M.A.	General Education
Chris Landrem	Marygrove College	M.A.	Biology

Clinton Lawhorne	Michigan State University	M.A.	Teaching/Curriculum
Desi Mayner	Saginaw Valley State University	B.A.	Special Education
Courtney Mayner	Saginaw Valley State University	B.A.	English
Sally McCarthy	Marygrove College	M.A.	Education
Amy Messer	University of Michigan, Flint	M.A.	Public Administration
Christy Miller	University of Michigan, Flint	M.A.	Educational Technology
Ashley Moon	Central Michigan University	B.A.	Mathematics
Melissa Mueller	Marygrove College	M.A.	Education
Patrick Ocharzak	Aquinas College	M.E.	Education
Julie Peake	Oakland University	M.A.	Special Education
Molly Plunkett	Marygrove College	M.A.	Education
Karli Powell	Central Michigan University	B.S.	Mathematics
Sonia Quinlan	Marygrove College	M.A.	Education
Matthew Schartow	Calvin College	B.A.	Spanish/Economics
Daniel Schneider	Oakland University	M.A.	English
Becky Shouse	Marygrove College	M.A.	Education
Todd Skinner	Eastern Michigan University	M.A.	Education Leadership
Peggy Slater	Marygrove College	M.A.	Education
Lisa Smith	Saginaw Valley State University	Ed. S.	Leadership and Curriculum
Sherri St. Clair	Spring Arbor College	B.A.	Art
Christina Vanchina	University of Michigan	B.S.	Art Education
Brian VanDeventer	Michigan State University	B.A.	English
Gerilynn Williams	Marygrove College	M.A.	Education
Mae Zion	Wayne State University	M.A.	Social Work

HOW TO USE THE CURRICULUM GUIDE

This Curriculum Guide will enable students and parents to plan a program of study for the four years of attendance at Linden High School. As you use this guide, be certain you are selecting classes that meet your graduation requirements. Please be sure to pay particular attention to the course number and copy it on your course request form exactly as it appears. A one-digit error will change the course request to something entirely different; one asterisk (*) after a course number denotes a one semester class and two asterisks (**) make it a two semester class. A plus sign (+) means the class is open to freshmen. Check the grade level and prerequisites to make certain you are eligible to take the class before requesting it.

To the Students: This booklet has been compiled to aid you in the preparation of your program for the next school year. It is most important that you make a wise selection of classes. Selections should be made with regard to your abilities, interests, previous achievements, and future plans. Keep in mind the graduation requirements and past accomplishments as you select your classes for the next semester.

To the Parents: This booklet provides information about the classes offered at Linden High School. We believe that an open discussion with your student concerning class selections would be of great benefit. Any additional questions you have about courses or programs can be answered by the student's counselor.

PLANNING INFORMATION

A comprehensive, balanced, sequential program shall be developed for each high school student by the student, parent and counselor. The program will be based upon the student's individual interests, abilities and career plans. Where appropriate, students are encouraged to exceed the graduation requirements as described below.

Required Program for Graduation

Students shall fulfill their subject or area graduation requirements in the high school by successfully completing courses as recommended by the professional staff and approved by the building principal, district curriculum councils and the Board of Education. A student must complete four years or eight semesters of high school attendance. In order to be granted a high school diploma, a student shall earn the following units of credit in the outlines subject area, grades nine (9) through twelve (12).

2017:

Language Arts	4.0	
Mathematics	4.0	(Algebra I; Geometry; Algebra II; 1 add'l math/math-related credit n the senior year, or CTE approved program)
Science	3.0	(Biology; Chemistry, Physics, or Anatomy; 1 add'l science credit; CTE approved Program)
Social Science	3.0	(.5 Civics; .5 Economics; US History; & World History)
Arts	1.0	(To be an elective in fine, performing, or practical arts, or CTE approved program)
Health	0.5	
Physical Education	0.5	
Language Other than English	2.0	Two credits of a language other than English are required. A portion or all of this requirement may be fulfilled prior to entering the high school. (CTE approved program; 1 Credit Arts)
Electives	**8.5**	
Online Learn. Experience		Online course or learning experience OR Online experience is incorporated into each of the required credits.
TOTAL REQUIRED	**26.5**	

2018

Electives	**7.0**
TOTAL REQUIRED	**25.0**

2019

Electives	**5.5**
TOTAL REQUIRED	**23.5**

2020+

Electives	**5.0**
TOTAL REQUIRED	**23.0**

Grades

Report cards are issued at the end of each semester. Student grades are cumulative from the first day of the semester and the semester grade is determined by the student's course work (80% of the semester grade) and a final exam (20% of the semester grade). Grades may be viewed at any time through our ParentVue/StudentVue portal.

Students may earn credit by any of the following ways:

- 60% semester grade
- 78% on final cumulative comprehensive exam
- Testing out

If a student drops out of school after the eighth week of a semester, the semester grades are recorded on the transcript as failures.

Grade Point Averages (G.P.A.) are calculated as follows.

Weighted grades are assigned to Honors courses and AP

Grade	Numerical Value	Grade	Numerical Value
A	4.00	A	5.000
A-	3.80	A-	4.750
B+	3.50	B+	4.375
B	3.00	B	3.750
B-	2.80	B-	3.500
C+	2.50	C+	3.125
C	2.00	C	2.500
C-	1.80	C-	2.250
D+	1.50	D+	1.875
D	1.00	D	1.250
D-	0.80	D-	1.000
E	0.00	E	0.000

NOTE: Only courses completed in the 9th - 12th grades will be reflected in the student's G.P.A.'s.

Grade Promotion Policy

The following policy will be in effect at Linden High School for all students.

- Students in their first year of high school will be considered FRESHMAN.
- Students in their second year of high school will be considered SOPHOMORES.
- Students in their third year of high school will be considered JUNIORS.
- Students in their Fourth year of high school will be considered SENIORS.
- Students must meet all requirements in order to graduate at the end of their fourth year.
- The designation of level will not provide an indication of the number of credits earned.

These grade classifications will have an impact on class selection, driving passes, taking the MME other standardized tests, attending prom, class meetings, and vocational education classes. Individual needs can be assessed for educational placement.

Honor Roll

Students who earn a semester G.P.A. of 3.00 with no grade lower than a C- will be included in the Honor Roll. Students who earn a semester GPA of 3.80 with no grade lower than an A- qualify for the Honor Roll with Distinction. Honor rolls will be published at the conclusion of the first and second semester.

Course Changes

It is imperative that students and parents are careful and thorough when selecting classes. Any changes in a student's schedule should be handled through the counseling department. All schedule changes must be done prior to the start of a term. If a course change is initiated by the student, he/she MUST HAVE the permission of a parent/guardian and/or guidance counselor and/or high school principal to change his/her schedule. The request to change a course must be in writing. Once the request is received, the student, counselor, and/or building principal will meet at a scheduled time to discuss the request for a course change. The recommendation of teachers involved will be used in arriving at any final decision. Some changes (within five days) after the start of a term will be made only for one of the following reasons:

- Inappropriate academic placement
- Improper grade level placement
- Approval for Dual Enrollment
- Vocation/Technical program adjustment
- Approval for online studies
- Incomplete schedule

Course changes will only be made if seats are available in requested class.

Testing Out Options

Students at Linden High School have the option of testing out of all courses. Students who wish to test out of a course should contact the counseling office for details no later than May 1st.

Dual Enrollment

The Postsecondary Enrollment Options Act, 1996 PA 160, as amended, and the Career and Technical Preparation Act, 2000 PA 258, and PA 594 of 2004 enable qualified students to enroll in courses or programs in eligible postsecondary institutions. There are three basic requirements for postsecondary enrollment consideration.

- Local school districts must provide general information about the Postsecondary Enrollment Options Act and the Career and Technical Preparation Act to all students enrolled in grade 8 or higher by March 1 of each school year.
- A dually enrolled student must be enrolled and attending at least one high school course at a public school district while concurrently enrolled and attending a public or private Michigan degree-granting postsecondary institution.
- A student shall not participate in intercollegiate athletics at the postsecondary institution while he or she is enrolled under this act. A student who violates this subsection forfeits his or her eligibility under this act.
- Have passed the MME or alternative (PSAT, SAT, ACT) in subject being taken, or be taking a computer science, foreign language, or fine arts course.

- Be in high school not more than four years.
- Not be a foreign exchange student.

*Eligibility for Dual Enrollment

Dual enrollment qualifying scores for the 2017-2018 school year have not been released by the Michigan Department of Education (MDE). Please see your counselor for more information.

An eligible postsecondary course(s):

- Must be academic in nature or applicable to career preparation.
- Taken for credit (high school credit, college credit, or both) and applicable toward a postsecondary degree at the institution where the course is being taken. (Note: a student can opt to receive high school and/or postsecondary credit for the course.)
- May not be in the subject matter of hobby-craft, recreation, physical education, theology, divinity, or religious education.
- Must not be offered by the district. An exception to this could occur if the Board of Education determines that a scheduling conflict exists, which is beyond the student's control.
- Offered for credit (meaning not a remedial or non-credit bearing course) at a university, community college or independent non-profit degree granting college or university.

In the Spring of 2012 the state legislature passed a series of bills (SB 622-623 and 709-710) that changed key elements of Michigan's dual enrollment law. These changes include:

- Allows students to begin dual enrolling in ninth grade.
- Expands the definition of eligible students to include non-public and homeschool students.
- Allows a student to enroll in up to 10 total classes during high school
- Caps the number of courses a student can take in any one year depending on what grade they are in when they first dual enroll:
  - Grade 9- not more than two each year for the first three years they participate and four in their fourth year of participation.
  - Grade 10- not more than two courses the first year, and not more than four courses during the second and third academic years.
  - Grade 11 or 12- not more than six courses during either of those academic years (though for a maximum of 10 courses between both years).

Students will earn up to __ credits for each dual enrolled course taken. Grades earned through dual enrollment will be entered on student transcript and calculated into their G.P.A.

School districts are required to pay the lesser of: (a) the actual charge for tuition, mandatory course fees, materials fees and registration fees; or (b) the state portion of the students' foundation allowance, adjusted to the proportion of the school year they attend the postsecondary institution. Eligible charges do not include books, transportation, parking costs or most activity fees.

GenNET

Students at Linden High School have the opportunity to take courses from other high schools in Genesee County via GenNET. GenNET is a fiber optic system that connects all twenty-one districts in the county. Students who wish to enroll in a GenNET course must complete an application and return it to their counselor. Course offerings are flexible and subject to change.

NCAA Eligibility Standards

The National Collegiate Athletic Association has set standards that prospective freshmen athletes must meet in order to be eligible to participate. Every high school must submit its courses for inspection to the NCAA Clearinghouse which will judge whether the courses meet NCAA standards of acceptance. Courses that have been approved by the NCAA Clearinghouse are marked by a "v" in the Curriculum Guide. If you are a prospective Division I or Division II athlete, see your counselor for more information about specific classes to take in high school that meet NCAA guidelines. The college freshman athlete must have passed 18 core credits in the five academic areas and have achieved a minimum score on the ACT or SAT Test. These standards change from time to time but current ones are available in the counseling and athletic offices. Students and their parents are responsible for developing a four-year plan which meets the core requirements as determined by NCAA. NOTE: Courses taken for credit via Independent Study do not satisfy NCAA requirements. For students entering Division I or Division II College or University on or after August 1, 2013, your NCAA initial eligibility will be evaluated under the 18 core-course rule.

Grade 11

- Register with the eligibility center.
- Make sure you are still on course to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on your high school's 48-H with the eligibility center).
- After your junior year, use Parchment.com to request that your transcript is sent to NCAA. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
- When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999").
- Begin your amateurism questionnaire.

Grade 12

- When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999").
- Complete amateurism questionnaire and sign the final authorization signature online on or after April 1 if you are expecting to enroll in college in the fall semester. (If you are expecting to enroll for spring semester, sign the final authorization signature on or after October 1 of the year prior to enrollment.)
- After you graduate, use Parchment.com to request that your final transcript is sent to the NCAA.

For more information, to find eligibility rules or to register go to;
https://web1.ncaa.org/eligibilitycenter/common/

Transfer Students

Granting or denying credit for transfer students is the option of the local school district. Students transferring from comprehensive public or private high schools accredited by Michigan Department of Education or similar agencies will receive comparable credit and letter grades. Transfer students must complete at least the final semester of attendance to qualify for a diploma.

Students transferring from non-accredited schools, specialized schools, correspondence schools or home-based schools will receive credit and/or letter grades based on the following criteria:

- If the curricula are comparable, credit and letter grades earned at the previous school will be granted.

· If the curricula are not comparable, the student may be given a comprehensive examination and/or assessment on the curriculum for which the student is seeking credit. If the performance is satisfactory, the student will be granted credit toward graduation, but will receive no letter grade. If the performance is unsatisfactory, the student will not receive credit and will be placed in the appropriate class. To receive credit for that curriculum, the student will be required to take coursework at an accredited high school.

Non-traditional Educational Programs

Students graduating from Linden High School may earn the following maximum number of units of credit toward graduation by enrolling in non-traditional educational programs recommended by counselors and approved by the high school administration.

- **Summer School** (3.0 credits total)
  Three credits maximum may be earned between grades nine through eleven. Restricted to 1.00 credit per year. Counselor and administrator approval.

- **Online Classes**
  See counselors for more details.

- **After School Credit Recovery**
  Open to all students who are credit deficient. See counselors for more details.

Commencement Exercise/Diploma Awarding

No student will be awarded a graduation diploma nor be permitted to participate in commencement exercises without successfully completing his/her course of study, met all graduation requirements, and fulfilled all obligations. Linden recognizes the top academically achieving seniors each year with special recognition. To be eligible for Senior Scholars, a graduate must have been in attendance at Linden High School for the last four semesters.

Educational Development Plans (EDP's)

All students will be required to have an EDP. Students, working with their parents, will design a six-year plan of the program to be taken during high school and beyond. This should include courses to meet graduation requirements, career goal requirements, special interests and needs. The EDP is filed in the student's portfolio and will be evaluated and updated on an annual basis. Students must successfully complete the EDP and the senior exit project as part of their graduation requirements.

Career Pathways

Students are encouraged to explore the many career possibilities that exist in the world today as well as to consider careers that may be part of their future. Career Pathways assist students in this exploration process. Following is a list of the Career Pathways.

Arts and Communication
Business, Management, Marketing and Technology
Health Sciences
Human Services
Engineering, Manufacturing and Industrial Technology
Natural Resources

* One semester
** Two semesters
\+ open to freshmen
v meets NCAA Guidelines
Pre-Req: Courses successfully passed

ENGLISH DEPARTMENT

Core English Course

9th Grade - Analytical Composition and Literature		
10th Grade - American Literature	or	Advanced American Literature
11th Grade - British Literature	or	Honors British Literature
12th Grade - World Literature and Humanities	or	Advanced Placement English

Analytical Composition and Literature (ACL) A/B (3021) ** + v Grade Level: 9
Core Class/Summer Reading Requirement Pre-Req: None

This course will emphasize language skills, both written and spoken, through application, research, and analysis. Analytical techniques for interpreting the short story, poem, novel, play, and non-fiction will be studied. Students will also write a variety of papers, including a comprehensive research paper and literary analysis. Revision, editing, and grammar will also be reinforced. This course has a summer reading requirement.

American Literature A/B (3061) ** v Grade Level: 10
Core Class/Summer Reading Requirement Pre-Req: Analytical Comp & Lit

This course covers American literature in an historical context from the Colonial Period through contemporary writers. Students will analyze a variety of literature, including narratives, non-fiction, poetry, short stories, drama, and several novels. Students will continue to build their writing skills through various forms, emphasizing multi-paragraph essays. Revision, editing, research, and grammar will also be reinforced. This course has a summer reading and writing requirement.

Advanced American Literature A/B (3081) ** v Grade Level: 10
Core Class/Summer Reading Requirement Pre-Req: Teacher Recommendation

This advanced course is designed for a self-motivated learner and moves at an accelerated pace. This course covers American literature in an historical context from the Colonial Period through contemporary writers. Students will analyze a variety of literature, including narratives, non-fiction, poetry, short stories, drama, and several novels. Students will continue to build their writing skills through various forms, emphasizing multi-paragraph essays. Revision, editing, research, and grammar will also be reinforced. This course has a summer reading and writing requirement.

British Literature A/B (3271) ** v Grade Level: 11

Core Class/Summer Reading Requirement Pre-Req: American Literature

This course covers British literature in an historical context from the Anglo-Saxon Period (449-1066 A.D.) through the Twentieth Century. The literature will include in-depth study of poetry, drama, and novels. Students will continue to build their writing skills through various forms, emphasizing multi-paragraph essays. Revision, editing, research, and grammar will also be reinforced. This course has a summer reading and writing requirement.

Honors British Literature A/B (3351) ** v Grade Level: 11

Core Class/Summer Reading Requirement Pre-Req: Teacher Recommendation

This advanced course is designed for a self-motivated learner and moves at an accelerated pace. This course covers British literature in an historical context from the Anglo-Saxon Period (449-1066 A.D.) through the Twentieth Century. The literature will include in-depth study of poetry, drama, and novels. Students will continue to build their writing skills through various forms, emphasizing multi-paragraph essays. Revision, editing, research, and grammar will also be reinforced. In addition, this course will prepare students for the Advanced Placement English Literature course and exam through comprehensive study of the A.P. poetry section. This course has a summer reading and writing requirement.

World Literature and Humanities A/B (3281) **v Grade Level: 12

Core Class/Summer Reading Requirement Pre-Req: British Literature

This course will study various world cultures through both fiction and non-fiction readings. It will also include the cultural impact on today's society by examining art, music, history, and technological advances for each unit. Readings will include mythology, memoirs, novels, plays, short stories, and articles. The focus of this course will be reading comprehension, research and technology skills, grammar, revision, editing, and writing. This course has a summer reading and writing requirement.

Advanced Placement English (3141) ** v Grade Level: 12

Core Class/Summer Reading Requirement Pre-Req: HBL and Teacher Recommendation

Advanced Placement English is designed to challenge students at the college level and to prepare them for the A.P. English Literature Examination. This course is based on the national A.P. English Course Description. This class will examine all aspects of English skills of writing, literary analysis, and speaking at the highest level. While the majority of writing will be literary analysis, research papers and creative writing will be required. In addition to individual work, this class will be run like a workshop in which students work together to emote the highest quality thinking, speaking, and writing. Students will give several analytical group presentations, including debates. Students will share work and critique others' work on a regular basis. In addition to critiquing peers' work, students will have ample experience analyzing and critiquing authors' style and work. **Students who take this course must commit to a summer reading and writing requirement.**

ELECTIVE English Courses for 2016-2017

Creative Writing (3371) * v Grade Level: 10 – 12

This course emphasizes creative writing techniques & genres through writing descriptive and narrative papers, short stories, screen plays, poetry and more. Areas of focus include the development of setting, characterization, voice, and plot. This course will emphasize literary techniques such as simile, metaphor, dialogue, sentence structure, grammar, organization, and sensory description. This course is not recommended for freshmen because students need to be able to construct high-level writing assignments in multiple formats. Students must be prepared for the variety, complexity and often self-driven writing assignments required for this course.

Debate (3051) * + Grade Level: 9-12

This English elective course is designed to introduce students to the basic skills and strategies of the art of debate. Debate is a precisely formatted approach to logical reasoning and is based on honest, in-depth research. This course will focus on competitive style of debate. Students will conduct thorough research, analyze and synthesize information, construct written plans, and orally present arguments. Furthermore, students will gain experience in cross-examinations, and they will improve their listening skills. Students will also gain the skills to approach a topic with objective logic and to reduce their individual biases.

Drama as Literature (3345) * Grade Level: 10-12

This English elective strives to have fun while finding a greater understanding of plays through reading and experiential activities. Students will read plays aloud in class, participate in activities relating to the plays, and analyze the themes and ideas presented by the plays. Plays will span various time periods and world cultures from Greek drama to modern works. The course's primary focus will be using drama to understand the cultures within the texts; this is not a performance class, so no theater experience is necessary.

ELECTIVE English Courses (not available 2016-2017)

Sports Literature (3331) *v Grade Level: 10 - 12

This English elective class is presented as a study of sport as portrayed through modes of literature. The principal aim of this course is to develop critical thinking and analytical skills about the role and significance of sport in societies and cultures. Through this topic of study, students will improve their reading and writing skills throughout the trimester. Reading assignments include non-fiction, fiction, and drama. Writing assignments include formal analysis papers, research assignments, and creative (fictional) pieces. This course is not recommended for freshmen because of the required writing skills necessary for success, as students must have prior knowledge and skill in writing multi-paragraph literary analysis papers. In addition, much of the literature is read at a high level and contains mature subject matter and language.

Writing from Film (3341) * v Grade Level: 10 - 12

This English elective writing class will help students develop their critical writing, reading, and thinking skills by analyzing film as literature. Students will critically read the textbook and supplementary readings to gain understanding of the literary and technical aspects of film. Students will study the following criteria: structure, cinematography, production design, performance style, editing, and sound design. Students will be evaluated through class discussion, formal and informal papers, quizzes, tests, and projects. Formal papers will emphasize organization, voice, content, mechanics, and analytical criticism. This course is not recommended for freshmen because of mature subject matter, language, and content in films and the expectations of writing. Students need to be able to construct high-level, analytical essays.

Shakespeare in Performance (3365) * Grade Level: 10-12

In this English elective course ,students will study Shakespearean drama (history, comedy, tragedy) with particular emphasis placed on theatrical aspects of the texts. Students in this course will be analyzing the plays while staging and performing scenes. They will also study technical aspects of theatre from Elizabethan to modern times in areas such as sound, lighting, music, and use of props. Time will be split between the classroom and auditorium.

WORLD LANGUAGES DEPARTMENT

French I A/B (3451) ** + v Grade Level: 9 - 12
Pre-Req: None

This course is designed for students just beginning the study of French. All four language skills are studied: listening, speaking, reading, and writing. Students will also study France, Canada, and Senegal. With each country, students will study its people and its past and present cultures.

French II A/B (3461) ** +v Grade Level: 9 – 12
Pre-Req: French I

French II is a continuation of French I. Increasing proficiency in listening, speaking, reading, and writing is the course focus. Students will also conduct advanced studies of France, Canada, and other francophone countries.

French III A/B (3471) ** + v Grade Level: 9 - 12
Pre-Req: French II

French III is a continuation of French II. This third year class is for the serious student who wishes to become more proficient in French. This class is recommended for students who are applying to selective universities that require a third year for admissions and/or for students who love to learn languages.

French IV A/B (3481) ** + v Grade Level: 9- 12
Pre-Req: French III

French IV is a continuation of French III. This fourth year class is for the serious student who wishes to become more proficient in French. This class is recommended for students who love to learn languages.

Spanish I A/B (3511) ** + v Grade Level: 9 - 12
Pre-Req: None

This course is designed for students just beginning the study of Spanish. All four language skills are studied — listening, speaking, reading and writing. Students also learn about the cultures of Latin America and Spain. Students taking Spanish should have grades in English of "C" or higher and should do well in English grammar.

Spanish II A/B (3521) ** + v Grade Level: 9 - 12
Pre-Req: Spanish I

Spanish II is a continuation of Spanish I. Oral communication is stressed in addition to increased proficiency in reading and writing.

Spanish III A/B (3531) ** + v Grade Level: 9 - 12
Pre-Req: Spanish II

Spanish III is a continuation of Spanish II. This third year class is for the serious student who wishes to become more proficient in Spanish.

Spanish IV A/B (3541) ** + v Grade Level: 9- 12
Pre-Req: Spanish III

Spanish IV is a continuation of Spanish III. This fourth year class is for the serious student who wishes to become more proficient in Spanish. Reading and listening comprehension is stressed, as well as culture and history of Spanish speaking countries.

MATHEMATICS DEPARTMENT

Introductory Algebra (5031) ** + Grade Level: 9 - 10
Pre-Req: Placement by Department

Introductory Algebra is a full year course designed for students not ready to take Algebra I. Content will include real number and algebraic expressions, solving equations and inequalities, graphing and writing linear equations, and an introduction to functions.

Algebra I (5051) ** + v Grade Level: 9 - 12
Pre-Req: Introductory Algebra
Or
Pre-Algebra
or Placement by Department

Algebra 1 is a full year course designed for the student who has shown proficiency in basic mathematics. Topics included in the course are linear functions and their graphs, solutions to open sentences and word problems in one and two variables, exponential and quadratic functions and their graphs, polynomial and rational expressions, and the use of calculators.

Geometry (5131) ** + v Grade Level: 9- 12
Pre-Req: Successful completion of Algebra I

Geometry is full year course that uses Euclidean plane and space geometry. Emphasis will be placed on deductive reasoning, logical structure, and understanding geometric ideas and relationships. Students will be required to memorize definitions and theorems, prove geometric theorems, and solve numerical/algebraic problems. Other topics will include properties of polygons and circles, beginning trig functions, areas, and volumes.

Algebra II (5141) ** v Grade Level: 9 – 12
Pre-Req: Successful completion of Geometry

This is a full year course that expands upon some of the key topics from Algebra I. Students will become familiar with a variety of linear and nonlinear functions throughout the first semester. Topics include: coordinate geometry, linear and nonlinear systems, matrices, quadratic functions, cubic functions, radical, rational, exponential, logarithmic, and trigonometric functions. Quadratic relations, statistics, and sequence and series are also included.

Probability and Statistics (5183)* **v** Grade Level: 11-12

Pre-Req: Successful completion of Algebra II

This is a one semester course which is an introduction into basic statistical analysis. It includes, but is not limited to the following topics: analysis of center and spread through a five-number summary or mean and standard deviation, identifying populations and samples within a study, and the use of density curves, specifically the standard Normal curve to determine probabilities within a population. Students will also be encouraged to think critically about data they see in the world on a daily basis.

Pre-Calculus (5161) ** v Grade Level: 11 - 12

Pre-Req: Successful completion of Algebra II

Pre-Calculus is a full year course that emphasizes number systems, algebraic functions and analytic geometry, trigonometric functions, polar coordinates and vectors. Considerable time is spent refining and extending skills in algebra. Discrete topics are also included. The use of technology is emphasized throughout. Any student considering a college course of study requiring the completion of calculus should take this course.

Personal Financial Literacy (5081) * Grade Level: 11-12

Pre-Req: None

This one semester course is designed to increase awareness of the importance of making sound financial decisions and provide opportunities for students to learn about the tools available to manage their financial situation. Topics covered will include financial responsibility and decision making, income and careers, planning and money management, credit and debt, insurance, as well as saving and investing.

AP Statistics **(5185)****v Grade Level: 11-12

Pre-Req: Successful completion of Algebra II

Parent/Student Commitment Form

This is a full year course that involves the study of four main areas: exploratory analysis; planning a study; probability; and statistical inference. According to the College Board, upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. In contrast to many math classes, this course will require reading of the text. This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics.

AP Calculus (5181) ** v Grade Level: 11-12

Pre-Req: Successful completion of Pre-Calculus

Parent/Student Commitment Form

This is a full year course designed to prepare for the College Board's Advanced Placement Test in Calculus AB. The course focuses on the following topics: limits of functions, asymptotic and unbounded behavior, continuity as a property of functions, derivative at a point, derivative as a function, second derivatives, applications of derivatives, computation of derivatives, interpretations and properties of definite integrals, applications of integrals, Fundamental Theorem of Calculus, techniques and applications of antidifferentiation, and numerical approximations of definite integrals. Enrollment is subject to instructor/department head and counselor approval. A parent and student meeting will be required for all participants prior to scheduling.

SCIENCE DEPARTMENT

Physical Science A/B (7001) ** + v Grade Level: 9

Pre- Req: None

Physical Science A/B is a course that combines the earth science and physics content that is part of the Michigan Merit Curriculum. Some basic Chemistry content will also be introduced as well. Initially, students will be exposed to organizational skills, the scientific method, lab technique, metrics, conversions, and study skills. They will then learn about the following core ideas: Space Systems; the History of the Earth; the Earth's Systems; Weather and Climate; Human Sustainability; Forces and Interactions; Energy; Waves and Electromagnetic Radiation and Structure and Properties of Matter. These topics will be reinforced by lecture and labs. This is the required entry level course for all ninth grade students unless a departmental waiver is given after demonstrated proficiency in the content area. This class cannot be used to fulfill a Chemistry or Physics credit.

Biology Essentials A/B (7045) ** v Grade Level: 10

Pre-Req: Teacher Placement

Biology Essentials A and Biology Essentials B is the first course required by the State of Michigan as part of the fulfillment towards the Michigan Merit Curriculum. It covers the fundamentals of Biology A/B. This class is designed to provide the student with the basics of Biology A/B.

Biology A/B (7041) ** + v Grade Level: 10 Pre-Req: Credit in both Physical Science A and B or Physical Science-Year Long

Biology A/B is the first course required by the State of Michigan as part of the fulfillment towards the Michigan Merit Curriculum. The combination of both classes covers all the mandated State of Michigan Science content expectations Objectives for Biology. The core ideas are presented in a combination of lecture and lab based learning situations. The ideas covered in the course are; Structure and function; Matter and Energy in Organisms and Ecosystems; Interdependent relationships in Ecosystems; Inheritance and Variation of Traits and Natural Selection and Evolution.

Chemistry Essentials A/B (7105) ** Grade Level: 11-12 Pre- Req: Teacher Placement

Chemistry Essentials A and Chemistry Essentials B covers the fundamentals of Chemistry A/B. This class is designed to provide the student with the basics of Chemistry A/B.

Chemistry A/B (7101) **v Grade Level: 11 - 12 Pre-Req: Algebra I and Biology

Chemistry A is the beginning of a two semester sequence of chemistry. Chemistry A covers matter, classification, chemical bonding, molecular structure, states of matter and gas laws. Emphasis is placed on understanding concepts, problem solving, and laboratory work. Chemistry B is the second semester in the chemistry sequence. It must be taken after Chemistry A. This second half of the course covers molecular structure, enthalpy, kinetics, equilibrium and acids and bases. Emphasis is placed on understanding concepts, problem solving, and laboratory work.

Advanced Placement Biology (7042)**v Grade Level: 12 Pre-Req: Successful completion of Chemistry and Biology

Advanced Placement Biology is a three semester course designed to be the equivalent of a two-semester college introductory Biology course taken by Biology Majors during their first year. This course differs from the usual high school Biology course in the kind of textbook used, the range and depth of topics covered, the type of lab work done by the students and the time and effort required by students. The big ideas covered are : the process of evolution drives the diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, to respond, and to maintain dynamic homeostasis; living systems store, retrieve, transmit and respond to information essential to life processes; and biological systems interact, and these systems and their interactions possess complex

properties. There will be many laboratories throughout the year that reference the AP Biology curriculum. At the end of the course, students will be ready to take the AP Biology exam.

Outdoor Adventure Science (7061) * + Grade Level: 9-12

Pre-Req: None

This one semester course is designed to offer students a practical foundation in physical, geological, environmental and biological sciences. Emphasis will be placed on biological diversity of Michigan flora and fauna, wildlife conservation, and appreciation for natural resources. In addition, students will learn the skills that will assist them in understanding, appreciating and adapting to the outdoors. Participation in this class will also emphasize the importance of good health and improved physical fitness. Experiencing various outdoor activities will be the primary mechanism of learning the concepts of this course.

Human Anatomy and Physiology A /B (7071) **v Grade Level: 11 - 12

Pre-Req: Biology

Anatomy and Physiology A is a rigorous college prep course all about the human body. Students will gain a new understanding of how their body works and be able to apply it to their everyday life through labs, several specimen dissections, case studies, and lecture. The following areas will receive the most intense study: cell review, basic histology, integumentary system, and skeletal system.

Anatomy and Physiology B is a continuation Human Anatomy and Physiology B. The following areas will receive the most intense study: physiology and gross anatomy of muscles, nervous system, special senses, blood, cardiovascular system, and respiratory system.

Special Topics in Anatomy (7075) * Grade Level: 11-12

Pre-Req: Successful completion of Anatomy and Physiology A and B

This is a continuation of Anatomy and Physiology A/B. It will cover special topics not addressed in Anatomy and Physiology, such as the digestive system, urinary system, endocrine system, parasitic diseases, and careers in the medical field. In addition, students will complete an independent project on the subject of their choice pending teacher approval. The project could be an additional dissection, field trip, paper, presentation or other creative student idea.

Forensic Science A (7091A) * v Grade Level: 11 – 12 or with instructor's permission.

Pre-Req: Biology A & B

The Forensic Science course will be a laboratory-based class involving scientific investigations using microscopy, chromatography, comparative analysis techniques, electrophoresis, spot tests, qualitative analysis, mass comparisons, density analysis and other qualitative and quantitative examinations. The focus will be on problem solving, designing experiments, testing and making conclusions on empirical evidence. Writing will be an integral part of the course with students being expected to communicate laboratory reports, results and conclusions, and analyze case studies. Topics

include crime scene analysis, physical evidence, glass and soil analysis, document and voice analysis, forensic anthropology and reading, writing and analyzing case studies. This course is for mature students with strong reading skills, who are interested in science and are committed to attendance, active participation and learning.

Forensic Science B (7091B) * v Grade Level: 11 – 12 or with instructor's permission.

Pre-Req:

Biology A & B

The Forensic Science course will be a laboratory-based class involving scientific investigations using microscopy, chromatography, comparative analysis techniques, electrophoresis, spot tests, qualitative analysis, mass comparisons, density analysis and other qualitative and quantitative examinations. The focus will be on problem solving, designing experiments, testing and making conclusions on empirical evidence. Writing will be an integral part of the course with students being expected to communicate laboratory reports, results and conclusions, and analyze case studies. Topics include fingerprint analysis, counterfeiting countermeasures, toxicology, DNA and blood analysis, hair and fiber analysis, paint evidence, drug evidence, arson and explosion investigations and reading, writing and analyzing case studies. This course is for mature students with strong reading skills, who are interested in science and are committed to attendance, active participation and learning.

AP Chemistry (7105) ** v Grade Level: 12

Pre-Req: Chemistry A and B

AP chemistry is a rigorous, year-long, cumulative course designed to cover all material in a freshman level college chemistry course. Topics covered include chemical bonding, reactions, stoichiometry, solution chemistry, gases, thermodynamics, kinetics, equilibrium, and acid/base chemistry. The course also includes a strong laboratory element. Students will be prepared to take the AP chemistry exam.

Physics A/B (7111) ** v Grade Level: 11 and 12

Pre-Req/Co-Req: Algebra II/Trigonometry

Physics A/B is a two semester sequence of physics. Physics A covers vectors, kinematics, two- and three-dimensional motion, momentum, gravitation, and rotational motion. Physics B is the second semester in the physics sequence. Students are expected to have completed Physics A first. Physics B covers waves, sound, light, optics, electricity, and magnetism. The work in this course sequence is rigorous and challenging. The main focus for both sections is problem solving. Laboratory work is emphasized.

Zoology (7040) * v + Grade Level: 9-12

Pre-Req:

None

Zoology is a laboratory based one semester course that presents the classification, anatomy, physiology and ecology of the major phyla of the animal kingdom. Emphasis is placed on the adaptations of animals within their biogeographical habitats. Individual field collection of specimens is required outside of regular school hours. Also, student dissection of various representative examples is required.

Ecology (7051) * v Grade Level: 11 - 12

Pre-Req: Physical Science, Biology

This one semester class will expose students to major areas of ecology. Topics like the nature of the environment; conservation, environmental quality, energy, the sun and other resources will be covered. Students will study the relationships between the living and the nonliving environment with emphasis on the disrupting effects of man. They will begin to look closely at the by-products of technology and their impact on ourselves as well as other forms of life. Students will participate in direct observations and investigations of the topics as they assess past failures, attempt to survey present trends and look at precautionary measures man can consider in his relationship with the environment.

Science & Society (7052) * v Grade Level: 11 - 12

Pre-Req: Physical Science, Biology

This one semester class is a project-oriented approach to topics related to science and the environment in our world. Students will choose a current technological or environmental issue that impacts their life, research the topic and do a special project of their design. Students will continue their study of the living/non-living interactions in the environment as they continue studies in the areas of air/water/land pollution.

Genetics (7081) * v Grade Level: 10

Pre-Req: Biology A

Students will have in-depth exposure to fundamental methods of inheritance and biochemical genetics, studying many human traits and their effects on the body and issues dealing with ethical dilemmas and the prospects of the future of genetics. In addition, students will work with a partner on a major fruit fly research, observing inheritance in action and constructing a major research paper. Students must be capable of good time management and have a strong background in biology in order to successfully complete the course requirements.

Microbiology (7082) *v Grade Level: 10-12

Pre-Req: Biology A

In this course, students will be exposed to information on a biochemical level related to microorganism structure, growth and control. In addition, students will study infectious life cycles, cause-effect relationships and methods of disease transmission and examine the current status of threats to mankind from infectious agents. Students will learn and demonstrate lab techniques that will be used to help identify several “unknown” bacteria samples. Time management and an ability to work together are requirements to the successful completion of this course. Students must have a strong background in biology.

\

SOCIAL SCIENCE DEPARTMENT

World History A/B (8031) * *+ v Grade Level: 9

This two semester course is **required for graduation**. In this course of study, students will learn about the foundations of civilizations: Middle East, Egypt, India, China, Greece, and Rome; the rise of Europe in the middle and late ages; the Byzantine Empire, Russia, and Eastern Europe; the spread of Muslim, African, Asia, and the Americas; the age of Absolutism. The course incorporates geography and the study of cultural and religious influences. During the second half of this course students will learn about Enlightenment; American, French, European, and Latin American Revolutions; Industrial Revolution; Nationalism; growth of Democracy; New Imperialism; WWI; Post WWI and Revolution; Totalitarianism; WWII; the Cold War; New Nations; Global Conflicts; and Globalization. This course incorporates geography and the study of cultural and religious influences.

U. S. History A/B (8051) ** v Grade Level: 10

This two semester course, **required for graduation,** for all 10th grade students to take in preparation for the state of Michigan high school merit test. The era of history that will be surveyed will be from a period of 1880-1930. Themes covered will be: the Gilded Age, Industrialization and Labor, US Immigration, US Imperialism, the Progressive Era, the Great War (WWI), Jazz Age of the Roaring 20's, and the start of the Great Depression. Emphasis will be placed on the American people as they developed cultural, government, and citizenship responsibilities as they entered the 20th century. During the second half of this course the era of history that will be surveyed is from the period of 1930-2009. Themes studied will be: FDR's New Deal during the Great Depression, WWII, McCarthyism, Cold War tensions of the 1950-60's, Civil Rights movement, Vietnam War, Watergate, USSR collapse of communism, Reagan Conservatism, Persian Gulf War, War on Terrorism, and the impact of politics, music, and cultural changes in America during the 20th and into the 21st century. Emphasis on domestic and foreign policies that have shaped America will be the focus of this course as the United States prepares to continue to lead the world in the 21st century

Economics (8105) * v Grade Level: 11

Pre-Req: U.S. History A & B

This one semester course is **required for graduation**. This course is designed to introduce and assist students in learning the basic economic theories and application of these theories in today's society. Students will study basic economic systems, roles of the consumer, markets and competition of business with prices, money, banking and investment, international trade, and how the global economy works.

Government (8101) * v Grade Level: 11

Pre-Req: U.S. History A & B

This one semester course is **required for graduation.** The course will be the basic study of the U.S. government through an examination of the executive, legislative, and judicial branches at all levels. American political parties, civil rights under the law, and foreign policy will be studied. All students will be required to attend a school board meeting and a local government meeting. Writing skills are emphasized.

Renaissance to World War II (8205) * + v Grade Level: 9 - 12

This one semester elective course includes topics about: the Renaissance, the Reformation, the Scientific Revolution, the French Revolution, Napoleon, czarist Russia and the Communist Revolution, World Wars I and II, the Holocaust, world religions and cultures, and the background and present status of contemporary conflicts in places such as Ireland and the Middle East.

History of Ancient Civilization (8025) * + v Grade Level: 9 – 12

This course is designed to study man's progress from prehistory through the Ancient Civilizations, to the Fall of Rome. Ancient civilizations to be studied include those of Sumer, Egypt, India, China, Greece, and Rome. Emphasis will be placed on the foundation that these civilizations laid for the western world. The course will focus on the six characteristics of civilization: cities, social classes, government, religion, writing, and the arts. In conjunction with those units, the following topics will be included: pyramids, hieroglyphics and mummies, the Great Wall of China, the ancient Olympics, mythology, classical architecture, the democracy of Greece, and the republic of Rome.

Psychology I (8071) * v Grade Level: 10-12

Psychology I is a one semester elective course for 10-12 graders that examines the scientific study of mental processes and human behavior. This class is focused on three content areas: Scientific Methods, Developmental Psychology, and the Biological Basis of Behavior. The Scientific unit focuses on research methods, ethical considerations and historical perspectives of psychology. The Developmental unit focuses on physical, cognitive, language, emotional, and moral development throughout life; emphasis is on childhood, adolescent, and adult development. The Biopsychology unit focuses on the way the brain and nervous system functions, including sensation and perception.

Psychology II (8072) * v Grade Level: 10-12

Psychology II is a one semester elective course for 10-12 grade students that examines the scientific study of mental processes and human behavior. The class is focused on four content areas: Cognitive Psychology, Personality, Assessment and Mental Health, and Social and Cultural Dimension of Behavior. The Cognitive unit focuses on learning, memory, information processing, and language. The Personality unit focuses on personality development, personality tests and psychological disorders. The Assessment unit focuses on treatment of psychological disorders. The Socio-cultural unit focuses on conformity, obedience, perceptions, attitudes, and the influence of the group on the individual.

Geography (8045) * + v Grade Level: 9 - 12

This one semester elective course is designed to assist students in mastering world geography standards. The five themes of geography will be used to explore the complex relationship between the physical and human geography of world regions and current global issues. Students will learn how geographers look at the world using different tools and how the geographer's craft helps us interpret the past, understand the present, and plan for the future. Throughout the course, students will be challenged to expand their critical thinking skills, broaden their understanding of the world around them, and appreciate diversity in a globalized society.

Sociology (4000) *v Grade Level: 10-12
Pre-Req: None

"Sociology is defined as the science of society, social institutions, and social relationships. This course provides a broad overview of sociology and how it applies to everyday life with an emphasis on contemporary American society. Major theoretical perspectives and concepts are presented, including sociological imagination, culture, deviance, inequality, social change, and social structure. Students also explore the influence of social class and social institutions. Throughout the course, students will also be working to improve their reading, writing, and critical thinking skills as they analyze society."

Advanced Placement United States History (8061)v**

Grade Level: 10-12
Pre-Req: Teacher Recommendation; Student-Parent Agreement

This is a full-year course of study covering American history from the Pre-Columbian period to present. The course is designed to prepare students to take the AP U.S. History exam in May and is the equivalent of an introductory American history course in college. This class will satisfy the graduation requirement for U.S. History. Emphasis will be placed on teaching the content as well as focusing on eight historical thinking skills. Historical essay writing is a major component of the course. A summer reading assignment is required.

Advanced Placement United States Government and Politics (8501) ** v Grade Level: 11-12
Pre-Req: Teacher Recommendation

Student/Parent Agreement

This course is designed to give a critical perspective on politics and government in the United States. This class will satisfy the graduation requirement for civics and economics. It is a year long course designed for students to prepare for the College Board's Advanced Placement Test in U.S. Government and Politics. The course examines the following areas: US Constitution, political and economics beliefs, economic systems, political parties and interest groups, three branches of government, civil rights and civil liberties, international trade and relations. Public speaking and oral debating are an important student role in this course. Writing and research skills are a prerequisite. A summer reading is required. Enrollment is subject to instructor/department head and counselor approval. A parent and student meeting will be required for all participants prior to scheduling.

Advanced Placement Psychology (8040) ****v**

Grade Level: 11-12
Pre-Req: Student-Parent Agreement

This is a year-long course designed to prepare students to take the AP Psychology test in May. Students study human behavior and mental processes. This course is the equivalent of an introductory psychology course in college. Topics to be covered are history and approaches to psychology, research methods of psychology, the biological basis of behavior, states of consciousness, learning and memory, motivation and emotion, sensation and perception, abnormal behavior, and social psychology.

MUSIC DEPARTMENT

Concert Band (1022) * + Semester 1 Grade Level: 9 - 12
(1023) * + Semester 2 Pre-Req: None

The Concert Band is the entry level band at the high school level. Members of this ensemble will receive instruction in fundamental musical skills such as tone production, rhythm, musicianship, musicality, and many other aspects associated with musical performance. Students will be expected to take responsibility for their own parts and be able to perform all assigned music. Mandatory commitments include: after school concerts (4-5 per year), pep assembly performances, after/before school sectionals (if needed), occasional community appearances as needed, and MSBOA festival on a Saturday in March. To gain the most as a musician, it is HIGHLY encouraged that all members enroll in both semesters. Private instruction is encouraged.

Wind Ensemble (1031) ** Both Semesters ONLY Grade Level: 10 - 12
Pre-Req: Audition

BY AUDITION ONLY. The Wind Ensemble is the most prestigious instrumental ensemble in the district. Students are expected to perform at a high level of musicianship and exhibit all fundamental skills on a daily basis. Members must attend all performances and put in extra time outside of the school day. Participation in Solo and Ensemble Festival is HIGHLY recommended as a means to improve each individual musician. Private instruction is also encouraged. Members of this ensemble should have the desire to perform at an extremely high level and be willing to work very hard to produce college level musical performances. At times after/before school sectionals may be required to obtain that goal and members must be willing to attend such events.

Music Appreciation (1050) * + Grade Level: 9-12
Pre-Req: None

Music Appreciation is a one semester course designed for all students, not just those with musical training. The first half of the course focuses on the music of previous eras, how history and society shaped the music of each era and vice versa, and how it relates to and affected the music of today. The second half of the course goes through modern music genres, film/media music and musical identity. Students create multiple presentations/projects throughout the semester. Students learn to use a musical vocabulary to discuss the music they listen to, and use basic music notation.

Concert Choir (1067) * + Semester 1 Grade Level: 9 - 12
(1068) *+ Semester 2 Pre Req: None

The Concert Choir is the entry level vocal ensemble at the high school level. Members of this ensemble will receive instruction in fundamental musical skills such as tonal beauty, breath support, basic music music elements, language elements, and many other aspects associated with musical performance. Students will be expected to take responsibility for their own parts and be able to perform all assigned music. Mandatory commitments include: after school concerts, after / before school sectionals / rehearsals (if needed), and occasional community appearances as needed. To gain the most as a musician, it is HIGHLY encouraged that all members enroll in both semesters.

Chamber Ensemble (1082) *** Both Semesters ONLY Grade Level: 10 - 12
Pre-Req: Audition Only

BY AUDITION ONLY. The Wind Ensemble is the most prestigious vocal ensemble in the district. Chamber Ensemble is an advanced course in vocal study and will further develop the student's performance skills, sight reading, and vocal production. Students are expected to perform at a high level of musicianship and exhibit all fundamental skills on a daily basis. Members of this ensemble should have the desire to perform at an extremely high level and be willing to work very hard to produce quality musical performances. There are a number of performance opportunities for performing throughout the school year. Attendance at all scheduled rehearsals and performances is mandatory.

Music Theory (Potential for a potential future AP Course) Grade Level: 10 - 12
Pre-Req: None

This course is a one semester (two for AP) course designed for students interested in the study of music theory. This will include multiple aspects of music such as melody, harmony, texture, rhythm, form, musical analysis, elementary composition, dictation and aural skills. The student's ability to read and write musical notation is fundamental to this course. It is also recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

(Another option for this course is to have it fall under a modified Music Appreciation/Theory course and have the other course be labeled as Music Appreciation/General. The Music Appreciation/Theory course could be considered an Advanced Music Appreciation course and potentially contain music history if necessary.)

Instrumental / Vocal Music Pedagogy Grade Level: 10 - 12
Pre-Req: Simultaneous enrollment in Band or Choir Class

Instrumental / Vocal Music Pedagogy is a course designed for students interested in taking advanced instruction in both solo and ensemble formats. Students must be simultaneously enrolled in another band or choral course. Students will maintain a music studio, perform in recitals (after school) and do community outreach. Students will also work on leadership by developing teaching and study habits through working with like-instrument students as tutors.

*Music Theory and Instrumental / Vocal Music Pedagogy could be on an 1st vs. 2nd semester schedule.

ART

Exploratory Art (1111) * +

Grade Level: 9 - 12
Pre-Req: None

Exploratory Art is a beginning art class that will teach students the basic fundamentals of art. Assignments will incorporate the elements and principles of design such as line, color, movement, balance and many more. Projects include designing a city in perspective, paper sculpture, metal tooling, chalk, and watercolor.

Graphic Arts I (1144) * +

Grade Level: 9 - 12
Pre-Req: None

Graphic Arts 1 is a computer based art class. Students will learn the fundamentals of Photoshop, Illustrator, and InDesign. They will learn to edit photos, create simple illustrations and put together a portfolio. Projects for this class include: logo design, business cards and letterheads,poster design, and simple animation.

Graphic Arts II (1151) * +

Grade Level: 9-12
Pre-Req: Graphic Arts I

Graphic Arts 2 is a continuation of Graphic Arts 1 with students using the computers and Photoshop to complete their assignments. Students will build upon their knowledge of Photoshop, Illustrator and InDesign to create more advanced assignments using new techniques. Projects will include: an infographic, a movie poster, designing a game, designing a website, and a magazine cover.

Ceramics I (1131) *

Grade Level: 10 - 12
Pre-Req: Credit Earned in Exploratory Art

This class is a hands-on class introducing students to basic pottery. Students will create a variety of forms using hand-building techniques. Projects will include pinch pots, coil pots, slab built containers,, and sculptures.

Ceramics II (1231) *

Grade Level: 10 - 12
Pre-Req: Credit Earned in Ceramics I

Ceramics II is a continuation class of Ceramics I. Students will expand their knowledge in hand building while perfecting the art of wheel throwing with more time to practice.

Drawing & Painting I (1121) * + Grade Level: 9-12
Pre-Req: Credit Earned in Exploratory Art

In Drawing and Painting I techniques such as color theory, watercolor techniques, pastel techniques and how to use paint will be elaborated on.. Students will create several major assignments working their way to a watercolor and acrylic painting. Students will learn about the elements and principles of design.

Drawing & Painting II (1161) * Grade Level: 10 - 12
Pre-Req: Credit Earned in Drawing & Painting I

Drawing and Painting II will build upon the techniques and ideas from Drawing and Painting I. Students will work more with color and shading. Projects will range from acrylic painting and mosaics to pastels and watercolors. Students will learn more about the elements and principles of design. Students will also be required to keep a sketchbook for ideas and assignments and to submit work for the school art show

Video Production I (1811) * + Grade Level: 9 – 12
Pre-Req: None

Video 1 is an introductory class into the world of film and TV. Students will learn how to use video cameras and editing stations to create commercials, news stories and other short videos. Students will learn the basics of pre-production (planning their video), production (filming) and post-production (editing and finishing the video). Programs taught in Video 1 will be Final Cut Pro (film editing software) and Garage Band (music creating software). The basic principles and techniques of editing will be introduced in this class. Students will have access to digital video cameras and Mac computers for use in the class. Students in any video class will be required to film and edit school events, such as plays, concerts, homecoming and graduation.

Video Production II (1821) * + Grade Level: 9 – 12
Pre-Req: Credit Earned in Video Production I

Video 2 is a continuation of Video 1. Concepts taught in Video 1 will be reviewed and used throughout the class. New concepts covered in Video 2 are audio in film, lighting, and scriptwriting. Students will create several short films including a music video and their own short film. Students in any video class will be required to film and edit school events, such as plays, concerts, homecoming and graduation.

Video Production III (1831) * Grade Level: 10-12
Pre-Req: Credit Earned in Video Production II

Students will build upon what they learned in Video 1 and Video 2 to create a portfolio of work. Students will create several short films from an action video to a video with green screen. Concepts covered in this class will be how to use a green screen, advanced editing techniques, and how to add suspense. Students may create a DVD of their work to keep. Students in any video class will be required to film and edit school events, such as plays, concerts, homecoming and graduation.

Video Production IV (1841) * Grade Level: 10-12
Pre-Req: Credit Earned in Video Production III

Students will work on utilizing better sound in their videos, dialogue and script writing. The final project will be to create your own short film using concepts learned in Video 1-4. Concepts covered will include continuity in film, how to make dialogue interesting, and sound. Students may create a DVD of their work to keep. Students in any video class will be required to film and edit school events, such as plays, concerts, homecoming and graduation.

Video Announcements (1861) * Grade Level: 10-12
Pre-Req: Credit Earned in Video I

Students will learn how to create a news program that airs daily for the whole school. Students will get to use soundboards, mixers, teleprompters, and lights to produce their program. Students will also create weekly features to air with the announcements. New programs used in this class: Motion & FCP X.

3D Animation (1160) * + Grade Level: 9-12
Pre-Req: none

Students will learn Blender 3D animation software. They will learn how to render a 3D object, working with mesh frames and then learning how to make them move. Project will include: a motor vehicle, a drinking glass, a swimming fish, and a final animation project.

AP Art (1218) ** Grade Level: 11-12
Pre-Req: Portfolio and Teacher Approval
Recommended: Exploratory Art,
Photography/Graphic Arts,
Drawing & Painting 1

In Advanced Placement Art, students will experience a college level art class where they could receive college credit. It is recommended that students take Drawing and Painting, and Graphic Arts 1 before enrolling in this class. Students will create an extensive portfolio consisting of 24 different pieces. They will need to create 12 pieces that are all based on one in-depth concentration and another 12 pieces that show a range of conceptual breadth. The top 5 quality pieces will be submitted to the College Board for evaluation at the end of the year. The other 2 portfolios will be submitted digitally through their website.

Sequential Art (1204) * + Grade Level: 9-12
Pre-Req: none

Students will learn about comics and storytelling through pictures and words. The students will be creating their own characters, page layouts, and short stories using various formats and techniques. They will be exposed to western style comics and Japanese, Manga style comics as well.

Photography (1106) * +

Grade Level: 9-12
Pre-Req: none

Students will learn the basics of photography. They will be able to check out cameras to take pictures of various assignments. Students will learn about various careers in photography. They will experiment with different types of composition, as they learn the differences in shutter speed, aperture and ISO.

BUSINESS DEPARTMENT

BMA – 1A (2011) * + Grade Level: 9-12
Pre-Req: None

Competing in the workplace of the future requires a sound technical skill set usually gained through traditional college settings or more technical educational settings. Paramount to either is a solid understanding of the fundamentals of business rooted in a foundational understanding of technology needs of today's businesses. Business Management IA is the first of two Principles of Business courses which are primarily taught through print materials, on PC's using the Windows Operating System and Microsoft Office 2010. Learners will develop their business management skills using the Principles of Business book, Ebook, Internet, MS Word, MS Excel, MS PowerPoint, and Publisher. Other online applications include Twitter, Lifesmarts, and Career Cruising.

BMA – 1B (2015) * + Grade Level: 9 – 12
Pre-Req: BMA 1A

Competing in the workplace of the future requires a sound technical skill set usually gained through traditional college settings or more technical educational settings. Paramount to either is a solid understanding of the fundamentals of business rooted in a foundational understanding of technology needs of today's businesses. Business Management IB is the second of two Principles of Business courses taught primarily through print materials, on PC's, using the Windows Operating System and Microsoft Office 2010. Learners will continue developing their business management understanding using the Principles of Business Book, Ebook, Internet, MS Word, MS Excel, MS PowerPoint, and Publisher. Other Online applications include Twitter, Lifesmarts, and Career Cruising. This course is a more advanced look at business management principles building on knowledge acquired in BMA IA. Career development, professionalism, best practices, communication, digital citizenship, workplace ethics, workplace safety, personal finance, budgeting and the four main business functions: Marketing, Management, Finance, Accounting are stressed.

***Please note:** Mott Community College will award articulated credit to students for completion of BMA 1A & 1B with successful completion of both classes (3.0 or better grade and instructor approval) **

**Conditions and Requirements:
Students must enroll at MCC and apply for articulated credit within 2 years of high school graduation.
Students must enroll in a related Program of Study for credit to apply to an associate degree or certificate
An Articulation Application form with high school instructor signature indicating specific courses they recommend for college credit will be sent to MCC with the student application for admission and other attachments as indicated
Students shall meet & maintain requirements of MCC and the intended program of study
A minimum of 30 of the last 45 credits must be earned at MCC to qualify for a (Associate) degree. At least 15 credits must be earned at MCC to quality for a Certificate
Articulated credit will be posted on the student transcript upon completion of the above requirements & successful completion (3.0 or better) or one additional course in a Business or Administrative Assistant program.

BMA VI : Accounting and Finance I (2015) * Grade Level 10 – 12

Accounting is the language of business. It is the system of recording, summarizing, and analyzing economic financial transactions. Effectively communicating this information is key to the success of every business. Accounting is a required core class in college for all business majors (Accounting, Marketing, Business Management,Finance and Business Operations.) This course is taught using an online/ Internet based accounting system; Aplia Online Accounting and the Century 21 Accounting Book. Additional methods of delivery include the internet, MS Word, MS Excel and MS PowerPoint. In addition, Financial Accounting involves basic mathematical calculations including business transactions, recording transactions in a general journal, posting to general ledger accounts and working with the multi-column worksheet. Financial statements and completing the accounting cycle for a Sole Proprietorship are also covered. Advanced topics include quantitative analysis of the balance sheet and income statement utilizing Portfolio Projects and MS Excel.

PHYSICAL EDUCATION / HEALTH

Physical Education I (6001) * + Grade Level: 9 – 12

Pre-Req: None

Students will be introduced to team sports, individual sports, and lifetime physical fitness skills such as personal conditioning and weight lifting. This course is offered to freshman students and is a requirement for graduation.

Physical Education II (6021) * Grade Level: 10 – 12 (Co-ed)

Pre-Req: Credit in P. E. I

Students will continue team and individual sport participation. The major emphasis of this course will be leisure and lifetime physical fitness activities.

Physical Education III (6031) * Grade Level: 10 – 12 (Co-ed)

Pre-Req: Credit in P. E. I

Students will be introduced to fitness training with emphasis on proper form and mechanics. Students should expect to engage in multiple forms of physical fitness everyday. Such activities will include, but are not limited to: Free weights, machine weights, cross-fit, plyometrics, and various running activities.

Health (6002) * + Grade Level: 9 – 12

Pre-Req: None

Health education is a part of the physical education department. This course covers mental, emotional, physical and social health. Units on decision making, goal setting, disease prevention, safety, substance abuse, nutrition, and reproductive health are covered. Emphasis is placed on personal health practices, health resources, making healthy choices, and current health issues. This course is a requirement for graduation.

VOCATIONAL EDUCATION PROGRAMS

Linden High School, augmented by the the Genesee Career Institute (GCI), provides a comprehensive secondary educational opportunity to all its students.

GCI

This satellite program seeks to provide vocationally relevant instruction to meet the training needs of students throughout Genesee County. The institute serves 31 high schools in 21 different school districts. The institute offers a full range of instructional alternatives from the traditional to the highly technical. Juniors and seniors interested in enrolling should see their high school counselor for additional information.

Courses Offered

Agriscience : Veterinary Medicine; Agriculture, Food and Natural Resources

Architecture & Construction: Construction Trades/Advanced Studies, Electrical Wiring/Advanced Studies

Arts, Audio/Video Tech & Communications: Digital Media Arts/Advanced Studies, Visual Digital Communications/Advanced Studies

Education & Training: TLC I (Teach….Lead….Coach), Advanced Studies

Health Sciences: Medical Career Foundations, Nursing/Advanced Studies, Medical Assistant I & II, Sports Medicine/Advanced Studies, Allied Health Professionals/Advanced Studies, Emergency Medical Concepts, Emergency Medical Technician (EMT), CNA/Advanced Studies

Hospitality: Culinary Essential I, Culinary Essentials II

Human Services: Cosmetology/ Advanced Studies

Informational Technology: Intro to 3-D Game Programming, Computer Hardware Technician, Web Design Programming & Animation, Computer Hardware-Networking & Support Advanced Studies

Law, Public Safety, Corrections & Security : Public Safety-Homeland Security/ Advanced Studies

Manufacturing: Welding/Advanced Studies, CNC Machining (Baker Location)

Marketing: Risk Management & Insurance, VEI Entrepreneur/Advanced Studies, VEI Sports & Entertainment

Science, Technology, Engineering & Math: Discover E (Engineering)/Advanced Studies, Computer Aided Design (CAD)

Transportation, Distribution & Logistics: Automotive Technology/Advanced Studies, Medium/Heavy Duty Truck Technician

NON-DEPARTMENTALIZED PROGRAMS

All non-departmentalized programs require permission forms from the instructors prior to scheduling. If you are interested in a program, see the instructor for the proper form before filling out your course request form. You will not be scheduled into the class without it.

While all these courses are awarded credit, they do not fulfill any specific graduation requirements. For instance, a student who successfully completes Theater will receive one-half credit towards graduation; however, it is an elective, non-departmentalized credit and does not apply to the four credit requirement in English a student must complete in order to graduate.

Senior Portfolio (2093) * Grade 12

The Linden High School Senior Graduation Portfolio is a collection of work which represents the student's reflections and achievements in academic studies, personal growth, and extracurricular activities. As the student completes his/her high school years and continues towards future goals, this portfolio provides an authentic assessment tool for the students to evaluate their learning, for the staff to review programs/projects from the student perspective, and for the school community to witness what our students have accomplished and review with them their short term and long term goals.

Each senior at Linden High School will compose a graduation portfolio. In this portfolio, each student will provide specific evidence of what they have learned as a high school student.

The final step of this class is the presentation to an authentic audience using PowerPoint (Senior Exit Interview).

Yearbook (1531) * 1 Semester Grade Level: 10 – 12

(1541) ** Full year Pre-Red: Recommendation of Instructor

pending application

This course provides the student with the opportunity to gain insight into the creative, mechanical, managerial and business functions relating to the production of a school yearbook. The students will perform as a team and will apply the technical skills they have learned into producing a publication on a professional scale.

Beginning Theater (1560) * + Grade Level: 9 - 12

Pre-Req: None

This course will explore the beginning aspects of acting and technical theater. Hands-on projects in the areas of lighting, costuming, make-up, scene construction, history and acting will be required.

Play Production (1580) * +

Grade Level: 9 - 12
Pre-Req: Beginning Theater
Or Instructor

Approval

Students will work in both acting and technical areas to produce a variety of short plays.

Co-op ** or **

Grade Level: 12

Students who wish to enroll in the co-op program must be concurrently enrolled in a vocational education class directly related to the job at which the student is employed. For instance, a student enrolled in an auto mechanics class could earn credit working at an automobile repair shop. Students who wish to enroll in co-op must meet with a counselor.