The mission of Bloomfield Hills High School is to empower students to become lifelong-learners and equip with the skills needed for success in a global society. This mission is supported by our four cornerstones.
Bloomfield Hills High School and Model Center

4200 Andover Rd.
Bloomfield Hills, Michigan 48302
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www.bloomfield.org/bhhs

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General Information

This collection of high school course descriptions has been compiled as an aid to students and families in selecting among possible alternatives for the preliminary high school course of study plan. Actual school programs and schedule of classes should be made in light of each student's background interests, aptitude, and aspirations. Final decisions should involve student, parent, teachers, and counselor.

Nondiscrimination

It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Jen Perrone, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5415. Direct all other inquiries related to discrimination to: Kelly Bohl, Assistant Superintendent for Human Resources and Labor Relations, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5425.

The Importance of Course Selection

During the second semester of each school year many plans and procedures are instituted in preparation for the following year. None is of greater importance nor has farther-reaching implications than scheduling. From student course selections, the number and size of classes offered are determined, teachers are hired, and budget allocations made.

**PARENTS AND STUDENTS MUST THEREFORE EXERCISE CAREFUL PLANNING PRIOR TO MAKING COURSE SELECTIONS.**

Each student is asked to review this booklet thoroughly and to consult with his/her counselor on special problems or concerns in arriving at final decisions. Once these decisions are made, the course selection sheet must be signed by both student and parent and returned to the counselor. Once submitted, the course selection sheet constitutes the basis for all further planning. Subsequent changes in course selections will be discouraged.
# Graduation Requirements

Effective for the class of 2022 and beyond

<table>
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<tr>
<th>CONTENT AREA</th>
<th>CREDITS NEEDED</th>
<th>EXPLANATION OF CREDITS</th>
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<tbody>
<tr>
<td>English</td>
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| Math                          | 4              | Credits must include: Algebra I, Geometry, and Algebra II  
1 math course must be taken during the senior year. |
| Science                       | 3              | 1 credit of Biology  
1 credit of Chemistry  
1 credit of Physics |
| Social Studies                | 3              | 1 credit of World History & Geography  
1 credit of U.S. History & Geography  
0.5 credit in Civics  
0.5 credit in Economics |
| Health & Physical Education   | 2              | 0.5 credit in Health Education  
1.5 elective credit |
| Visual, Performing and Applied Arts | 1    | 1 credit in Visual, Performing or Applied Arts |
| World Languages               | 2              | 2 credits of World Language                                                         |
| Additional Credits            | 9 to 11        | Note: "additional" will specify content areas  
(e.g. Math, English, Visual Arts, general elective, etc) |

Advisory                        |                | All students are required to pass advisory each semester they are enrolled.            |

Technical Competency            |                | All students must take one computer-based course during grades 9-12  
(This requirement may be met by courses identified in most content areas). |

Online Learning Experience      |                | All students must have an online learning experience before graduation.  
(This requirement can be satisfied by experiences within a regular course). |

Community Service               |                | 40 hours: Please see explanation in course description book.  
Starting with Class of 2020: Minimum one Service As Action experience per year |

State of Michigan Assessment    |                | ALL JUNIORS ARE REQUIRED TO TAKE THE STATE-REQUIRED ASSESSMENT PRIOR TO GRADUATION. |

Middle Years Programme Personal Project | | ALL SOPHOMORES ARE REQUIRED TO COMPLETE THE MYP PERSONAL PROJECT. |

**TOTAL CREDITS REQUIRED** 28
Additional Information

Course Selections
Grade levels at which courses may be taken are indicated with each course description. One-credit courses are usually full-year/two-semester courses. One-half credit courses are usually single-semester courses.

Report Cards
Bloomfield Hills High School schedules courses on a two-semester system. Each semester is in session for 20 weeks. Grades received at the conclusion of the first semester are final and become part of the student's permanent scholastic record. Academic reports are available on MISTAR or can be requested through the records office.

Bloomfield Hills High School weights grades for all International Baccalaureate(IB) and Advanced Placement(AP) courses. These courses have an increased value of 1.0 over normal grading scale for grades A through D. BHHS transcripts will display both the unweighted grade point average as well as the weighted grade point average. For school based programming, unweighted grade point averages will be used, such as calculations toward National Honor Society eligibility. This policy will only impact grades earned from the 2017/2018 school year forward and is not retroactive.

This policy was designed to support students for the competitive post-secondary scholarships.

Progress Reports
Progress Reports are available on MISTAR Parent Connect at the midpoint of each marking period to identify students doing below-average work or who may fail. A report may also indicate that the student is improving or doing satisfactory work.

Summer School
Students who wish to make up deficiencies in credit, replace a grade from a previously taken class, desire to earn additional credits, or who wish to take courses for enrichment, may enroll and attend summer school. Credits earned will become part of the high school transcript for any student who completes courses beginning the summer after 8th grade is completed.

Importance of Course Selection
This catalog of high school courses is offered as an aid to students and families in making course selections for the student’s schedule. The student's past record, aptitude, interest, and future plans should be considered in the final decisions involving the mutual agreement of student, parent, and counselor.

During the second term of each school year, many plans and procedures are instituted in preparation for the following year. None is of greater importance nor has more far reaching implications than scheduling. From student course selections, the number of classes and staffing are determined, and budget allocations are made. It is very important that both parents and students, prior to making course selections, must exercise careful post-secondary career planning. Before the course selection begins, parents and students should discuss goals after graduation. Even if a student’s post-secondary goals change, the process of long-term planning is an extremely important one. Once goals have been discussed, the student’s education developmental plan (EDP) should align with his or her career pathway.

The counselor will provide all materials and offer advice prior to the announced deadline. Each student is asked to review this catalog thoroughly and consult with his/her parents, teachers, and counselor on special problems or concerns in arriving at final decisions. The course selection sheet must be signed by both student and parent, then returned to the counselor. Having been submitted, the selection sheet constitutes the basis for all further planning.

Unfortunately, if too few students select a particular course, it may be canceled. Some courses may not be offered every year. Please make decisions thoughtfully and carefully. Opportunities are limited for making adjustments to the computer generated student schedule, which is issued during registration prior to the
start of the school year.

**Level Changes**

Students are encouraged to select their courses carefully. Once school is in session, students may not make any schedule changes after the 5th week of school.

**Advanced Courses**

Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses are intended for students who are interested in challenging themselves in the subject area.

Students and parents should be aware that grade transcripts prepared for colleges and universities specifically identify honors, advanced placement, and IB courses. Many admitting offices take into account the comparative difficulty of completed honors courses, although there is no guarantee that individual institutions will make such allowances.

**Pass/Fail**

Students at all four grade levels may select a pass/fail grade report for one subject each semester. The student must have written permission from parent, teacher, and counselor and apply within the first ten weeks of the semester. The student may decide to drop the pass/fail option in favor of a letter grade, but he/she must do so by the 17th week (or three weeks before the semester ends). *Please note that there may be implications regarding college admissions by selecting this option.*

**Virtual Learning**

Under Section 21f of the State School Aid Act, students in grades 6-12 may elect to take up to two online courses during each semester. Students who plan to take online courses during the 2019-2020 school year must identify their interest on their course selection sheet and work with their counselor to make appropriate selections.

The deadline for completing the 21f authorization form: [http://www.bloomfield.org/data/files/gallery/ContentGallery/Virtual_Learning_authorization_form.pdf](http://www.bloomfield.org/data/files/gallery/ContentGallery/Virtual_Learning_authorization_form.pdf) in order to be enrolled into an online course is March 13, 2019 for both first and second semester courses.

Student enrollment in online courses will not be granted in the fall or winter. Online course offerings can be reviewed on the Statewide Catalog of Online Courses: [micourses.org](http://www.micourses.org). The following link provides a Parent Guide to Online Learning: [http://www.mivu.org/Portals/0/1_GD_Parent2013_Feb14.pdf](http://www.mivu.org/Portals/0/1_GD_Parent2013_Feb14.pdf)

**Postsecondary Enrollment Options Act/Dual Enrollment**

Under the provisions of the Postsecondary Enrollment Options Act, high school students who desire to pursue course work beyond the scope of the local high school curriculum, and who have qualifying scores in either the PSAT, SAT or the ACT tests, may enroll in college courses while in high school.
Naviance Student by Naviance

Naviance Student by Naviance is a comprehensive college planning website that students and parents can use to make plans about colleges and careers. Naviance Student is linked with Naviance, a service used in the counseling office to track and analyze data about college and career plans, so it provides up-to-date information that is specific to Bloomfield Hills High School. Naviance Student allows students to:

- **Get involved in the planning and advising process** – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers.
- **Research colleges** – Compare GPA and standardized test scores with national admissions data.
- **Research careers** – Research hundreds of careers and career clusters, and take career assessments.
- **Create plans for the future** – Create goals and to-do lists, and complete tasks assigned by the school to better prepare your student for future college and career goals.
Bloomfield Hills Schools Middle Years Programme

Although the Middle Years Programme is intended to be an inclusive program for all students, there are some fundamental requirements a student must meet by the end of tenth grade to qualify for a Bloomfield Hills Schools Middle Years Programme Certificate of Recognition.

- Students must satisfactorily complete a minimum of two semesters of MYP-approved classes in each of the eight required MYP subject areas.
- To meet the holistic and interdisciplinary components of the MYP, students may not apply course work from Model High School, Bowers Academy, or course work from any other institution toward the fulfillment of MYP requirements.
- The eight required MYP subject areas are Language and Literature (English), Mathematics, Sciences, Individuals and Societies (Social Studies), Physical Education and Health, Arts (Visual or Performing Arts), Design (Business and Engineering), and Language Acquisition (World Languages).
- In addition to MYP course work, students who desire to qualify for a BHS-MYP Certificate of Recognition must also satisfactorily complete a Personal Project by the conclusion of tenth grade.

The IB Diploma Programme

The IB Diploma Programme is designed as an academically demanding and diverse educational programme that prepares students for academic success in college. The programme takes place over the course of the 11th and 12th grades and is recognized by many colleges and universities throughout the world. This inclusive programme will give students the opportunity to participate in a wide array of educational opportunities, as well as participate in athletic and co-curricular activities.

IB Diploma Programme students will gain a global perspective which will enhance their appreciation and understanding of the world and their place in it. IB students may earn college credit for tests they take as part of the IB program.

In order to adequately prepare students for the IB curriculum in their junior and senior years, it is strongly recommended that students begin their freshman year in specific courses.

Please refer to the IB Diploma Programme chart on the BHHS website at: www.bloomfield.org/ib for specific information regarding the IB Diploma Programme and 9th grade course selections and preparedness for the IB curriculum.
Courses to Meet College Entrance Requirements

Four-Year Colleges and Universities
It is strongly recommended that students preparing for admission to four-year colleges and universities earn the following credits in senior high school. *Consult the websites of colleges you have an interest in for recommendations and requirements, as they may vary greatly from one school to another.*

Four credits of English

Three or four credits of Social Studies

Four credits of Mathematics

Three to four credits of Science

World (Foreign) Language

Other College Considerations
The admissions decision is based on all available evidence concerning a student - the rigor of his/her high school program, grades, test scores, recommendations, citizenship record, and the appropriateness of the applicant’s proposed field of study in relation to his/her apparent abilities and interests. In determining grade point averages, some four-year colleges use only those grades earned in academic subjects, i.e., English, math, science, social studies, and world (foreign) language.

Colleges request that students take a college entrance examination either at the end of their junior year or at the beginning of their senior year. The two most frequently used tests are Scholastic Aptitude Test (SAT), of the College Entrance Examination Board, and the American College Test (ACT). Student may retake these tests.

Two-Year Colleges
Community colleges, such as Oakland Community College, usually admit students without regard to a specific course pattern. However, if a student anticipates transferring to a four-year college or university, his/her high school program should be planned to prepare for successful completion in the chosen program.

Students enrolling in a community college may be completing a two-year general education or a pre-professional program with the intention of transferring to a four-year institution, or they may be completing one of the excellent technical or business career programs.

Some factors that students and parents might investigate are the maturity of the student, the opportunity to explore career goals, specialized vocational training, and cost.
Service as Action:
New Community Service Framework for Class of 2020 and beyond

The graduation requirement for Class of 2020 and beyond will be to have at least one Service as Action experience per year (minimum of four total). As part of the process, students will submit their information detailing their experience in a Google Form that is available on the Community Service page for Bloomfield Hills High School. This form gives the student the opportunity to detail the service experience, include total number of hours, provide a reflection and a supervisor name with contact number.

Detailed information, including FAQs and the Service as Action Google form, can be found on our Community Service webpage.
Early Completion of High School Credits

If a student indicates an interest in completing high school at the end of the first semester of his/her senior year, a set of procedures and requirements must be followed so that an orderly transition can be accomplished.

The first step is to receive the written request from the student's parent or legal guardian permitting the building administrator to begin the early graduation process. The following conditions must be met in order for the student to terminate his/her attendance prior to graduation and still receive a diploma at the regular commencement exercises in June:

- A minimum of 11 credits must be taken during the junior and senior year.
- All requirements are completed prior to the termination of school attendance.
- Parent or legal guardian requests in writing to the principal that the student be allowed to leave school for enrollment in college or full-time employment.
- Student's counselor certifies, in writing, that the minimum graduation requirements (see pages 5 & 6) have been met and that it is his/her recommendation that the student be permitted to complete high school at the end of the first term of the student's senior year.
- Principal reviews the parent's request, the student's school record, and the counselor's recommendation approving or denying the request for early high school completion. Approval is subject to the student having completed the credit requirement.
- No student will be permitted early completion of high school credits prior to his/her seventh semester in a District high school.
- The successful completion of two (2) credits (four [4] semester classes of work) in a fully accredited, two or four year institution of higher education or out-of-district high school may be applied toward the early high school completion.
- Students are expected to participate in graduation exercises and to receive their diplomas at the annual commencement exercises for the school. The building principal must approve any exceptions.
- Credits earned in Summer School, Adult Education, or online classes, may not contribute toward early graduation from high school (Policy 5204.3).

The above information should be completed on or before the first week in November of the student's senior year. Exceptions may be made by the high school principal.
DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 4 years
- **MATH** (Algebra I or higher): 3 years
- **NATURAL/PHYSICAL SCIENCE** (including one year of lab, if offered): 2 years
- **ADDITIONAL** (English, math, or natural/physical science): 1 year
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES** (any must be a foreign language or comparative religion/philosophy): 4 years

**Full Qualifier**
- Complete 16 core courses.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

**Academic Redshirt**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

**Full Qualifier**
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

**Academic Redshirt**
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier**
College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students**: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will NOT be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board’s website.

### Division I Full Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.750</td>
<td>810</td>
<td>720</td>
<td>59</td>
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<tr>
<td>2.725</td>
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*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.
2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 3 years
- **MATH (Algebra I or higher)**: 2 years
- **NATURAL/PHYSICAL SCIENCE** (including one year of lab, if offered): 2 years
- **ADDITIONAL** (English, math, or natural/physical science): 3 years
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES** (Any area listed to the left, foreign language or comparative religion/philosophy): 4 years

Full Qualifier
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:
College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
# Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click [here](#) to visit the College Board's website.

## Division II Full Qualifier Sliding Scale

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<th>New SAT*</th>
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## Division II Partial Qualifier Sliding Scale

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*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.
BUSINESS

28420  
CAPSTONE/CAREER INTERNSHIP  
This course is designed to provide students with a planned program of job training and other employment experiences related to the students postsecondary career and employment goals. It allows students the opportunity to consolidate and apply the learning from their high school coursework into a meaningful and relevant on-the-job experience. The course includes classroom based instruction in conjunction with an approved internship. The course curriculum is designed around national, state, and industry job skills, training and objectives. The job training experience is coordinated and monitored by the school through a contract with an employer/organization. Internships may vary in length based upon the opportunities for students. Students must be in good academic standing for graduation in order to enroll. This course may be repeated for credit and internships may vary in length including up to a 4 period off campus experience.

28106  
CIVIL, CRIMINAL AND CONTRACT LAW  
This course provides students with detailed information around engaging legal topics including constitutional law, civil law, criminal law, juvenile law, family law and contract law.

28161  
DIGITAL APPLICATIONS  
Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. Students enrolled in Digital Applications will utilize tools such as Google Apps, Google Docs, and Google Drive. Students will also explore the advanced functions of Microsoft Office which will include Word, Excel, Access, and PowerPoint. During this semester long course, students will advance their knowledge of digital collaboration, digital presentation, and develop a professional learning network and continue to grow their digital footprint.

28100  
FINANCE AND INVESTING  
Through this one semester course, your role as a student, consumer, employee, and active participant in the business world are explored. Discovering new ways to maximize your earning potential and developing strategies for managing your resources will allow you to build the foundation for effective personal financial management. The course provides students with strategies and steps to achieve financial success through investing. The goal is to seek maximum financial return from your money. Major emphasis includes stocks, bonds, mutual funds, savings accounts, credit, and tax implications. Research tools such as the National Association of Investors Corporation (NAIC), Morningstar, and numerous financial websites are utilized.
GAMIFICATION WITH JAVA
Offered 2nd Semester Only – This class introduces the object oriented programming language in Java. Java will be introduced through student created gaming following the typical elements of Gamification (i.e. animation, competition with others, point scoring, and rules of play).

28110 10, 11, 12 .5 credit

INTRODUCTION TO BUSINESS
This course acquaints students with the role of business among producers, consumers, and government in American society. Topics may include economics, banking, credit, management, consumerism, and career planning. Technology may be used in many of the hands-on projects.

28160 9, 10 .5 credit

LIVING IN A DIGITAL WORLD
This course focuses on the innovative use of 21st century technology. Students will explore and experience Web 1.0, 2.0 and 3.0 tools to assist them in their educational and personal environment (including assessing the opportunities and potential issues with the use of technology). The course focuses on ever-changing technologies using real projects in the real world, resulting in real learning. Topic areas include, but are not limited to virtual communities; collaboration within a digital learning space; decision-making & problem-solving; evaluation skills for tools, resources, and research; digital footprint; fundamentals of web applications and resources; and digital citizenship.

28200 10, 11, 12 .5 credit

MARKETING - SPECIAL EVENTS
This course is intended for students who have an interest in sports, entertainment, and event marketing. Emphasis is placed on the following topics: economics of marketing, categories of sports, pricing and strategies, branding, licensing, planning and promoting, sports marketing careers, promotional mix, and entertainment marketing plan. Skills in communications and mathematics are reinforced in this course.

23740 10, 11, 12 .5 credit

PRINCIPLES OF WEB DESIGN
By the end of this course students will be comfortable creating, coding and posting basic HTML and CSS files to the Internet. Equipped with a historical understanding of the web's evolution and key industry-standard design guidelines to ensure strong online presentation, students will have a foundational knowledge of website creation and apply it to the planning, design and development of their own web page over the course of the semester.
COMMUNICATION/DRAMATIC ARTS

COMMUNICATION ARTS

21402 9, 10, 11, 12 .5 credit
COMMUNICATION: SPEECH AND DEBATE
This public speaking course combines the traditional speech and debate classes into one comprehensive course. The speech component of the course emphasizes outlining, speech writing, vocal delivery skills and physical delivery skills. The debate component of the course will focus on the fundamentals of argumentation, debate, reasoning, and logic by researching topics of national and international significance and participate various debate styles. An important goal is to help the student develop self-confidence while speaking in front of a group. Each semester will contain a variety of different styles and techniques of speech and debate skills.

21405 9, 10, 11, 12 .5* credit
FORENSICS
Forensics is an umbrella term that we use to include a variety of individual and small group speaking and interpretation performances. This class is co-curricular and can include participation on the competitive Forensics team in the winter and spring. The competitive aspects of forensics include the following kinds of speeches: informative, persuasive, impromptu, extemporaneous, sales, broadcast, poetry, prose, dramatic, storytelling, duo, multiple, original interpretation and pentathlon. *This course may be re-elected for additional credit.

28900 9, 10, 11, 12 .5 credit
INTRODUCTION TO BROADCASTING
This course is intended to prepare students for WBFH staff and/or Composing Digital Narratives and Production. Students will be introduced to the basics of broadcast media in this course. Through creation of both radio and video/television products, students will gain an understanding of broadcast media through pre-produced and live content. Students will understand how audience, purpose and message differ when delivering content through different media. Students will also practice both pre-planned and extemporaneous speaking. Additionally, students will learn the video and audio elements of a production through the use of remote and studio equipment. Finally, students will hone their communication and technology skills through the use of industry standard editing and production software programs and equipment to convey compelling and ethically sound information.

21603 10, 11, 12 1* credit
NEWSPAPER
This course is a practicum that allows the student to apply journalism skills to the actual production of the school newspaper: The class includes news, feature, editorial, and sports writing, in addition to photography, page design, and advertising sales and production. This is a full-year course where students may work up to editorial positions based on experience, ability, and leadership. *This course may be re-elected for additional credit.

28901 10, 11, 12 .5* credit
WBFH STAFF
Students may apply to be on the staff after taking Introduction to Broadcasting. The WBFH Station Manager
selects the WBFH staff and enrollment is limited. Staff students are scheduled for one class hour per day to the radio station and must be available for additional time after school as required by the staff. The student will gain actual hands-on experience in many aspects of radio broadcasting while on-the-air on the school district’s FM radio station. *This course may be re-elected for additional credit.*

21604  
YEARBOOK  
This course provides a unique classroom experience where students learn the fundamentals of yearbook production, including page design, copywriting, photo editing, advertising sales, public relations, and management. This is a full-year course with publication of the school yearbook. *This course may be re-elected for additional credit.*

**DRAMATIC ARTS**

21101  
ACTING  
9, 10, 11, 12  .5* credit  
This survey course is intended for students interested in acting. Instruction emphasizes audition skills, preparing monologues, scene work, and characterization. A “learn-by-doing” approach is used. This course is for students who have not had acting class at BHHS and is open to all grade levels.

21107  
ACTING 2  
10, 11, 12  .5* credit  
This in-depth course is intended for students to increase their interest in acting. Acting 2 extends skills from Acting (audition skills, preparing monologues, scene work and characterization), and includes advanced content including scenes and scene development, improvisation, musical theatre, and theatre history.

21108  
ACTING 3  
11, 12  .5* credit  
Students involved in this class will audition, rehearse, direct and perform for educational and cultural opportunities both at BHHS and within the state. Competitions may be included. Acting 3 is advanced theatre production which will be a culmination and extension of concepts and ideas developed in the Act 1 and 2 courses. Students will apply and evaluate their skills that they have learned as it applies to creating an actual theatre performance. Students will be involved in script analysis, design considerations, construction of a set, designing and creating costumes and make-up, directing and rehearsal of a play, all of the technical considerations (lights, sound, special effects) of theatre production, performance for a panel of evaluators (theatre professionals and university professors) and performance for peer audiences.

27502  
MUSICAL THEATRE  
10, 11, 12  .5* credit  
This is a course that examines the world of musical theatre. Each of the three elements of musical theatre—acting, singing, and dancing, will be studied and performed. A brief unit of the history of the musical theatre in America will precede basic acting (improvisation, character development), singing (legitimate vs. stage), and dancing skills (material from the show under study). Students will learn how to prepare a resume and
how to audition. Study will culminate in an abbreviated performance of a musical. This class is open to all students and no prior experience is necessary. This course will be team taught by representatives from the drama and vocal departments. *May be repeated for additional credit.

27505      9, 10, 11, 12      .5 credit
THEATRE PRODUCTION
This course will provide students with an opportunity to explore and learn the process of mounting a theatrical production from start to finish. Production responsibilities will include building scenery, sound, lighting, costumes, props and stage management, marketing, playbill design, and house management. In a workshop atmosphere, students will work on the main stage productions.
DEAF AND HARD OF HEARING

These course offerings are for students enrolled in the Deaf and Hard of Hearing Program. Contact Jen Perrone, Supervisor of the Deaf and Hard of Hearing Program at 248.341.7175. TTY: 248.339.4897

DHH - ELECTIVES

29642 9, 10, 11, 12 1 credit
ACADEMIC REINFORCEMENT
This course is designed to provide classroom support for DHH students in either general education or DHH courses. The AR teacher maintains contact with the student’s teachers. The student must come prepared to work on assignments and be knowledgeable of their grades and progress. The AR teacher may assign work to strengthen academic weaknesses in the student.

29597 9, 10, 11, 12 1 credit
TRANSITIONS
This course is designed to enhance the transition of Deaf and Hard of Hearing students to their post-high school graduation lives. The course will include opportunities for developing basic life skills, self-awareness, exploring personal interests, and will address job readiness skills needed to prepare students for personal and career success.

Areas that will be covered under life skills will include: social skills, daily living skills, problem solving skills, and consumer education. Students will leave this class with their own personal folder that will include a directory of services for the DHH, a resume, and a personal phone directory.

Students will complete a career interest inventory, research a career of interest for themselves, learn the importance of goal setting, learn job behaviors necessary for successful employment and become more aware of the variety of career options that may relate to their personal interests. Deaf guest speakers will be invited to share their careers.

If this becomes a two-semester course, part two would include part-time job experiences in the community. This would give students an opportunity to apply what they have learned before exiting the school system into the community.

29689 12 .5 or 1 credit
WORK STUDY
A program of on-the-job training only available to students who are assigned by their case coordinator. Credit is determined by the extent of the work experience. Work study credit may be earned either during school or after the regular school day. The grade for the course will be pass/fail.

DHH - ENGLISH

29610 9, 10, 11, 12 .5 credit
BASIC SKILLS
This course will include recognition and reading of signs, labels, directions, schedules, menus, and specific newspaper information.

29611
BASIC ENGLISH
9, 10, 11, 12
1 credit
This course will include instruction in understanding basic directions, using TTY technology, writing requests/questions, completing applications and emergency forms, and taking specific kinds of tests. This class will also include the study of vocabulary, grammar, short stories, and study skills.

29629
CREATIVE WRITING
9, 10, 11, 12
.5 credit
This is a class with units on imaginative stories, creative drama, poetry, and literature. Projects may include writing and producing a play and creating a movie or filmstrip.

29608
ENGLISH I
9, 10
1 credit
This two-semester course includes five major areas of study: grammar, literature, composition, study skills, and vocabulary. Students will be taught how to write complete sentences, narrative and explanatory paragraphs, and character analysis. These writing assignments will model the literature to which the students will be exposed and will reinforce their study of grammar and vocabulary. Students will use technology to access the Internet for research.

29614
ENGLISH II
9, 10, 11, 12
1 credit
This two-semester course includes five major areas of study: grammar, literature, composition, study skills, and vocabulary. Students will be taught how to write simple and compound sentences in which subject and verb agree. Students will also be taught how to write descriptive and argumentative paragraphs, book reviews, personal essays, and research papers. Students will use the Internet as one of their resources. These writing assignments will reinforce and integrate the student’s student of the eight parts of speech, study skills, and vocabulary. To encourage the appreciation of good literature, the student will study comprehension and interpretation of several short stories and a novel.

29600
ENGLISH SKILLS
9, 10, 11, 12
1 credit
This course continues to develop reading and writing skills as well as vocabulary, grammar, and composition. In this course students will be taught how to recognize setting and cause/effect. Students will learn how to make and support judgments about the characters, content, and theme in short stories. Students will learn study skills and how to organize information. Students will be required to use computer techniques to complete an autobiography.
ENGLISH III
This two-semester course includes five major areas of study: grammar, literature, composition, study skills, and vocabulary. Students will be taught how to write a three-paragraph essay, an autobiography, and a short story. These writing assignments will model the literature to which students will be exposed, and will reinforce their study of grammar and vocabulary. A research paper employing the most recent media technology available will be written.

LITERACY I
This two-semester course includes five major areas of study: grammar, literature, composition, study skills, and vocabulary. Students will be taught how to write complete sentences, narrative and explanatory paragraphs, character analysis, and a short research paper incorporating technology. These writing assignments will model the literature to which the students will be exposed and will reinforce their study of grammar and vocabulary.

LITERACY II
This two-semester course includes five major areas of study: grammar, literature, composition, study skills, and vocabulary. Students will be taught how to write simple and compound sentences in which subject and verb agree. Students will also be taught how to write descriptive and argumentative paragraphs, book reviews, personal essays, and research papers. Online publishing opportunities will be available. These writing assignments will reinforce and integrate the student’s study of the eight parts of speech, study skills, and vocabulary. To encourage the appreciation of good literature, the student will study comprehension and interpretation.

LITERACY III
This two-semester course includes five major areas of study: grammar, literature, composition, study skills, and vocabulary. Students will be taught how to write a three-paragraph essay, an autobiography, and a short story. These writing assignments will model the literature to which students will be exposed, and will reinforce their study of grammar and vocabulary. A research paper employing the most recent media technology available will be written.

LITERATURE
In this two-semester course, attention will be given to comprehension, critical reading, and enrichment of literary skills. Students will be expected to identify the following elements in a story: plot, setting, climax, characterization, conflict, point of view, irony, theme, and mood. In addition, students will learn the following terms and be able to find examples in the literature they read: alliterations, characterization, figurative language, flashback, foreshadowing, imagery, irony, metaphors, similes, onomatopoeia, personification, surprise ending, and symbolism. Students will be encouraged to respond to literature by using the writing process, which will include compositions, comparison and contrast, character analysis, essays, new ending for a play/story, a speech, and a sports report. A research paper employing the most recent media/technology available will be written.
29609  
LITERATURE II

This course addresses the needs of students at different levels of competency in the areas of composition, literature, grammar and vocabulary. Writing assessments will stimulate critical thinking and self-expression as well as reinforce grammatical, mechanical, and vocabulary skills. Literature study concentrates on comprehension, interpretation, and appreciation. Receptive and expressive skills will be reinforced through formal and informal presentations.

29613  
READING SKILLS

This class continues to expand vocabulary and increase reading comprehension in content areas. Further emphasis is given to reading for information and evaluating reading material. Pragmatic materials are read for understanding such as sections of the newspaper, labels, recipes, menus, signs, and directions on products.

Note: A unit of “Deaf Studies” may be included with readings on the history of Deafness, lives of Deaf people, writings of Deaf authors, and the nature and causes of Deafness. As with all reading and language classes, materials are selected appropriate to the individual student’s needs and abilities.

29615  
WRITING/LITERATURE I

In this two-semester course students will continue to develop reading comprehension, critical reading, and literary skills. Students will be expected to identify the literary elements of a story. In addition the students will continue to learn the various literary terms and recognize examples of each within text. Students will respond to literature using the writing process. Receptive and expressive language skills are reinforced through formal and informal presentations.

29616  
WRITING/LITERATURE II

This course continues to meet the needs of students at different levels of competency in the areas of composition, literature, grammar and vocabulary. Writing assessments will continue to stimulate critical thinking and self-expression as well as reinforce grammatical, mechanical, and vocabulary skills. Literature study continues with focus toward comprehension, interpretation, and appreciation. Receptive and expressive skills will be reinforced through formal and informal presentations.
DHH—HEALTH

29659
9, 10
1 credit
BASIC HEALTH
This course is a study of human physiology and growth and development. Maintaining a healthy body is emphasized. Included is a unit on sexual growth and development. The role of good nutrition, exercise, and basic first aid is presented along with the effects of disease and illness, drugs, alcohol, and medication. Students will create a nutrition profile using computer software. Good health practices, protection against accidents and disease, and a study of medical procedures and costs will help students know how to obtain medical and dental care when needed.

29652
9, 10
.5 credit
HEALTH
This course is a study of human physiology and growth and development. Maintaining a healthy body is emphasized. Included is a unit on sexual growth and development. The role of good nutrition, exercise, and basic first aid is presented along with the effects of disease and illness, drugs, alcohol, and medication. Students will create a nutrition profile using computer software. Good health practices, protection against accidents and disease, and a study of medical procedures and costs will help students know how to obtain medical and dental care when needed.
### DHH - MATHEMATICS

**29631**  
**ALGEBRA I**  
9, 10, 11, 12  
1 credit  
In this course, the student will study the four basic operations using real numbers, solutions of first and second-degree equations, solutions of linear systems, simplification of expressions involving exponents and radicals, algebraic fractions, graphing linear equations, and application of these skills to the solution of verbal problems.

**29630**  
**ALGEBRA II**  
11, 12  
1 credit  
This course is intended for students who plan to pursue a course of study that requires advanced algebra skills. The student will study in more detail the topics of Algebra I, as well as polynomial, exponential and logarithmic functions and complex numbers. Trigonometry plus arithmetic and geometric series and sequences will also be included as time permits.

**29639**  
**ALGEBRA IIA**  
11, 12  
1 credit  
This course offers a more concrete exploration of many of the topics in Algebra II including linear, quadratic, polynomial, exponential and trigonometric functions; data analysis and statistics. Conic sections and series and sequences may also be included. This is the first year of a two year Algebra II sequence.

**29640**  
**ALGEBRA IIB**  
11, 12  
1 credit  
This course offers a more concrete exploration of many of the topics in Algebra II including linear, quadratic, polynomial, exponential and trigonometric functions; data analysis and statistics. Conic sections and series and sequences may also be included. This is the second year of a two year Algebra II sequence.

**29637**  
**BASIC GEOMETRY**  
10, 11, 12  
1 credit  
Basic Geometry offers a more concrete study of units. Topics of study include congruence and similarity, parallel lines, circles, regular polygons, geometric solids, perimeter, area, and volume. Students will learn vocabulary specifically related to geometry. They will learn the use of a compass and protractor in geometric constructions.

**29632**  
**BASIC MATH**  
9, 10, 11, 12  
1 credit  
This course includes the study of place value, addition, subtraction, and multiplication and division of whole numbers. Measurement using whole numbers is reviewed, as well as time and money concepts. Short story problems are included in each of the selected areas.

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DHH Mathematics (continued)

**29638**  
10, 11, 12  
1 credit
GEOMETRY

Geometry is a course presented in an investigative and application-orientated format. Students will use compasses and protractors for geometric constructions and problems. Topics in this course include the study of parallel lines, circles, regular polygons, geometric solids, perimeter, area, and volume. Advanced topics will include geometric inequalities, coordinate planes, transformations, symmetry, and basic trigonometry.

29633 9, 10, 11, 12 1 credit
HIGH SCHOOL MATH I
Students will be studying addition and subtraction of whole numbers and decimals, multiplying whole numbers and decimals, and dividing whole numbers and decimals. Students will study addition, subtraction, multiplication, and division of fractions. Students will also study the metric measurement system. There will be a unit on math language and story problems. The amount of material covered is based on the progress of the class.

29636 9, 10, 11, 12 1 credit
HIGH SCHOOL MATH II
This course is a continuation of High School Math I. A review of fractions or a continuation of fractions covered in High School Math I will begin the year. This yearlong course focuses on graphing, statistics, ratio and proportion, percentage, and probability. Basic equations, integers, and basic geometry are included in this course.

29635 9, 10, 11, 12 1 credit
PRACTICAL MATH
This course includes a review of basic math skills that will be applied to real-life math situations. Math applications will include keeping household and personal records such as shopping lists, bank accounts, simple budgets, and income tax records. Kitchen and household measurements, unit pricing, comparison shopping, and sale pricing are also included. Money skills are developed to compute wages, such as payroll deductions, elapsed time concepts in hourly pay rates, and understanding the abbreviations commonly recorded on paycheck stubs. The operation and application of the directional compass are emphasized as well. Computers will be utilized in this course.

29634 9, 10, 11, 12 1 credit
PRE-ALGEBRA I
In Pre-Algebra I, students will review vocabulary and operations which pertain to algebra. Students will also review factoring, fractions, and rational numbers. Students will study integers, equations, inequalities, and polynomials. Class work will also include applying algebra to geometry.

29686 9, 10, 11, 12 1 credit
PRE-ALGEBRA II
Pre-Algebra II is a continuation of the course work in Pre-Algebra I. The second year will require students to incorporate strategies and procedures learned in the previous course. Students will be exposed to multi-step equations and inequalities. Proportions, statistics, probabilities, polynomials, and systems of coordinates and equations will be introduced.

DHH - SCIENCE

29655 9, 10, 11, 12 1 credit
ANATOMY
The course covers the physical basis of life, and the anatomy and physiology of the following systems: skeletal, muscular, nervous, respiratory, circulatory, digestive, excretory, endocrine, cardiovascular, urinary and integumentary system. The complementary nature of the structure and function of these systems within the body will be addressed.

29651  
**BIOLOGY**  
9, 10, 11  1 credit  
This course stresses the major concepts of science, giving the student a basic scientific understanding of his/her world. Some of the units of study will deal with cell structure, growth and reproduction, heredity and genetics, plants and animals, microbiology, evolution, homeostasis, ecology, and the scientific method of inquiry. Students will create a presentation using computers and PowerPoint™ on some of the topics discussed.

29654  
**CHEMISTRY**  
11, 12  1 credit  
This class teaches the student safe and proper laboratory techniques while addressing the questions, “What is the world composed of?” and, “How do the observable properties of chemicals relate to their composition?” Students will use current technology to collect data and input information into a computer. They will then be required to create graphs and reports from the collected data.

29656  
**EARTH SCIENCE**  
9, 10, 11, 12  1 credit  
This course is laboratory based. Students will study the composition, structure, physical properties, history, and the processes that shape Earth’s components. In the course of the class geologic history, water systems, plate tectonics, volcanoes, earthquakes and natural resources will be covered.

29655  
**PRACTICAL SCIENCE**  
11, 12  1 credit  
This course is an overview of activities and projects that expose the student to concepts in force and motion, work and machines, heat, sound and light, electricity, magnets and electromagnetism. This course focuses on specific skills in communication and interpretation of data, classification, prediction, and observation. Class projects include bridge building and launch, and CO2 car building and racing.
BASIC ECONOMICS

In this year long course, students will explore the basic principles of economics. Students will examine the reasons that an economy develops and the effects it has on people and their community. Topics discussed will include wants and needs, opportunity costs, scarcity, goods and services, factors of production, specialization, resources, supply and demand, surplus, bartering, banking, consumers, producers and foreign trade. Activities will include hands on projects, DVD lessons, online activities and product evaluations.

BASIC U.S. GOVERNMENT

This government course is focused on the basic fundamentals of government. It includes the study of rules and laws, taxes, developing responsibility, decision-making, voting, and the selection of leaders. Also included is an overview of community agencies and services available to the Deaf and hard-of-hearing. Students will access information through the use of current technology.

BASIC U.S. HISTORY

This two-semester course is designed to give students an overview of the time and events in U.S. history, including the cultural contributions of Native, African, and Asian Americans. Special emphasis will be placed on the men and the women who played significant roles in American history. This class will focus on cause and effect relationships to help students understand how all the facts can be connected. Vocabulary practice, critical thinking skills, maps, timelines, charts, and graphs will be included as part of this course. Student will incorporate technology into their special projects.

CURRENT ISSUES

This course gives students the opportunity to expand their knowledge of local, national, and world issues. They can access information through a variety of media sources including newspapers, television, videotapes, filmstrips, periodicals, and computers. Students are required to differentiate between fact and opinion as well as analyze and evaluate their sources of information.

ECONOMICS

Students will learn how economics function and how to apply the concepts and principles of economics to their lives as individuals and citizens. The course will emphasize four areas. Microeconomics will be examined in the study of the market system based on scarcity, opportunity cost, and the interactions of buyers and sellers. Macroeconomics will be examined in the study of the national economy including inflation, unemployment, monetary and fiscal policies, and the Federal Reserve. International economics will be examined through the topics of specialization and trade.
GOVERNMENT
This course includes a study of the purpose of government, the Constitution, the Bill of Rights, and political parties. The rights and duties of citizenship are also emphasized. Students explore the structure of government and the division of power at the federal, state, and local levels. Students will use technology to access advocacy agencies, locate political representatives, and respond to government issues.

29664 10, 11 1 credit
U. S. HISTORY
This two-semester course will cover the time and events in U. S. history from the cultural heritage of Native Americans to American achievements in world leadership and technology. Special emphasis will be placed on the men and women who played significant roles in American history. This class will focus on cause and effect relationships to help students understand how all the facts can be connected. Vocabulary practice, critical thinking skills, maps, timelines, charts, graphs, and journal writing will be included as part of this course. U. S. History may also give experiences in taking an opinion poll, writing a biography, and designing and presenting an invention. Students will use available technology and media when designing special projects.

29660 9, 10 1 credit
WORLD HISTORY
This course is designed to give students a review of map skills. Also reviewed will be unit information on landforms, climates, physical characteristics, and resources. Students will then apply these aspects to examine various countries and areas within the Eastern Hemisphere. Cultural studies will include an examination of language, religions, diet, occupations, customs, education, and recreation as it applies to each country/area. Activities to expose students to culture and customs will be included in this course. Students will make use of computer technology to investigate countries and current information.
AP COMPUTER SCIENCE PRINCIPLES
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The curriculum focuses on Creativity, Abstraction, Data & Information, Algorithms, Programming, The Internet, and Global Impact. There are no prerequisites for this course and students are given the opportunity to select a coding language that best meets their interests and goals. The course prepares students for college and career through a unique focus on problem solving and real-world applications.

ARCHITECTURAL DESIGN
Architectural Design introduces students to the basic terminology, concepts, and principles of residential architecture. Emphasis is placed on house designs, floor plans, elevations (interior and exterior), sections and details. Students will develop skills in basic sketching, use of design processes, and computer aided design (CAD).

ENGINEERING APPLICATIONS
This is an interdisciplinary course in which students learn and apply engineering principles to solve real world problems. This course integrates ideas and concepts from math, science, design, and technology. Topics that may be covered include: transportation, electronics, alternative energy sources, radio controlled technology, metal fabrication and wood working. Students will work individually and in groups to research and solve the assigned problems and then create working prototypes to test and evaluate. This course incorporates all aspects of the design cycle and strongly emphasizes hands-on learning. Previous experience in an engineering or architectural design course is strongly recommended.

ENGINEERING/DESIGN
Designed as an introductory course; Engineering/Design emphasizes the development of design and the drafting procedures and techniques used in industry. Students will learn basic concepts of hand sketching, instrument drawing of machine parts, and computer aided design (CAD). Students will use different software applications to create and analyze solutions to real world problems and use a 3D printer to bring designs to life. It is suggested that students take this as a full year course.
EXPLORING COMPUTER SCIENCE
Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students.

S.T.E.M.
This hands on, inquiry based course allows students opportunities to incorporate Science, Technology, Engineering, and Math into projects with real world applications. Students will work in collaborative groups to design, budget, and manufacture projects such as: wind turbines, solar power, electric vehicles, and 3D Printing. This course meets the requirements of a 4th year math-related course or can count toward an engineering elective.
ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (The College Board, AP® English Course Description, p.6). The course is organized according to the requirements and guidelines of the current AP English Course Description, and therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. This course looks at the ways writers use language, style, and rhetoric to create meaning. Through this course, students will become mature and sophisticated consumers and creators of a variety of texts with an emphasis on non-fiction.

ADVENTURE ENGLISH (Model Center)
This is an interdisciplinary course that builds group problem-solving skills and, at the same time, challenges a student to overcome perceived personal fears and limitations. The vehicles for these changes are the low- and high-ropes initiatives on the District ropes course. Reading and writing spring from discussion and personal projects in poetry, fiction, and nonfiction. The course is team-taught and involves an overnight experience and some off-campus rock climbing. This course lasts one semester and may not be repeated for credit. Students receive a half-credit in Physical Education and a half-credit in English.

AMERICAN LITERATURE
American Literature will have timelines and skills aligned with either US history or AP US History depending on the student’s social studies selection. The English and history teachers will collaborate on several units throughout each semester so that all students will benefit from a shared interdisciplinary experience.

This course will introduce students to the major literary periods in the development of American Literature. Students will study the characteristics, works, and significant authors of each of the historical periods, as well as the major philosophical trends that both permeate and transcend each period in American literary history. Writing assignments, projects, activities and reading will stimulate critical thinking and self-expression and reinforce grammatical, mechanical, and vocabulary skills.

Students in US History and American Literature will study literature that explores the cultural and intellectual experiences of authors, genres, literary impact, and historical influences of the period of industrial growth after the Civil War to the present.

Students in AP US History and American Literature will study literature that explores the cultural and intellectual experiences of authors, genres, literary impact, and historical influences of the colonial times to the present.

Regardless, students will trace thematic, historical, social, cultural, and philosophical influences from early American to 20th Century literature. In addition to the analysis of author’s use of literary elements as they contribute to a variety of themes; the application of readings to two major themes: and the investigation into the shifting of American identity and the American dream. Students will also write a number of essays and other creative pieces relating to the issues presented in the course, explore and apply skills and techniques for research papers. Lastly, students will continue to develop writing skills, particularly in the areas of structure, style, context, and language conventions.
ADVANCED PLACEMENT LITERATURE AND COMPOSITION
This course gives students the opportunity to pursue college-level composition and literature. It prepares students to receive advanced placement standing and/or credit upon entering college by taking one or both of the Advanced Placement examinations. Students read and critically evaluate selected classics; writing assignments stress selection, evaluation, and organization of evidence to develop skills in critical analysis, forceful argument, and clear explanation.

Students who choose, but are not required, to enroll in AP World History or AP European History will see connections between the content of AP Literature and Composition and these social studies elective courses. Students will experience interdisciplinary learning when appropriate.

21511
credit
CREATIVE WRITING – Cannot be repeated
This course is designed for both the beginning and seasoned writer. It emphasizes the student’s writing of poetry, short stories, one-act plays, sketches, and essays. Course assignments will further stress exactness, concreteness, and clarity of expression. Each student may compile a portfolio of work, produce individual anthologies, contribute to a class anthology, enter writing contests, and/or strive for publication.

21521
11, 12
DIGITAL NARRATIVES AND PRODUCTIONS (BHS-TV NEWS) (Model Center)
The course focuses on the various elements related to digital editing and digital narratives. Within the class, students will create digital stories containing a mixture of electronic images, text, recorded audio narration, video clips, and/or music. Students will be exposed to the tools and techniques of producing digital media in the TV Studio and on location, and they will become familiar with digital editing software. Students will produce, write, record, and edit original digital story productions that will include school newscasts, Public Service Announcements (PSAs), and commercials. Media literacy skills and the effects of stories on self and society will be explored via typed reflections and discussions related to viewing and media experiences. The focus is upon using technology tools to design and communicate stories. Students should take Introduction to Broadcasting in advance of this course.

31240
11, 12
FILM AND COMPOSITION I (Model Center)
This course is an introduction to film art and history, and explores the techniques of evaluating and appreciating film with a focus on written review critique. Students learn what constitutes a well-crafted film, including mise-en-scene, cinematography, and lighting. Selected films range from classics to modern works, both American and foreign. One semester course; students will receive one half credit in English. May NOT be repeated.

41243
11, 12
FILM AND COMPOSITION II (Model Center)
Film 2 is a continuation of Film 1 and may only be taken after Film 1. Film 2 students may delve into composition as well as specific genre or director studies and/or film theory. However, students also have the freedom to pursue personal interests and design individualized assignments such as self-directed videos, a study of specific genres or directors, etc. Selected films range from classics to modern works, both American and foreign. One semester course; students will receive one half credit in English. May NOT be repeated; students may not take more than 2 semesters of film.

31288
10, 11, 12
FILM PRODUCTION (Model Center)
Students will create and produce their own (original) projects, including short films, documentaries, television programs, and new media productions (e.g., YouTube, etc.). Students will learn and participate in
the production cycle, from ideas to final products. Students will hone their communication and technology skills through the use of industry standard editing and production software programs and equipment to convey compelling productions. In addition to developing the ability to analyze film, students will have the opportunity to explore multiple roles in the production process: acting, writing, producing, and editing. After gaining broad exposure to the process, students will have the opportunity to focus on a particular role.

21231
11, 12
1 credit
GLOBAL STUDIES AND SOCIAL ACTION: A LITERARY AND HISTORICAL PERSPECTIVE
This course will explore the culture of hatred and prejudice and how social injustice such as the institution of slavery, the Holocaust, and other human rights violations occurred. Through the lens of understanding culture and how it is shaped and influenced, students will examine racism, Anti-Semitism, the industrialization of murder, global genocides, etc. The course will emphasize the historical, literary, political, cultural, and financial impact of social injustice on those directly or indirectly involved, and the continued impact that can be seen in our modern society. This class will be approached from both a historical and literary perspective, offering students a dual social studies and English experience. Literature, both fiction and nonfiction, will be explored in order to discover the ability of language and culture to endure through tragedy and hardship. Finally, the course will end with a heavy focus on altruism and action. Students will drive the second semester curriculum through their research into modern social justice issues and their participation in social action initiatives. This is a full-year, one period course. This class contains sensitive material and discusses contemporary issues.

21664
11, 12
1 credit
IB ENGLISH HL I
Ready to be challenged with pre-college content in a classroom setting that simulates your future undergraduate academic life? An art in itself, your discussion of literature will demand your clear expression of ideas in both oral and written form. Together, we will explore literary works as art pieces and their authors as craftsmen. Your conceptions, interpretations and experiences in the world will enrich your explorations and conversations of literary texts, themselves, in all of their complex layers.

With international-mindedness as the driving force, you will work in inquiry-based activities to form an ongoing intellectual, ideological and global conversation. Much of your research, writing and oral discussion/presentation will be directed by you as you employ literary analysis strategies to create original, text-based explication and response to literature in its many cultural contexts.

For all Diploma Programme candidates, this is a required course, the first year of a two year sequence. Students who are interested in taking the IB certificate exam must take both years I & II of the HL course. This course is open to all 11th and 12th grade students.

21665
12
1 credit
IB ENGLISH HL II
This course focuses on written and spoken literary analysis as well as reader response commentary. Diverse fiction and non-fiction literature, as well as its place in history and culture, is at the heart of this course. Students will continue development of their close reading, research, analysis and presentation strategies and skills. The course will prepare students for internal assessments that include an IOC (Individual Oral Commentary) as well as external written essay exams. Superb preparation for college literature and writing courses, this senior year class capitalizes on the reading, writing and presenting activities that the students experienced in their junior year IB English HL I course.
RELIGION IN WESTERN LITERATURE
This course will study literature from a variety of belief systems. Students will begin to understand and appreciate the commonalities and differences in different faith communities. Because the Bible is “embedded in western thought and language” (E.D. Hirsch), one primary focus of the semester will be the study of Biblical allusions in western literature, including Dante’s *Inferno* and *Paradise Lost*. Students will also be asked to study texts from other traditions, including Judaism, Buddhism, and Islam. Students will travel to the Detroit Institute of Arts to investigate religious influence in art. They will finish the semester with an individual project investigating a topic or text of their choice. This course is a one semester English elective for juniors and seniors. This course grants one-half credit in English per semester.

WOMEN’S STUDIES (Model Center)
This semester course will explore historical and modern day gender issues in society. Common themes include: destructive stereotypes of men and women, historical gender roles and their continuing influence, gender in advertising and film, body image, violence, and issues in the workplace. Producing powerful expository, research and creative writing pieces will be focuses of study. Students will also design individual projects based on books or topics that have personal interest and meaning them.

WRITING THROUGH LITERATURE 9
This two semester course addresses the needs of all of our students at different levels of competence in the areas of composition, literature, grammar, and vocabulary. Writing assignments will stimulate critical thinking, self-expression and reinforce grammatical, mechanical, and vocabulary skills. Literature study concentrates on comprehension, interpretation, and appreciation. Speaking and listening skills are reinforced through formal and informal presentations.

WRITING/MODERN LITERATURE
This course presents diverse modern literature through short stories, novels, poetry, drama, and essays. The time frame for the reading extends from the 1940s to the present. Writing assignments will be generated from readings within the class and will reinforce and add to the grammar, vocabulary, writing, speaking, and listening skills developed in previous courses.

WRITING THROUGH LITERARY GENRES
This course will focus on specific genre studies such as contemporary issues, autobiography and memoir, science fiction and fantasy, non-fiction, women’s literature, and multicultural literature. The literature will enhance students’ critical thinking and reading skills as well as enhance their vocabulary. The course will also focus on the writing skills necessary for growth as an academic writer. The assignments will allow the students to gain more experience in informational, argument, and narrative writing. Written assignments will also reinforce and enhance students’ vocabulary as well as their grammatical and mechanical skills.
GENERAL ELECTIVES

23317  11, 12  .5 credit
ALGEBRA II EXTENSION
This course will support student efforts in the algebra 2. The students will receive additional instruction and practice problems as necessary. Khan Academy may be used as a supplemental resource as it aligns to the curriculum as well as preparation for the SAT.

23606  11, 12  .5* credit
CALCULUS EXTENSION
This class will support student efforts in Calculus, AP Calculus AB, and AP Calculus BC. The students will receive additional instruction, practice problems, and practice AP exams. Khan Academy will be used as a supplemental resource as it aligns to the curriculum. May be repeated for additional credit.

DIRECTED STUDIES  9, 10, 11, 12  .5* credit
Directed Studies provides a wide range of services including individualized assistance in general education courses, vocational/career and life skills counseling, and basic classroom instruction when required. A current Individualized Education Plan—IEP— is required for admission to this program. Caseload teacher and course number to be assigned by counselor. This is a credit only (no grade) course, which may be re-elected for additional credit.

20010  11  1.0 credit
DP CORE STUDIES 1
This course is required of all DP Candidates in the first year of the programme. Students will begin their study of Theory of Knowledge (TOK) where they explore the nature of knowing by examining their own abilities as knowers, individually, and as members of a knowledge community. Students will be introduced to the construction of knowledge as a cognitive process that organizes the Ways of Knowing into frameworks of understanding commonly accepted as knowledge. Within these frameworks, and in endeavoring to construct their own, students will explore connections to an inter-connections between the Areas of Knowledge as it applies to coursework in their other Diploma Programme courses and TOK. (50+ hours) Students will also begin their inquiry, research, and academic writing development necessary to successfully complete their Extended Essay. Lastly, the students will work collaboratively to begin their Creativity, Activity, and Service (CAS) requirement as Diploma Programme Candidates. This course will provide collaborative and interdisciplinary opportunities for students to build community and relationships within their learning cohort.

20011  12  1.0 credit
DP CORE STUDIES 2
This course is required of all DP Candidates in the second year of the programme. Students will continue their study of Theory of Knowledge (TOK) where they explore the nature of knowing by examining their own abilities as knowers, individually, and as members of a knowledge community. Students will explore connections to an inter-connections between the Areas of Knowledge as it applies to coursework in their other Diploma Programme courses and TOK. This course will include the Assessment expectations of TOK including student presentation and essay (50+ hours). Students will also complete the writing of their individual Extended Essay and conclude with a viva voce interview with their supervisor. Lastly, the students will continue their Creativity, Activity, and Service (CAS) pursuits as Diploma Programme Candidates. This course will provide collaborative and interdisciplinary opportunities for students to build community and relationships within their learning cohort.

29395  9, 10, 11, 12  .5* credit
ESL – ACADEMIC VOCABULARY
This course is intended for English learners who are at a level 1 or 2 of English proficiency. The course focuses on teaching vocabulary and concepts for studying history, science and math in a U.S. high school environment. Academic language skills continue to be developed in this course through listening, speaking, reading and writing activities and assignments. This course may be repeated for general elective credit.

21695 9, 10, 11, 12  1 credit
ESL – ENGLISH I
This two-semester course is for English Learners at proficiency levels 1 to 3. The course is aligned with ELA and ESL state standards and it is designed to develop the basic communicative skills of English Learners. Students learn to use English as a tool to access and express knowledge and information with a focus on English grammar. The course will develop the skills of speaking, listening, reading and writing in an integrated manner. Non-verbal methods of communication will also be studied. This is a yearlong course with credit in English.

21795 9, 10, 11, 12  1 credit
ESL – ENGLISH II
This is a yearlong course for English learners at levels of proficiency 2 to 4. The course will assist students in developing their speaking, listening, reading and writing skills. Aligned with ELA and ESL state standards, the course will focus on American literature, as well as the development and refinement of students' academic and literacy skills necessary for high school graduation. This is a two-semester course with credit in English.

23295 9, 10, 11, 12 .5* credit
ESL – MATH SKILLS
This course is for English learners who may not yet be proficient in the English language. It is designed to help prepare the student for the rigorous math sequence required for high school graduation. This course covers vocabulary necessary to excel in Algebra 1 and Geometry along with basic math concepts needed throughout the high school math sequence.

21595 9, 10, 11, 12  1 credit
ESL – NEWCOMERS ENGLISH (2 period course)
This course is for students at English proficiency levels 1 or 2 needing instruction for the acquisition of basic English. Emphasis is based on developing the necessary skills in oral and written language to support literacy in English. This is a semester long course for general elective credit and may be repeated.

26895 9, 10, 11, 12 .5* credit
ESL – SOCIAL STUDIES SKILLS
This course is for English learners who are at Level 1 or 2 of English proficiency. This course focuses on teaching vocabulary and concepts for studying history and geography in a U.S. high school. Academic language skills continue to be developed in this Newcomers' social studies course through listening, speaking, reading, and writing activities and assignments. The course may be repeated for general elective credit.

29295 9, 10, 11, 12 .5* credit
ESL – STRATEGIES
In addition to developing English learners’ academic language skills, this course offers students the opportunity to receive support and assistance with their general education classes, enabling them to fully participate in the high school curriculum. Emphasis is placed on pre-teaching vocabulary used in the students' coursework, identifying key concepts, completing homework, and preparing for assessments. The
goal is for the learner to experience academic success while adjusting to another language and culture. This course may be repeated for general elective credit.

26795  
**ESL U.S. HISTORY**
The ESL U.S. History course is designed to develop communicative and written skills in English by studying American history. English learners will further develop their academic language skills by exploring and reading about current events and comparative governments. Various materials will be used in order to meet the needs of students with varying levels of English proficiency. The course satisfies the U.S. History requirement necessary for graduation and offers Social Studies credit.

26995  
**ESL WORLD HISTORY**
The ESL World History course is designed to develop communicative and written skills in English by studying world history. English Learners will further develop their academic language skills by exploring and reading about current events and comparative governments. Various materials will be used in order to meet the needs of students with varying levels of English proficiency. This course satisfies the World History requirement necessary for graduation and offers Social Studies credit.

20013  
**INTERDISCIPLINARY STUDIES (LC9)**
This year-long, required course is designed to enrich, enhance, and support the students in the learning community. Throughout the year, student-centered, interdisciplinary projects will encourage students to deeply explore topics that emerge from their core classes. Learning communities will design themes around which to center students’ learning. These themes will allow students to investigate multiple subject areas, including those outside the core, fostering interdisciplinary learning and a global mindset. Students will also receive additional support from their core teachers in an environment that allows for differentiated and one-on-one instruction based on students’ individual needs. This collaborative course will foster students’ independent learning skills and provide student-growth-focused feedback.

20014  
**INTERDISCIPLINARY STUDIES (LC10)**
This year-long, required course is designed to enrich, enhance, and support the students in the learning community. Throughout the year, student-centered, interdisciplinary projects will encourage students to deeply explore topics that emerge from their core classes. Learning communities will design themes around which to center students’ learning. These themes will allow students to investigate multiple subject areas, including those outside the core, fostering interdisciplinary learning and a global mindset. Students will also receive additional support from their core teachers in an environment that allows for differentiated and one-on-one instruction based on students’ individual needs. This collaborative course will foster students’ independent learning skills and provide student-growth-focused feedback. Within this course, students will create their own personal investigation within the framework of the MYP Personal Project. Successful completion of this project will satisfy the district graduation requirement: Personal Project.

29253  
**LEAD 9**
Lead 9 is an opportunity for incoming 9th graders who have an interest in leadership, communication, and real life experiences. Lead 9 is an extension of BHHS Student Leadership where ninth graders will work collaboratively in a team setting to learn about leadership styles, become a voice for the student body, plan/lead school wide events, actively participate in community and service opportunities, and build a rapport with students, staff, and the greater Bloomfield Hills community. These students will work to create a more unified student body with hopes of increasing responsibility and ownership in order to enhance their learning environment and academic experience.
9th Grade-29209; 11th Grade-29211; 12th Grade-29212  .5 credit

LEARNING STRATEGIES
The Learning Strategies course is one of several interventions designed to assist general education students in becoming independent learners. Learning strategies will provide academic support by grade level. The learning strategies teacher will work closely with students on a variety of methods to support academic achievement (study skills, note taking, goal setting, etc.). Placement into Learning Strategies is limited to students who meet specific eligibility requirements as determined by the Building Instructional Team, consisting of counselors, teachers, administrators, and support staff. This is a credit only course/no letter grade is issued. Course number to be assigned by counselor.

99110  12  .5 credit

MAN IN NATURE
This course offers a unique opportunity for students to examine the relationship between human beings and nature through class work and field experiences. The focus of the course is an eight-day wilderness field trip. This course includes studies in the areas of ecology, risk management, social science, history, and wilderness trekking and survival. The course is especially designed for the student who has little or no experience in wilderness camping and who seeks to meet the physical, intellectual, and emotional challenges of the backcountry. The wilderness trip is optional. A course fee will be charged to cover costs related to the trip and course. Participants should expect that personal expenses for boots, clothing, and other personal equipment would cost another $200-$300. Most of the required camping equipment, including sleeping bag, backpack, and rain gear can be provided by the school.

23318 / 93319  11, 12  .5 credit

PRE-CALCULUS EXTENSION
This class will support student efforts in the pre-calculus classes. The students will receive additional instruction and practice problems as necessary. Khan Academy may be used as a supplemental resource as it aligns to the curriculum as well as preparation for the SAT.

29252  10, 11, 12  1* credit

STUDENT LEADERSHIP
This course is designed for those students who have an active interest in learning and promoting leadership skills. Emphasis rests on organizing student activities, community projects, and fundraisers; communicating information to the student body through the student congress; improving school environment through active participation in the process. Students entering this course will be elected by their classmates as representatives in spring of the preceding year. *This course may be re-elected for additional credit.
WORK-SITE BASED LEARNING

The Individualized Educational Planning Team—IEPT—must make the recommendation for a student to participate in Work-Site Based Learning. All options can be completed during or after school. After school hours requires 150 clock hours for each 1/2 (.5) credit. *This course may be re-elected for additional credit.

Options include:

- **Work Experience:**
  A paid or non-paid work placement within a chosen career area

- **Individual Vocational Training:**
  A non-paid vocational training placement within the community when appropriate training programs are not available

- **Work Study:**
  A paid or non-paid job placement based on previous or present vocational training
Dear Parents,

The Health Education Program is committed to engaging students to discover an awareness of individual health empowerment towards their physical, emotional/mental and social well-being. Within the Bloomfield Hills School District Health Program, there are many areas and issues discussed in class regarding wellness, proper nutrition with exercise for weight control, stress management, suicide/bullying/violence prevention, substance use prevention, cardiopulmonary resuscitation with automated external defibrillation, standard first aid and reproduction.

In order to respect the Bloomfield Hills families' values and beliefs, the Health Education course offers an optional reproductive unit. Within the reproduction unit, major emphasis is place on abstinence as a birth control choice, while looking at the prevention and consequences of teenage pregnancy and sexually transmitted infections. Also included, are lifetime-learning of the development of a healthy pregnancy, labor and delivery, and birth control.

The Bloomfield Hills School District Sex Education Advisory Committee, composed of parents, administrators, teachers, medical professionals, students and faith based representatives, screen the topics, materials, and films associated with the reproduction unit of the Health Education course. If further information is needed, please don’t hesitate to contact the Health and Physical Education Department.

Health Education

24107 HEALTH EDUCATION 9, 10, 11, 12 .5 credit
The Health curriculum engages students to discover an awareness of individual health empowerment through lifestyle decisions and effects on physical, emotional/mental, and social health. Particular areas of study will include: wellness, proper nutrition and exercise for weight control, stress management and suicide/bullying/violence prevention, substance use prevention, standard first aid, Cardiopulmonary Resuscitation with Automated External Defibrillation (CPR/AED), healthy dating relationships, lifetime learning of reproductive health including a healthy pregnancy, labor and delivery, sexually transmitted diseases, and contraceptive information. **One-half credit in Health is required for graduation.**

24114 KINESIOLOGY 11, 12 .5 credit
Students will learn basic physiological, psychological, sociological and mechanical principles of human movement. This class will be a lab and lecture class.

Physical Education

*Physical Education Waivers: Students participating in school sponsored athletics (including but not limited to: football, volleyball, swimming) are eligible to waiver out of 1.0 credits of physical education.

94462 ADVANCED CONDITIONING FOOTBALL 10, 11, 12 .5 credit
2nd semester only
This course is designed for students on the BHHS football team. The student will be taught football skills, strategies and rules. This course will include a cardiovascular and strength-training program for all enrolled students. **This course may be re-elected for additional credit.**

31104 & 34211 ADVENTURE ENGLISH (Model Center) 11, 12 .5 credit
This is an interdisciplinary course that builds group problem-solving skills, and, at the same time, challenges a student to overcome perceived personal fears and limitations. The vehicles for these changes are the low- and high-ropes initiatives on the District ropes course. Reading and writing will spring from discussion and personal projects in poetry, fiction, and nonfiction. This class is team-taught. This course lasts one semester and may not be repeated for credit. *Students receive a half-credit in Physical Education and a half-credit in English.*

24115  
CARDIO AND CORE  
This course is designed for the student who is serious about fitness and personal health. The class will increase cardiovascular fitness and core strength through a variety of activities. All types of aerobic exercises will be explored to develop the cardiovascular system. This course will provide students with valuable information and practical fitness application for a lifetime. *This course may be re-elected for additional credit.*

24111  
FITNESS MIX  
This course is designed for the student who would like to improve their cardiovascular endurance, strength, and flexibility. Students will participate in the following activities: Pilates, yoga, step aerobics, TRX/strength training, kickboxing, and water aerobics. A wide variety of fitness areas will be assessed monthly; this will allow students to measure progress and set goals for future growth. *This course may be re-elected for additional credit.*

24201  
LIFETIME INDIVIDUAL SPORTS  
This course will introduce students to a variety of lifetime sports and activities which include: golf, archery, racket sports, disc golf, swimming, bowling, strength training, table tennis, and several outdoor recreational games. Students will be instructed in proper skills, techniques, rules, etiquette, and safety. An emphasis will be placed on development of fitness as will. Field trips 2-3 times per month will require parental permission and a $100 activity fee. *This course may be re-elected for additional credit.*

24106  
PHYSICAL EDUCATION  
Basic Physical Education is a well-rounded curriculum consisting of both fitness and sport skills. Students will learn the basics of Soccer, Football, Softball, Tennis, Volleyball, Basketball and Floor Hockey. Other sports will be added if time permits. This course will meet guidelines for the MYP curriculum as well. It is highly recommended to take as a precursor to Team Sports and Individual Sports. Students will receive instruction that will improve their cardiovascular endurance, strength, flexibility, and nutritional concepts.

24241  
TEAM SPORTS  
The purpose of the class is to give students the opportunities to develop their sport skills, while emphasizing sportsmanship, through a variety of activities. Students will actively participate in a variety of sports and personal fitness. Previous experience on sports teams is a plus when taking this course. This course is highly competitive. *This course may be re-elected for additional credit.*
24251  
WEIGHT TRAINING  
9, 10, 11, 12  .5 credit
This course introduces various methods of weight training. Students will receive instruction in most of the following: circuit training, free weights, various weight machines, plyometrics, cardiovascular conditioning, and abdominal strength training. *This course may be re-elected for additional credit.*

24116  
YOGA, PILATES, CORE  
9, 10, 11, 12  .5 credit
This class will be an activity based participation class. Students will train in yoga, pilates, TRX and core exercises to improve strength and flexibility. An open mind and positive attitude are a must when taking this class. This class is non-competitive.
23232 11, 12 1 credit
ADVANCED PLACEMENT CALCULUS (AB)
This course is designed for students with above average ability in mathematics who plan to continue the study of calculus or its application to the arts and sciences in college. The topics the student will study correspond to those topics covered by the Advanced Placement Examination for Calculus—Form AB. The calculus covered in this course is roughly equivalent to the contents of one-half to one full year of college-level freshman calculus. Students who elect this course are encouraged to take the advanced placement examination in May because good test performance may enable them to receive college credit or advanced standing.

23233 11, 12 1 credit
ADVANCED PLACEMENT CALCULUS (BC)
This course is designed for students with outstanding ability in mathematics that plan to continue the study of calculus or its applications to the arts and sciences in college. The topics that the student will study correspond to those topics covered by the Advanced Placement Examination for Calculus BC in addition to advanced study in areas in the IB Mathematics HL curriculum. Students will develop appreciation for mathematics as a universal language spoken and written around the world. All students who elect this course are encouraged to take the advanced placement examination in May because good test performance may enable them to receive college credit or advanced standing. This is also the first year of a 2 year Diploma Programme higher level math sequence for those seeking certificate or the full diploma.

23231 11, 12 1 credit
ADVANCED PLACEMENT STATISTICS
Advanced Placement Statistics gives an overview of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. Students in Advanced Placement Statistics will prepare for the AP Examination in Statistics that is administered in May of each year. Students will use technology in and out of class for modeling, analyzing data, and developing statistical inferences. A graphing calculator is used in class and for the AP examination. This class requires students to apply mathematical concepts as well as analyze and give detailed written reports about their findings.

23301 9 1 credit
ALGEBRA I
Algebra I broadens the study of linear relationships to include piecewise functions (i.e. absolute value and greatest integer), systems of equations with three unknowns, formalized function notation and recursive representations, and the development of bivariate data analysis topics (i.e. linear regression and correlation). Exponential and quadratic function families, logarithmic patterns, power and polynomial patterns, will be studied within the real number system and its properties.

29301 9, 10, 11, 12 1 credit
ALGEBRA 1A
This course covers semester one of Algebra I. It provides students two semesters to cover the same content as Algebra I. Students will learn algebraic concepts while deepening their foundation of algebra. The course broadens the study of linear relationships and multiple representations. A current Individualized Education Plan—IEP—is required for enrollment in this course.

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<tr>
<th>Course Code</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>29302</td>
<td>10, 11, 12</td>
<td>1 credit</td>
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<tr>
<td><strong>ALGEBRA 1B</strong></td>
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<td>This course covers semester two of Algebra I. It provides students two semesters to cover the same content as Algebra I. This course continues to broaden the study of linear relationships to include systems of equations, absolute value and families of functions. A current Individualized Education Plan—IEP—is required for enrollment in this course.</td>
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<td>23302</td>
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<tr>
<td><strong>ALGEBRA II</strong></td>
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<td>Algebra II builds off the concepts taught in Algebra I. Additionally, students will explore square root, cube root, polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics that are covered include: arithmetic and geometric series and sequences and statistical topics.</td>
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<tr>
<td>23320</td>
<td>11</td>
<td>1 credit</td>
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<tr>
<td><strong>ALGEBRA IIA</strong></td>
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<td>This course offers a more concrete exploration of many of the topics in Algebra II including linear, quadratic, polynomial, exponential and trigonometric functions; data analysis and statistics. Conic sections and series and sequences may also be included. This is the first year of a two year Algebra II sequence.</td>
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<tr>
<td>23321</td>
<td>12</td>
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<tr>
<td><strong>ALGEBRA IIB</strong></td>
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<tr>
<td>This course offers a more concrete exploration of many of the topics in Algebra II including linear, quadratic, polynomial, exponential and trigonometric functions; data analysis and statistics. Conic sections and series and sequences may also be included. This is the second year of a two year Algebra II sequence.</td>
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<tr>
<td>23603</td>
<td>11, 12</td>
<td>1 credit</td>
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<tr>
<td><strong>CALCULUS</strong></td>
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<tr>
<td>This course is designed for students with above average ability in Mathematics who plan to continue the study of calculus or its application to the arts and sciences in college. The course is designed for the student that wants a rigorous calculus course, but does not intend on taking the AP Exam. The topics covered will be limits, derivatives, integrals, and their applications.</td>
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<td>28340</td>
<td>11, 12</td>
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<tr>
<td><strong>PERSONAL FINANCE</strong></td>
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<td>This course will help students become familiar with the language of finance and the mathematics needed to manage money creating more fiscally responsible citizens. Personal money management includes wages, banking, cash and credit cards, loans, purchasing a vehicle and insurance. The business math segment includes everything from hiring your first employee to managing the finances. Students will have a firm understanding of how the financial choices they make will affect their lives and their community. We will incorporate practical applications to both personal and business problems, simulations, lectures, and Internet research activities. <strong>Students may take this course as a 4th year math elective</strong></td>
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<tr>
<td>23411</td>
<td>9, 10, 11, 12</td>
<td>1 credit</td>
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<tr>
<td><strong>GEOMETRY</strong></td>
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| Students will explore the axiomatic development of Euclidean Geometry. Topics of study include congruence and similarity, geometric inequalities, parallel lines, circles, regular polygons, geometric solids,
perimeter, area, volume, transformations, and symmetry.

23307  
HONORS ALGEBRA II  
This course is an accelerated Algebra 2 course with an in-depth study of Algebra II concepts. In addition to the topics included in Algebra II, Honors Algebra II students will study probability, matrices, determinants, and transformations.

23620  
HONORS PRE-CALCULUS  
This course is designed for students who have a strong foundation in basic mathematical concepts. These students anticipate a need for a strong mathematical background in their future educational career. This course will provide a comprehensive understanding of many mathematical concepts. The topics covered in this course include; algebra, functions, equations, circular functions, trigonometry, matrices, vectors, statistics, probability, and calculus. This course will be presented from an international approach. Students will be exposed to mathematical notation used around the world. Through instruction students will develop appreciation for mathematics as a universal language spoken and written around the world. The course is designed for 11th graders that plan on taking AP Calculus in their senior year.

23600  
IB MATH APPLICATIONS I  
This course is designed for students who appreciate the need for mathematics for college preparedness but do not plan to pursue a field of study heavily rooted in mathematics. Additionally the course will provide an exposure to a wide variety of mathematical topics that may be used. Students will be provided ample opportunities to demonstrate their knowledge of mathematical concepts through applications rooted in real world contexts. Graphic display calculator will be an integral part of everyday instruction. Topics include; number sense, algebraic concepts, functions, geometry, trigonometry, and financial mathematics.

Students will be introduced to the international language of mathematics through the use of notation recognized by the International Baccalaureate Diploma Programme. Throughout the course of study an emphasis will be placed on clearly and concisely communicating their mathematical knowledge. When appropriate, concepts will be presented in a historical and/or cultural context. This course may only be taken by full DP candidates.
IB MATH APPLICATIONS II
This course is designed for students who appreciate the need for mathematics for college preparedness but do not plan to pursue a field of study heavily rooted in mathematics. Additionally, the course will provide an exposure to a wide variety of mathematical topics that may be used. Students will be provided ample opportunities to demonstrate their knowledge of mathematical concepts through applications rooted in real world contexts. Graphic display calculator will be an integral part of everyday instruction. Topics include: number sense, algebraic concepts, functions, geometry, trigonometry, financial mathematics.

Students will be introduced to the international language of mathematics through the use of notation recognized by the International Baccalaureate Diploma Programme. Throughout the course of study an emphasis will be placed on clearly and concisely communicating their mathematical knowledge. When appropriate, concepts will be presented in a historical and/or cultural context. This course may only be taken by full DP candidates.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL II
This course is a continuation of the work done in Honors Precalculus/IB Mathematics: Analysis and Approaches SL I. It is intended for students who wish to pursue studies in mathematics at the university level or subjects that have extensive mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The topics covered in this course include; algebra, functions, equations, circular functions, trigonometry, matrices, vectors, statistics, probability, and calculus. This course may only be taken by full DP candidates who have taken Honors Pre-Calculus in 11th grade.

IB MATH HL APPLICATIONS & INTERPRETATION
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course will include new content, including statistics. It is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content.

IB MATH SL APPLICATIONS & INTERPRETATION
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

IB MATH SL I ANALYSIS AND APPROACHES
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

IB MATH SL II ANALYSIS AND APPROACHES
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

23632
IB MATH HL I ANALYSIS AND APPROACHES
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The IB Math HL Analysis and Approaches course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

23633
IB MATH HL II ANALYSIS AND APPROACHES
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The IB Math HL Analysis and Approaches course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

23601
PRE-CALCULUS
This course is for students who have successfully completed algebra II. Students will study functions and relations including asymptotic behavior and zeros, trigonometry, trigonometric proof writing, complex numbers, arithmetic and geometric series and sequences, conic sections, probability, exponential functions and their applications, logarithms, polynomial and rational functions, the study of limits and an introduction to differential calculus.

23130
STATISTICS
Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.
PERFORMING ARTS/MUSIC

27506
ADVANCED MUSIC TECHNOLOGY
Students interested in taking this course should enroll in Music Technology (27504/97504), “Advanced” designation will be granted after the third week of school.
This class is an extension of the Music Technology class. In this class students will explore music using a variety of hardware and software applications. The tools and skills you learn will allow you to compose, arrange and construct music and you will become familiar with technology that is commonplace in the music production industry. This is a course focusing on real world applications of music technology. As a project based class, you will learn to work on assignments over an extended time frame and complete readings, listening, and written work outside of class. *This course may be re-elected for additional credit.

27618
BLACK HAWK BAND
This class is intended for students who wish to participate in band but are unable to participate in marching band during the first semester. It is open to 9-12th grade students who have successfully completed 8th Grade Band or have successfully auditioned for the Director. Students who take this course should sign up for either Campus Band (9th grade) or Concert Band (10-12th grade) 2nd semester. Students who wish to participate in Symphony Band 2nd semester may not sign up for this class. Students will study fundamental pedagogy and musicianship, as well as rehearsing and performing music at a developmentally appropriate level. Students will be required to perform in all concerts over the course of the year (3-4) as well as festival. Additional optional activities will include Solo and Ensemble Festival as well as Jazz Band (see course description for Jazz Band).

27618
BLACK HAWK SINGERS
This choir is open to all incoming freshman boys. No audition is necessary. Black Hawk Singers serves as the groundwork for the more advanced music ensembles, with emphasis on music reading and understanding and appreciation of all types of musical composition. Work will also be done on achieving a basic understanding of vocal technique. Black Hawk Singers will perform at school concerts throughout the year, and may participate in spring music festivals.

27715
BLOOMFIELD CHORALE
Prerequisite: Audition
Membership in this choir is open to junior and senior students (and on occasion, sophomore students) interested in participating in a select music ensemble. Music of various periods and styles from madrigals to popular will be performed. Auditions will be held in the spring for the following school year. Private music instruction is encouraged. The choir will perform outside of school at cultural, civic, and educational activities. Solo and ensemble festivals and choral festivals will be entered in the spring.

27619
CAMPUS BAND
This class is intended for mostly 9th Grade Wind and Percussion students, as well as some 10th, 11th and 12th grade students with schedule conflicts, who have successfully completed 8th Grade Band or have successfully auditioned for the Director. Students will study fundamental pedagogy and musicianship, as well as rehearsing and performing music at a developmentally appropriate level. Students in this ensemble will participate in all Marching Band activities in the fall, and will be expected to attend Band Camp and all pre-school (July and August) rehearsals, as well as Wednesday evening rehearsals through the first week of October. Students will be required to perform in in all concerts over the course of the year (3-4) as well as festival. Additional optional activities will include Solo and Ensemble Festival as well as Jazz Band (see course description for Jazz Band).

27610  CAMPUS ORCHESTRA
9, 10, 11  1 credit
This class is intended for mostly 9th Grade String students, as well as some 10th and 11th grade students, who have either successfully completed 8th Grade Orchestra or have successfully auditioned for the Director. It is also available to students unable to schedule Philharmonic Orchestra due to course conflicts. Students will study fundamental pedagogy and musicianship, as well as rehearsing and performing music at a developmentally appropriate level. Students will be required to perform in in all concerts over the course of the year (3-4) as well as festival. Additional optional activities will include Solo and Ensemble, Pit Orchestra as well as Chamber Orchestra (see course description for Chamber Orchestra).

27613  CHAMBER ORCHESTRA
9, 10, 11, 12  1 credit
This ensemble performs for a number of community, school and social functions. There is a strong emphasis on sight-reading and on being able to "play for fun". The Chamber Orchestra has a repertoire ranging from light classical to more popular genres. This group also rehearses and often performs as a Chamber Ensemble at the MSBOA Solo and Ensemble Festival and will often accompany soloists at the Senior Concerto Concert. Students must be also participate as a member of Campus, Philharmonic or Symphony Orchestra. Rehearsals are outside of the regular school day.

27623  CONCERT BAND
10, 11, 12  1 credit
This band is composed of tenth, eleventh and twelfth grade students. Emphasis will be on all musical fundamentals. This group is a training ensemble in preparation for the Symphony Band. Students in this ensemble will participate in all Marching Band activities in the fall, and will be expected to attend Band Camp and all pre-school (July and August) rehearsals, as well as Wednesday evening rehearsals through the first week of October. Students will be required to perform in all concerts over the course of the year (3-4) as well as festival. Additional optional activities will include Solo and Ensemble Festival as well as Jazz Band (see course description for Jazz Band).

27725  CONCERT CHOIR
10, 11, 12  .5 credit
Concert Choir is a mixed group of students committed to the idea of developing their individual singing voices. No experience is necessary. While basic vocal skills will be covered, this class will assume that the
student has a year of singing experience at the high school level. "Everyone can sing!" and "Singing is fun!" are major themes of this class. The focus will be on gaining vocal skills, working in small groups, and being able to perform as a group. Music studied for this class will be chosen from many musical styles; traditional choral music, Broadway, and popular ballads.

27601 11 1 credit
IB MUSIC SL I
IB Diploma Programme Music SL 1 focuses on the basic musical elements and three major historical periods of the Western Music tradition. This class is designed to give you the foundation to analyze and create music from within the western tradition. IB Music 1 and 2 are offered concurrently during the same hour of the school day and students who sign-up for this course must be enrolled in one of the many auditioned performing ensembles at BHHS in order to meet the SL Group Performance requirement.

27602 12 1 credit
IB MUSIC SL II
IB Diploma Programme Music SL 2 begins preparing the student for the externally assessed IB examination, the musical links investigation, and the selected internal assessment of IB Music SL Group Performance. Musicians will study world music, Western Music tradition (Romantic, Post Romantic, Impressionism and, 20th Century), performance and compositional techniques appropriate to the internal assessment (Group Performance). Students will also study the IB required musical works. IB Music 1 and 2 are offered concurrently during the same hour of the school day and students who sign-up for this course must be enrolled in one of the many auditioned performing ensembles at BHHS in order to meet the SL Group Performance requirement.

27651 9, 10, 11, 12 1 credit
JAZZ BAND
The purpose of this course is to learn about, rehearse, and perform contemporary jazz music. This class meets outside of the school day (the first two even days of the week from 6:30 - 7:25 am and Thursdays from 2:30 - 4:30 pm). Students who play any instrument and do not want to audition can join the "Jazz Lab Band" which will rehearse Mondays and Thursdays. Students who pass an audition and play saxophone, trombone, trumpet, piano, bass, drums, or guitar can join the "Jazz Ensemble" which meets Tuesdays and Thursdays. To receive credit for this class all students, regardless of ensemble, must attend all rehearsals (Monday, Tuesday, and Thursday). Students who only want to attend two classes per week may audit the class for no credit. Students who perform on a band instrument must be enrolled in a curricular music course other than jazz band. This course is open to 9th-12th grade students.

27730 11, 12 1 credit
JILLS
Prerequisite: Audition
Membership in this choir is open to junior and senior girls. Auditions will be held in the spring for the following school year. During the school year, the group will perform outside of school at civic, cultural, and educational activities. Solo and ensemble festivals and choral festivals will be entered in the spring.

27504/97504 9, 10, 11, 12 .5 credit
MUSIC TECHNOLOGY
In this class you will explore music using a variety of hardware and software applications. The tools and skills you learn will allow you to compose, arrange and construct music and you will become familiar with technology that is commonplace in the music production industry. This is a course focusing on real world applications of music technology. As a project based class, you will learn to work on assignments over an extended time frame and complete readings, listening, and written work outside of class time.
27641  10, 11, 12  1 credit
PHILHARMONIC ORCHESTRA
Designed for students who desire more transition time from the middle school and/or 9th Grade Orchestra literature to the Symphonic literature. Philharmonic offers further development of existing techniques, musicianship, sight-reading skills, music theory and rehearsal decorum necessary for the Symphony Orchestra. Students will be required to perform in all concerts over the course of the year (3-4) as well as festival. Students may be expected to participate in Wednesday evening rehearsals, with the Symphony Orchestra, in the first quarter of the school year. Additional optional activities will include Solo and Ensemble, Pit Orchestra as well as Chamber Orchestra (see course description for Chamber Orchestra).

27632  10, 11, 12  1 credit
SYMPHONY BAND
Designed for students with the highest level of skills and interest in instrumental music. This organization rehearses and performs high school and college-level music with emphasis on advanced playing techniques and musical interpretation. Top performers, from most of the sections, will also be expected to perform in the Symphony Orchestra Winds (see course description for Symphony Orchestra Winds). Students in this ensemble will participate in all Marching Band activities in the fall, and will be expected to attend Band Camp and all pre-school (July and August) rehearsals, as well as Wednesday evening rehearsals through the first week of October. Students will be required to perform in all concerts over the course of the year (3-4) as well as festival. Additional optional activities will include Solo and Ensemble Festival as well as Jazz Band (see course description for Jazz Band).

27611  10, 11, 12  1 credit
SYMPHONY ORCHESTRA
Symphony Orchestra is an auditioned orchestra for all grades 9-12, designed for the serious orchestra student for which professional symphony literature is the focus of the ensemble. This award-winning symphony is composed of strings, winds, brass, and percussion, and concentrates on the fine points of orchestral performances and techniques. Public performances, festivals, and a wide variety of concerts are highly emphasized. Only the highest of performance standards and quality is expected. Additional rehearsals will be held on Wednesday after school from 2:45 - 5 pm for full orchestra. Students are expected to participate in Solo and Ensemble Festival at the district and state levels. Additional optional activities may include Pit Orchestra as well as Chamber Orchestra (see course description for Chamber Orchestra).

27612  10, 11, 12  1 credit
SYMPHONY ORCHESTRA WINDS
This group represents the top performers in the Symphony Band. The full orchestra meets Wednesday after school for a two-hour block and in school as a pullout from Symphony Band. Original orchestral scores are studied with high performance standards expected. Students will be required to perform in all concerts over the course of the year (3-4) as well as festival.

27714  9  1 credit
VOCALISE
Open to all girls who have not had previous singing experience at the high school level. No audition is necessary. Vocalise serves as the groundwork for the more advanced music ensembles, with emphasis on music reading, and understanding and appreciation of all types of musical composition. Work will also be done on achieving a basic understanding of vocal technique. Vocalise may participate in spring music festivals and perform in concerts throughout the school year.
25205  
ADVANCED PLACEMENT BIOLOGY  
This is a content-oriented course designed to prepare students for the National Advanced Placement Test in Biology. Topics to be covered are: biochemistry, cell physiology, molecular biology of the gene, genetics, a survey of the five kingdoms, plant and animal physiology, animal behavior, and ecology. The required national AP Labs will be emphasized.

25315  
ADVANCED PLACEMENT CHEMISTRY  
This laboratory course prepares the able and talented student for advanced placement; therefore, it meets the general objectives of an introductory chemistry course at the freshman college level. Theoretical aspects of chemistry are emphasized. Major topics include the following: structure of matter, chemical bonding, kinetic theory of gases, stoichiometry, solids, liquids, change of state, equilibrium, oxidation-reduction, solution chemistry, acid-based chemistry, chemical kinetics, electrochemistry, and basic concepts of thermodynamics.

25410  
ADVANCED PLACEMENT PHYSICS 1  
Students enrolling in Advanced Placement Physics 1 should have a strong foundation in both Algebra and Geometry prior to enrollment. The Advanced Placement Physics program is a standalone program. AP Physics 1 is designed to be a student's first course in Physics and does not require students to have taken any prior Physics courses. The topics include Kinematics, Forces, Energy, Momentum, Circular and Rotational Motion, Universal Gravitation, Waves, Sound, Electrostatics, and Electric Circuits. This class is the prerequisite course for AP Physics 2. Students planning a college curriculum that requires one year of science (non-calculus Physics) may be able to fulfill half of this requirement by passing the Advanced Placement Physics 1 test.

25409  
ADVANCED PLACEMENT PHYSICS 2  
This is the follow up class to the algebra-based AP Physics 1 course. This course is designed for students who wish to pursue their studies in Physics or Engineering, but are not yet in Calculus. A strong understanding of Algebra I and Algebra II concepts is essential for success in this course. Topics include Fluid Mechanics, Thermodynamics, Quantum Nuclear Physics, Optics, Electrostatics, Electric Circuits, Magnetism, and Atomic Nuclear Physics. Students planning a college curriculum that requires one year of science (non-calculus Physics) may be able to fulfill half of this requirement by passing the Advanced Placement Physics 2 test.
25418 11, 12 1 credit
ADVANCED PLACEMENT PHYSICS C
Students enrolling in this course should have a strong foundation in pre-calculus prior to enrollment in this course. It is recommended that students take AP Physics 1 prior to AP Physics C, but it is not a requirement. In this Advanced Placement Physics course, most of the first semester is devoted to calculus based mechanics, which include topics in Kinematics, Forces, Energy, Momentum, Circular and Rotational Motion, Universal Gravitation, Waves, and Sound. Use of calculus (derivatives and integrals) in problem solving will increase as the mechanics topics progress. The remainder of the course is devoted to Electricity and Magnetism. Calculus is extensively used in formulating principles and in solving problems. The Advanced Placement C test consists of two parts, one for each section (Mechanics and E&M), and each test is 1 1/2 hours long. A student may take one test or both tests and will earn separate grades for each test. Successful completion of the test may earn the student credit for one semester (per test) of college calculus-based Physics. This course sequence is required for many Physics and Engineering college programs.

25509 11, 12 1 credit
ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
This laboratory-based course is designed to prepare students for taking the National Advanced Placement Test in Environmental Science. The AP Environmental Science course will provide students with their scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to evaluate the relative solutions for resolving and/or preventing them. Topics will include: inter-dependence of the earth’s systems; human population dynamics; renewable and nonrenewable resources; environmental quality; global changes and their consequences; environmental laws and regulations; and conservation and global changes and their consequences; environmental laws and regulations; and conservation and preservation.

25206 11, 12 1 credit
ANATOMY AND PHYSIOLOGY
Students learn about the structure and function of the human body. The course covers the physical basis of life, histology, and the anatomy and physiology of the following systems: integumentary, skeletal, muscular, nervous, endocrine, somatic and special senses, cardiovascular, respiratory, digestive, urinary, re, and immune. The following topics are also emphasized in this course: the complementary nature of structure and function, homeostatic regulating mechanisms, diseases and how they affect the body. Anatomy and Physiology is recommended for students interested in the fields of medicine or health.

25201 9 1 credit
BIOLOGY
This required course emphasizes the concepts of ecology, cell structure and function, biochemistry, photosynthesis and respiration, heredity, genetics and evolution. Throughout the year students will think critically about the impacts of science and technology on modern society. Students will also engage in science and engineering practices including experimental design, developing models, analyzing data, and problem solving.

25300 10, 11, 12 1 credit
CHEMISTRY OF EARTH'S SYSTEMS
In this Michigan Science Standards aligned chemistry course, students will explore physical science concepts that build comprehension around matter, its properties, and its interactions with other matter and
Students will explore concepts in chemistry and apply their understanding of these concepts in the context of Earth and Space Science. The relevant Earth and Space Science concepts are integrated to deepen students’ understandings of chemistry’s role in Earth’s systems and society.

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<tr>
<td>EARTH AND SPACE SCIENCE</td>
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<td>Earth and Space Science is a laboratory and activity based course. Over this year long class we will explore the Earth’s place in the universe, interconnections among Earth’s systems, and human activities impact on the Earth. Embedded within these themes are topics from all science disciplines such as astronomy, biology, chemistry, climatology, geology and physics. Throughout the course we will plan and carry out investigations, analyze and interpret data, utilize models, construct explanations, design solutions, and engage in scientific argument.</td>
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<tr>
<td>EARTH SCIENCE: ASTRONOMY</td>
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<td>Offered 1st Semester Only</td>
<td>This is a one semester laboratory and activity based class. Topics will include: the beginning of the universe, the solar system and sun, the life cycles of stars as well as constellations. This course will help students gain an appreciation of both the most minute and vast things in the natural world.</td>
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<td>EARTH SCIENCE: GEOLOGIC DISASTERS</td>
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<td>This is a year-long laboratory based class with a special emphasis on geologic disasters. Geology studies the composition, structure, physical properties, history, and the processes that shape Earth’s components. In the process geologic history, water systems, plate tectonics, volcanoes, earthquakes and natural resources will be covered.</td>
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<tr>
<td>EARTH SCIENCE: OCEANS AND WEATHER</td>
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<tr>
<td>Offered 2nd Semester Only</td>
<td>This one semester laboratory course includes meteorology topics such as reading weather maps, tornadoes and hurricanes, and clouds and precipitation. The oceanography topics include currents, life zones, chemistry of seawater, and physical features of the ocean floor.</td>
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<tr>
<td>ENVIRONMENTAL FIELD RESEARCH</td>
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<td>This field course will meet at the E.L. Johnson Nature Center. Students may register for one or both semesters. It is intended for students who want to explore or expand their interests in environmental careers such as wildlife biology, forestry, environmental protection, or scientific field research. Local studies will focus on water quality, habitat, and wildlife of the E.L. Johnson Nature Center and surrounding area. Team projects, independent study, monitoring our local flora and fauna, and use of special field equipment are the main components of the program. Much of the work will be outdoor appropriate clothing is necessary.</td>
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<td>FORENSIC SCIENCE</td>
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<td>Current and past crimes will be looked at. The study of several sciences will be done while learning about how the crime was investigated. Crime scenes, evidence collection, testimonies, and theories will be considered using the sciences of Biology, Chemistry, and Physics. How the legal system is involved in crimes and disputes will also be studied.</td>
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GENETICS AND BIOTECHNOLOGY (Model Center)
This one semester course is designed for students with an interest in genetics and how it plays an important role in the developing field of biotechnology. Students will be given the opportunity to develop lab skills that can be used in the biotechnology workplace while exploring topics related to human genetics. Class discussions will revolve around bioethical issues and how genetic changes influence an organism's physiology. This course grants one-half credit in Science.

35202 /45202                                             11, 12   1 credit
HUMAN PATHOLOGY (Model Center)
Pathology is broadly defined as the study of disease, including the cause, development, and consequences of the disease process. This lab-based course is designed to introduce students to concepts dealing with anatomical and clinical pathology through the proper identification and diagnosis of disease. Emphasis will be placed on the signs and symptoms associated with specific diseases and the medical terminology used to classify these diseases. Students will also discuss what forms of treatment and surgical procedures are available when various organisms acquire certain diseases. This course grants one-half credit in Science.

25207 11     1 credit
IB BIOLOGY HL I
This laboratory course is designed for students who will take the Biology HL exam. Topics covered in this course include statistical analysis, cells, biochemistry, genetics, ecology and evolution, nucleic acids, cell respiration and photosynthesis, plant science, human health and physiology, neurobiology and behavior.

Students will be exposed to international dimensions as the topics above are presented. Students will be using the scientific method as they focus on scientific problems that are recognized worldwide. Students will be encouraged to access the extensive body of information provided by international scientific organizations to enhance their appreciation of the international dimensions of Biology. This will provide students opportunities to take intellectual risks. They will explore biological topics that have local and global significance. Students will be required to exercise initiative in applying thinking skills and make reasoned ethical decisions.
IB BIOLOGY HL II
This laboratory course is designed for students who will take the Biology HL exam. Topics covered in this course include statistical analysis, cells, biochemistry, genetics, ecology and evolution, nucleic acids, cell respiration and photosynthesis, plant science, human health and physiology, neurobiology and behavior.

Students will be exposed to international dimensions as the topics above are presented. Students will be using the scientific method as they focus on scientific problems that are recognized worldwide. Students will be encouraged to access the extensive body of information provided by international scientific organizations to enhance their appreciation of the international dimensions of Biology. This will provide students opportunities to take intellectual risks. They will explore biological topics that have local and global significance. Students will be required to exercise initiative in applying thinking skills and make reasoned ethical decisions. At the end of this course students will take the external IB assessment.

IB CHEMISTRY SL I
This course is designed for students who will take the IB Chemistry SL exam. Chemistry is taught from an international perspective through the historical developments and notable events of chemistry that impact populations across the globe. Students explore challenging, scientific questions that require them to consider the nature of science and its purpose in seeking explanations about phenomena of the natural world. Lab work is a major component of this course and is used to facilitate student-led, inquiry-based activities. Topics covered in this course include: measurement and data processing, atomic structure and periodicity, bonding and chemical reactions, quantitative chemistry, kinetics and equilibrium, acid-base chemistry, and electrochemistry.

IB CHEMISTRY SL II
This course is designed for students who will take the IB Chemistry SL exam. This course is a continuation of IB Chemistry SL I. Topics include thermodynamics and advanced bonding, with a major emphasis on organic chemistry. Special topics such as biochemistry and medicinal chemistry are incorporated into the course. A major component of the course is lab work centered around the internal assessment and involves an independent, student-designed experiment.

IB SPORTS, EXERCISE AND HEALTH SCIENCE HL
Sports, exercise and health science (SEHS) HL is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. The course incorporates the traditional disciplines of anatomy and physiology, nutrition, biomechanics, psychology, which are studied in the in the context of sports, exercise, and health. Students will also carry out experimental investigations. The course thus provides students with the opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance.

IB SPORTS, EXERCISE AND HEALTH SCIENCE SL
This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and
nutrition, which are studied in the context of sport, exercise and health. This course is aligned to the DP curriculum and open to all students. A combination of coursework and experimental labs provide the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education. NCAA is pending.

35203  
MICROBIOLOGY (Model Center)  
11, 12  
0.5 credit

This course is designed for students looking to gain lab experience in a specialized area of biology focusing on how microbes affect human health, the pharmaceutical industry and the environment we live in. Emphasis will be placed on how microbes are involved in the development of disease and why they play an important role in our daily lives. Using skills and techniques learned in a microbiology lab, students will be able to explore a world they know exists, but is not visible to the human eye. This course will provide students who are interested in pursuing any of the biological sciences with a college level lab experience. This semester course is offered during fall and spring semesters and grants one-half credit in Science.

25401  
PHYSICS OF THE UNIVERSE  
10 (DP Students only), 11, 12  
1 credit

In this Michigan Science Standards aligned course sequence, the story of physics moves from observable phenomena (flow of charge, interference of light, orbits of planets, free fall of objects) to the force fields that govern them (electric, magnetic, and gravitational). The Earth and Space Science topics of cosmology, such as the universe and star formation, and plate tectonics are embedded into this scope and sequence and provide a context for the application of physical science concepts.

23323  
SCIENCE OF AGRICULTURE, FOOD AND NATURAL RESOURCES  
11, 12  
1 credit

Hosted at the Charles L. Bowers School Farm, the Science of Agriculture, Food, and Natural Resources (AFNR) course introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE™ curriculum. Throughout the course, activities are used to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course. Students in the AFNR course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Exploring animal and veterinary science includes participating in hands-on lab activities and daily animal husbandry. Students will work directly with all the on-site farm animals including goats, sheep, horses, pigs, chickens, and rabbits, observing behavior and caring for their welfare. This double-block class that earns 1 credit per semester.

25529  
VETERINARY SCIENCE  
12  
1 credit

This course will develop students’ understanding of the small and large animal industry, animal anatomy and physiology, advanced animal nutrition and reproduction, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Students can also establish a supervised agricultural experience program and participate in FFA activities. FFA and Supervised Agricultural Experience projects are an integral part of the Agriculture Education model, so
participation in these activities is a firm expectation for this course; however, these events typically take place outside of the school day and that should be taken into account when choosing to enroll in this course. *Curriculum for Agricultural Science Education (CASE) is a nationally recognized high school agricultural education curriculum that uses rigorous and relevant curriculum through a project-based approach that engages students with science, mathematics, and English language understanding.\n
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**ZOBOLOGY (Model Center)**

Zoology is an area of natural science that focuses on the structure and function of various organisms in the animal kingdom. This course is designed for students who are interested in exploring concepts regarding the comparative anatomy, embryology, and behavioral habits of vertebrates. In addition to class discussion, the use of hands on lab activities and dissection will accompany course material taught during class. *This course grants one half credit in Science.*
ADVANCED PLACEMENT AMERICAN GOVERNMENT & POLITICS
This course will examine the original elements of American Government with the goal of bringing depth to fundamental concepts and issues in American Government. Students will be expected to use and develop their writing skills while completing course objectives. Class discussion is essential and intended to develop public speaking skills while promoting a healthy environment for public discourse and critical thinking. This course is yearlong and students are discouraged from entering at mid-semester. The AP American Government course covers all content required to meet the graduation requirement and continues in-depth to give the student essential background necessary for the A.P. examination. *(This two semester course fulfills the state requirement of Civics.)*

ADVANCED PLACEMENT EUROPEAN HISTORY
This course is intended to prepare students for the Advanced Placement examination in European History. The course content focuses on political and diplomatic events, economic and social changes, and the development of European cultures from the fourteenth century to the present. Students who choose, but are not required, to enroll in AP Literature and Composition will see connections between the content of both courses and experience interdisciplinary learning when appropriate. *(This two semester course grants one elective credit in Social Studies.)*

ADVANCED PLACEMENT MACROECONOMICS
Offered 2nd Semester Only This course is an introduction to macroeconomics designed to prepare students for college economics and the Advanced Placement Macroeconomics Test. It will include units in basic economic concepts, alternative economic systems, measuring economic performance, Keynesian and classical fiscal theory, monetary and fiscal combinations, and the U.S. in the global economy. It is strongly recommended that students take both Macro and Micro. *If students do not take both AP Microeconomics and AP Macroeconomics, students must demonstrate proficiency in the High School Content Expectations for Economics.*

ADVANCED PLACEMENT MICROECONOMICS
Offered 1st Semester Only This course is an introduction to microeconomics designed to prepare students for college economics and the Advanced Placement Microeconomics Test. Microeconomics includes units in the basic economic problem, supply and demand, the nature and function of markets, government regulation, and the theory of firm and factor markets. It is strongly recommended that students take both Micro and Macro. *If students do not take both AP Microeconomics and AP Macroeconomics, students must demonstrate proficiency in the High School Content Expectations for Economics.*

ADVANCED PLACEMENT PSYCHOLOGY
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the
psychological parts, principals, and phenomena associated with each of the major subfields within psychology. Students also learn about ethics and methods psychologists use in their science and practice. *(This two semester course grants one credit of Social Studies.)*

26423
ADVANCED PLACEMENT U.S. HISTORY
This course is offered for those students who may wish to prepare for an advanced placement exam, or for those who may wish to obtain greater depth of knowledge in the subject matter than the regular survey course affords. The course is designed to provide an examination of political, economic, diplomatic, and social developments from colonial times to the present, with some explanation of cultural and intellectual experiences. Emphasis will be placed upon the reading of major schools of historical interpretation and learning the foundations of historical writing and research. *This course will have timelines and skills aligned with American Literature. The History and English teachers will collaborate on several units throughout each semester so that all students will benefit from a shared interdisciplinary experience. This two semester course fulfills the state requirement of US History and Geography.*

26455
ADVANCED PLACEMENT WORLD HISTORY
This course is a survey of world history from 8000 BCE to the present, emphasizing broad patterns and processes that explain change and continuity over time. The course will continually challenge students to make connections among central themes of the World historical experience, including the relationship of change and continuity from 8000 BCE to the present, the impact of interaction among and within major societies, the impact of technology, economics, and demography on people and the environment, systems of social and gender structure, cultural, religious, and intellectual developments, and finally changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

Students who choose, but are not required, to enroll in AP Literature and Composition will see connections between the content of both courses and experience interdisciplinary learning when appropriate.

26502
AMERICAN GOVERNMENT
This course is designed to provide each student with the knowledge, skills, and experiences necessary for him or her to take an active and responsible role as an American citizen. This course is an analysis of the form and function of our federal, state, and local governments. Throughout the course, the rights and responsibilities of citizens are stressed. *This one semester course fulfills the state requirement of Civics.*

26014
CULTURAL HISTORY: SPORT AND COMPETITION IN SOCIETIES I AND II
This course examines the development of sports throughout world history. Students will explore how primitive blood sports have evolved over millennia to become highly organized, socially promoted and corporately sponsored careers. This course will focus much less on simply the results of athletic events, but how broader themes such as immigration; industrialization; globalization; nationalism; social class; conflict between labor and management; gender and evolving ideas of masculinity and womanhood; race and ethnicity; civil rights; and the media have played out on the athletic field of play and beyond. The course will consist of readings, films, discussions, projects and group presentations. *(Successful
completion of each semester course grants 0.5 elective credit in Social Studies). **NCAA is pending.**

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### 26800 CURRENT ISSUES

11, 12  

**.5 credit**

This course is designed to explore the critical issues facing the world today. The major course objective is to enable students to analyze and discuss public issues. Both national and international challenges and opportunities will be explored, with emphasis on spirited discussion and debate. **(This one semester course grants 0.5 elective credit in Social Studies.)**

### 26200 ECONOMICS

10 (DP Students only), 11, 12  

**.5 credit**

Students will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. The course will emphasize four areas. Microeconomics will look at decisions of the market system based on scarcity, opportunity, cost, and interactions of buyers and sellers. Macroeconomics looks at the national economy including inflation, unemployment, monetary and fiscal policies, and the Federal Reserve. International economics looks at specialization and trade. Personal finance includes understanding and applying personal financial issues and strategies. **(This one semester course fulfills the state requirement of Economics.)**

### 36601 HEALTH PSYCHOLOGY (Model Center)

11, 12  

**.5 credit**

This class is designed to facilitate the student’s exploration of health, wellbeing and longevity. Students will learn about health psychology, positive psychology, techniques to decrease stress, mindfulness meditation and health paradigms from other cultures. This biopsychosocial model of managing wellness is a holistic approach that is used in mind/body clinics in hospitals throughout the country. Students will maintain a journal of self-reflections, read a book in the content area, practice mindfulness meditation, investigate centenarians and the Blue Zones. The information and projects are designed to facilitate self-reflection and personal growth. This semester course grants one-half credit in Social Studies.

### 26100 IB WORLD RELIGIONS

11, 12  

**1 credit**

The IB DP World Religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. The aims of the world religions standard level courses are to: promote an inquiring, analytical and empathetic approach to the study of religion; develop an informed understanding of the diversity of world religions; foster a respectful awareness of the significance of the beliefs and practices for the faith member; develop an understanding of how religion affects people’s lives; encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today; and promote responsible and informed international citizenship. IB DP World Religions is a one year International Baccalaureate Diploma Programme course. All students are
welcome to enroll in this course as a social studies elective. A standard level (SL) Group 3 candidate will elect this course in either the junior or senior year. At the end of this course, standard level (SL) students will take the IB Standard Level examination for credit towards their IB Diploma.

26111  
IB WORLD HISTORY SL/HL II  
1 credit  
11, 12  
The topics of study in IB World History include: The rise of aggressive militarism leading into WW II, 20th-century authoritarian states, and superpower tensions during the Cold War. This course will help students develop an understanding of history as a discipline and increase their historical thinking skill. In this course students will learn to engage effectively with source documents from multiple perspectives and regions in order to construct knowledge and make historical arguments.

IB World History is a full-year International Baccalaureate Diploma Programme course. All juniors and seniors are welcome to enroll in this course as a social studies elective. IB Diploma Candidates taking their Group 3 course at standard level (SL) will elect this course in either the junior or senior year. Candidates taking their Group 3 course at the higher level (HL) will elect this course for their senior year after taking IB European History in their junior year. At the end of this course, standard level (SL) students will take the IB Standard Level examination for credit towards their IB Diploma. Higher level (HL) students will take the IB Higher Level examinations for credit toward their IB Diploma.

26424  
IB EUROPEAN HISTORY HL 1  
1 credit  
11, 12  
The topics of study of IB European History include: The French Revolution and Napoleon, Emergence of the Soviet State, European States in the Interwar Years, and The Soviet Unit and Post Soviet Russia. IB European History has a regional concentration on Europe. Students will be reconstructing and interpreting the past through investigation of the discipline of history using a variety of resources, methods, and critical reflection. Students engage with multiple perspectives and appreciate the complex nature of historical concepts, issues, and developments. Students will not only gain knowledge of historical events and the impact on different people around the world but also an awareness and appreciation of diverse cultural experiences. History of Europe is the first of the two year higher level (HL) International Baccalaureate Diploma Programme sequence. To fulfill the higher level (HL) Group 3 sequence, Diploma Programme candidates will elect IB World History in their senior year. To be eligible for the IB examination in Group 3, students in 11th grade must continue in IB World History in 12th grade. All students are welcome to enroll in this course as a social studies elective.

26000  
INTERNATIONAL STUDIES: MODEL UNITED NATIONS  
.5 credit  
9, 10, 11, 12  
This course will introduce students to differing political structures in place in the world today. Students will also examine the political histories of countries from each of the major continents. In addition, current global issues will be explored, focusing on the causes and potential consequences of them. The Model United Nations Program, as supported by the International Baccalaureate, will be incorporated throughout the course. This course can be re-elected for additional elective credit. (Successful completion of the course will earn .5 credits as a Social Studies elective.)

26600  
PSYCHOLOGY (Cannot be repeated)  
.5 credit  
11, 12  
Psychology I is designed to introduce students to some of the major topics in psychology. Beginning with the historical development of psychology, students will learn the foundation of this social science, including consciousness, personality, and psychopathology, while applying modern theoretical perspectives. (This one semester course grants 0.5 elective credit in Social Studies.)
26701
SOCIOLOGY
11, 12
.5 credit
Sociology is a study of society, the behavior of human groups, and of social organization. Topics covered include the following: Deviant behavior, crime and violence, socialization, cultural and ethnic minorities, role and status, social class, and social change. *(This one semester course grants 0.5 elective credit in Social Studies.)*

36603
THEORIES OF SELF (Model Center)
11, 12
.5 credit
This class is designed to facilitate the student’s exploration of theories related to self and personal identity from a counseling psychology perspective. A variety of strategies and creative projects, including a Jungian archetypal mask, will be used to encourage students to investigate their own stories of personal development. In addition, growing areas in contemporary psychology will be introduced, such as Animal Behaviorism (Ethology) and how our microbiome impacts our psychology. This semester course grants one-half credit in social studies.

26419
U. S. HISTORY
10
1 credit
This course will examine the development, growth, and challenges of our institutions and culture from the period of industrial growth after the Civil War to the present. The course emphasis will be on having students gain an historical, economic, political, and geographic perspective on the United States. Students will develop inquiry and communication skills through selected research, interpretation and critical analysis of primary source material, and civic centered participation projects while developing an appreciation for the wide variety of human experiences. *This course will have timelines and skills aligned with American Literature. The History and English teachers will collaborate on several units throughout each semester so that all students will benefit from a shared interdisciplinary experience. (This two semester course fulfills the state requirement of US History and Geography.)*

26011
WORLD HISTORY
9
1 credit
This course takes a global and comparative approach to studying the world, its past, and geography to develop a greater understanding of the development of worldwide events, processes, and interactions among the world’s people, cultures, societies, and environment. This course balances the historical, political, economic, and social interactions of people in all regions of our world while emphasizing the development of a variety of academic skills necessary for success in high school social studies. *(This two semester course fulfills the state requirement of World History and Geography.)*
**SPECIAL EDUCATION**

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<tr>
<th>Course Code</th>
<th>Grade Levels</th>
<th>Credit</th>
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<tbody>
<tr>
<td>29405</td>
<td>9, 10, 11, 12</td>
<td>1 credit</td>
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<tr>
<td><strong>BASIC READING</strong></td>
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<td>Basic Reading addresses reading, writing, spelling, grammar, language, and vocabulary. Basic Reading is conducted throughout two class periods; ensuring students receive reading instruction every day. This class incorporates many intervention programs and students’ IEP goals and objectives. <em>This course is designed for students in the Academic Resource Program.</em></td>
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<th>Course Code</th>
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<tr>
<td>23106</td>
<td>9, 10, 11, 12</td>
<td>.5 credit</td>
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<tr>
<td><strong>CONSUMER MATH (A,B,C Sequence)</strong></td>
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<td>This course includes a review of basic math skills that will be applied to real-life math situations. Math applications will include keeping household and personal records such as shopping list, bank accounts, simple budgets and income tax records. Kitchen and household measurements, unit pricing, comparison shopping, and sale pricing are also included. Money skills are developed to compute wages, such as payroll deductions, elapsed time concepts in hourly pay rates, and understanding the abbreviations commonly recorded on paycheck stubs. The operations and application of the directional compass are emphasized as well. Individualized Education Plan (IEP) required.</td>
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<tr>
<td>29451</td>
<td>9, 10, 11, 12</td>
<td>.5 credit</td>
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<td><strong>DAILY LIVING #1</strong></td>
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<td>This course is designed to develop skills necessary for an independent living situation. The students will explore social skills including respect, compassion, responsibility, perseverance, cooperation and conflict resolution. The second part of this course will include caring for personal needs and recreation/leisure experiences in the community. <em>This course is designed for students in the Academic Resource Program.</em></td>
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<tr>
<td>29452</td>
<td>9, 10, 11, 12</td>
<td>.5* credit</td>
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<tr>
<td><strong>DAILY LIVING #2</strong></td>
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<td>This course is designed to develop skills necessary for an independent living situation. The students will manage personal care needs including first-aid, home repair, and household medical care. Students will learn to buy, prepare and consume food. Students will also learn to buy and care for personal clothing. <em>This course is designed for students in the Academic Resource Program.</em></td>
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<tr>
<td>29456</td>
<td>10, 11, 12</td>
<td>.5* credit</td>
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<tr>
<td><strong>DIRECTED STUDIES</strong></td>
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<td>Directed Studies provides a wide range of services including individualized assistance in general education courses, vocational/career and life skills counseling, and basic classroom instruction when required. A current Individualized Education Plan—IEP— is required for enrollment. Caseload teacher and course number to be assigned by counselor. <em>This course may be repeated for additional credit. Grading for this course is credit based, with only a pass or fail option.</em></td>
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Special Education Department (continued)
29410 9, 10, 11, 12  1 credit
MATH CONNECTIONS (A,B,C Sequence)
This course is designed to examine the four basic operations using whole numbers, fractions, and decimals. The course will also study the addition of integers, percent, linear measurement, areas of squares and rectangles, volumes of rectangular prisms, and intuitive geometry. Topics will be studied using personal and technological applications.

29408 9, 10, 11, 12  1 credit
MATH QUEST
Math Quest is a journey through math as it relates to our world today. Recognizing that money math, measurements, concepts of time, reading calendars and math computer applications all influence our lives on a daily basis. Basic Math Skills, Touch Math, and Banking Math will all be used as tools to support this course. This course is designed for students in the Academic Resource Program.

29411 9, 10, 11, 12  1 credit
PRE-ALGEBRA
In Pre-Algebra, students will review vocabulary and operations which pertain to algebra. Students will also review factoring, fractions, and rational numbers. Students will study integers, equations, inequalities, and polynomials. Class work will also include applying algebra to geometry.

29406 9, 10, 11, 12  1 credit
READING ADVANCEMENT
Based on the Adolescent Accelerated Reading Initiative, this course will focus on the 8 structures of expository text. This knowledge will help students decode and comprehend textbooks. Class will be offered for English Credit. Approval by Counselor required for registration.

29454 9, 10, 11, 12  .5 credit
TRANSITION #1
This course is designed to explore individual interests, attitudes, and abilities in the work arena. The student will gain an awareness of job opportunities and information needed for acceptable job application/interview skills. The second part of this course will cover self-advocacy skills including disability awareness, making informed decisions, rights of individuals, and understanding individual strengths. This course is designed for students in the Academic Resource Program.

29455 9, 10, 11, 12  .5 credit
TRANSITION #2
This course is designed to enhance individual interests, attitudes and abilities in the work arena. The students will expand their new found knowledge of job related and self-advocacy skills through multiple work based learning experiences. Students will assemble work portfolio upon completion of this course. This course is designed for students in the Academic Resource Program.
VISUAL ARTS

ADVANCED CERAMICS/SCULPTURE 10, 11, 12 .5 credit
Students interested in taking this course should enroll in Ceramics/Sculpture (27211), “Advanced” designation will be granted after the third week of school. Students will continue building their Ceramic and Sculpture skills in advanced Ceramic and Sculpture class. This accelerated course builds upon the knowledge and understanding gained from the prerequisite course in Ceramics/Sculpture. Students will further hone their wheel throwing and hand building skills and explore glaze creation and new decoration skills. They will also delve into personal projects exploring new ideas as well as their strengths and weaknesses with the medium. Students will demonstrate knowledge of vocabulary terms and make use of their journal sketchbook. Students electing this course for additional credit will enhance their ceramic and sculptural skills. By completing this course students’ transcripts will more accurately reflect their skill level.

ADVANCED DRAWING 10, 11, 12 .5 credit
Students interested in taking this course should enroll in Drawing (27303), “Advanced” designation will be granted after the third week of school. Advanced Drawing students will continue building their Drawing skills in Advanced Drawing class. This accelerated course builds upon the knowledge and understanding gained from skills established in Drawing. Students will further their skills and explore new techniques and materials. They will also delve into personal projects, exploring new ideas as well as their strengths and weaknesses with the medium. Students will demonstrate knowledge of vocabulary terms and make use of their journal sketchbook. *This course may be re-elected for additional credit.

ADVANCED GRAPHIC DESIGN 10, 11, 12 .5 credit
Students interested in taking this course should enroll in Graphic Design (27115), “Advanced” designation will be granted after the third week of school. Students will continue building their design skills in Advanced Graphic Design. Students will be expected to complete more accelerated projects and produce a portfolio of their work. Students will solve "real world" design problems using industry standard software (Adobe Illustrator and Photoshop). Additional emphasis will be placed on the use of technology as a means for design as well as a tool for creating art. The utilization of handmade elements in Graphic Design will also be addressed. Once students have completed Graphic Design and take a second semester of Advanced Graphic Design, their transcripts will more accurately reflect their skill level. *This course may be re-elected for additional credit.

ADVANCED JEWELRY/METALSMITHING 10, 11, 12 .5*credit
Students interested in taking this course should enroll in Jewelry/Metalsmithing (27231), “Advanced” designation will be granted after the third week of school. Students will continue building their Metalsmithing skills in advanced jewelry. Students would be expected to complete more advanced projects. Once students have completed the first semester of Jewelry/Metalsmithing and take a second semester of Jewelry/Metalsmithing their report card will more accurately reflect their true skill. *This course may be re-elected for additional credit.

ADVANCED PAINTING 10, 11, 12 .5*credit
Students interested in taking this course should enroll in Painting (27323), “Advanced” designation will be granted after the third week of school. Advanced Painting Students will continue building their Painting skills in Advanced Painting class. This accelerated course builds upon the knowledge and
understanding gained from skills established in Painting. Students will further their skills and explore new techniques and materials. They will also delve into personal projects, exploring new ideas as well as their strengths and weaknesses with the medium. *This course may be re-elected for additional credit.

27411  
10, 11, 12  
.5* credit

ADVANCED PHOTOGRAPHY
Students interested in taking this course should enroll in Darkroom to Digital (27411). “Advanced” designation will be granted after the third week of school. This is an accelerated course that builds upon the knowledge and understanding gained from the prerequisite course Photography: Darkroom to Digital. Students will further investigate the 35mm camera, black and white film and printing, digital photography with Photoshop, and alternative silver processes. Students will have a vocabulary of both the darkroom and digital world and be able to work seamlessly between both venues. Students electing this course for additional credit will enhance their photographic skills and continue the development of their portfolio. *This course may be re-elected for additional credit.

27411  
10, 11, 12  
.5* credit

ADVANCED DIGITAL ART
Students interested in taking this course should enroll in Digital Art (27117), “Advanced” designation will be granted after the third week of school. Students will continue building their digital skills in Advanced Digital Art. Students will be expected to complete more accelerated projects and produce a portfolio of their work. Working closely with the instructor, each student will create a semester plan for refinement of their studies whether this includes photography, Photoshop, digital drawing and painting, and/or combined handmade/digital exploration. By completing this course, students’ transcripts will more accurately reflect their skill level.

27424  
11, 12  
1.0 credit

ADVANCED PLACEMENT STUDIO ART
At least 3 art courses are strongly suggested. In addition, a portfolio review is highly recommended for guidance and placement purposes.
Advanced Placement Studio Art is a college-level art experience for advanced visual art students. The AP Studio Art exam is not a written examination; instead, students submit portfolios for evaluation at the end of the school year. Each student prepares an individual portfolio of at least 24 pieces of artwork to submit to the College Board. Students who perform satisfactorily on the AP Exam may receive advanced placement, college credit, or both, from the college of their choice. Instructional goals include making art that encourages creativity, involving students in critical decision-making and developing technical skills.

27211  
9, 10, 11, 12  
.5* credit

CERAMICS/SCULPTURE
This course enables students to learn the basic skills of hand building, wheel throwing, glazing, and firing ceramic objects. Techniques to be used include pinch, coil, and slab building; throwing off the wheel head and off the mound; selection, mixing, and application of glaze; and gas, electric, and alternative fuel firing. Subsequent semesters will allow each student to further develop their personal expression and their portfolio. *This course may be re-elected for additional credit.

27117  
10, 11, 12  
.5 credit

DIGITAL ART
This course provides students with an introduction to digital art. Through the use of digital photography, handmade artwork, digital tablets and Photoshop, students explore the digital canvas. The computer provides artists infinite ways to create images and this course allows students develop fluency in visual
digital media. *After completing the first semester of Digital Art, students may enroll in subsequent sequential semesters of Advanced Digital Art.

**27303**

**DRAWING**

In this course students will explore drawing techniques and styles. We will study and apply the elements and principles of design, contour line, shading, cross hatching, stippling, perspective, portraits and proportion. Students will also gain an understanding of two-dimensional composition through the use of wet and dry media, including various printmaking techniques. Craftsmanship, content and personal style are emphasized! *This course may be re-elected for additional credit.*

**27114**

**FANTASY & SCI-FI ART**

This class is designed for fans of video games, sci-fi movies and comics. We will explore the basic elements of fantasy and sci-fi artwork including character design, environments, vehicles and props. Students will learn about concept sketching, illustration, digital painting and 3D sculpting. Imagination and personal style are emphasized! *A semester of drawing or graphic design is highly recommended prior to taking this course. This course may be re-elected for additional credit.*

**27115**

**GRAPHIC DESIGN**

This course is an introduction to basic visual communications and fundamentals in the field of graphic design. Students will discover how to integrate elements and principles of design, typography and imagery in a variety of applications. Students will solve "real world" design problems using industry standard software with an emphasis on learning Adobe Illustrator. *This course may be re-elected for additional credit.*

**27350**

**IB VISUAL ARTS HL I**

It is recommended that students take at least three visual arts courses prior to beginning IB Visual Arts. IB Visual Arts course is designed for committed, hardworking student/artists. The curriculum of this course is divided into studio and exploration. This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art makers. This is the first of a two year sequence for DP Candidates and students wishing to pursue the IB certificate for this course. This course includes three areas of assessment by the International Baccalaureate. Students complete a Cultural Art Comparison project, they curate an Exhibition of their resolved work, and submit a Process Portfolio of their learning over the two years. This course is open to all 11th and 12th grade students.

**27351**

**IB VISUAL ARTS SL I**

This course aims to prepare the student to meet the requirements of the portfolio for evaluation, while investigating in historical artists and their culture and where exploring will promote the learner profile and personal responsibility, as well as, present and emerging forms of visual arts where the students will engage in study, discussion, appreciation and evaluation. The art students will build confidence in their responsibility as a citizen that communicates visually and creatively their personal and cultural vision and experiences. They will develop skills in sensitivity, the creation of works that reflects active and individual involvement. They will learn the responsibility of being an active learner through a strong work ethic and exploratory
endeavor.

27352
IB VISUAL ARTS SL II
This course aims to prepare the student to meet the requirements of the portfolio for evaluation, while investigating in historical artists and their culture and where exploring will promote the learner profile and personal responsibility, as well as, present and emerging forms of visual arts where the students will engage in study, discussion, appreciation and evaluation. The art students will build confidence in their responsibility as a citizen that communicates visually and creatively their personal and cultural vision and experiences. They will develop skills in sensitivity, the creation of works that reflects active and individual involvement. They will learn the responsibility of being an active learner through a strong work ethic and exploratory endeavors. *(This class is the second year of a two-year sequence.)*

27353
IB VISUAL ARTS HL II
This course aims to prepare the student to meet the requirements of the portfolio for evaluation, while investigating in historical artists and their culture and where exploring will promote the learner profile and personal responsibility, as well as, present and emerging forms of visual arts where the students will engage in study, discussion, appreciation and evaluation. The art students will build confidence in their responsibility as a citizen that communicates visually and creatively their personal and cultural vision and experiences. They will develop skills in sensitivity, the creation of works that reflects active and individual involvement. They will learn the responsibility of being an active learner through a strong work ethic and exploratory endeavors. *(This class is the second year of a two-year sequence.)*

27231
JEWELRY/METALSMITHING
The production of small, three-dimensional art objects, such as jewelry and small sculptures, using both casting and fabrication techniques, will be stressed in this course. Metalsmithing processes used will include the following: forming wax models, sawing, filling, sanding, piercing, raising, and texturing. The creation of art objects using materials such as slumped glass, clay, plastics, and wood may also be investigated. Subsequent semesters will allow each student to further develop their personal expression and their portfolio. This course if offered as staff and facilities permit. *This course may be re-elected for additional credit.*

27323
PAINTING
This course introduces students to classical and contemporary painting, techniques and concepts. There will be an emphasis on encouraging individuality and creativity as well as the understanding of vocabulary and the fundamentals of artistic expression. Various painting styles and mediums will be explored. We will be painting from still-life, landscape, and life models from observation. Previous painting experience is not a prerequisite for this course, however a semester of drawing is strongly suggested prior to taking this course. *This course may be re-elected for additional credit.*

27111
PHOTOGRAPHY
Taking well composed pictures is a lifelong, practical skill that students will use far beyond high school. This course starts with the origins of photography and ends with contemporary imaging technology. Students will learn 35mm camera operations and principles of exposure as related to digital photography. Students will work through an introduction to Photoshop as an editing and computer art tool. Students are encouraged to explore new visual possibilities and ways of seeing that can be expressed effectively through images and personal vision. In addition, lectures and videos will focus on historical and contemporary trends as well as explore the multiple roles of photography as a fine and commercial art form. *This course may be re-elected for additional credit.*
WORLD LANGUAGES

22501
AMERICAN SIGN LANGUAGE 100
9, 10, 11, 12
1 credit
This course is an introduction to American Sign Language, the language used by the Deaf community in the United States and most of Canada. This course will provide students with beginning ASL communication skills and basic information on Deaf culture and the history of deafness. This course of study focuses on dialogues that provide and strengthen practical skills and knowledge necessary for basic interactions within the Deaf community.

22502
AMERICAN SIGN LANGUAGE 200
9, 10, 11, 12
1 credit
This course reviews basic concepts taught in American Sign Language 100 with greater emphasis on ASL linguistic structure and concentrated efforts to develop the student’s expressive and receptive skills. Class activities will focus on initiating and maintaining a signed dialogue through meaningful context as well as further vocabulary development.

22503
AMERICAN SIGN LANGUAGE 300
9, 10, 11, 12
1 credit
This third American Sign Language course is for students with intermediate skills interested in continuing the study and practice of conversational signing, grammar and fluency. Most interaction between students and teachers is expected to be in ASL.

22504
AMERICAN SIGN LANGUAGE 400
9, 10, 11, 12
1 credit
This course is designed for self-motivated students looking to develop more advanced signing skills. Students need successful completion of ASL 300 to succeed in this course which is primarily conducted in ASL.

22801
CHINESE 100
9, 10, 11, 12
1 credit
This course is designed to introduce students to the language, history, and culture of China. Emphasis in the first year is on vocabulary and conversation skills. A variety of classroom and extracurricular activities will be used to appreciate the holidays, philosophies, and customs of traditional China.

22802
CHINESE 200
10, 11, 12
1 credit
This course is a continuation of Chinese 100. Students who have background in Pinyin and Chinese characters are also encouraged to attend. The language skills learned in the first-year course will be reinforced and extended. In addition, we will be looking at the history of China in the modern era.
CHINESE 300
This course provides for the sequential development of linguistic proficiency. At this level students learn to communicate in a variety of situations. Supplementary authentic materials in reading and writing will be incorporated. Students will be required to present their Chinese skills using various computer technologies.

CHINESE 400/IB Level I
This course provides for the sequential development of linguistic proficiency. At this level students learn to communicate in a variety of situations. Supplementary authentic materials in reading and writing will be incorporated. Students will be required to present their Chinese skills using various computer technologies. For students enrolled in the DP program, this class is the first of two segments for IB Chinese. Upon completion of segment II, students will take the SL exam. Students need successful completion of Chinese 300 or successful demonstration of similar skills in order to succeed in this course.

CHINESE 500/IB LEVEL II
IB Chinese 500 is a full-year course that refines and further develops students’ abilities in Chinese oral and formal written communication. It not only provides an introduction to literary Chinese and ancient Chinese literature but also prepare students for DP test.

The class is conducted almost entirely in target language and students are required to hone their speaking skills through structured and informal activities. Language skills are improved through group and individual presentation, debates, discussions, and written compositions and essays. Students develop written skills and practice grammar through weekly journal and bi-weekly compositions. Listening skills are developed during class discussions, viewing films and movies, and listening to recordings done by native Chinese speakers. Reading skills are improved through various readings of essays and articles, newspaper articles, advertisements, biographies, plays and classical/modern poetry. For those students committed to taking the DP exam in May, additional assignments and extra practices that reflect the advanced nature of this work are assigned and graded, including practice DP exams from previous years. There are individual student semester projects and an end-of-the-year class project, which are videotaped required.

INDEPENDENT STUDY CHINESE
Independent Study Chinese is designed to provide for students wishing to continue studies beyond the current offerings in Chinese. The student must make arrangements with the teacher and make arrangements regarding time, methods, and material to be used in the project. The agreement must be described in a written contract required of all independent study students.
22101  
FRENCH 100  
9, 10, 11, 12  
1 credit  
Students will develop emerging proficiency in reading, writing, listening and speaking using authentic resources. The focus will be on real-world, high-interest, student-centered learning with an emphasis on respect for themselves, others, and the world around them. Students and teachers will strive to be embody the IB learner profile traits: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. Opportunities to extend their learning in French-speaking countries will be proposed.

22106  
FRENCH 200  
9, 10, 11, 12  
1 credit  
Students will develop continued proficiency in reading, writing, listening and speaking using authentic resources. The focus will be on real-world, high-interest, student-centered learning with an emphasis on respect for themselves, others, and the world around them. Students and teachers will strive to be embody the IB learner profile traits: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. Opportunities to extend their learning in French-speaking countries will be proposed.

22102  
FRENCH 300  
10, 11, 12  
1 credit  
Students will develop continued proficiency in reading, writing, listening and speaking using authentic resources. The focus will be on real-world, high-interest, student-centered learning with an emphasis on respect for themselves, others, and the world around them. Students and teachers will strive to be embody the IB learner profile traits: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. Opportunities to extend their learning in French-speaking countries will be proposed.

22601  
FRENCH 400/IB Level I  
11, 12  
1 credit  
Honors French 400 uses a wide range of authentic sources to encourage deep understanding of the French language and French-speaking cultures. We examine concepts, issues and ideas of local and global significance. For students enrolled in the DP programme, this class is the first of two segments for IB French. Students may decide whether to take the SL or the HL exam.

22602  
FRENCH 500/IB Level II  
11, 12  
1 credit  
Students will further their knowledge of the French language and culture through authentic sources. Primary emphasis will be on preparing for the various IB Diploma Programme assessments. Focus will be on developing advanced speaking, reading, writing, and listening skills along with fine-tuning grammatical knowledge. This class is the second of two segments for IB French. Students will decide whether to take the SL or HL exam and have the skills needed to take the AP exam, if desired.
22201 9, 10, 11, 12  
GERMAN 100  
This is the introductory course in German. Students will develop the ability to understand and express themselves in everyday situations. Cultural sensitivity, listening, speaking, reading, and writing will be practiced. A basic German vocabulary will be acquired.

22206 9, 10, 11, 12  
GERMAN 200  
This second-year course continues the development of proficiency and cultural sensitivity begun in German 100. Students will practice listening, speaking, reading, and writing. Vocabulary will be expanded and structures will be learned that will allow students to express themselves in a wider variety of situations.

22202 10, 11, 12  
GERMAN 300  
The third-year course continues the development of linguistic proficiency and cultural sensitivity begun in the first two years of German study. Students will practice listening, speaking, reading, and writing. Vocabulary and structures will be learned that will allow students to express themselves in a wider variety of situations and with a greater degree of accuracy. Some short literary texts will be read and attention will be given to developing paragraph-writing skills in German.

22603 11, 12  
GERMAN 400/IB Level I  
Students will further their knowledge of the German language and culture through authentic sources. Primary emphasis will be on developing intermediate to advanced listening, reading, writing and speaking skills as well as a comprehensive grammar review. Although this is not designed as an AP prep course, the skills learned and practiced in this course are useful for any student planning to take the German AP exam. For students enrolled in the DP programme, this class is the first of two segments for IB German. At the beginning of segment II, students may decide whether to take the SL or the HL exam. Students need successful completion of German 300 or successful demonstration of similar skills in order to succeed in this course.

22208 12  
GERMAN 500/IB LEVEL II  
Students will further their knowledge of the German language and culture through authentic sources. Primary emphasis will be on preparing for the various IB Diploma Programme assessments. Focus will be on developing advanced speaking, reading, writing, and listening skills along with fine-tuning grammatical knowledge. This class is the second of two segments for IB German. Students will decide whether to take the SL or HL exam and have the skills needed to take the AP exam, if desired.

22401 9, 10, 11, 12  
SPANISH 100  
For students who have not studied Spanish previously, or who have had limited instruction at the middle
school level, this introductory course begins the development of listening, speaking, reading and writing skills in Spanish, and cultural awareness of the Spanish speaking countries.

22406
SPANISH 200
9, 10, 11, 12
1 credit
This course provides for the continued development of proficiency in listening, speaking, reading and writing. The course incorporates aspects of Spanish speaking countries’ culture and an increased awareness of reading and writing. Students will work on projects, using technology as appropriate.

22402
SPANISH 300
10, 11, 12
1 credit
This course is designed to expand the language proficiency developed in Spanish 200. Supplemental reading texts and projects using technology will be incorporated.

22606
SPANISH 400/IB Level I
11, 12
1 credit
Students will further their knowledge of the Spanish language and culture through authentic sources. Primary emphasis will be on developing intermediate to advanced listening, reading, writing and speaking skills as well as a comprehensive grammar review. For students enrolled in the DP programme, this class is the first of two segments for IB Spanish. Students may decide whether to take the SL or HL exam. Students need successful completion of Spanish 300 or successful demonstration of similar skills in order to succeed in this course.

Students will further their knowledge of the Spanish language and culture through authentic sources. Primary emphasis will be on developing intermediate to advanced listening, reading, writing and speaking skills as well as a comprehensive grammar review. For students enrolled in the DP program, this class is the first of two segments for IB Spanish. At the beginning of segment II, students may decide whether to take the SL or the HL exam. (Successful completion of Spanish 300 or recommendation from department in order to enroll)

22421
SPANISH 500/IB LEVEL II
12
1 credit
Students will further their knowledge of the Spanish language and culture through authentic sources. Primary emphasis will be on preparing for the various IB Diploma Programme assessments. Focus will be on developing advanced speaking, reading, writing, and listening skills along with fine-tuning grammatical knowledge. This class is the second of two segments for IB Spanish. Students will decide whether to take the SL or HL exam and have the skills needed to take the AP exam, if desired.

OAKLAND SCHOOLS TECHNICAL CAMPUS
WWW.OSTCONLINE.COM

Your one stop to career and college readiness!
So, what is OSTC anyway?

OSTC (Oakland Schools Technical Campus) is a valuable extension of your high school and brings you customized self-directed learning that guides you toward future career success.

At OSTC, students can find career direction, fulfill high school graduation requirements, earn college credits, join student organizations and make new friends who share their interests. Whether you plan to attend OSTC to get a jump on college credit offerings or earn industry-based certifications to immediately pursue a career, OSTC’s industry and educationally certified staff will guide you in reaching your career goals. Did you know that 69 percent of all Oakland Schools Technical Campus students are enrolled in a university, technical school or college?

Academic Course Offerings

Most of the campus programs offer academic credits for third year math and fourth year science as well as English Language Arts. Math and science concepts are embedded into the curriculum so students learn firsthand how these concepts are applied to real-world applications. To view a complete listing of the academic credit offerings for all Career Technical Education (CTE) programs offered at our campuses, click here.

Career training and skill development takes place at one of four, state-of-the-art, multi-million dollar technical campuses in Oakland County. Our wide-range of curriculum offerings are found in nine nationally-recognized career “clusters” and developed around broad occupational areas. Each career cluster provides concentrated learning through different, yet related, career options. These nine clusters include:

- Biotechnology and Environmental Science
- Business, Management, Marketing, and Technology (BMMT) Construction Technology
- Culinary Arts and Hospitality
- Engineering/Emerging Technologies Health Sciences
- Human Services/Cosmetology
- Transportation
- Technology Visual Imaging Technology

And, believe it or not, OSTC IS FREE to you and your school! Transportation is also provided by your home school.

OSTC, It’s all that… and more!
OSTC offers you huge opportunities for learning career skills and preparing for your future. Spend half of your school day at your home school and half of the day at a technical campus. You can choose either a morning or afternoon session, and experience the following OSTC opportunities:

- Advanced applied academics
- Field trips
- Meet students from other school districts with similar interests
- Paid and unpaid internships
- Self-directed and group learning
- Student organizations
- Work-based training experiences

### Biotechnology and Environmental Science

This one or two year program is designed to prepare students with the skills necessary to successfully enter one or more of the following career areas: Natural Resources Systems, Environmental Systems, Animal Systems, and Plant Systems.

Agribusiness and marketing skills, customer service, and biotechnology are provided as a significant portion of all curriculum areas. Technology is a significant component of the curriculum in the areas of aquaculture, hydroponics, tissue culture, and data transmission networking (meteorology, commodities and futures trading). The curriculum also includes greenhouse, organic garden, landscape management, schoolyard wildlife habitat, rainforest, animal laboratory, floristry, poultry habitat and small business management. To learn more about this program, [click here](#).

### Academic Credit Offerings

See what high school academic credits students can earn by enrolling in this program.

### Free College Credits

Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

### Business, Management, Marketing, and Technology

In the Business, Management, Marketing, and Technology
cluster, students learn Information Technology skills in Networking and PC Troubleshooting, Web Development, Database Administration and Programming. Within these career opportunities, students can earn the following certifications: Certified Internet Webmaster (CIW), A+, Network+, and Microsoft Certified Professional (MCP), among others. In addition, in the Business Management & Ownership career opportunity, students learn entrepreneurship skills that provide them with the knowledge necessary to manage and run their own business. They can also participate in an online partnership with Macomb Community College; earn college credits and a Certificate of Entrepreneurship over two years. Students may also choose to complete a real estate course and sit for their Michigan real estate license. All students will have the opportunity to earn Microsoft Certified Application Specialist (2007) certifications and a Customer Service Certification. To learn more about this program, click here.

Academic Credit Offerings
See what high school academic credits students can earn by enrolling in this program.

Free College Credits
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

Construction Technology
The Construction Technology cluster provides students with opportunities to learn skills to work in all areas of the construction field including: carpentry, interior/exterior finishing, electrical, plumbing, masonry, heating, ventilation, air conditioning and refrigeration (HVAC), home repair, building and grounds maintenance, and construction management. To learn more about this program, click here.

Academic Credit Offerings
See what high school academic credits students can earn by enrolling in this program.

Free College Credits
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

Cosmetology
Successful completion of the Cosmetology program allows the student to apply for state licensing exams (requires post-secondary attendance). This course includes extensive hands-on instruction using an advanced integrated curriculum in academics, technical, and workplace skills. Core skills include entrepreneurship, salon ecology, safety and electricity, general anatomy, and chemistry. Technical skills include hair care and treatments, esthetics, nail technology, hair cutting and hair coloring. To learn more about this program, click here.

**Academic Credit Offerings**
See what high school academic credits students can earn by enrolling in this program.

**Free College Credits**
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

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**Culinary Arts/Hospitality**
This cluster prepares students for a broad background of skills and knowledge utilizing industry-based tools, equipment and technology required to be productive in a modern commercial kitchen with applications in business procedures for today’s professional. Computer systems are used to maintain inventory, place orders, and produce communications through simulations of actual industry situations. Training is provided in cooking, menu design, staffing and scheduling, food preparation, and financial management. Additionally, students will contribute to the day-to-day operations of a restaurant and catering services. Travel, tourism and hospitality fundamentals are also covered in this two-year program. To learn more about this program, click here.

**Academic Credit Offerings**
See what high school academic credits students can earn by enrolling in this program.

**Free College Credits**
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

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**Engineering/Emerging Technologies**
This course is an intensive hands-on program designed to prepare students with skills necessary to successfully enter engineering and manufacturing technology careers. In addition to completing core/foundation skills (hydraulics/pneumatics, computerized design processes, robotics, and electricity/electronics) students are trained in high-tech engineering technologies including virtual simulation, computerized manufacturing, and rapid prototyping. To learn more about this program, click here.

**Academic Credit Offerings**
See what high school academic credits students can earn by enrolling in this program.

**Free College Credits**
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

**Health Sciences**
The Health Sciences cluster provides students with core and foundation skills for health fields such as medical assisting, laboratory, medical office technology, dental assisting, optical technology, nursing, and pharmacy. Also, students will gain an understanding in all areas of the health core curriculum including safety, anatomy and physiology, asepsis, ethics, medical terminology, pharmacology, prevention and office procedures. Additional training opportunities are available in phlebotomist, EKG technician, sports safety, radiology aide, surgical technical aide, respiratory therapy aide, occupational therapist, physical therapist, dietary aide, and medical records and billing. To learn more about this program, click here.

**Academic Credit Offerings**
See what high school academic credits students can earn by enrolling in this program.

**Free College Credits**
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

**Transportation Technology**
The Transportation cluster provides an intensive hands-on program designed to prepare students with skills necessary to successfully
enter into transportation careers. In this one or two year course, the student will gain core and foundation skills related to gas and diesel engine theory, auto collision repair and refinishing, basic mechanical principles and the use of computerized diagnostic tools and equipment. Students will gain competency in safety concepts, equipment operation, and measuring. Safety, shop orientation, and tools and equipment are also part of the curriculum. The transportation cluster has National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) certification in Automotive Technology and Collision Repair. To learn more about this program, click here.

Academic Credit Offerings
See what high school academic credits students can earn by enrolling in this program.

Free College Credits
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

Visual Imaging Technology
Students of the Visual Imaging cluster will be training towards careers that communicate ideas and information to the public and include the areas of graphic communication, design communication, interactive multimedia/animation, and audio, video and film production skills and processes. This cluster provides training opportunities in screen-printing, press operations and bindery; graphic layout, advertising design and marketing presentations used in “flat art” or the print publishing world. As for the electronically distributed universe, the student will be introduced to audio and video, and interactive media design and implementation used in radio, DVD, CD-ROM and the World Wide Web. To learn more about this program, click here.

Academic Credit Offerings
See what high school academic credits students can earn by enrolling in this program.

Free College Credits
Learn how students may be eligible to earn FREE college credits at post-secondary institutions while enrolled in this program.

Oakland Schools does not discriminate on the basis of sex, race, color, national origin, religion, height, weight, marital status, sexual orientation (subject to the limits of applicable law), age, genetic information, or disability in its programs, services, activities or employment opportunities. Inquiries related to employment discrimination should be directed to the Director of Human Resources at 248.209.2059, 2111 Pontiac Lake Road, Waterford, MI 48328-2736. For all other inquiries related to discrimination, contact the Director of Legal Affairs at 248.209.2062, 2111 Pontiac Lake Road, Waterford, MI 48328-2736