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Mission Statement

Wyoming Public Schools Community Empowering all students for lifelong learning.

Vision Statement

Wyoming Public Schools is committed to excellence in teaching and learning for all students. We will provide effective instructional leadership, responsible fiscal management, and quality learning environments, which improve student outcomes. Wyoming Public Schools holds high expectations for students and staff. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

Belief Statements

Wyoming Public School staff and community believe that:

- The primary mission of the school is teaching and learning for all.
 - Continuous improvement is an essential part of our success.
 - All members of the school community are important and valued.
- A commitment to Quality is essential for every member of the organization.
- People that work in schools are in the best position to improve student performance.
 - Parent, guardian, and community involvement is critical to student success.
 - There are two kinds of schools – improving and declining.
 - Our students deserve the best teachers, teaching in the most effective ways.
- Student achievement is based on what students can do, as well as what they know.
 - Diversity among all individuals is to be valued and celebrated.

Board of Education Goals

Goal 1: Wyoming Public Schools Community shall hold high expectations for all students, families, staff and Board of Education.

Goal 2: Wyoming Public Schools Community shall work as equal partners by:

- Seeking parental and staff expertise
- Establishing family friendly schedules
- Providing involvement opportunities for all families.

Goal 3: Wyoming Public Schools Community shall provide a safe and orderly environment.

Goal 4: Wyoming Public Schools shall provide personal and professional growth for all staff.

Goal 5: Wyoming Public Schools Community shall demonstrate mutual respect, caring and loyalty for all.

Wyoming Public Schools High School Credit Awarding/Graduation Policy

Any student transferring to Wyoming Public Schools from another institution will have prior high school credit(s) awarded based on the following:

- Credits will only be awarded when provided on official transcripts.
- Credits awarded from an accredited High School which has a comparable class that is a course requirement for graduation, will be given full credit.
- Credits awarded from an accredited Michigan High School which does not have a comparable class that is a core or elective requirement for graduation, will be given elective credit. Credits from out of state schools will be awarded in compliance with the Michigan Merit Curriculum.
- A course on religious doctrine, one that teaches to a specific faith indigenous to the parochial school teaching it, will not be accepted as credit.
- Credits from a non-accredited institution will only be awarded when accompanied by necessary documentation (syllabus, assignments, textbooks, etc.) at the discretion of the building principal or by successfully passing the testing out process.
- Credit for English Language Learner students will only be awarded for courses aligned and meeting the Michigan High School Content Expectations course requirements for graduation. Student may attempt to test out of English classes for credit or participate in summer programs to meet the four credit requirement.

Any student who transfers to Wyoming Public Schools from another institution will be eligible for obtaining a diploma based on the following:

- Meet credit requirements, as specified in the High School handbook and Board policy, through a combination of transferred and WPS awarded credits.
- Attend WPS for a minimum of one full academic year prior to graduation.*
- A student will not be enrolled in more than seven credits toward graduation for each academic year. A student may obtain more than 7 credits in a single year by testing out, recovery, or other method.

**This requirement may be waived at the discretion of the principal for unusual circumstances e.g. transfer from out of the area, court placement, etc.*

Graded vs. Credit/No Credit Option for Grading

It is the intent of the Wyoming Public Schools secondary staff to provide an accurate reflection of a student's learning through the use of letter grades. Although intended to be used for every course and student, there may be situations that warrant the use of a credit/no credit grade. These would be the rare exception, rather than the rule and should be used only in unusual circumstances or when it is in the best interest of the student. Such situations may include, but are not limited to, a mainstreamed ELL or SE student, extended injury or illness, and a student enrolled mid-marking period. As no letter grade will be given, a decision regarding the credit/no credit award must be made within the first week of either return from an extended absence or new enrollment. The final decision regarding the credit/no credit option will be made by the principal after consultation with the classroom teacher and school counselor. Note: Credit – testing out. An exception to this would be a student who successfully tests out of a course, by state law their transcript will note credit for the course.

Schedule Change Policy/Dropping of a Course(s)

Each year the master schedule is built based on student course requests. Teachers are hired, text books are purchased and rooms are assigned based on those requests. **Therefore, once the school year begins, students' schedules are considered final, except for very specific cases.** Please choose all courses, including alternates, with great care and deliberation. Students cannot choose teachers, periods of instruction, or lunch periods.

Student schedule changes will be limited to:

- Incomplete Schedules
- Duplicate Classes
- Errors affecting a timely graduation
- Placement changes to KCTC/Dual Enrollment/KTC/etc.
- Moving between related classes

After one week, but before the end of the quarter, students may seek approval from the principal, classroom teacher, and counselor to drop a class for a similar class, i.e. Honors English 10 to English 10 for academic reasons, without grade penalty. This also includes changing out of a full-year course at semester. Although grades are given after each quarter, courses are intended to be semester or year long.

Michigan Merit Curriculum

*Personal Curriculum Modification Options

Subject Area Credit Requirements	Personal Curriculum (PC) Modification Required
4 English Language Arts Credits	✓ No modification except for students with disabilities
4 Mathematics Credits <ul style="list-style-type: none"> • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit Note: Students may earn 2 math credits for Algebra II <ul style="list-style-type: none"> • when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum 	✓ 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits (no sequence required) <ul style="list-style-type: none"> • Biology • Chemistry or Physics • 1 additional high school level science credit 	✓ No modification except for students with disabilities
3 Social Studies Credits (no sequence required) <ul style="list-style-type: none"> • .5 Civics • .5 Economics • US History and Geography • World History and Geography 	✓ No modification of Civics ✓ 2 credits must be earned ✓ Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages**
1 Physical Education and Health Credit <ul style="list-style-type: none"> • How this credit is offered is a local district decision 	✓ Modification allowed only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages**
1 Applied Arts Credit	✓ Modification allowed only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages**
Online Learning Experience or Credit <ul style="list-style-type: none"> • Online course or learning experience OR • Online experience is incorporated into each of the required credits 	✓ No modification except for students with disabilities
2 World Language Credits <ul style="list-style-type: none"> • Graduating Class of 2016 • Credits earned in grades 9-12 OR • An equivalent learning experience in grades K-12 	✓ No modification except for students with disabilities

**To find out more about Personal Curriculum, see your counseling office for details.*

**Preplan... a student must, with a necessary academic plan, work with appropriate school staff and parents/guardians to develop a one to four-year plan that allows the student to bolster core classes in lieu of required courses. It must be shown that it is not possible to take missed requirements.

TRANSCRIPTS

While enrolled in high school, students may have transcripts sent through Docufide at no cost within the MHEC area – which include: North & South Dakota, Nebraska, Kansas, Michigan, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Indiana, and Ohio. Any transcripts sent outside the listed states are available for a nominal fee of \$2.55 per transcript for electronic versions or \$4.25 for paper versions. Students must go through Docufide to request transcripts at www.parchment.com. Students will need to register and create a log-in to request transcripts.

Transcripts include results of the ACT, SAT, and MME, grade point average, rank in class and courses completed. Many colleges still require that test results be sent to them directly from the testing company.

COLLEGE ADMISSIONS TESTING AND FINANCIAL AID

The ACT (formerly American College Test) is required in the second semester of the junior year as part of the qualifying exam to determine scholarship eligibility. In addition, students may take the ACT throughout their school years at their own cost. Registration can be done online at www.actstudent.org. Students should check the Student Handbook for testing schedule dates or see one of the counselors in the Counseling Office.

WORKKEYS

The WorkKeys test is taken by all freshmen to demonstrate specific learning skills in locating information, math, and reading. It also serves as certification for a National Career Readiness Certificate and preparation for the WorkKeys portion of the Merit Exam in their junior year. Students are required to take the WorkKeys test again in their junior year as part of the MME, and senior year if successful certification has not occurred. Information on the WorkKeys test and National Career Readiness Certificate is available in the counseling office. The WorkKeys results do not award or count toward any scholarships.

PLAN

The PLAN test will be taken by all sophomores to provide students with an early indication of their educational progress in preparation for the ACT portion of the Merit Exam in their junior year. Additional information and test preparation are available at collegeboard.com. Information on the PLAN test is available in the counseling office. The PLAN does not award or count toward any scholarships, but is required for any student looking to use for dual enrollment qualifying their junior year (see page 7).

PSAT/SAT

Information on the SAT testing program is available in the counseling office. The PSAT-NMSQT, taken by Sophomores and Juniors, is a preview to the SAT as well as the qualifying test for some scholarships, including the National Merit Scholarship program. The test will be administered in October 2012. *In order to qualify for the National Merit Scholarship, the PSAT must be taken during the junior year.* Additional information and test preparation materials are available at collegeboard.com.

MICHIGAN MERIT EXAM (MME)

The Michigan Merit Examination (MME) is a required state assessment for students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each March, and consists of three components:

- ACT Plus Writing® college entrance examination
- WorkKeys® job skills assessments in reading, mathematics, and "locating information"
- Michigan-developed assessments in mathematics, science, and social studies

http://www.michigan.gov/mde/0,1607,7-140-22709_35150---,00.html

WORK BASED EDUCATION OPPORTUNITIES

SENIOR MENTOR PROGRAM (Two semesters – ½ elective credit) (VSMP)

This program is available to senior students who are interested and committed to working with an incoming freshman throughout the school year. Interested seniors must meet criteria during the spring of their junior year to be eligible. Minimum requirements include areas such as a satisfactory G.P.A., involvement in school functions, community service participation, staff recommendations, and a commitment to attend meetings throughout the summer and school year. Seniors must complete an application and submit an essay on his/her commitment to becoming a mentor. Seniors must fulfill a minimum of thirty minutes each week outside the traditional school class periods with his/her mentee and submit weekly time sheets.

DUAL ENROLLMENT

Dual enrollment is a program that extends educational learning options for students who qualify to take classes at a post-secondary institution while attending high school. A sophomore student may participate in dual enrollment as a junior if he/she has passed corresponding areas of the PLAN tests. Students may opt to take the PSAT as juniors.

PLAN Assessment

Content Area	Minimum Passing Scores
Mathematics	18
Reading	17
Science	19
English	21

PSAT Assessment

PSAT Test Section	Content Area	Minimum Passing Scores
Critical Reading	Reading	44
Writing Skills	Writing	49
Math	Mathematics	45

MICHIGAN MERIT EXAM (MME)

When students take the MME in the spring of their junior year, the MME will become the measure used for dual enrollment eligibility determination. Students who have taken the full MME will be eligible for dual enrollment.

The scores for these tests must be on file before the student can dual-enroll. Students wishing to dual-enroll must indicate their intentions to the principal or Superintendent in writing. Students interested in dual enrollment must contact the Counseling Office for the appropriate paperwork. Dual enrollment options for students do not include courses available through district course offerings. For further information please consult the WPS Board Policy at www.wyoming.k12.mi.us.

- A student can only take dual enrollment classes in an area after they have successfully completed all high school course offerings that are aligned.
- A student can take multiple dual enrollment courses per semester, but can have no more than seven courses for their entire schedule.

TESTING OUT

Public Act 451, Section 380.1279b of the School State Code requires that a school district shall grant high school credit in any course to a pupil, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than a 75% on comprehensive assessment including possibly a portfolio, performance, paper, project and/or presentation. Testing out receives credit toward high school graduation and will be noted with a CR on the transcript. The two-week windows for Testing Out are in May, August, and December to make timely changes to a student's schedule (if he/she tests out satisfactorily) for the upcoming quarter.

INDEPENDENT STUDY (1 semester – ½ credit, 2 semesters – 1 credit)

A course offering in the regular schedule with a course syllabus/objective. Independent study is available only when class numbers are low or a scheduling conflict occurs. Prior teacher and principal approval are required.

OPTIONAL EDUCATION OPPORTUNITIES

Kent Career Technical Center

Many vocational programs are offered at the KCTC at the East Beltline/Knapp Corner campus or other regional sites. Programs vary from one semester to two years in length. Further information is available in the high school guidance office. When a student commits to KCTC, the student is making a commitment to attend the Center for half of each school day. The other half-day is spent in the student's home high school. When a student completes a KCTC program, a certificate of completion is awarded. Job placement services and articulation opportunities are available at KCTC.

Courses available are:

- Accounting Online
- Accounting System and Solutions
- Agriscience
- Alternative Energy
- Applied Construction Technology
- Auto Collision Repair
- Automotive Technology
- Aviation Maintenance Technology
- Avionics-Aircraft Electronics Technology
- Criminal Justice
- Culinary Arts
- Diesel and Equipment Technology
- Electronics/Electrical Trades
- Engineering/Technology/Site Design Management
- Environment Sustainability
- Graphic Communications
- Health Careers
- Medical Equipment Repair Technician
- Hospitality
- HVACR (Heating, Ventilation, Air Conditioning, Refrigeration)
- Information Technologies
- Marketing: Retail and Management
- Pastry Arts
- Precision Machining Technology
- Regional Theatre Tech BYC

Kent Transition Center

KTC is an adaptive learning environment for the academically challenged or "at risk" students throughout Kent County. Developed for entry-level vocational training for juniors and seniors, KTC offers two-year sequential programs in: Landscape/Horticulture, Business Skills, Facilities maintenance, Hospitality and Retail.

ARTICULATION AGREEMENTS

Articulation agreements allow students who complete selected courses in high school in a satisfactory manner (generally 80%) to obtain free college-level credit for that course work. Currently, WPS has articulation agreements with Grand Rapids Community College (GRCC) and Davenport College. These courses may not be transferable to other colleges or universities.

The benefits and purpose of articulation agreements are:

- To provide more post-secondary educational options for capable students.
- To better prepare students to enter the world of work.
- To eliminate duplication of course work (by not requiring a student to repeat a course in college that they've already completed successfully in high school).

Upon enrolling in one of the above colleges, there will be no cost to the high school student for credit for the articulated course if all other articulation guidelines of that college are met.

Individual course descriptions indicate whether a class has been approved for articulation. See your school counselor for more and specific information.

GRCC

- Computer Application Specialist
- Accounting I and II
- Programming I

KCTC to GRCC

- Accounting Online
- Agriscience
- Automotive Technology
- Baking
- CAM/CNC/Machining
- Certified Business Tech
- Child Development
- Computerized Accounting
- Culinary Arts
- Design Technology Apparel/Interior
- Electronics
- Engineering Drafting/CAD
- Entrepreneurship
- Environmental Mechanics
- Health Careers
- Hospitality Management
- Industrial Electricity
- Microsoft Office Certification
- Plastics Technology
- Regional Theatre Technology

NCAA (Athletic Eligibility): Although the National website www.ncaa.org/ has a great deal of information, the building athletic office has additional information to clarify. Students who intend to participate in a division I or II sport in college are responsible to apply to the NCAA Clearinghouse in their junior year.

PROGRAM GRID

Articulation Agreement Approved Placement Courses from Wyoming Public Schools

WYOMING PUBLIC SCHOOLS COURSE	DU COURSE NUMBER	DAVENPORT UNIVERSITY COURSE NAME	CREDIT HOURS
BUSINESS CLASSES			
General Accounting - 1st Year	ACCT201	Accounting Foundations I	4
Business Law Business	LEGL210	Law Foundations	3
General Accounting - 2nd Year	ACCT202	Accounting Foundations II	4
Marketing Entrepreneurship	BUSN120	Introduction to Business	3
Marketing Entrepreneurship	MKTG211	Marketing Foundations	3
Marketing Management	MKTG211	Marketing Foundations	3
SCHOOL OF TECHNOLOGY			
Basic Computer Applications (BCA), Foundations in Technology	BITS101	Computer Essentials	3
Basic Computer Applications (BCA), Computer Application Specialist (CAS), Foundations in Technology	BITS209	Dynamic Presentations	1
Foundations in Technology	BITS210	Microcomputer Applications: Word Processing	4
Computer Application Specialist (CAS), Advanced Technology	BITS211	Microcomputer Applications: Spreadsheet	3
Computer Application Specialist (CAS), Advanced Technology	BITS212	Microcomputer Applications: Database	3
Computer Application Specialist (CAS), Advanced Technology	CISP101	Computer Foundations	3
Web Page Design	CISP220	Web Page Applications	3
GENERAL EDUCATION			
American Government	POLS111	American Government	3
Economics	GNSS	General Social Science Elective	3
French I and II	FREN111	Introduction to French	3
French III	FREN121	Intermediate French	3
French IV	FREN131	Advanced French	3
Psychology	PSYC101	Introductory Psychology	3
Sociology	SOCY101	Introductory Sociology	3
Spanish I and II	SPAN111	Introduction to Spanish	3
Spanish III	SPAN121	Intermediate Spanish	3
Spanish IV	SPAN131	Advanced Spanish	3
Speech	COMM120	Presentation Techniques	3
U.S. History (1st Semester)	HIST211	Early United States History	3
U.S. History (2nd Semester)	HIST212	Modern United States History	3
SCHOOL OF HEALTH PROFESSIONS			
Biology	BIOL110	Foundations of Cell Biology	3
Chemistry	CHEM150	Foundations in Chemistry	3
Ecology	GEOL125	Environmental Studies	3
Human Anatomy & Physiology (semester 1)	BIOL121 & 121L	Anatomy & Physiology I & Lab	4
Human Anatomy & Physiology (semester 2)	BIOL122 & 122L	Anatomy & Physiology II & Lab	4

Frontiers High School Program

Sophomore, Junior, and select Senior students may submit an application to participate in the Frontiers program. Returning Frontiers students need not apply. Upon acceptance into the program, these students will take all of their core courses in an online environment in order to meet all of the Michigan graduation requirements outlined by the Michigan Merit Curriculum (MMC). Successful graduates of the program earn a traditional Wyoming Public Schools diploma. In comparison to the traditional high school format, the two significant differences in the Frontiers program’s structure are:

- **Attendance Requirements** - The State Department of Education has waived the 1,098 hours that traditional high school students must be in attendance on campus. Students still have attendance requirements, but they are reduced and varied based on individual student proficiency and progress.
- **Elective Course Graduation Requirements** - Frontiers participants are eligible for graduation after earning 19.5 total credits. The required courses are outlined below.

Frontiers Graduates Enrolled Through 2011-2012 School Year

English Language Arts (Literacy Skills)	4.0
a. All students will be enrolled in English 9, English 10, English 11, and English 12.	
b. Some English Electives (noted as Language Arts credit) may be utilized to fulfill unsatisfactory completion of one semester of English 9, 10, 11, and 12 course requirement.	
Social Studies (must include the following):	3.0
a. one credit in World History/Geography	
b. one credit in U.S. History/Geography	
c. one credit of Civics(Government)/Economics	
Mathematics	4.0
(Students with high school Pre-Algebra or Algebra credit from the M.S. will enroll in higher level Math courses.)	
a. one credit for Algebra	
b. one credit for Geometry	
c. one credit in Algebra II	
d. one credit of a Math elective	
Science	3.0
(Students with high school science explorative credit from the M.S. will enroll in Biology in their Freshman year.)	
a. one credit in Biology	
b. one credit in Chemistry and/or Physics	
c. one credit of Science elective	
Physical Education/Health	1.0
a. .5 credit in a Physical Education activity class.	
b. .5 credit in Health	
Applied Arts	1.0
Currently includes Art, Vocal, Drama and Instrumental Music courses.	
Study Skills*	0.5
(Students will take this course during their first year enrolled in the Frontiers program.)	
Personal Finance	0.5
(This semester-long course does not count as a 4 th year Mathematics credit.)	
Second Year World Language	2.0
(First year proficiency of the same language must be earned as a prerequisite.)	
Post-Secondary Educational Pathway (PEP)	0.5
Computer Education/Online Learning Experience	**

* Prerequisite to PEP course

** Computer Education (online learning experience) granted with online course experiences for graduates.

TOTAL CREDITS required for graduation..... 19.5***

Frontiers Graduates Enrolled Starting 2012-2013 School Year

English Language Arts (Literacy Skills)	4.0
a. All students will be enrolled in English 9, English 10, English 11, and English 12.	
b. Some English Electives (noted as Language Arts credit) may be utilized to fulfill unsatisfactory completion of one semester of English 9, 10, 11, and 12 course requirement.	
Social Studies (must include the following):	3.0
a. one credit in World History/Geography	
b. one credit in U.S. History/Geography	
c. one credit of Civics(Government)/Economics	
Mathematics	4.0
(Students with high school Pre-Algebra or Algebra credit from the M.S. will enroll in higher level Math courses.)	
a. one credit for Algebra	
b. one credit for Geometry	
c. one credit in Algebra II	
d. one credit of a Math elective	
Science	3.0
(Students with high school science explorative credit from the M.S. will enroll in Biology in their Freshman year.)	
a. one credit in Biology	
b. one credit in Chemistry and/or Physics	
c. one credit of Science elective	
Physical Education/Health	1.0
a. .5 credit in a Physical Education activity class.	
b. .5 credit in Health	
Applied Arts	1.0
Currently includes Art, Vocal, Drama and Instrumental Music courses.	
Study Skills*	0.5
(Students will take this course during their first year enrolled in the Frontiers program.)	
Consumer and Career Skills	0.5
Second Year World Language	2.0
(First year proficiency of the same language must be earned as a prerequisite.)	
Post-Secondary Educational Pathway (PEP)	0.5
Computer Education/Online Learning Experience	**
* Prerequisite to PEP course	
** Computer Education (online learning experience) granted with online course experiences for graduates.	
TOTAL CREDITS required for graduation	19.5***

Course Descriptions *(These Courses Specific to Frontiers)*

Study Skills (One semester - .5 credit) **(VSK)**

Students are introduced to skills necessary to be successful in an online learning environment including basic computer skills. Traditional strategies of academic success are also explored as well as opportunities for students to identify their individual learning styles. All students will take this course during their first semester enrolled in the program.

Consumer and Career Skills (One semester - .5 credit) **(VCCS)**

This course is designed to give students a sense of awareness as they preparation for their future. Topics covered will include concepts to develop financial responsibility and making sound financial choices, as well as information about what characteristics make a good employee and a strong competitor in the job market. This is a required course for any Frontiers student enrolled in the program after the 2011-2012 school year.

Personal Finance (One semester - .5 credit) **(GPF)**

This course is designed to give students a sense of fiscal responsibility. Topics covered will include learning about how personal credit works, the importance of prioritizing your personal budget, and investing for the future. This course should not be confused with the full-year, one credit traditional classroom course with the same title. This course cannot be used as the fourth-year Mathematics credit. (Available to Frontiers Students enrolled prior to 2012-2013 school year only.)

Post-Secondary Educational Pathway (PEP) (One semester - .5 credit) **(PEP)**

This course starts with a career exploration module, followed by college visits and specific program exploration. If planning for college or trade school, this course will help students to not only explore all options and possibilities, it will also help the student reach those goals by following through all aspects of the application procedure. This course is required for any student following the Post-Secondary Educational Pathway (PEP).

Financial Math (Full Year - 1 credit) **(MTH)**

This course will cover a wide variety of practical mathematics relating to commercial, business, and personal finance. Learn how to make responsible financial decisions, plan for future financial stability, and develop a wider understanding of how economic principles affect us. This course can be taken to satisfy the senior math requirement.

Art History (One semester - .5 credit) **(LAH)**

This course explores the history of Art from early medieval times through the 20th century. Students will compare, recognize and understand the significance of Art from a variety of regions and cultures from various time periods. This course satisfies one-half of the Applied Arts requirement for the Frontiers program.

Introduction to Art (One semester - .5 credit) **(LAI)**

This course is designed to foster the development of a further appreciation for Art. Students will explore various styles, elements, and approaches of art as well as its cultural purposes. This course satisfies one-half of the Applied Arts requirement for the Frontiers program.

ACADEMIC AND CAREER PLAN

Educational Development Plan (EDP)

An Educational Development Plan (EDP) is a plan of action in which students identify/record career goals and an educational pathway to achieve them. EDP's will include students' Career Pathway choices, careers in which they are interested and four-year plans for classes that will assist them in entering those careers. The EDP will also be a place for students to store work information, activities in which they participate, and volunteer service. Students can also monitor their grades and progress toward graduation. Students will revisit their EDP's each year to make adjustments. EDP's are available for parents and students online at www.wyoming.k12.mi.us - information page.

Academic Preparation

Academic Preparation provides all students with opportunities to gain important knowledge and develop critical skills in academic subject matter that will prepare them for adult life roles and continuing education. In Michigan, the core academic content areas include English, Language Arts, Mathematics, Science, and Social Studies. Content standards and benchmarks have been developed in each of these areas for K-12 students and are presented in the *Michigan Grade Level Content Expectations (GLCE's)* and *High School Content Expectations (HSCE's)*. Academic preparation is a critical component of the Career Preparation System. Success and upward mobility in careers is highly dependent upon the ability to be both academically and technically proficient. A sound academic foundation is important to learning the increasingly complex technical skills required by today's workforce.

Career Pathways

The world of work is rapidly changing as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in this highly competitive global economy. Career Pathways will provide students focus and foundation for their learning experiences that not only meet their academic potential and career interest, but lead to lifelong learning and achievement. The following six Career Pathways have been identified:

Arts and Communications: This career path is for the creative thinker who is good at communicating ideas. This is for careers related to the humanities, the performing, visual, literary, and media arts.

Business, Management, Marketing, and Technology: This career path is for the organized person who likes planning activities, and working with numbers or ideas. This is for careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering/Manufacturing and Industrial Technology: This career path is for the mechanically inclined and practical person who is curious about how things work and enjoys working with his/her hands. This is for careers related to technologies necessary to design, develop, install, or maintain physical systems.

Health Sciences: This career path is for the person who likes to care for people or animals and enjoys learning more about science and medicine. This is for careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.

Human Services: This career path is for the friendly, open, understanding, and cooperative person who thinks it is important to do something that makes things better for other people. This is for careers related to the care and service of others, civil service, education, hospitality, and the social services.

Natural Resources and Agri-science: This career path is for the nature loving person who is curious about the physical world and interested in plants and animals.

Arts and Communications Pathway



Careers related to humanities, and the performing, visual, literary and media arts. Sample career include artists, journalists and graphic designers. These careers are interesting to people who value creativity.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8 th Grade		Pre-Algebra Algebra I Geometry	Integrated Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir
9 th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	<u>Additional Core Requirements:</u> .5 Physical Education, .5 Health, Visual/Performing/Applied Arts
10 th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11 th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs – Graphic Design/Production I-IV Regional Theatre Technology
12 th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13 th year 2-year college Sample for Journalism GRCC	College Writing OR English Composition 1 English Composition 2	Trigonometry College Algebra	Biological Science Elective Physical Science Elective	Survey of American Government Western Civilization to 1500	PE Elective
14 th year 2-year college Sample for Journalism GRCC	Introduction to Journalism Great American Writers			General Psychology Principles of Economics 1 U.S. History through Reconstruction OR U.S. History from Reconstruction to the Present	Humanities elective Elective

Recommended Electives: *Foreign Language, Creative Writing I, Drama, Speech, Yearbook, Journalism , Band/Jazz Band, Choir, Video Production I, II, Applied Writing, Web Page Design and Development, KTC, Introduction to Art, Intermediate Art, Advanced Art, AP Honors Art, Humanities, AP US History, Computer Application Specialist (CAS), Advanced Technology

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from \$5,000.00 – \$37,410.00

Artist	Interior Designer	Photographer
Disc Jockey	Florist	Upholsterer

Associate’s Degree/Trade school Programs – years of training or education after high school
Salaries range from \$14,640 to \$50,410.00

Computer Animator	Drafter	Video Game Developer
Fashion Designer	Website Designer	Jeweler

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from \$24,250 to \$54,860.00

Archeologist	Curator	Writer
Art/Music Therapist	Medical Illustrator	Editor

Business, Management, Marketing and Technology Pathway



Careers related to all aspects of business including accounting, business administration, finance, information processing and marketing. Examples of careers in this pathway include accountants, business managers and auto salespersons. These careers are interesting to people who are good with math and enjoy being the leader of a club or captain of a team.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8 th Grade		Pre-Algebra Algebra I Geometry	Integrated Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir
9 th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	<u>Additional Core Requirements:</u> .5 Physical Education, Health, Visual/Performing/Applied Arts.
10 th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives: BCA Web Design General Business
11 th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives: General Business, Accounting I, Web Design & Personal Finance KCTC programs: Accounting Online Certified Business Tech Information Tech Computerized Accounting Marketing/Entrepreneurship Computerized Banking Microsoft Online
12 th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives: General Business, Accounting I, Adv. Accounting, Personal Finance and CAS KCTC programs
Postsecondary 13 th year 4-year college Applied Business Davenport Some credits can be articulated see related page	Composition Advanced Composition Presentation Techniques	Intermediate Algebra Introduction to Statistics	Science Elective	Diversity in Society Microeconomics	Humanities Elective Career and Education Seminar or Open Electives Accounting Foundations I
14 th year 4-year college Applied Business Davenport	Professional Writing	Corporate Finance		Macroeconomics	Accounting Foundations II Microcomputer Applications: spreadsheet

Recommended Electives: *Foreign Language, Speech, Computer Application Specialist (CAS), Advanced Technology, Accounting, Advanced Accounting, Web Page Design and Development, BCA, General Business, Personal Finance, Foundations in Technology, KTC, Internships, Humanities, Speech, AP US History, Foundations in Business, Advanced Business

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from \$15,000 to \$60,320

Web Developer/Master	Auctioneer	Entrepreneur
Event Planner	Caterer	Legal Secretary

Associate’s Degree/Trade school Programs – years of training or education after high school
Salaries range from \$20,000 to \$95,310

Sports Marketer	Arts Administrator	Air Traffic Controller
Video Game Developer	Account Manager (Banking)	Computer Programmer

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from \$20,000 to \$100,000

Publisher	Fundraiser	Bank Manager
Statistician	Computer Engineer	Certified Public Accountant



Engineering/Manufacturing and Industrial Technology Pathway

Careers related to technologies necessary to design, develop, install or maintain physical systems. Working with tools, equipment and other kinds of machinery is important to people who have careers in this pathway. Sample careers include mechanics, airplane pilots and engineers.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8 th Grade		Pre-Algebra Algebra I Geometry	Integrated Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir
9 th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, Health, Visual/Performing/Applied Arts.
10 th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11 th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs
12 th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 1 st semester Automotive Servicing Certificate Program GRCC	KCTC Programs for 11th and 12th grade: <i>Applied Construction Tech</i> <i>Electro/Electricity</i> <i>HVACR</i> <i>CAM/CNC/Machining</i>	<i>Engineering</i> <i>Drafting/CAD</i> <i>Plastics tech</i> <i>Pre-Engineering</i> <i>Wood Products</i> <i>Manufacturing</i> <i>Auto Collision</i>	<i>Automotive Tech</i> <i>Aviation</i> <i>Maintenance Tech</i> <i>Diesel and Equipment Tech</i> <i>Power Sports</i>	Auto Engine Design and Service Auto Steering and Suspension Auto Ignition Systems Welding 2	Basic Vehicle Performance Auto Electrical Systems Automotive Brake Systems
14 th year 2 nd semester Automotive Servicing Certificate Program GRCC				Auto Power Trains Auto Electronic Control Systems Auto Fuel Injection Automotive Air Conditioning and Heating	Automotive Drivability Automatic Transmissions Technical Mathematics Applied Auto Servicing

Recommended Electives: *Foreign Language, Web Page Design and Development, Humanities, Speech, Computer classes

Certified Programs – completion of a specialized program while enrolled in high school or after

Salaries range from \$14,510 to \$34,620

Painter	Concrete Mason	Airport Ground Crew
HACR Tech	Diesel or Heavy Equipment Mechanic	Drywaller/Plasterer

Associate’s Degree/Trade school Programs – years of training or education after high school

Salaries range from \$21,250 to \$53,120

Aircraft Mechanic/Avionics Tech	Automobile Mechanic	Tool and Die Maker
Electrician	Electrical/Electronics Engineering Tech	Home Inspector

Bachelor Degree and Higher – 4 or more years of training or education after high school

Salaries range from \$20,020 to \$58,320

Land Surveyor	Aerospace Engineer	Agricultural Engineer
Electrical Engineer	Environmental Engineer	Mathematician



Health Sciences Pathway

Careers related to the promotion of health as well as treatment of injuries and disease. Examples of careers in this pathway are physicians, nurses, and veterinarians.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8 th Grade		Pre-Algebra Algebra I Geometry	Integrated Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir
9 th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	<u>Additional Core Requirements:</u> .5 Physical Education, Health, Visual/Performing/Applied Arts
10 th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11 th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs: Health Careers- new/advanced Health Careers - EMT
12 th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13 th year 2-year college Dental Hygiene GRCC Requires one year of Pre-Dental Hygiene classes	College Writing OR English Composition 1 English Composition 2		Human Anatomy & Physiology 1 General Microbiology Inorganic, Organic, and Biochemistry Human Anatomy & Physiology 2	General Psychology Elective Social Studies Survey of American Government	First Aid Therapeutic Relationships or Fundamentals of Public Speaking or Interpersonal Communications
14 th year 2-year college Dental Hygiene GRCC 1 st year of actual Dental Hygiene Program includes Summer classes and a 2 nd year of program		Nutrition for the Dental Hygienist Infection Control in Dentistry Introduction to Dentistry	Dental Head and Neck Anatomy, Embryology and Histology Pre-Clinical		Applied Oral Disease Prevention and Preventive Therapies Dental Radiography (theory and lab first 7 weeks, clinic last 7 weeks) Pre-Clinical 2 (lab changes to clinic after 1st 7 weeks) General Oral Pathology for Dental Hygiene

Recommended Electives: Foreign Language, Psychology, Sociology, Advanced Health, AP Psychology, AP Biology, CP Chemistry, Anatomy and Physiology, Humanities, Speech, AP US History, Computer Application Specialist (CAS), Advanced Technology

Certified Programs – completion of a specialized program while enrolled in high school or after

Salaries range from \$12,000 to \$33,350

Cardiovascular Technician/Technologist
EMT

Phlebotomist
Medical Secretary

Dental Laboratory Technician
Biophotographer

Associate's Degree/Trade school Programs – years of training or education after high school

Salaries range from \$13,574 to \$48,000

Registered Dental Hygienist
Sonographer
Funeral Director

Medical Technician
Veterinary Technician/Assistant

Diagnostic Medical
Licensed Practical Nurse

Bachelor Degree and Higher – 4 or more years of training or education after high school

Salaries range from \$25,000 to \$221,000

Orthodontist
Dance/Movement Therapist

Veterinarian
Physical Therapist

Medical Librarian
Physician Assistant

Human Services Pathway



Careers in child-care, civil service, education, hospitality and social services. Careers in the pathway include counselors, teachers, and religious leaders (rabbi, priest, minister). These careers are interesting to people who value working with people.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8 th Grade		Pre-Algebra Algebra I Geometry	Integrated Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir
9 th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	<u>Additional Core Requirements:</u> .5 Physical Education, .5 Health, Visual/Performing/Applied Arts.
10 th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11 th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/ Economics	Recommended Electives – KCTC programs – Criminal Justice Hospitality Management
12 th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13 th year 2-year college Sample for Paraprofessional Education GRCC	English Composition 1 English Composition 2	Intermediate Algebra*		Survey of American Government Social Science Elective	Human Growth and Development Adult-Child Interaction Preschool Methods Elementary Games and Rhythms First Aid Introduction to Teaching OR Foundations of Early Childhood
14 th year 2-year college Sample for Paraprofessional Education GRCC	Children’s Literature Emergent Literacy	Mathematics for Ele. Teachers 1 OR Mathematics for Ele. Teachers 2	General Biology OR General Physical Science	Child Dev. General Psychology	Young Children with Special Needs Humanities Elective (Recommended: SP 101 Introductory Spanish) Electives 2

Recommended Electives: *Foreign Language, Creative Writing I, Drama, Speech, , Band/Jazz Band, Choir, Applied Writing, Web Page Design and Development, KTC, Introduction to Art, Intermediate Art, Advanced Art, AP Honors Art, Humanities, AP US History, Advanced Technology

Certified Programs – completion of a specialized program while enrolled in high school or after
Salaries range from \$1,000 to \$38,300

Paralegal	Butcher	Housekeeper
Fast Food Worker	Nanny	Nail Technician

Associate’s Degree/Trade school Programs – years of training or education after high school
Salaries range from \$14,490 to \$45,360

Religious Worker	Library Technician	Hairstylist
Cosmetologist	Gerontologist	Child & Youth Worker

Bachelor Degree and Higher – 4 or more years of training or education after high school
Salaries range from \$20,000 to \$129,200

Lawyer	Federal Agent	Teacher
Probation/Parole Officer	Social Worker	Forensic

Natural Resources & Agriscience Pathway



Careers related to natural resources, agriculture and the environment. Fish and game wardens, marine biologists and farmers are careers in this pathway.

Education Levels	English/Language Arts	Math	Science	Social Studies	Other related electives
8 th Grade		Pre-Algebra Algebra I Geometry	Integrated Science		For high school credit – Health, PE, Spanish I, Art, Band, Choir
9 th Grade	English 9	Pre-Algebra Algebra I Geometry Algebra II	Environmental Science Biology	World History	Additional Core Requirements: .5 Physical Education, .5 Health, Visual/Performing/Applied Arts
10 th Grade	English 10	Algebra I Geometry Algebra II Pre-Calculus	Chemistry Physics	U.S. History	Recommended Electives
11 th Grade	English 11	Geometry Algebra II -over 2 years Algebra 2 Advance Maths	Advanced Science	Civics/Economics	Recommended Electives – KCTC programs – Agriscience Alternative Energy Program
12 th Grade	English 12	Algebra 2 over two years Advance Maths	Advanced Science	Social Studies elective	Recommended Electives – KCTC programs
Postsecondary 13 th year 4-year college Pre-Veterinary Ferris University	English composition 1 English composition 2 Speech communication	MATH 115 or higher or ACT math subtest score of 24 or higher, plus 1 yr high school Algebra with a C- or better	General Biology 1 General Biology 2 Introductory Physics General Chemistry 1		9 credits Culture Enrichment classes 9 credits Social Awareness 1 course Global Consciousness 1 course Race/Ethnicity/Gender
14 th year 4-year college Pre-Veterinary Ferris University Program prepares students for transfer to MSU Veterinary program	Advanced English/Speech Fundamentals of Public Speaking	Adv Algebra & Analytical Trig	Human Physiology and Anatomy 1 Human Physiology and Anatomy 2		Computer competence

Recommended Electives: *Foreign Language, AP Biology, AP Chemistry, Physiology, Physics, Chemistry, Ecology, KTC, Humanities, Speech, Sociology, Advanced Health

Certified Programs – completion of a specialized program while enrolled in high school or after
Midpoint Salaries range from \$15,190 to \$38,010

Farmer	Horticulturist	Nursery/Greenhouse Grower
Landscaper	Food Inspector	Fisher

Associate's Degree/Trade school Programs – years of training or education after high school
Midpoint salaries range from \$5,850 to \$45,910

Environmental Technician	Zookeeper	Conservation Officer
Arborist	Water Treatment Plant Operator	Park Warden/Ranger

Bachelor Degree and Higher – 4 or more years of training or education after high school
Midpoint salaries range from \$18,000 to \$78,580

Astronomer	Microbiologist	Forester
Zoologist	Meteorologist	Geologist

TENTATIVE FIVE-YEAR PLAN (WPHS & RHS)

EIGHTH GRADE (*MIDDLE SCHOOL courses which are for high school credit)

First Semester

1. ENGLISH
2. PRE-ALGEBRA/ALGEBRA*
3. INTEGRATED SCIENCE*
4. US HISTORY
5. _____
6. _____

Second Semester

1. ENGLISH
2. PRE-ALGEBRA/ALGEBRA*
3. INTEGRATED SCIENCE*
4. US HISTORY
5. _____
6. _____

*Other courses eligible for H.S. credit are: World Languages (Spanish, French, Mandarin Chinese and Sign Language), Health/PE, and the Applied Arts (Art, Band and Vocal Music).

NINTH GRADE

First Semester

1. ENGLISH 9
2. PRE-ALGEBRA/ALGEBRA/GEOMETRY
3. INTEGRATED SCIENCE/BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. _____

Second Semester

1. ENGLISH 9
2. PRE-ALGEBRA/ALGEBRA/GEOMETRY
3. INTEGRATED SCIENCE/BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. _____

TENTH GRADE

First Semester

1. ENGLISH 10
2. GEOMETRY/ALGEBRA I & II
3. BIOLOGY/CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. _____

Second Semester

1. ENGLISH 10
2. GEOMETRY/ALGEBRA I & II
3. BIOLOGY/CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. _____

ELEVENTH GRADE

First Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/ADV. MATH
3. CHEMISTRY or PHYSICS
4. CIVICS
5. _____
6. _____

Second Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/ADV. MATH
3. CHEMISTRY or PHYSICS
4. ECONOMICS
5. _____
6. _____

TWELFTH GRADE

First Semester

1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
3. _____
4. _____
5. _____
6. _____

Second Semester

1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
3. _____
4. _____
5. _____
6. _____

Additional Requirements:

1 credit of P.E./Health; 1 credit of Applied Arts; 2 credits of World Language; 20 hours of online experience embedded into core content classes.

CLASSIFICATION OF STUDENTS

- Freshman _____ Students with less than 5 credits, less than 3 core
Sophomore _____ Students with at least 5 but less than 11 credits, less than 7 core
Juniors _____ Students with at least 11 but less than 17 credits, less than 11 core
Seniors _____ Students with at least 17 credits, and 11 core credits

Classes Offered at RHS, WPHS, & Newhall

WPS Courses Available	RHS	WPHS	Newhall
SPECIALTY COURSES			
ELL Courses	X	X	
LCCE Courses	X		
LCCE - Vocational Training I	X	X	
LCCE - Vocational Training II	X	X	
REI Courses		X	
BUSINESS & TECHNOLOGY			
Accounting	X	X	
Advanced Accounting	X	X	
Advanced Business		X	
Advanced Technology		X	
Foundations of Business		X	
Foundations of Technology		X	
Computer Application Specialist	X		
Basic Computer Applications	X		
Personal Finance	X	X	
General Business	X		
Video Production I		X	
Video Production II		X	
Web Page Design and Development	X	X	
APPLIED ARTS			
Band	X	X	X
Dance	X	X	
Jazz Band	X	X	
Music Appreciation A	X	X	
Music Appreciation B	X	X	
Choir Concert	X	X	X
Introduction to Art	X	X	X
Intermediate Art	X	X	
Advanced Art	X	X	
AP Studio Art	X	X	
WORLD LANGUAGE			
French I - IV	X	X	
Spanish I - IV	X	X	X
Spanish Literature & Composition I	X	X	
Sign Language	X	X	
Mandarin Chinese	X	X	
LANGUAGE ARTS			
English 9	X	X	
Strengthening of Skills		X	
Honors English 9	X	X	
English 10	X	X	
Honors English 10	X	X	
English 11	X	X	
AP English Language 11	X	X	
English 12	X	X	
A.P. English Literature 12	X	X	
Creative Writing I	X	X	
Creative Writing II		X	
Speech	X	X	
Yearbook	X	X	
Applied Writing	X	X	
Mass Media and Communications	X		
Drama	X	X	
Humanities	X	X	
Journalism I - II	X	X	

WPS Courses Available	RHS	WPHS	Newhall
MATHEMATICS			
Pre-Algebra	X	X	X
Algebra I	X	X	X
Applied Mathematics	X	X	
SOS Algebra	X	X	
Geometry	X	X	
Algebra II	X	X	
Pre-Calculus	X	X	
AP Calculus	X	X	
AP Statistics	X	X	
PHYSICAL EDUCATION/HEALTH			
Physical Education 1	X	X	X
Physical Education 2	X	X	
Health	X	X	X
Lifetime Activities	X	X	
Strength and Conditioning I - VI	X	X	
Aerobics & Circuit Training I - II	X	X	
SCIENCE			
Integrated Science I			X
Biology	X	X	
Honors Biology	X	X	
A.P. Biology	X	X	
Chemistry	X	X	
Honors Chemistry	X	X	
A.P. Chemistry	X	X	
Ecology	X	X	
Environmental Science	X	X	
Anatomy and Physiology	X	X	
Physics	X	X	
SOCIAL STUDIES			
World History/Geography	X	X	
U.S. History/Geography	X	X	
A.P. U.S. History Part 1 and 2	X	X	
Civics (U.S. Government)	X	X	
A.P. Government (Civics) 12	X	X	
Economics	X	X	
Current Issues	X	X	
Psychology 11, 12	X	X	
A.P. Psychology	X	X	
Sociology	X	X	
Personal Psychology		X	

High School Credits from Middle School

Byron Center - Spanish I (ELE), Algebra (ALG), Geometry (GEO) and Integrated Science (SCI)

Godfrey Lee – Spanish I (ELE), Algebra (ALG)

Godwin Heights – Health (HTH), PE (PEH)

Grandville – Spanish I (ELE), French I (ELE), German I (ELE), Health (HTH), Algebra (ALG)

Kentwood, St. John’s, Vanguard and Vista – Algebra (ALG)

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

ENGLISH LANGUAGE LEARNERS PRE-ALGEBRA (YEIM)
(Two semesters - 1 MTH credit) (See page 33.)

ENGLISH LANGUAGE LEARNERS ALGEBRA (YEA)
(Two semesters - 1 ALG credit) (See page 33.)

ENGLISH LANGUAGE LEARNERS BIOLOGY (YDB)
(Two semesters - 1 Life BIO credit) (See page 36.)

ENGLISH LANGUAGE LEARNERS INTEGRATED SCIENCE I (YDIS)
(Two semesters - 1 SCI credit) (See page 36.)

ENGLISH LANGUAGE LEARNERS ENGLISH 9 (YBE9)
(Two semesters - 1 ENG credit)

This course emphasizes study skills and homework habits along with the subject matter of literature, grammar, and composition with a special emphasis on the needs of a second language learner. ELL Students will demonstrate proficiency in the reading and studying of literature, grammar, and composition. The study of literature incorporates an in-depth examination of its various forms: short story, drama, novel and poetry. Paragraph writing focuses on detailed support and sentence variety with subordination. Students must complete at least four writing projects per year including a research paper.

ENGLISH LANGUAGE LEARNERS ENGLISH 10 (YBE10)
(Two semesters - 1 ENG credit)

This course advances the study of literature, grammar and composition with a special emphasis on the needs of a second language learner. Literature is interpreted as it applies to the student's life. ELL Students will demonstrate proficiency in the reading and studying of literature, grammar, and composition. Composition includes technical, persuasive and creative writing. In addition, students must write a minimum of four multiple-paragraph compositions.

ENGLISH LANGUAGE LEARNERS ENGLISH I (YBE1)
(Two semesters - 1 ELE credit)

Students who have recently immigrated to the United States from many parts of the world develop proficiency in English. Based on a standardized state language assessment, the ELPA, students at the beginning level learn everyday vocabulary and sentence patterns which lead to appropriate communication in social and academic settings. Course components are listening, reading and writing with the most emphasis on listening and speaking.

ENGLISH LANGUAGE LEARNERS ENGLISH II (YBE2)
(Two semesters - 1 ELE credit)

Students who have recently immigrated to the United States from many parts of the world develop proficiency in English. Based on a standardized state language assessment, the ELPA, students at the low intermediate level continue to vocabulary, sentence structure and grammar usage which further improves communication in social and academic settings. Course components are listening, speaking, reading and writing with an emphasis on literature and developing sentences into paragraphs and paragraphs into essays.

ENG. LANGUAGE LEARNERS WORLD HISTORY/GEOGRAPHY (YWGC)
(Two semesters – 1 WHG credit) (See page 38.)

ENGLISH LANGUAGE LEARNERS ECONOMICS (YCE)
(One semester – ½ ECN credit) (See page 39.)

ENGLISH LANGUAGE LEARNERS GEOMETRY (YEG)
(Two semesters - 1 GEO credit) (See page 33.)

ENGLISH LANGUAGE LEARNERS CIVICS (GOVERNMENT) (YCG)
(One semester - ½ CIV credit) (See page 38.)

ENGLISH LANGUAGE LEARNERS U.S. HISTORY (YCUS)
(Two semesters - 1 USG credit) (See page 38.)

ENGLISH LANGUAGE LEARNERS STRENGTHENING OF SKILLS (YSOS)
(Two semesters – 1 ELE credit)

This course emphasizes reading, writing, vocabulary and academic learning strategies for students whose second language is English. This course focuses on improving ELL students' reading and writing skills allowing ELL students to become competent readers and writers. This course is limited to ELL students taking ELL English 9, ELL English 10 or to ELL students who are enrolled in mainstreamed English courses.

ENGLISH LANGUAGE LEARNERS CHEMISTRY (YDC)
(Two semesters – 1 CP credit) (See page 36.)

ENGLISH LANGUAGE LEARNERS ALGEBRA II (YEA2)
(Two semesters – 1 AII credit) (See page 33.)

APPLIED ARTS DEPARTMENT

BAND (Two semesters - 1 VPF credit) (JB)

The Band functions as a marching band during the fall, performing at school related games, festivals, and competitions. During the winter and spring, the band divides into the Wind Symphony and Symphonic Band, playing music at concerts, school functions, and small and large group festivals. Most performances are held at night or on Saturdays. During marching season and before special events, extra rehearsals are held on weekday evenings. Special rehearsals, activities, and performances are required for full credit.

DANCE (One semester - 1 VPF credit*) (MD)

This course is designed as a one semester course that provides students a foundation in dance. Students will begin to develop technical strength through the basic skills of folk-ethnic, square, contra, social, and aerobic dance movements. Learning the vocabulary of these dances as well as the principles and elements of each style is essential. The course will also focus on students' development of movement skills, cardiovascular endurance, strength, flexibility/balance, process sensory information, body awareness, dance history, genre, dance terminology, critical analysis/journal, personal creativity, choreographed movements and performances. (*Only 1/2 credit goes toward graduation credits.)

JAZZ BAND (Two semesters - 1 VPF credit) Prerequisite: Audition by director. (JJB)

The Jazz Band rehearses during the 0 hour and performs music in all genres of jazz. Students will gain valuable performance experience as well as opportunities for solo and group improvisation. Performances and activities are held after school, evenings, and Saturdays. Special rehearsals and performances are required to receive full credit.

MUSIC APPRECIATION A (One semester – ½ VPF credit) (JMAI)

This course will take an in-depth look at the music of our everyday lives, focusing on music as an expression of who we are. In this context, students will explore and understand music as it relates to categorical and geographical cultures. Students will take an active role not only as a consumer of music, but as a creator of their own music, having an understanding of basic musical elements.

MUSIC APPRECIATION B (One semester – ½ VPF credit) (JMAII)

This course will provide an overview of the progression of musical styles throughout history and the influence they have had on American music. Students will explore the meanings, stories, and messages in music, as well as the multiple uses of music in the context of media, events, religion, and political expression. Also, the class will discuss the impact of the advances of technology on how music is created and listened to, and how that will affect the future of music and music making.

CONCERT CHOIR (Two semesters – 1 VPF credit) (JCC)

Course content includes the study of basic music theory, sight-reading, and vocal technique at the beginning to intermediate level. Students experience choral literature taken from a wide range of styles. Opportunities for group and individual performances in a variety of vocal music settings are scheduled throughout the year. Participation in scheduled concerts, festivals, and special rehearsals is required for full credit.

INTRODUCTION TO ART (Two semesters - 1 VPF credit) (LAI)

In this course students will answer the questions; Where has art been? Where is art going? And how do I fit into the world of art? Through a broad investigation of the art from many diverse cultures students will engage in various art-making approaches. Students will be taught to examine and analyze ideas that artists have used from prehistoric times to the modern age. Students will be given the opportunity to explore both traditional and non-traditional art materials. Students are required to complete homework drawings in a sketchbook, to take tests, and to write about art as well as taking an exam at the end of the semester.

INTERMEDIATE ART (Two semesters - 1 VPF credit) (LA2)

Prerequisite: Completion of Intro to Art

Students will be introduced to the major events and movements that have proceeded and influenced contemporary art making. Students will learn about drawing and painting techniques, with a focus on the human form, multiple imaging, digital imaging and traditional and non-traditional handmade crafts. Over the course of this class students will gain practical understanding about the multitude of career opportunities in the visual arts. Students are required to complete homework drawings in a sketchbook, to take tests, and to write about art as well as taking an exam at the end of the semester.

ADVANCED ART (Two semesters - 1 VPF credit) Prereq: Completion of Intermediate Art (LA3)

Students will complete in-depth art works using a medley of media and ideas. Building upon the skills and knowledge gained in Introduction to Art and Intermediate Art students will focus on constructing the components of a successful art portfolio. Students will be given the opportunity to submit their portfolios for Advanced Placement Studio Credit from the College Board. Students will complete a series of weekly homework assignments and are required to participate in class critiques, individual assessments and a public art show.

AP STUDIO ART (Two semesters - 1 VPF credit) Prereq: Completion of Advanced Art (LA4)

Students will learn through formal and informal structured activities, the ability to understand and respond to a work of art. The student will learn about visual literacy where he/she observes, describes, analyzes, interprets, and makes judgments about art forms. Students will create and learn about art processes, art materials and techniques, and in assembling an art portfolio. Students will be given the opportunity to submit their portfolios for Advanced Placement Studio Credit from the College Board. Students will complete a series of weekly homework assignments every marking period and write art criticism reports. At the completion of each semester students will take an exam summarizing the skills learned that semester.

WEB PAGE DESIGN & DEVELOPMENT (Two semesters – 1 ELE credit) (GWEB)

can count as an Applied Arts credit (VPF)

Students will use software to design and create their own web pages. Students will learn and apply HTML code to create professional looking websites. The creation of a user-friendly and accessible website will be emphasized and other scripting techniques may be applied. Students will also explore Flash MX and Fireworks MX software to enhance web pages by designing, optimizing and integrating original web graphics and animation into their web pages. Students will also learn techniques to create applications within their web pages.

VIDEO PRODUCTION I (One semester – 1 VPF credit*) (IVP1)

Students will get an introduction to the history, careers, and job tasks involved in the video industry. These careers are found primarily in the Arts and Communications pathway and can be directly related to the video industry as a video editor, photographer, writer, marketing specialist, and on-air personality. The main topics to be explored are: research, writing, presentation, videotaping, video editing, and on camera interviewing and reporting. (*Only 1/2 credit goes toward graduation credits.)

VIDEO PRODUCTION II (One year – 1 ELE credit) (VPF) Prereq: Video Production I (IVP2)

Students will get working knowledge of jobs and tasks involved in video production. The students will begin working with audio mixing boards, studio cameras, studio lights, video mixers, microphones and computers. The students will be responsible for filming, editing and compilation of school sporting events, performances and news broadcasts. The main focus of this course will give the students a hands-on training to the art of video production and filming techniques.

BUSINESS & TECHNICAL EDUCATION DEPARTMENT

Students with computer skills may choose to take a placement test to test out of Basic Computer Applications. Passage of the test allows a student to take a higher-level course. No credit will be issued.

GENERAL BUSINESS (One semester – ½ ELE credit) (GGB)

Students will explore several topics, which will introduce the student to the exciting world of business and help the student become competent and efficient in managing their own personal business and financial affairs.

BASIC COMPUTER APPLICATIONS (One semester – ½ ELE credit) (GBA)

Students may receive credit from Davenport for this class.

Software: MicroType Pro, Microsoft Office Professional 2007, and Windows 2000 or XP Hardware: IBM compatible computers in networked labs. This is an introductory course designed for students who have limited computer skills and knowledge. Students learn and/or improve computer-keyboarding skills. Students create and edit documents using word processing, spreadsheets, presentation and graphic software. Students learn to integrate these applications to produce documents and presentations. Students complete Internet basics and learn to use the computer as a basic tool for all classes.

COMPUTER APPLICATION SPECIALIST (Two semesters – 1 ELE credit) (GAS)

Students may receive credit from GRCC or Davenport for this class.

Prerequisites: Successful performance on the Tech Competency test, or successful completion of Basic Computer Applications, and/or Teacher/Counselor approval, and good keyboarding skills.

Software: Microsoft Office Professional 2007 (Word, Excel, Access, PowerPoint), and Windows 2000 or XP. This course is a continuation of the basic computer class, but with added focus on practical application in the business world. Students will work on project-based activities typically found in areas such as Marketing, Human Resources, Business Management, Administration, etc. The skills taught in Word, Excel, Access and PowerPoint prepare students to obtain MOUS certification.*

*MOUS Certification is available after successful completion of the course through tests that measure proficiency and productivity. Certification in Microsoft application software helps individuals get better jobs through verifying their productivity with the various software. MOUS certification is recognized worldwide as proof of competency. Certification is available, at student expense, in all Microsoft Application programs or in individual programs.

ACCOUNTING (Two semesters - 1 ELE credit) - can count as a Math elective credit (MTH) (GACT1)

Students may receive credit from GRCC or Davenport for this class.

The two main objectives are to prepare students for employment in business and to give students a foundation for business administration programs offered at two- and four-year colleges. Students learn a working accounting vocabulary and learn to apply basic accounting principles to service and merchandising-type businesses using microcomputer applications.

ADVANCED ACCOUNTING (Two semesters - 1 ELE credit) (GACT2)

Prerequisite: Accounting

The problem and business simulation approach is used to refine basic accounting skills. Students apply basic accounting principles to problems dealing with partnerships and corporations using microcomputer applications.

ADVANCED BUSINESS (One semester – ½ ELE credit) (GAB)

Prerequisite: Foundations of Business

This course is an advanced business class with added focus on professional development, entrepreneurship, business processes and management skills. Students will apply material to current events through the use of technology.

ADVANCED TECHNOLOGY (One semester – ½ ELE credit) (GAT)

Prerequisite: Foundations of Technology

This course is an advanced computer class with added focus on information management, accessibility and advanced technology concepts. Students will create career-focused documents applicable to the ever-changing business and technology fields.

FOUNDATIONS OF BUSINESS (One semester – ½ ELE credit) (GFB)

Prerequisite: Foundations of Technology

Students will develop ethical, legal and financial skills that apply to the business world. Students will work on project-based activities typically found in areas such as marketing, Human Resources, Business Management, Administration, etc.

FOUNDATIONS OF TECHNOLOGY (One semester- ½ ELE credit) (GFT)

This course is a basic computer class with added focus on practical application in the business world. Students will work on project-based activities typically found in areas such as marketing, Human Resources, Business Management, Administration, etc. The skills taught in Word and Excel prepares students for employment.

PERSONAL FINANCE (Two semesters – 1 ELE credit) (GPF)

can count as Math elective credit (MTH)

Students learn what it takes to make wise financial decisions as a consumer, worker, and citizen. These financial decisions including managing checking/savings accounts, applying for car loans, handling credit, creating budgets, investing in markets, choosing insurance types based on need, and preparing tax forms. The student will also learn what it takes to live on their own in terms of renting an apartment, applying for home mortgages, and how to obtain and maintain a successful career. This course fulfills the fourth year requirement for math.

WEB PAGE DESIGN & DEVELOPMENT (Two semesters – 1 ELE credit) (GWEB)

can count as an Applied Arts credit (VPF)

Students will use software to design and create their own web pages. Students will learn and apply HTML code to create professional looking websites. The creation of a user-friendly and accessible website will be emphasized and other scripting techniques may be applied. Students will also explore Flash MX and Fireworks MX software to enhance web pages by designing, optimizing and integrating original web graphics and animation into their web pages. Students will also learn techniques to create applications within their web pages.

LANGUAGE ARTS DEPARTMENT

Students in the English department experience a solid integration of technology tools such as laptops and other multimedia devices. Each year in the required ninth through twelfth grade English courses students experience at least five hours of online learning experiences in the form of one or more of the following: online Timed Writings, online vocabulary reading and diction workshops, online research for research papers (such as data bases, web quests, etc.), online Moodle class work, and/or online Holt Elements of Literature experiences (such as text interaction, online quizzes, web-based literature connections, etc.).

ENGLISH 9 (Two semesters - 1 ENG credit) (BE9)

This course emphasizes study skills and homework habits along with the subject matter of literature, grammar and composition. The study of literature incorporates an in-depth examination of its various forms: short story, drama, novel and poetry. Paragraph writing focuses on detailed support and sentence variety with subordination. Students must complete at least four writing projects per year including research paper.

STRENGTHENING OF SKILLS (Two semesters – 1 ELE credit) (BSOS)

This course emphasizes organizational and study skills and is designed for students to improve their reading skills and provide the skills they need to become competent readers. In addition to reading, writing and critical thinking will also be taught. At RHS this class is known as **FUSION READING** and is a two-year course.

HONORS ENGLISH 9 (Two semesters - 1 ENG credit) (BE9P)

This course presents a challenging program to students who have demonstrated a proficiency in reading and writing. Comparative analysis and critical evaluation of literary works are used to improve thinking and listening skills. Grammar is studied with emphasis on the refinement of the student's writing style. Writing assignments stem from both literature and personal experience. Vocabulary exercises serve to prepare the student for college entrance testing. Students must complete at least four writing projects per year including a research paper. An "A" in 8th Grade English, and/or recommendation by an English teacher is suggested to take this course.

ENGLISH 10 (Two semesters - 1 ENG credit) (BE10)

This course advances the study of literature, grammar and composition. Literature is interpreted as it applies to the student's life. Composition includes technical, persuasive, and creative writing. In addition, students must write a minimum of four multiple-paragraph compositions.

HONORS ENGLISH 10 (Two semesters - 1 ENG credit) (BE10P)

This course offers students an opportunity to enhance critical thinking and writing. The students read unabridged world literature. Composition includes technical, persuasive, and creative writing. An "A" or "B" in A.P. English 9 or an "A" in regular English 9 and/or recommendation by the 9th grade English teacher are suggested to take this course.

ENGLISH 11 (Two semesters - 1 ENG credit) (BE11)

Students study American literature selected from the 16th century to the 21st century. Students advance their writing skills in creative, persuasive, and technical writing. A major paper is required each marking period.

AP ENGLISH LANGUAGE 11 (Two semesters - 1 ENG credit) (BE11P)

This course offers accelerated students an opportunity to further prepare themselves for the 12th grade Advanced Placement course. Students read unabridged American literature and improve their persuasive and analytical writing skills. An "A" or "B" in A.P. English 10 or an "A" in regular English 10 and/or recommendation by the 10th grade English teacher are suggested to take this course.

ENGLISH 12 (Two semesters - 1 ENG credit) (BE12)

Students study a variety of literature. In addition to some creative writing, students write about the literature and complete a research project. A major paper is required each marking period.

AP ENGLISH LITERATURE 12 (Two semesters - 1 ENG credit) (BE12P)

Students read a variety of novels, plays, essays, and poetry. The material studied is taken primarily from American and British writers. At the conclusion of the course, students have the opportunity of taking the English AP exam sponsored by the College Board Corporation in order to earn college credit. An "A" or "B" in all previous English courses or signatures by two English teachers is recommended.

CREATIVE WRITING I (One semester - ½ elective ELE credit) (BCW1)

This course is designed to develop the writing skills and style of students through a series of 18 writing workshops. Students write all forms of literature (e.g., short story, poetry, plays etc.), and read several texts and examples of writing as models. It is important that students who take this course enjoy writing imaginatively.

CREATIVE WRITING II (One semester – ½ elective ELE credit) (BCW2)

A continuation and advanced level of writing from Creative Writing I. This course focuses on adolescent literature and writing. It involves a substantial amount of reading as well as writing.

SPEECH (One semester – ½ ELE credit) (BSPE)

This course is designed to teach students to express themselves in several areas of oral communication: public speaking, oral reading, and group discussion. The study of logical and argumentative thinking is included in this class. In addition, speaking, listening, outlining, and communication skills are stressed.

YEARBOOK (Two semesters – 1 elective ELE credit) (BYB)

Prerequisite: Permission by instructor is required to take class.

This course is designed for students who wish to work on the production of the school yearbook. Advertising sales, photography, construction of page layouts, artwork and printing are all necessary for completing the production of the yearbook. Students must sell advertising and books to meet minimum quotas.

APPLIED WRITING (One semester – ½ ELE credit) (BWRI)

Students focus on learning the elements of analytical, creative, business, and technical writing. Applying the knowledge of process writing in connection with all three areas of writing is a priority. Students can expect to write a professional resume, analytical essays, short stories, and poetry, along with other types of writing assignments. In addition, students perform in cooperative groups for peer editing and/or critiques.

MASS MEDIA AND COMMUNICATIONS (One semester – ½ ELE credit) (BMM)

This course combines the interest in various media (television, advertising, films) and the importance of group dynamics. Students recognize elements of television programming and use this knowledge to differentiate between quality and weak broadcasting. Also, students analyze and criticize filmmaking. Students survey film history, major film genres, and the manipulative skills of advertising. In addition, students perform in group projects relating to films and television.

DRAMA (One semester – 1 VPF credit*) (BDRA)

This performance course offers students an opportunity to be involved with all aspects of theatre: pantomimes, improvisations, acting, directing, and performing scenes. In addition, students study the history of theatre, read plays by well-known writers, and analyze professional acting performances. (*Only 1/2 credit goes toward graduation credits.)

HUMANITIES (One semester – ½ ELE credit)**(BH)**Prerequisite: 9th and 10th grade English recommended

The purpose of this one semester course is to increase critical thinking skills through the study of humanities. This class will focus on the philosophy, music, literature, art, and film that demonstrate the ideas that contributed to the development of the western civilization and modern society. There is a strong emphasis on reading and writing in this class. A comprehensive research paper is required to pass this class.

JOURNALISM I (One semester – ½ ELE credit)**(BJ1)**

This course gives students the opportunity to write and design the school newspaper. Students publish the paper monthly, writing a variety of articles, including reviews, features, editorials, entertainment, and straightforward news and sports stories. Additional course work involves studying the role of the media in modern society.

JOURNALISM II (One semester – ½ ELE credit)**(BJ2)**

Prerequisite: Journalism I or permission of instructor.

Students continue to build on the skills learned in Journalism I. With an understanding of basic Journalism, they expand their skills writing in a variety of styles and genres. This class also places a stronger emphasis on editing skills. Students essentially become copy editors. Using critical thinking and previous knowledge of grammar, and students help one another improve as journalists. In addition, students expand their understanding of the role of the media in today's society. They critically breakdown who is delivering the news, and further determine how it affects their understanding of events around them.

MATHEMATICS DEPARTMENT

PRE-ALGEBRA (Two semesters - 1 MTH credit) (EPA)

Pre-Algebra make the transition from concrete arithmetic to abstract reasoning. Students will be introduced to linear relationships and patterns through visual and physical experiences. These experiences will lead to graphic, symbolic, numeric, and verbal interpretation of linear patterns. Provides the bridge from the abstract to the real world. A scientific calculator is recommended for this course.

ALGEBRA I (Two semesters – 1 ALG credit) (EAI)

Algebra I builds on the abstract thinking skills introduced in Pre-Algebra. Students will go from linear expressions to an in-depth study of linear relationships, other functions, and systems. This includes, but is not limited to recursive representations, bivariate data analysis, linear regression, and correlation. Visual understanding is enhanced using graphical representations and exploration. Graphing calculators are recommended for this course.

SOS ALGEBRA (Two semesters – 1 ELE credit) (ESA)

This course is a companion class to Algebra I. In it we reinforce basic mathematical skills as well as pre-teach and re-teach what students are currently covering in Algebra I. The goal of this class is to improve students' mathematical skills who have struggled in the past so they are capable of passing Algebra I and thus they can be successful in Geometry, Algebra II, and beyond. Students are given time to work on their algebra homework and get extra help. They also spend extra time reviewing for assessments. The student **must** possess a willingness to work and use their time wisely. We also work on the basic organizational habits such as using planners. This is an elective class that is credit/no credit and students must earn at least 80% in order to receive credit for the class. **This course is only for students who earned less than a C in Pre-Algebra and/or has teacher recommendation.**

GEOMETRY (Two semesters – 1 GEO credit) (EG)

Prerequisite: Algebra I

Geometry is a visual mathematics grounded in construction that differs from the abstract nature of Algebra. It reviews relationships between angles, triangles, quadrilaterals, circles, simple 3 dimensional shapes, classification and application properties of simple shapes, application of congruence, area, and volume. It extends to real world and spatial visualizations, right triangles and right triangle trigonometry, connections between transformation and linear functions, and coordinates geometry. Geometry requires the understanding of mathematical logic and reasoning as it applies to life and career.

ACCOUNTING (Two semesters - 1 ELE credit) - can count as a Math credit MTH (GACT1)

Students may receive credit from GRCC or Davenport for this class.

The two main objectives are to prepare students for employment in business and to give students a foundation for business administration programs offered at two- and four-year colleges. Students learn a working accounting vocabulary and learn to apply basic accounting principles to service and merchandising-type businesses using microcomputer applications.

ALGEBRA II (Two semesters – 1 AII credit or Four semesters – 1 MTH credit, 1 ELE credit) (EA2)

Prerequisite: Geometry

Algebra II begins by extending the concepts of functions such as linear, quadratic, polynomial, exponential, and logarithmic. The course then moves into rational and trigonometric functions. Students will explore the concepts of accuracy, error, sequences, and iteration in terms of numerical and logarithmic ideas. Conic sections are studied as a link between Algebra and Geometry. Further concepts include univariate and bivariate statistics, circular and triangular trigonometry, and cyclic events. Graphing calculators are highly recommended for this course.

PERSONAL FINANCE (Two semesters – 1 ELE credit) can count as MTH credit (GPF)

Students learn what it takes to make wise financial decisions as a consumer, worker, and citizen. These financial decisions including managing checking/savings accounts, applying for car loans, handling credit, creating budgets, investing in markets, choosing insurance types based on need, and preparing tax forms. The student will also learn what it takes to live on their own in terms of renting an apartment, applying for home mortgages, and how to obtain and maintain a successful career. This course fulfills the fourth year requirement for math.

PHYSICS (Two semesters - 1 CP credit) - can apply toward a MTH credit (DP)

Physics is the physical science that is concerned with the relationship between matter and energy. Students will discover the concepts of motion, light, and electricity. Since physics is a laboratory science, students will spend time in the laboratory where measurement and problem solving techniques will be presented. Mathematics is the language of physics, and an adequate preparation in algebra and geometry is essential to success in physics.

APPLIED MATH (Two semesters – 1 MTH credit) Prerequisite: Algebra II (EAM)

This advanced math course will expand on a number of mathematical concepts introduced in Algebra II. Topics will include trigonometry, probability & statistics, and discrete mathematics. In addition, students will spend time learning more practical applications of mathematics such as financial literacy and various problem solving. This course provides a fourth-year math option for those students who have taken Algebra II but do not intend on taking Pre-calculus.

PRE-CALCULUS (Two semesters – 1 MTH credit) Prerequisite: Algebra II (ESPC)

Pre-calculus is the preparation for calculus. The study of the topics, concepts, and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools such as vectors, matrices, and polar coordinates are introduced, with an eye toward modeling and solving real-world problems. Graphing calculators are highly recommended for this course.

AP CALCULUS (Two semesters – 1 MTH credit) Prerequisite: Pre-calculus (EAC)

Calculus consists of a full high school academic year that is comparable to a 1st semester calculus college course. The main focus will be topics in differential and integral calculus. It is expected that students who take Calculus will seek college credit, college placement, or both. Students will be taking the AP Calculus test at the completion of the course. There is a fee to take the AP exam. Graphing calculators are highly recommended for this course.

AP STATISTICS (Two semesters - 1 MTH credit) Prerequisite: Algebra II (EAS)

AP Statistics is a course built around four themes. The first explores data and the design of studies. Students compare univariate and bivariate data sets using graphical and numerical summary measures. Principles of data collection and study design aim to minimize bias and variability of resulting data. Second, probability models and their application are investigated using discrete probability distributions, conditional probability, Bayes' Theorem, and normal distribution. The third theme is statistical inference. Students learn the logic and terminology of confidence interval estimation and significance testing. These are applied to questions involving means and proportions, categorical data, and simple linear regression models. Last, model assessment teaches students to assess the validity of assumptions of the models and assess the effect of departures from model assumptions. Graphing calculators are highly recommended for this course.

PHYSICAL EDUCATION/HEALTH DEPARTMENT

PHYSICAL EDUCATION 1 (One semester – ½ PEH credit) (MPE)

PHYSICAL EDUCATION 2 (One semester – ½ PEH credit) (MPE2)

Physical education provides students with the knowledge, skills, fitness, and attitudes to lead a healthy lifestyle. Students who engage in health-enhancing physical activity are able to assess, achieve, and maintain fitness, make wise lifestyle choices, and exhibit appropriate personal-social character traits while participating in various physical activities. These activities will include team and individual activities, as well as aerobic activities each nine weeks. Two days a week will be devoted to fitness activities and fitness training. *(PE2 will offer different activities from PE1. Students may take either class or both.)*

HEALTH (One semester - ½ HTH credit) (MH)

Students acquire accurate health information and develop healthful attitudes and behavior patterns in order to live long, productive lives. Students learn the skills necessary to make responsible decisions and modify behaviors that promote healthy lifestyles. Health provides students with practical knowledge in the following areas: nutrition, tobacco, alcohol and other drugs, diseases, mental health and stress, human sexuality and AIDS education, and other health related issues.

LIFETIME ACTIVITIES (One semester - ½ ELE credit) (MLA)

Prerequisite: One semester credit of Physical Education.

Students receive in-depth instruction, and participate in lifetime sports including: indoor tennis, pickleball, badminton, eclipse ball, table tennis, frisbee golf, softball, bowling, karate, flag football, aerobics and cardiovascular fitness, along with other fitness activities. Two days a week will be devoted to fitness activities and fitness training.

STRENGTH AND CONDITIONING I-VI (One semester - ½ ELE credit) (MSC)

Prerequisite: One semester of Physical Education.

This is the Base Phase which introduces muscle and joint anatomy identification, safety, spotting, and orientation of weight room, proper lifting and operation of all equipment, introduction to flexibility, physical conditioning (running program), box squat and towel bench core lifts. BFS (Bigger, Faster, Stronger) core lifting will be increased by 5%. Each Strength and Conditioning level includes a higher phase and 5% growth in the BFS (Bigger, Faster, Stronger) core lifting as well as other expectations.

AEROBICS AND CIRCUIT TRAINING I (One semester – ½ ELE credit) (MAC1)

Prerequisite: One semester of PE.

Student will learn the foundations in a variety of aerobic and body toning exercises as well as the use of goal setting for physical fitness. The course will also focus on students' development of movement skills, cardiovascular endurance, strength, flexibility/balance, process sensory information, loss of excess body weight, body toning, and body awareness. This aerobic class will include regular Aerobics, Step Aerobics, Tae Bo, Yoga, Circuit Training, stretching exercises, jogging, and the use of weights.

AEROBICS AND CIRCUIT TRAINING II (One semester – ½ ELE credit) (MAC2)

Prerequisite: One semester of PE and Aerobics and Circuit Training I.

Student will learn advanced Aerobics and Circuit Training in a variety of aerobic and body toning exercises, as well as the use of goal setting for physical fitness learned in Aerobics I. The course will also focus on students' development of movement skills, cardiovascular endurance, strength, flexibility/balance, process sensory information, loss of excess body weight, body toning, and body awareness. This aerobic class will include advanced levels in the following areas: Aerobics, Step Aerobics, Tae Bo, Yoga, Circuit Training, stretching exercises, jogging, and the use of weights.

SCIENCE DEPARTMENT

* The following classes include a minimum of 5 hours of online learning experiences. Students will practice using technology tools including laptops or desktop computers and other multimedia devices. Students will use Moodle, Webquest, and virtual reality simulations and online fieldtrips.

INTEGRATED SCIENCE I (Two semesters -1 SCI credit) (DIS)

Integrated Science is a specialized class written to meet the Essential Standards defined in the Michigan High School Content Expectations (HSCE). The course is only offered at Newhall for one High School Credit, and it incorporates multiple science disciplines. Essential HSCE standards for Chemistry, Anatomy, Meteorology, Geology, Astronomy, Genetics and Physical Science combine to complete this well- rounded and rigorous course. This diverse approach is intended to develop a broad foundation and understanding of science concepts from which all students can confidently enter and successfully complete the remainder of their high school science courses.

BIOLOGY (Two semesters -1 BIO credit) (DB)

Biology is the study of living things. The course attempts to expose the students to a wide variety of life science areas through classroom and laboratory experiences. Subject areas include cell anatomy and physiology, genetics, microbiology, botany, invertebrate and vertebrate zoology, and ecosystems. Students will use skills in microscope use, calculators, and multimedia presentations.

HONORS BIOLOGY (Two semesters -1 BIO credit) (DHB)

Honors Biology is a faster pace, rigorous, and more in depth version of Biology. It is an advanced college preparatory lab science course designed to teach students the concepts and principles of biology and prepare students for advanced level courses (AP Biology). Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Students will learn about the scientific process, molecules and cells, cellular reproduction and genetics, evolution, microbiology, ecology, and the form and function of fungus, plants and invertebrate and vertebrate animals. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Biology.

A.P. BIOLOGY (Two semesters -1 SCI credit) (DAPB)

Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry

This course provides an in-depth look at all areas of biology. Students will often be responsible for several types of assignments at the same time. A summer assignment may be given to prospective students to be completed by the first day of class in September. Students will be preparing to take the A.P. Exam in Biology sponsored by the College Board Corporation.

CHEMISTRY (Two semesters – 1 CP credit) (DC)

Chemistry studies the nature of matter and its behavior in chemical and physical changes. Class-work includes lecture, problem solving and laboratory investigations. Course content includes describing and computing the mole concept, understanding atomic theory and identifying the activity of chemical reactions. Using the knowledge of the periodic chart, and laboratory examples, students learn to predict and explain chemical reactions. Because this course contains Algebra related concepts, a student who had difficulty in Algebra may wish to wait until they are in Advanced Algebra before taking this course.

HONORS CHEMISTRY (Two semesters – 1 CP credit) (DHC)

Honors Chemistry is a traditional approach to chemistry in which students will study the basic theories and concepts of chemistry. The intent is to prepare students to pursue chemistry on a more advanced level (AP Chemistry) and to prepare students for college science courses. Regular class periods will consist of lecture and problem-solving sessions and in laboratory work and discussion. Course content includes stoichiometry, the periodic table, each of the state of matter, atomic bonding, acids, bases and equilibria, solutions, electrochemistry, the elements, and an introduction to nuclear chemistry, organic chemistry and biochemistry. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Chemistry.

A.P. CHEMISTRY (Two semesters – 1 SCI credit) (DAPC)

Prerequisite: Chemistry or Honors Chemistry

This class is recommended for students interested in pursuing a career in either medicine, health, chemical engineering, nursing, physical therapy, of other fields of work directly related to the study of chemistry. The course will involve a rigorous schedule in order to accomplish the classroom and laboratory work. Areas of emphasis included: atomic theory, chemical bonding, nuclear chemistry, gases, liquids, solutions, and colligative properties, reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics. Students will be preparing for the A.P. Chemistry exam sponsored by the College Board. Students may receive college credit by college recommendation. Most colleges give credit to students who do well on the test. Physics is also recommended.

ECOLOGY (Two semesters – 1 SCI credit) (DE)

Students will investigate fundamental environmental issues through scientific inquiry and experience the basics of ecology and sustainable living through labs, activities, current articles from the media, and discussion. Study emphasizes the application of topics from earth science, biology, and chemistry. Students will acquire the insight and knowledge to better understand the complexities of environmental issues. Topics to be covered include: basic principles of ecology, population dynamics, energy flow through the biosphere, ecology of communities, and the exploration of various biomes, ocean ecosystems, and the atmosphere.

ENVIRONMENTAL SCIENCE (Two semesters – 1 SCI credit) (DENV)

The goal of this class is to provide an introduction to the most important and useful concepts in the study of the environment. Material is presented from an analytical and interdisciplinary perspective for which we view environmental issues in order to deal with them successfully. The goal of this class is to teach students how to think critically while learning and applying integrated scientific disciplines to contemporary environmental issues. Some of the areas covered will include: earth as a system, sustaining living resources, energy, water, air, and society's impact on the environment.

ANATOMY AND PHYSIOLOGY (Two semesters - 1 SCI credit) Prereq: Biology (DA)

Anatomy and Physiology is the study of structures and functions of the human body. The inner organs of the body are examined including cells, tissues, organs, organ systems, and how they are interrelated and work together as an entire organism. A laboratory dissection is included in this course. Microscopes and multimedia are used throughout the year.

PHYSICS (Two semesters - 1 CP credit) - can apply toward a MTH credit (DP)

Physics is the physical science that is concerned with the relationship between matter and energy. Students will discover the concepts of motion, light, and electricity. Since physics is a laboratory science, students will spend time in the laboratory where measurement and problem solving techniques will be presented. Mathematics is the language of physics, and an adequate preparation in algebra and geometry is essential to success in physics.

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY/GEOGRAPHY (Two semesters – 1 WHG credit) (CWH)

Upon completion of this course students will demonstrate proficiency in analyzing physical and cultural aspects of our world. Students study relationships and interdependence within and between local, national and global communities. Over time and in varying contexts, students construct an increasingly sophisticated geographic perspective.

U.S. HISTORY/GEOGRAPHY (Two semesters - 1 USG credit) (CUS)

Upon completion of U.S. History, students demonstrate knowledge, skill and values necessary to be life-long participants in American society. They investigate cultural diversity and recognize the worth and dignity of self and others. U.S. History will relate historical events and trends to present day situations and policies. Emphasis will be from the Civil War to the present.

A.P. U.S. HISTORY Part 1 and 2 (Two semesters -1 ELE credit) (CAPUS)

Prerequisite: U.S. History

This course is more demanding and challenging than the regular U.S. History course. Students should be self-motivated and self-directed learners. AP U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students' master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. Students should have a strong English background as they will be expected to respond to historical concepts and questions both orally and in written form. Students will be expected to keep up with the assigned readings on a daily basis as the course will move at a very fast pace. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.

CIVICS (U.S. GOVERNMENT) (One semester – ½ CIV credit) (CG)

Students learn to explain the necessity of government in the modern world, identify characteristics of democracy and describe how democracy differentiates from socialism and communism. Students will recognize that government in the United States is based on a defined set of core democratic values; students will be able to state how the government of the United States came into being and how we are protected by documents such as the Declaration of Independence and the Constitution. Students will explain the difference between the legislative, executive, and judicial branches of government. Students will relate these topics to current events.

A.P. GOVERNMENT (CIVICS) 12 (One semester – ½ CIV credit) (CAPG)

Students will learn the principles and processes of the American political and economic systems and the people and institutions that facilitate those systems. This will be accomplished through intense reading, discussion, participation in simulations and decision-making models along with writing. Specific focus will be on the Constitution, the Presidency, the Congress, the Courts, and the political and policy-making process as it is used by the leaders in the Federal Government. This course is designed for college-bound students and the course content and structure is designed to enable students to attain college credit for their efforts through the A.P. American Government Exam.

ECONOMICS (One semester – ½ ECN credit) (CE)

Economics stresses economic concepts, theory, and institutions of the United States and comparative economic systems. Students explain the major principles, demonstrate skills in every day economic situations, demonstrate an understanding of the Federal Reserve and fiscal policy, and demonstrate an understanding of the complexities of the global economy. In addition, students practice critical thinking concerning issues such as poverty, minimum wage, business-labor relations and taxation.

CURRENT ISSUES (One semester – ½ ELE credit) (CCI)

This course includes the examination of current issues at all levels; international, national, state, and local. Issues dealing with peace and security, environment, development, and human rights will be covered. A variety of techniques including individual and group research and presentations will be used to study these issues. This course involves a great deal of reading, including a weekly news magazine and local newspapers as a basis for many of the discussion topics.

PSYCHOLOGY 11, 12 (One semester – ½ ELE credit) (CPSY)

In this introductory course students study and understand the major movements and issues in psychology. There is major emphasis on the readings from the textbook, but students are also required to write a term paper. Participation in library research and classroom discussions is used in not only reinforcing textbook information but in helping students evaluate the various ideas of the major schools of psychology.

A.P. PSYCHOLOGY (Two semesters – 1 ELE credit) (CPSYP)

Prerequisite: Psychology - This class is only offered second semester because of the AP test. Students continue with the concepts and theorists learned in the first semester of psychology. Special emphasis is placed on the scientific method of research and examination of information. Students learn about sensation and perception, different types of intelligence and its measurement, lifespan development and memory. Concepts learned in the first psychology class are necessary for the taking of the advanced course. Preparation for students to take the Advanced Placement Test in psychology is emphasized. Fee to take the College Board Exam.

SOCIOLOGY (One semester – ½ ELE credit) (CSOC)

Students gain knowledge of society and a general awareness of the problems facing it today. Students understand that sociology is perspective, a way of looking at reality, rather than merely a body of accumulated research findings. Students develop a broad awareness of the origins of modern sociology which include industrialization, urbanization, and certain historical political developments.

PERSONAL PSYCHOLOGY (One semester – ½ ELE credit) (CPP)

This course will emphasize mental, emotional, and physical wellness. This course will outline how human behavior leads to success and/or failure. Using current research, students will learn how they can reach their potential and how to better understand others. Physical workouts will also be part of the course.

WORLD LANGUAGE DEPARTMENT

FRENCH I (Two semesters - 1 ELE/WLG credit) (FF1)

The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

FRENCH II (Two semesters - 1 ELE/WLG credit) (FF2)

Prerequisite: French I

Building on skills acquired in French I, students concentrate on the ability to communicate in target language. Students develop a more extensive vocabulary and a command of advanced verb tenses and sentence structure. Finally, students will compare and contrast target culture with that of our own and that of other French speaking countries.

FRENCH III (Two semesters - 1 ELE/WLG credit) (FF3)

Prerequisite: French II

Building on skills acquired in French I and II, students continue to concentrate on the ability to communicate in target language. Thematic units covering cultural topics such as Art, Geography, History, Music among others, and sophisticated grammar, verb tenses, and sentence structure will be the focus.

FRENCH IV (Two semesters - 1 ELE/WLG credit) (FF4)

Prerequisite: French III

Building on skills acquired in French I, II, III, students will integrate their skills in vocabulary, grammar and culture to read, write, listen and speak in a more advanced manner. Emphasis will be placed on composing original compositions and reading complex literature such as poetry, children's books, novels and classics.

SPANISH I (Two semesters - 1 ELE/WLG credit) (FS1)

The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

SPANISH II (Two semesters - 1 ELE/WLG credit) (FS2)

Prerequisite: Spanish I

Building on skills acquired in Spanish I, students concentrate on the ability to communicate in target language. Students develop a more extensive vocabulary and a command of advanced verb tenses and sentence structure. Finally, students will compare and contrast target culture with that of our own and that of other Spanish speaking countries.

SPANISH III (Two semesters - 1 ELE/WLG credit) (FS3)

Prerequisite: Spanish II

Building on skills acquired in Spanish I and II, students continue to concentrate on the ability to communicate in target language. Thematic units covering cultural topics such as Art, Geography, History, Music among others, and sophisticated grammar, verb tenses, and sentence structure will be the focus.

SPANISH IV (Two semesters - 1 ELE/WLG credit)**(FS4)**

Prerequisite: Spanish III

Building on skills acquired in Spanish I, II and III, students will integrate their skills in vocabulary, grammar and culture to read, write, listen and speak in a more advanced manner. Emphasis will be placed on composing original compositions and reading complex literature such as poetry, children's books, novels and classics.

SPANISH LIT & COMPOSITION I (Two semesters – 1 ELE/WLG credit)**(FSLI)**

Prerequisite: Spanish speaker and/or proficient in Spanish OR after completion of Spanish III with prior approval from the course instructor.

The course will use Spanish as the principle language of instruction, communication, and content. The primary goal of the class is to improve the students' literacy in Spanish. The class will focus on grammar, reading, writing, critical text analysis, vocabulary and academic language, as well as exploration of cultural issues. The class will use authentic Spanish literature and texts from various periods and genres. The strong emphasis on reading and writing will empower students to become not only bilingual (the ability to speak two languages), but also bi-literate (the ability to read and write in two languages).

SIGN LANGUAGE I (Two semesters – 1 ELE/WLG credit)**(FSLG)**

Develops skills for the student with a basic knowledge of ASL and cultural aspects of deafness. Focus is on the rules of grammar, idioms, vocabulary building, signing, and reading of signs.

SIGN LANGUAGE II – coming in fall of 2013**MANDARIN CHINESE (Two semesters – 1 ELE/WLG credit)****(FMC)**

The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

MANDARIN CHINESE – coming in fall of 2013

***Two years of the same language in consecutive years will be required beginning with the Class of 2016.**

SPECIAL EDUCATION DEPARTMENT

Special Education services are available at Rogers and Wyoming Park High Schools. The Individualized Educational Planning Committee determines the services. Except for the Cognitive Impairment (CI) and Regional Emotional Impairment (EI) program, all other services are available at either high school. The CI program is housed at Rogers High School, and the Regional EI and SEI programs are housed at Wyoming Park High School. Curriculum offerings vary dependent on student's needs.

Resource Room Courses

Special education teachers teach the Emotional Impairment/Learning Disabled (EI/LD) classes. Classes offer a general education curriculum designed to meet general education standards. Accommodations and adaptations are made according to the Individualized Education Program. In the resource program students could attend from one to five of their classes in resource courses.

Co-Taught Courses

Teams consisting of a special education teacher and a general education teacher teach classes in the general education curriculum. A variety of co-taught classes are offered each year based on student need.

School Social Worker

School Social Workers assist in developing programs for students with behavior, academic and/or emotional needs. The Individualized Educational Program Team determines whether social work services are appropriate.

School Psychologists

School Psychologists are trained to provide counseling, evaluate students, work with parents and develop programs for students.

Speech Therapy

Speech therapist services are available as determined by the Individualized Educational Program Team.

LIFE CENTERED CAREER EDUCATION (LCCE) COURSES

RHS Only

Special education teachers teach the Cognitively Impaired Categorical Program at Rogers High School. The curriculum is designed to teach students daily living skills, personal-social skills and occupational skills. We service a variety of students with many different disabilities, but our prime focus is on Cognitively Impaired students. Each student has the opportunity to be educated at a mastery level according to his/her ability level. When applicable, students can take team taught or general education classes. Students, who take classes in the Life Skills program, will receive a Certificate of Completion in order to be able to access other vocational oriented programs after completing Rogers High School. In order to achieve completion of courses, students must meet the requirements of the course, complete their goals and objectives, and be able to continue to work on their transition goals. This typically takes four years, but could take longer depending on the needs of the students. An IEP team will best determine the course of action for students. This program requires the commitment from staff, parents and the community.

Course Offerings

The following courses main focus are on preparing students for entering the world of work along with preparation of personal-social skills, and daily living skills. Course objectives and outcomes may change throughout the years as the needs of the students change. Courses are designed to be a year long, unless otherwise noted. Course objectives are also designed to be mastered within the school year but may be altered or extended depending on the needs of the student. Determination of classes will be based on the needs of the students as determined by their IEPC and their transition plan. Courses may not be offered each year.

Course Descriptions

LANGUAGE ARTS

CAREER PREPARATION ENGLISH (Two semesters – 1 credit) (SBCE)

Students in this course will learn about themselves in order to choose and plan for a career. The course focuses on career and self awareness, interest inventories, and how to find and secure a job. Students will be exposed students to the responsibilities they will face on a job.

LANGUAGE ARTS (Two semesters – 1 credit) (SBE1)

This class will consist of three focus areas: reading, reading comprehension and writing. Reading and writing are vital skills that students need to continue to work on to be successful in life.

BASIC WRITING SKILLS (Two semesters – 1 credit) (SBWS)

The course is designed to strengthen students writing skills. Vocabulary, spelling, creative writing, grammar, self-editing and checking will all be stressed.

LANGUAGE ARTS DE (Two semesters – 1 credit) (SBDE)

This course focuses on aspects of driver's education. Students will gain knowledge of traffic rules, safety, and the responsibilities of driving as a driver, passenger or pedestrian. This course is designed to prepare students to get their Temporary Instruction Permit (TIP) when they turn 18 years of age.

MATH

LIFE SKILLS MATH (Two semesters – 1 credit) (SELSM)

A comprehensive coverage of basic math skills needed for everyday living. Students will develop an understanding of earning and spending money, working with and using percents, interest, banking, and other skills needed for independent living.

CONSUMERS MATH (Two semesters – 1 credit) (SECM)

Students are presented basic math skills used in everyday situations- paying taxes, buying food, banking and investing, and managing a household. The course helps students become informed consumers. Calculators will be used in this class.

SCIENCE

SCIENCE (Two semesters – 1 credit) (SDS)

This course focuses on the study of living things. Students will be studying the structure and functions of the human body and how body systems interact. Plant life, weather, and ecology are also emphasized.

LIFE SKILLS (Two semesters – 1 credit) (SMLS)

This class will focus on basic cooking skills and the chemistry of cooking. Students will also discuss concepts relating to valuing themselves and others, communication skills, making better choices, team building, and dealing with stress.

SOCIAL STUDIES

U.S. GEOGRAPHY (Two semesters – 1 credit) (SCUG)

This course will concentrate on U.S. geography. Each of the fifty states will be covered to examine their unique attractions and cultural events.

GOVERNMENT/ECONOMICS (Two semesters – 1 credit) (SCGE)

Students will learn how our government is set up and functions, and what a citizen's part is in the governmental process. They will study all aspects of the Legislative, Executive, and Judicial branches. They will be encouraged to take an active role as citizens, to vote, and study the voting process. Students will also study current events.

FAMILY LIVING/PARENTING (Two semesters – 1 credit) (SMFLP)

In family living, students will focus on family life, their role in a family, and their future roles in a family. They will reflect on single living, married life and the challenges they will face. Human sexuality is also a part of this class. In parenting, students will learn the process of child development from conception to birth, the joys and responsibilities of parenting, and caring for and guiding children.

LIFE TIME ACTIVITIES/HEALTH

LIFETIME ACTIVITIES (Two semesters – 1 credit) (SMLTA)

This class promotes life-long recreational activities whether it is being physically active or leisure activities. It provides students with the knowledge, skills, fitness and attitudes necessary to lead a healthy lifestyle. Participation in Special Olympics is incorporated into this class.

HEALTH (Two semesters – 1 credit) (SMH)

This class will explore and develop concepts relating to the human body and good health. Students will explore ways to stay healthy and discuss what good health includes. Basic concepts include food, nutrition, proper hygiene, seeking help when needed, and first aid.

COMPUTERS

BASIC COMPUTER APPLICATION (Two semesters – 1 credit) (SIC)

Students learn and/or improve computer-keyboarding skills. They use IBM compatible computers in networked labs. Students create and edit documents using Word, Excel, and PowerPoint. Microsoft Publisher is also explored. Students will learn to appropriately explore the Internet. Students learn to use computers as a basic tool in all classes and prepare for using computers in the world of work.

PREVOCATIONAL AND VOCATIONAL EDUCATION

COMMUNITY BASED INSTRUCTION (2 hour course) (SVCB) (Two semesters – 2 credits)

Community work sites have been established to enable special education students the opportunity to develop work related behaviors and specific job skills. Students work directly with employees on various sites and will be assessed on work related behaviors. Transportation will be provided. Students and parents must complete paperwork before CBI will begin.

TRANSITIONS (SBT)

(Two semesters – 1 credit)

This course is designed for seniors who will be transitioning out of Rogers High School and into another vocationally oriented site. Students will become more independent and self-advocates as they transition to the next phase of their lives.

Offered at WPHS and RHS

VOCATIONAL TRAINING I (3 hour course) (Two semesters – 3 credits) (SVVT1)

This course utilizes Kent Transition Center to develop vocational skills.

Offered at WPHS and RHS

VOCATIONAL TRAINING II (3 hour course) (Two semesters – 3 credits) (SVVT2)

This course is an extension of the training students receive at Kent Transition Center by utilizing Worked Based Learning. It is managed by KTC and their staff. Students earn school credits when placed at a job site to learn work related skills such as communication, personal/social skills, job skills and much more.

Regional Emotionally Impaired Program

WPHS only

Wyoming Park High School offers a Region III program for students with an emotional impairment. Students follow a general education curriculum to meet general education standards, but the program is set up to specialize in emotional and behavioral issues as well as academics. Curriculum offerings vary from year to year depending on the student's needs. Their local school district and special education director refers students. Students must meet specific criteria for acceptance.

Course Descriptions

LIFE SKILLS MATH (Two semesters – 1 credit) (SRELM)

This course provides the student with the basic skills for life as an adult. It will cover topics such as earning a paycheck, banking, applying for loans and learning about interest.

ADVANCED LIFE SKILLS MATH (Two semesters – 1 credit) (SREAM)

Students will learn to make wise financial decisions as a consumer. Banking and financial skills include managing a checking, savings and credit card account. Life skills such as applying for loans, budgeting, home mortgages and other housing options are covered. Life Skills Math is NOT a prerequisite for Advance Life Skills Math.

ROBOTICS (One semester – ½ credit) (SR1R)

Using the Legos Mindstorm Robotics Intervention System 2.0, students will increase their skills in: following step-by-step directions, completion of tasks, familiarity of computers, higher order thinking, teamwork and interpersonal communication. The programmable microcomputer will act as the brain of the RCX robot through this computer software. The students will be challenged to build touch and light sensors and various other programmable movements.

REI ENGLISH (Two semesters – 1 credit) (SRBE)

This course is designed based on the individual needs of the students according to their Individual Education Plan (IEP). Skill development in the areas of reading and writing will be covered.

REI LIFE SKILLS (Two semesters – 1 credit) (SRLS)

This course is designed to meet students' individual needs according to the students IEP. Curriculum is designed to enhance skills for independent living, and transitioning from school to work.

Health page 35 (SRMH)

Biology page 36 (SRDB)

Environmental Science page 37 (SRDES)

U.S. History/Geography page 38 (SRCUS)

Civics (U.S. Government) page 38 (SRCG)

Economics page 39 (SRCE)

World History/Geography page 38 (SRCWH)

Foundations in Technology page 29 (SRGFT)

Sociology page 39 (SRCSOC)

Personal Psychology page 39 (SRCPSY)

Current Issues page 39 (SRCCI)

Resource Room Courses

Special education teachers teach the Emotional Impairment/Learning Disabled (EI/LD) classes. Classes offer a general education curriculum designed to meet general education standards. Accommodations and adaptations are made according to the Individualized Education Program. In the resource program students could attend from one to five of their classes in resource courses.

English 9 page 30	(SLB9)
English 10 page 30	(SLB10)
English 11 page 30	(SLB11)
English 12 page 31	(SLB12)
Environmental Science page 37	(SLDES)
Biology page 36	(SLDB)
Civics (U.S. Government) page 38	(SLCG)
World History/Geography page 38	(SLCUS)
Economics page 39	(SLCE)

WYOMING PUBLIC SCHOOLS

COMPLAINT PROCEDURES FOR NONDISCRIMINATION

Section I

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District's Civil Rights Coordinator.

Matt Lewis, Director of Human Resources
Wyoming Public Schools
3575 Gladiola Avenue SW
Wyoming, Michigan 49519

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: <http://www.ed.gov/ocr>.

Section II

A person who believes s/he has a valid basis for a complaint, may discuss the matter informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the informal procedures do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

Step 1 - Investigation by the District Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint with the District Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall interview any witnesses and review other evidence provided by the complainant. The investigation shall be completed within ten (10) business days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.

Step 2 - If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of receiving the written appeal.

Step 3 - If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

The complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a Complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The Civil Rights Coordinator will provide a copy of the District's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

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

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws. Revised 5/19/10