

# **HAZEL PARK HIGH SCHOOL**



## **COURSE SELECTION BOOK**

**2020-2021**



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.  
Superintendent

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Hazel Park High School

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Dear Hazel Park High School Students and Families,

Our school is fortunate to offer multiple pathways for your Viking Voyage. One of the aspects distinguishing our school from other places is the multitude of academic opportunities offered for our students, regardless of their future ambitions. Whether our students are interested in working in a skilled trade, attending a two or four year university, or joining the workforce immediately after graduation, we offer options for our students on their individual journey.

Each voyage begins with planning. The Course Description Guide is developed to inform you of academic offerings while at HPHS. In collaborating with your school counselor, your family, and your teachers, you will be able to select the pathway best matching your future aspirations and align your classes accordingly. While thinking about what your future looks like can be intimidating, you are not alone on your travels. This book is developed to share with you the courses we offer and based on scheduling requests, will be able to incorporate into next year's school schedule.

As always, if you have any questions regarding your academic planning, please reach out to your school counselor by scheduling an appointment with our Counseling Secretary at (248) 658-5109. Planning today is a key aspect of ensuring success in the future.

We appreciate the time you will invest looking into our course options. Thank you for making Hazel Park High School a part of your Viking Voyage.

With students in mind,

Kenneth Milch

LaToya Hall-King

Dr. David Muylaert



## **LANGUAGE ARTS**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
2050	English 9A	9th	0.5	None
2055	English 9B	9th	0.5	None
OR				
2070	Pre-AP English 9A	9th	0.5	Teacher Recommendation and Completed Summer Project
2075	Pre-AP English 9B	9th	0.5	Pre-AP English 9A
2350	English 10A	10th	0.5	English 9A & 9B
2355	English 10B	10th	0.5	English 9A & 9B
OR				
2409	Pre-AP English 10A	10th	0.5	Completed Summer Project
2410	Pre-AP English 10B	10th	0.5	Pre-AP English 10A
2500	English 11A	11th	0.5	English 10A & 10B
2510	English 11B	11th	0.5	English 10A & 10B
OR				
2220	AP English 11A	11th	0.5	Completed Summer Project
2225	AP English 11B	11th	0.5	AP English 11A
2550	English 12A	12th	0.5	English 11A & 11B
2555	English 12B	12th	0.5	English 11A & 11B
OR				
2600	AP English 12A	12th	0.5	Completed Summer Project
2605	AP English 12B	12th	0.5	AP English 12A

### **English 9A (1st semester)**

English 9A is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on epic poetry, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The analytical writing process will also be emphasized, and students

will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

### **English 9B (2nd semester)**

English 9B is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on Shakespearean drama, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The persuasive writing process will also be emphasized, and students will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

### **Pre-AP English 9A (1st semester)**

This course is designed for the outstanding 9th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment. Students need to maintain a grade of 75% to remain in this course.

**COURSE NOTE:** Prerequisite - Successful completion of 8th grade English with a "B" or better, teacher recommendation, and scores that show "proficiency" on the Reading and Writing and Language sections of the PSAT 8 and/or other related assessment. A summer reading project is also required.

### **Pre-AP English 9B (2nd semester)**

This course is designed for the outstanding 9th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment. Students need to maintain a grade of 75% to remain in this course.

**COURSE NOTE:** Prerequisite - Successful completion of Pre AP English 9A with a "C" or better or successful completion of English 9A with a "B" or better AND teacher recommendation.

### **English 10A (1st semester)**

English 10A is a required course that focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on short stories and nonfiction. The major composition emphasis will be on utilizing the writing process in analysis, expository, and persuasive writing as well as practice close reading skills of challenging literary and informational texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment.

### **English 10B (2nd semester)**

English 10B is a required course that focuses on the fundamentals of various types of literature and composition. Students will be expected to demonstrate proficiency in a variety of writing styles, but emphasis will focus on writing a research-based essay, as well as practice close reading skills of challenging literary and informational texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment.

### **Pre-AP English 10A (1st semester)**

This course is designed for the outstanding 10th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. The major literary emphasis will be on short stories, and nonfiction. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment. Students need to maintain a grade of 75% to remain in this course.

**COURSE NOTE:** Prerequisite - Successful completion of Pre AP English 9A and 9B with a "C" or better or successful completion of English 9A and 9B with a "B" or better AND teacher recommendation. A summer reading project is also required.

### **Pre-AP English 10B (2nd semester)**

This course is designed for the outstanding 10th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles; however, emphasis will be placed on writing a research-based essay. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment. Students need to maintain a grade of 75% to remain in this course.

**COURSE NOTE:** Prerequisite - Successful completion of Pre AP English 10A with a "C" or better or successful completion of English 10A with a "B" or better AND teacher recommendation.

### **English 11A (1st semester)**

English 11A is a required course that focuses on the fundamentals of various types of American literature from the colonial period to the realism period. A variety of writing styles will be covered, with an emphasis on evidence-based writing, as well as public speaking. In addition, instruction in standardized test preparation will be implemented for the SAT state assessment.

### **English 11B (2nd semester)**

English 11A is a required course that focuses on the fundamentals of various types of American literature from the realism period through the 21st century. A variety of writing styles will be covered, with an emphasis on evidence-based writing, as well as public speaking. In addition, instruction in standardized test preparation will be implemented for the SAT state assessment.

### **AP English 11A (1st semester)**

The AP English Language and Composition class is designed to help students become skilled readers of the four primary categories of prose – narrative, expository, analytical, and argumentative. The emphasis is on nonfiction (as per the College Board AP course description,) written in a variety of "time periods, disciplines, and rhetorical contexts" Students will also write in a variety of forms – narrative, explanatory, expository, argumentative – about a variety of topics and for varying audiences. Speeches, letters, diaries, journals, essays, (formal and informal), editorials, articles, and memoirs as well as autobiography and biography will be utilized for the study of rhetorical strategies. In addition, a variety of media such as political and editorial cartoons, ads, photos, documentaries, films, etc. will be examined for the purpose of the study of rhetoric. Students are evaluated through tests, essays, daily assignments/homework, and projects. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is

challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

### **AP English 11B (2nd semester)**

The AP English Language and Composition class is designed to help students become skilled readers of the four primary categories of prose – narrative, expository, analytical, and argumentative. The emphasis is on nonfiction (as per the College Board AP course description,) written in a variety of “time periods, disciplines, and rhetorical contexts” Students will also write in a variety of forms – narrative, exploratory, expository, argumentative – about a variety of topics and for varying audiences. Speeches, letters, diaries, journals, essays, (formal and informal), editorials, articles, and memoirs as well as autobiography and biography will be utilized for the study of rhetorical strategies. In addition, a variety of media such as political and editorial cartoons, ads, photos, documentaries, films, etc. will be examined for the purpose of the study of rhetoric. Students are evaluated through tests, essays, daily assignments/homework, and projects. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

### **English 12A (1st semester)**

This course is designed to help our seniors become college and career ready. This course focuses on the fundamentals of various types of literature and composition, with an emphasis on expository, argumentative, and evidence-based writing. Students will analyze literature and informational text from various sources, including both fiction-based novels and current events.

### **English 12B (2nd semester)**

This course is designed to help our seniors become college and career ready. This course focuses on the fundamentals of various types of literature and composition, with an emphasis on expository, argumentative, and evidence-based writing. Students will analyze literature and informational text from various sources, including both fiction-based novels and current events.

### **AP English 12A (1st semester)**

The study of Classical Literature – both ancient and modern – composes the major literary content of the Senior Advanced Placement English course. Several longer works of literature as well as short fiction and poetry are read, analyzed, evaluated, and used as a springboard for various speaking and writing activities. Students will be expected to write one short research based novel analysis paper, a critical review based on a novel or play, and approximately ten shorter critical literary compositions which are argumentatively based. Students will also engage in creative writing assignments to further their understanding of various literary forms studied, i.e. sonnets, satire, parody, etc. Class discussions, analysis of literature, and practice in answering A.P. essay questions comprise the means by which students will gain proficiency in interpreting and understanding the diverse genres and themes. Through unit tests, compositions, literary study, and the research paper students will be evaluated and provided with a comprehensive background to prepare them for college English courses. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Literature and Composition Course Description. Students enrolled in this course will be encouraged to participate in completing the English Literature and Composition AP exam.

### **AP English 12B (2nd semester)**

The study of Classical Literature – both ancient and modern – composes the major literary content of the Senior Advanced Placement English course. Several longer works of literature as well as short fiction and poetry are read, analyzed, evaluated, and used as a springboard for various speaking and writing activities. Students will be expected to write one short research based novel analysis paper, a critical review based on a novel or play, and approximately ten shorter critical literary compositions which are argumentatively based. Students will also engage in creative writing assignments to further their understanding of various literary forms studied, i.e. sonnets, satire, parody, etc. Class discussions, analysis of literature, and practice in answering A.P. essay questions comprise the means by which students will gain proficiency in interpreting and understanding the diverse genres and themes. Through unit tests, compositions, literary study, and the research paper students will be evaluated and provided with a comprehensive background to prepare them for college English courses. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Literature and Composition Course Description. Students enrolled in this course will be encouraged to participate in completing the English Literature and Composition AP exam.

## **MATHEMATICS**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
4100	Algebra 1 A	9th	0.5	None
4105	Algebra 1 B	9th	0.5	None
4200	Geometry A	9th & 10th	0.5	Algebra 1 A, Algebra 1B, or 8th Grade Math Teacher Recommendation
4205	Geometry B	9th & 10th	0.5	Algebra 1A and Algebra 1B
4110	Algebra 2 A	10th & 11th	0.5	Algebra 1A, 1B, Geometry A, B
4109	Algebra 2B	10th & 11th	0.5	Algebra 1A, 1B, Geometry A, B
4290	Trigonometry (Math 12A)	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, and Algebra 2B
4295	Statistics (Math 12B)	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, and Algebra 2B
<b>OR</b>				
4550	Pre-Calc A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B
4555	Pre-Calc B	11th & 12th	0.5	Pre-Calc A

OR				
4330	AP Statistics A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4330	AP Statistics B	11th & 12th	0.5	AP Statistics A

### **Algebra IA (1st semester)**

This course is the first year math class. Topics include variable and integer operations, exponents, functions and graphs, equations and inequalities, polynomials and factoring, quadratics, radicals, rationals, absolute value, and systems of equations. Emphasis is also placed on test-taking strategies, problem solving, and real world applications.

### **Algebra IB (2nd semester)**

This course is the first year math class. Topics include variable and integer operations, exponents, functions and graphs, equations and inequalities, polynomials and factoring, quadratics, radicals, rationals, absolute value, and systems of equations. Emphasis is also placed on test-taking strategies, problem solving, and real world applications.

### **Geometry A (1st semester)**

This course is the second year math class. It requires strong algebra skills and uses both inductive and deductive reasoning. Topics include patterns; perpendicular and parallel line relationships; Pythagorean Theorem; angle and triangle relationships including congruence and similarity; polygon relationships; reflections, translations, dilations, transformations, and symmetry; circle relationships; area, perimeter and volume; and trigonometry. Emphasis will also be placed on use of geometric vocabulary and tools including compasses and protractors.

### **Geometry B (2nd semester)**

This course is the second year math class. It requires strong algebra skills and uses both inductive and deductive reasoning. Topics include patterns; perpendicular and parallel line relationships; Pythagorean Theorem; angle and triangle relationships including congruence and similarity; polygon relationships; reflections, translations, dilations, transformations, and symmetry; circle relationships; area, perimeter and volume; and trigonometry. Emphasis will also be placed on use of geometric vocabulary and tools including compasses and protractors.

### **Algebra IIA (1st semester)**

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. This course is the first half of an Algebra II course. Additionally, topics covered will included but are not limited to: properties of real numbers, solving equations, functions, equations and graphs, linear systems, matrices, quadratic equations and functions and polynomials and polynomial functions, Radical Functions and Rational Exponents.

### **Algebra IIB (2nd semester)**

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. This course is the first half of an Algebra II course. Additionally, topics covered will included but are not limited to: properties of real numbers, solving equations, functions, equations and graphs, linear systems, matrices, quadratic equations and functions and polynomials and polynomial functions, Radical Functions and Rational Exponents.

### **Math 12 A (Trigonometry, 1st semester)**

This course begins with some review algebra materials to reinforce the foundation of previous years. The course then covers the basics of trigonometry with a right triangle and the unit circle, using trigonometry in applications problems, graphing trigonometric functions, solving trigonometric functions, and law of sines and cosines. If time allows, the course will give an introduction to vectors and vector mathematics.

### **Math 12B (Statistics, 2nd semester)**

This course introduces students to statistics. It covers sampling and populations, data displays, measures of central tendency and spread, and probability. It involves justifying your thinking and reasoning about possible data collection situations and gives students the opportunity to investigate situations with multiple outcomes or answers.

### **Pre-Calc A (1st semester)**

This course extends the function ideas of Algebra 2 and trigonometry. Content includes coordinate geometry of points, lines, and conic sections, inequalities and their graphs, exponents and logarithms, trigonometric functions, graphs of functions and solving equations and inequalities. This course also includes polar coordinates, limits and an introduction to calculus.

### **Pre-Calc B (2nd semester)**

This course extends the function ideas of Algebra 2 and trigonometry. Content includes coordinate geometry of points, lines, and conic sections, inequalities and their graphs, exponents and logarithms, trigonometric functions, graphs of functions and solving equations and inequalities. This course also includes polar coordinates, limits and an introduction to calculus.

### **AP Statistics A (1st semester)**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

### **AP Statistics B (2nd semester)**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

### **AP Calculus AB (1st and 2nd semester)**

This is a rigorous college level course covering all topics required for the AB Advanced Placement calculus exam. The areas of study include graph analysis, limits of functions, continuity of functions, derivatives at a point and as a function, integration and techniques of anti-differentiation. In addition to meeting the high school credit requirement students may receive college credit upon successful completion of the AP Calculus AB Exam.

*Please note: AP Calculus and AP Statistics are not typically offered in the same school year, generally on an alternating basis. Check with your counselor or a school administrator to determine which class will be offered.*

## **SCIENCE**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
6250	Biology A	9th	0.5	None
6255	Biology B	9th	0.5	None
6400	Chemistry A	10th	0.5	Biology A & Biology B
6405	Chemistry B	10th	0.5	Biology A & Biology B
6700	Physics A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
6405	Physics B	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
<b>OR</b>				
6200	AP Biology A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B, and Teacher Recommendation
6205	AP Biology A	11th & 12th	0.5	AP Biology A
6900	Robotics A	9th, 10th, 11th, & 12th	0.5	None
6901	Robotics B	9th, 10th, 11th, & 12th	0.5	Robotics A

### **Biology A (1st semester)**

Biology is a year long course designed to give students a variety of learning experiences on various topics. The topics include: scientific reasoning, ecosystems and the environment, cellular organization, genetics, evolution, and systems of the human body. Some lab work is performed relative to major topics presented.

### **Biology B (2nd semester)**

Biology is a year long course designed to give students a variety of learning experiences on various topics. The topics include: scientific reasoning, ecosystems and the environment, cellular organization, genetics, evolution, and systems of the human body. Some lab work is performed relative to major topics presented.

### **Chemistry A (1st semester)**

Chemistry is a laboratory-based class. We explore the world through the systematic investigation of matter. Students will be required to apply previously learned material in new situations and to extend into laboratory situations. Explanation of observation based on discussion of text materials is a key skill students will develop. In this year long, college-preparatory course, we will cover the following topics: Social Practice in the Science Community, Matter and Interactions, Energy Transfer and Conservation, Periodic Table, Bonding, and Nomenclature

### **Chemistry B (2nd semester)**

Chemistry is a study of the properties of matter and the changes in matter. Students will be expected to make observations, identify patterns, and propose explanations to account for the patterns. Standards covered include content and expectations that are needed for advanced study in science. In this year long, college-preparatory course, we will cover the following topics: Periodic Table, Bonding, and Nomenclature, Chemical Change, Chemical Quantities, Nuclear Chemistry

### **Physics A (1st semester)**

This course is an introductory Physics course. Students will be expected to make observations, identify patterns in data, and propose explanations to account for the patterns. Scientific reflection and social implications will help students understand how science and technology support one another. Students will examine the metric system, objects in motion, force and motion, forms of energy, energy transformations, and waves, including light and sound. Students will be evaluated by performance on tests, projects, homework, labs, and participation.

### **Physics B (2nd semester)**

This course is an introductory Physics course. Students will be expected to make observations, identify patterns in data, and propose explanations to account for the patterns. Scientific reflection and social implications will help students understand how science and technology support one another. Students will examine the metric system, objects in motion, force and motion, forms of energy, energy transformations, and waves, including light and sound. Students will be evaluated by performance on tests, projects, homework, labs, and participation.

### **AP Biology A (1st semester)**

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation) genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

### **AP Biology B (2nd semester)**

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation) genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

### **Robotics A (1st semester)**

Robotic Engineering is a high school level course that is appropriate for 10th – 12th grade students who are interested in the design, engineering and programming of robots. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will also program autonomous robots using Robot C and compete in classroom competitions and engineering challenges using VEX Robots. Careers in robotics, programming, and engineering will be discussed.

### **Robotics B (2nd semester)**

Robotic Engineering is a high school level course that is appropriate for 10th – 12th grade students who are interested in the design, engineering and programming of robots. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will also program autonomous robots using Robot C and compete in classroom competitions and engineering challenges using VEX Robots. Careers in robotics, programming, and engineering will be discussed.

**COURSE NOTE:** Prerequisite - Robotics A

## **SOCIAL STUDIES**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
7000	U.S. History A	9th	0.5	None
7005	U.S. History B	9th	0.5	None
	AP U.S. History	9th - 12th	0.5	None

7100	World History A	10th	0.5	None
7105	World History B	10th	0.5	None
OR				
74001	AP World History A	10th, 11th, and 12th	0.5	U.S. History A, U.S. History B, and Teacher Recommendation
74051	AP World History B	10th, 11th, and 12th	0.5	AP World History A
8015	Economics	11th and 12th	0.5	None
	&			
8010	Civics	11th and 12th	0.5	None
OR				
7500	AP Government A	11th and 12th	0.5	World History A, World History B, and Teacher Recommendation
7505	AP Government B	11th and 12th	0.5	AP Government A
7600	AP Psychology A	10th, 11th, and 12th	0.5	U.S. History A, U.S. History B, and Teacher Recommendation
7605	AP Psychology B	10th, 11th, and 12th	0.5	AP Psychology A
7241	Current Issues	10th, 11th, and 12th	0.5	None
7243	World Cultures & Geography	10th, 11th, and 12th	0.5	None

### **US History A (1st semester)**

U.S. History is a required course for graduation. In U.S. History A, the period studied is from Industrialization of the United States to the New Deal. Emphasis is placed upon the Industrial emergence of the United States, World War I, The Great Depression and the New Deal. Readings, written work, unit tests, and a final exam make up the course work.

### **US History B (2nd semester)**

U.S History B is a required course for graduation. In U.S. History B, the period studied is from World War II to the present. Emphasis is the Second World War, the Cold War, the Vietnam Era, and events through to the War on Terror. Readings, written work, unit test, and a final exam make up the course work.

### **AP U.S. History**

This course investigates significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### **World History A (1st semester)**

World History is a 2 semester course and is required for graduation. The goal of this course is for students to experience world history and understand its relevance to the modern world. The course addresses the importance of motivating students and engaging them in meaningful learning—learning that links the past with issues confronting young people today.

### **World History B (2nd semester)**

World History is a 2 semester course and is required for graduation. The goal of this course is for students to experience world history and understand its relevance to the modern world. The course addresses the importance of motivating students and engaging them in meaningful learning—learning that links the past with issues confronting young people today.

### **AP World History A and B**

Following the College Board’s suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

### **Civics (1 semester)**

This course reviews the historic influences upon the American political system and studies the structure, function and process of the executive, legislative, and judicial branches of government at the national status and local levels today. The American Presidential system will be compared and contrasted with other political systems. This course will study the Constitution and individual rights and responsibilities.

### **Economics (1 semester)**

The purpose of this course is to introduce students to the knowledge of economics that will help them make decisions in their role as citizens. Students will apply fundamental economic concepts to their understanding of the American economic system, as well as the emerging global economy. Emphasis is placed on cooperative activities, which will help foster application of economic knowledge when it comes to personal and public matters. As part of their study of economics, students deepen their understanding of democratic values as they pertain to the American legal, political, and economic system.

### **AP Government A and B**

The main objective of AP US Government & Politics is to provide every student the opportunity to take, and pass, the AP U.S. Government & Politics test on. Students are highly encouraged to take the test. Areas of study include: Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interests Groups, and Mass Media, Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, Public Policy, Civil Rights and Civil Liberties.

### **AP Psychology A and B**

The purpose of this course is “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 facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods

psychologists use in their science and practice.” (From the 2014 College Board® Psychology Course Description, p. 4. See <https://apcentral.collegeboard.org/pdf/ap-psychology-course-description.pdf?course=ap-psychology>). The aim of AP® Psychology is to provide students with a learning experience equivalent to that obtained in an introductory college psychology course, prepare them for the AP® Examination in May, and achieve a high enough score to receive advanced placement or college credit in Psychology.

AP® Psychology is a highly structured and demanding course. Students are required to read the college-level textbook and are introduced to the language of psychology. A great number of new terms are introduced almost daily. Success in this course is largely dependent upon the student’s ability to study class materials independently.

### **Current Issues**

This discussion based class will take a look at key issues impacting society today. Issues discussed will be from the local, state, national, and global levels. Topics of issues discussed include health care, politics, environment, war, and the economy.

### **World Cultures & Geography**

This course takes students on a virtual tour of the world. As we travel to each continent a specific focus will be made of what shapes society (social groups, politics, tourism, daily life) and what defines the culture (religion, food, clothes, music, sports, customs) of the various regions. This class is structured so that a high level of independent learning takes place.

## **MUSIC**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
5000	Concert Band A	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
5005	Concert Band B	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
<b>OR</b>				
5200	Symphonic Winds A	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors
5205	Symphonic Winds B	9th, 10th, 11th, & 12th	0.5	Symphonic Winds A/Audition and Placement by Directors
5410	Varsity Choir A	9th, 10th, 11th, & 12th	0.5	None
5415	Varsity Choir B	9th, 10th, 11th, & 12th	0.5	None
<b>OR</b>				
5500	Chorale A	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
5505	Chorale B	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
0006	History of Rock and Roll	9th, 10th, 11th, & 12th	0.5	None

0007	History of Hip Hop	9th, 10th, 11th, & 12th	0.5	None
5300	Viking Jazz Band	9th, 10th, 11th, & 12th	0.5	Teacher Recommendation
5320	Marching Band	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors

### **Concert Band**

This band is designed for freshmen (and upperclassmen) that are working on mastering basic musical skills. Techniques, scales, basic music theory, and music history will be discussed. Many styles of band literature will be studied and performed. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School.

### **Symphonic Winds**

This course is designed for the most advanced instrumental music students. Class size will be smaller and more individualized. Advanced band literature and orchestral transcriptions will be studied and performed. Music theory, history, form, and analysis will be discussed. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School as well as District and State Band Festivals.

### **Varsity Choir A and B**

Varsity Choir is the second-highest vocal music ensemble at Hazel Park High School. This larger selected group performs five (5) to ten (10) times per year at a variety of community and area functions. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School. Varsity Choir performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings. No audition required.

### **Chorale A and B**

Chorale is the top vocal music ensemble at Hazel Park High School. This small select group performs ten (10) to fifteen (15) times per year at a variety of community and area functions. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School. Chorale performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings.

#### **SPECIAL REQUIREMENTS:**

Chorale members must have excellent vocal talent, sight reading ability, the ability to move on stage and dedicated attitude toward the work involved in a select group. Admission by audition only.

### **History of Rock and Roll**

This course is an introduction to American Popular Music since about 1950 (or what is commonly called "Rock Music") through about the early 2000s. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) musical instruments and performance techniques, (2) singing styles and related vocal techniques, (3) genres



and forms, and (4) aspects of culture, society, history and geography as they relate to the music of the United States (and parts of Western Europe) from about 1950 to the 2000s and beyond. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

### **History of Hip Hop**

This course is an introduction to the genre of Hip Hop. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) DJ'ing, (2) Emceeing, (3) Graffiti (4) Breakdancing, as well as aspects of Fashion, Knowledge, Beat Boxing, Language, and Entrepreneurialism. Students in this course will be asked to listen, speak, and critique lyrics that may contain explicit content and or meaning. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

### **Jazz Band**

Selected students also have the opportunity to perform in a Jazz Band. This band is designed for advanced students wishing to learn the more intricate and challenging music from the great jazz band masters. The band generally includes 8 to 10 brass players, saxophone players as well as piano, drum, guitar and bass guitar players, but is open for all to tryout. *Placement within this band requires an audition and/or director's approval. The band will perform at the regular band concerts, and may have occasional sectionals before or after school.*

### **Marching Band (Fall Only)**

The Hazel Park “Viking” Marching Band has a rich history of competition and excellence. The group performs in parades, football game halftime shows, and marching band competitions each year both locally and across the state. Being a member of the Marching Band is a rewarding experience and students can expect to create positive lifelong memories .

**NOTE:** Students that complete one year of marching band with a “C+” or better may waive a .5 credit for Physical Education. Attendance requirements must also be met. See the Counseling Office for more information.

The band competes in the Michigan Competing Band Association (MCBA) circuit as well as MSBOA Marching Band Festival.

## **ART**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
0100	Studio Art 1A	9th, 10th, 11th, & 12th	0.5	None
0105	Studio Art 1B	9th, 10th, 11th, & 12th	0.5	Studio Art 1A



0210	Ceramics I	10th, 11th, & 12th	0.5	None
0215	Ceramics II	10th, 11th, & 12th	0.5	Ceramics I
0220	Sculpture A	10th, 11th, & 12th	0.5	None
0600	Advanced Studio Art/ Portfolio A	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0601	Advanced Studio Art/ Portfolio B	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0137	AP Studio Art: 3D Design A	10th, 11th, & 12th	0.5	Ceramics I, Sculpture and teacher recommendation
0137	AP Studio Art: 3D Design B	10th, 11th, & 12th	0.5	AP Studio Art: 3D A

## **Two- Dimensional Art Courses**

### **Studio Art A (1st semester)**

**Grades:** 9 – 12<sup>th</sup>      **Length of Course:** 1 semester      **Prereq:** None

This course allows students to explore drawing media and develop their drawing skills. Students will explore: graphite, pastels, pen and ink, color pencils and charcoal. The elements of art and principles of design will be an integral part of every assignment with the development of student art works. Students will learn about artists and different cultures as it relates to art history and artworks assigned. Students will complete a self-portrait, one point perspective and several still life compositions as part of the course requirements.

### **Studio Art B (2nd semester)**

**Grades:** 9 – 12<sup>th</sup>      **Length of Course:** 1 semester      **Prereq:** Studio A

Building on the foundation of drawing (Studio art A) this course allows students to explore and create more in depth projects with a focus on color and color theory. Students will explore: watercolor, and tempera painting as well as printmaking methods. Students will learn about artists and different cultures as they explore the different media, and further their development and use of the elements of art and principles of design as it relates to their artworks. Students will complete a animal painting, a mixed media project and two point perspective as part of the course requirements.

### **Advanced Placement 2D Design and Portfolio**

**Grades:** 11– 12<sup>th</sup>      **Length of Course:** 1 year      **Prereq:** Studio Art A and B, and teacher recommendation

Building on the foundation of Studio Art A and B courses, AP 2D allows students to explore and create more in-depth projects. Students will investigate the use of media of their choosing and add to their foundation by adding acrylic painting and printmaking, while building on their prior knowledge. Students will work on a concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student

driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

## **Three - Dimensional Art Courses**

### **Ceramics 1**

**Grades:** 10– 12<sup>th</sup>      **Length of Course:** 1 semester   **Prereq:** None

Ceramic 1 provides an exploration of clay and various hand building methods and surface decoration techniques. Students will explore pinch, coil, slab and mold methods to create functional ceramic pieces such as vases, bowls, mugs and boxes. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art.

### **Ceramics 2**

**Grades:** 10– 12<sup>th</sup>      **Length of Course:** 1 semester   **Prereq:** Ceramic I

Ceramic 2 provides a deeper exploration of clay and various hand building methods and surface decoration techniques. Ceramic equipment such as the extruder and slab roller will be utilized as well as additional hand building tools: texture rollers, plaster molds and printmaking designs on clay will be investigated. Students will explore the use of different forms to effectively solve an art problem in the construction of a ceramic piece, building on their prior knowledge. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art. Students that are interested in Advanced Placement 3D are encouraged to take the course.

### **Sculpture**

**Grades:** 10– 12<sup>th</sup>      **Length of Course:** 1 semester   **Prereq:** None

The course provides an exploration of various building materials to create 3 Dimensional forms. Students will explore clay, plaster, wire, tape, paper mache, paper, found objects and cardboard to create realistic and abstract sculptures utilizing both additive and subtractive methods. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art.

### **Pre -Advanced Placement 3D Design**

**Grades:** 11– 12<sup>th</sup>   **Length of Course:** 1 year   **Prereq:** Ceramic I, Sculpture and teacher recommendation

Students will complete the BREADTH section of the AP portfolio; building on the foundation of ceramic and sculpture courses. Students will explore and create more in-depth projects, combining different mediums and methods in both sculpture and ceramic mediums. Students will be able to demonstrate understanding of 3-D design elements and principles of design, while exploring the use of different mediums to construct 3D forms. Students final marking period (5<sup>th</sup>) will complete a series of 3 related pieces for their concentration section of the AP portfolio and begin to develop their voice. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards and or apply for another juried exhibit as well as exhibit at the May art exhibit.

### **Advanced Placement 3D Design**

**Grades:** 11– 12<sup>th</sup> **Length of Course:** 1 year **Prereq:** Ceramic I, Sculpture and teacher recommendation

Building on the foundation of ceramic and sculpture courses, AP 3D allows students to explore and create more in-depth projects. Students will explore the use of different forms to effectively solve an art problem in the construction of a 3D piece, building on their prior knowledge. Students will work on a concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

## **WORLD LANGUAGE**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
2950	Spanish IA	9th, 10th, 11th, & 12th	0.5	None
2955	Spanish IB	9th, 10th, 11th, & 12th	0.5	Spanish IA
2960	Spanish IIA	10th, 11th, and 12th	0.5	Spanish IA and Spanish IB
2965	Spanish IIB	10th, 11th, and 12th	0.5	Spanish IA and Spanish IB
2970	Spanish IIIA	11th, 12th	0.5	Spanish IA, IB, IIA, IIB
2975	Spanish IIIB	11th, 12th	0.5	Spanish IA, IB, IIA, IIB, IIIA
<b>OR</b>				
2900	French IA	9th, 10th, 11th, & 12th	0.5	None
2905	French IB	9th, 10th, 11th, & 12th	0.5	French IA
2910	French IIA	10th, 11th, and 12th	0.5	French IA and French IB
2915	French IIB	10th, 11th, and 12th	0.5	French IA, French IB, French IIA
2920	French IIIA	11th, 12th	0.5	French IA, IB, IIA, IIB
2925	French IIIB	11th, 12th	0.5	French IA, IB, IIA, IIB, IIIA

### **Spanish IA (1st semester)**

Spanish I stresses the fundamentals of pronunciation, the acquisition of basic vocabulary, and the construction of simple sentences. The present tense of verbs is learned and practiced through the use of written experiences and role-play conversation. In addition, an appreciation of the Hispanic world is gained through audiovisual materials.

### **Spanish IB (2nd semester)**

Spanish I stresses the fundamentals of pronunciation, the acquisition of basic vocabulary, and the construction of simple sentences. The present tense of verbs is learned and practiced through the use of written experiences and role-play conversation. In addition, an appreciation of the Hispanic world is gained through audiovisual materials.

### **Spanish IIA (1st semester)**

Spanish II is a continuation of Spanish I. The student works on expanding his/her vocabulary and improving his/her grammatical knowledge of the language. In addition, the student works on reading and writing Spanish. Audio-visual materials and field trip opportunities continue to be an important part of the curriculum.

### **Spanish IIB (2nd semester)**

Spanish II is a continuation of Spanish I. The student works on expanding his/her vocabulary and improving his/her grammatical knowledge of the language. In addition, the student works on reading and writing Spanish. Audio-visual materials and field trip opportunities continue to be an important part of the curriculum.

### **Spanish IIIA (1st semester)**

Spanish III emphasizes comprehension, writing skills and discussion. The student will read representative works of Hispanic authors and will increase conversational vocabulary through studying thematic units; such as sports, personalities, Spain, Don Quixote, etc. A partial grammar review and an introduction of a few new structures will also be included in the course. Possible field trips and audio-visual materials, in addition to the reading, will give the student a thorough appreciation of the traditions and the customs of the Hispanic world.

### **Spanish IIIB (2nd semester)**

Spanish III emphasizes comprehension, writing skills and discussion. The student will read representative works of Hispanic authors and will increase conversational vocabulary through studying thematic units; such as sports, personalities, Spain, Don Quixote, etc. A partial grammar review and an introduction of a few new structures will also be included in the course. Possible field trips and audio-visual materials, in addition to the reading, will give the student a thorough appreciation of the traditions and the customs of the Hispanic world.

### **French IA (1st semester)**

This introductory course offers the student the opportunity to acquire listening, speaking, reading, and writing skills in the French language. Throughout the course, students will engage in simple conversations and other activities to increase their proficiency in French. Students will have experiences in the course that will help them discover and appreciate French-speaking cultures.

### **French IB (2nd semester)**

This introductory course offers the student the opportunity to acquire listening, speaking, reading, and writing skills in the French language. Throughout the course, students will engage in simple conversations and other activities to increase their proficiency in French. Students will have experiences in the course that will help them discover and appreciate French-speaking cultures.

### **French IIA (1st semester)**

French II is a continuation of French I. The student continues to work on grammatical structures and vocabulary through a variety of methods. Conversation continues to be a vital part of the course as well as listening and other activities. Students will remain active participants in the course and will continue to be offered a variety of experiences to increase their knowledge of Francophone cultures.

### **French IIB (2nd semester)**

French II is a continuation of French I. The student continues to work on grammatical structures and vocabulary through a variety of methods. Conversation continues to be a vital part of the course as well as listening and other activities.

Students will remain active participants in the course and will continue to be offered a variety of experiences to increase their knowledge of Francophone cultures.

### **French IIIA (1st semester)**

In French III, the students will increase their knowledge of the language and other cultures in a variety of mediums. In addition to ongoing listening and other activities, students will read some authentic literature and materials to increase their proficiency in French. Conversation will continue to be a focal point of the curriculum.

### **French IIIB (2nd semester)**

French IIIB (2925): In French III, the students will increase their knowledge of the language and other cultures in a variety of mediums. In addition to ongoing listening and other activities, students will read some authentic literature and materials to increase their proficiency in French. Conversation will continue to be a focal point of the curriculum.

## **PHYSICAL EDUCATION (PE)**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
5749	Intro to Physical Activities	9th, 10th, 11th, & 12th	0.5	None
5630	Health	9th, 10th, 11th, & 12th	0.5	None
5748	Strength & Conditioning	10th, 11th, & 12th	0.5	Intro to Physical Activities
5750	Team Sports	10th, 11th, & 12th	0.5	Intro to Physical Activities

### **Intro to Physical Activities**

This course is a one semester class required for graduation. The importance of physical activity will be taught. Will contain components of physical fitness, individual and team sports such as: softball, basketball, aerobics, fitness training, track and field, jogging, badminton, volleyball, tennis, soccer, football, etc., as appropriate.

### **Health**

This class is required for graduation. Health is designed to help the student develop an awareness of the importance of being physically, mentally, emotionally and socially fit. So that the student may have a better understanding of all the parts of health, the topics covered in class may include, but are not limited to the following: physical well-being, self-esteem, self concept, values identification, responsible reproductive health, and alcohol and substance abuse. Life long health decisions such as adult and family healthcare may also be covered.

### **Strength and Conditioning**

This course will offer the student wishing to achieve optimum cardiovascular fitness through strength and flexibility exercise. Class emphasis will focus on group aerobic activities including walking, jumping rope, jogging running stair climbing, and stationary biking. The course may also include circuit strength training and fitness testing. This course is not recommended for students with medical limitations.

### **Team Sports**

This course is offered to students who enjoy competition in team sports. Students will have the opportunity to practice and acquire skills, learn rules, safety and strategy in team sports. Areas of concentration may include: Basketball, floor hockey, football, pickleball, softball, soccer, speedball, volleyball, aerobics and physical fitness.

### **CTE (Career and Technical Education)**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
1000	Digital Computer Applications	9th, 10th, 11th, 12th	0.5	None
1120	Business Dynamics	10th, 11th, & 12th	0.5	Digital Computer Applications
01521901	Business Tech	10th, 11th, & 12th	0.5	Business Dynamics
1738901	Web Page Design	10th, 11th, 12th	0.5	Digital Computer Applications
8360	Wood Tech I	9th, 10th, 11th	0.5	None
8361	Wood Tech II	10th, 11th	0.5	Wood Tech 1A, 1B
9741	Chrysler Program Yr 1	11th, 12th	0.5	Interview Process
9741	Chrysler Program Yr 2	11th, 12th	0.5	Chrysler Program Yr 1

### **Digital Computer Applications**

In this course, students create business documents using current industry standard software programs. Students develop proficiency in word processing, creating spreadsheets, database management, multimedia presentations, and using multimedia software. Students will be introduced to basic Information Technology concepts and taught how to be proficient in a safe working environment. Students will have an opportunity to become certified in MS OFFICE as well as leadership opportunities through Business Professionals of America.

### **Business Dynamics and Business Tech (year long program)**

This course is designed for advanced students who wish to prepare themselves to plan, manage, supervise and market business operations, products and services. Business administration, Internet practices, personnel management, etc. will be pursued. During part of second semester, students will use their skills to run a model office.



### **Web Page Design**

Web Development & Design combines artistic, creative vision with technical knowledge to produce informative, appealing, and easy to use web sites. This class is an activity-oriented course in which students will explore strategies to effectively communicate using the Internet. Students will learn about site layout and content and will become proficient using web development languages and graphical user interface tools to achieve their design objectives. The curriculum and instruction of this course may be differentiated to include accelerated pacing and extension and/or challenge activities. Students will have an opportunity to develop leadership opportunities through Business Professionals of America.

### **Wood Tech I & II**

The Wood Technology program is a two year career readiness program designed to prepare students for a career as a finished carpenter or cabinet maker. The curriculum has been designed by a team of educators, industry professionals, and community members to meet the needs of today's woodworking employers and employees. Much of the demand today includes soft skills not specific to the woodworking industry. Such skills include: effective communication, problem solving, conflict resolution, health and wellness, lean manufacturing, work ethic, and integrity. Specific to woodworking, students will learn how to make accurate plans and layout drawings, select and process raw lumber into finished goods, and apply proper finish on wood products. Students will be provided with information and hands on experience in the correct and safest way to use a variety of both hand and power woodworking tools, which are commonly found in industry and home.

### **Chrysler School-to-Work Two Year Program**

The School to work (STW) Program will allow students to spend half of the day at their High School and half of the day at the World Class Manufacturing Academy. The STW Program will allow students to gain both the critical skills and the hands-on experience needed to be successful in the Manufacturing Industry. Students will also be introduced to the various skilled trades careers. Sophomores tour in the Spring and interested students should complete the application, and prepare for an interview.

## **PROJECT LEAD THE WAY**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
10405	Foundations of Technology A	9th, 10th, 11th, 12th	0.5	None
10405	Foundations of Technology B	9th, 10th, 11th, 12th	0.5	Foundations of Tech A
10505	Intro to Engineering Design A	9th, 10th, 11th, 12th	0.5	None
10505	Intro to Engineering Design B	9th, 10th, 11th, 12th	0.5	Intro to Engineering Design A
	Principles of Engineering A	10th, 11th, 12th	0.5	Intro to Engineering Design A & B OR Algebra I

	Principles of Engineering B	10th, 11th, 12th	0.5	Principles of Engineering A
	Lean Fundamentals	11th, 12th	0.5	None

### **Foundations of Technology A and B**

This course prepares students to understand and apply technological concepts and processes that are cornerstone of the high school technology education program. Students study the nature and technological issues of the “designed world”. Group and individual activities engage students in creating ideas, developing innovations, design, fabrication, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities allow students to apply science, mathematics and other school subjects in authentic situations.

### **Intro to Engineering Design A and B**

Introduction to Engineering Design – Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work.

### **Principles of Engineering A and B**

Principles of Engineering (POE) is a foundation course of the high school engineering pathway and one of the next courses in the series that follows Introduction to Engineering Design. This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

### **Lean Fundamentals**

Lean Manufacturing is a way to improve paradigms through critical thinking and reflection and to improve processes through piloting of ideas and solutions. The Lean Fundamentals course provides high school students with real-world applications of skills in mathematics, process engineering, problem-solving, observation, entrepreneurship, marketing, and inventory control.

The curriculum is a series of simulation-based/problem-based lessons for collaborative/team learning promoting knowledge, dispositions and applications of the widely used Lean body of knowledge and practice. Lean or the Lean performance management system encompasses a philosophy founded on five principles and a methodology of many (45+) tools. Lean is designed to promote logical analysis of an existing situation’s root problems through collaborative problem solving to eliminate root causes. This class incorporates a flipped pedagogy of online videos and animations, supported by in-class teacher-led sessions and student teamwork.

Students will receive a Lean Fundamentals Certificate of Completion as part of the successful completion of this course. These are highly sought after skills by many organizations. Higher education is also starting to incorporate elements of Lean Manufacturing into coursework to prepare students to enter the workforce.

## **ELECTIVES**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
2850	Viking Yearbook	9th, 10th, 11th, 12th	0.5	None
9405	Integrated Studies (SAT Prep)	11th	0.5	Juniors Only
9105	Post Secondary Advising - Fall Only	12th	0.5	Seniors Only
2235	Read 180 A	9th, 10th		Assigned
2445	Read 180 B	9th, 10th		Assigned
4800	Math 180 A	9th, 10th		Assigned
4800	Math 180 B	9th, 10th		Assigned

### **Viking Yearbook**

The work in this class includes all phases of producing a quality yearbook. This includes such responsibilities as designing layouts for various organizations, events, people, and meeting deadlines. It includes scheduling pictures, creating picture ideas, and advertising. Students will learn and use Yearbook Avenue, Word Processing, PhotoShop, and digital photography for production. The student who is and likes to be creative is best suited for this type of work. A basic writing skill is also necessary in writing captions for pictures as well as writing descriptions of events, which happened during the school year.

### **Integrated Studies**

This full year course prepares junior students for the required state testing administered in April, with emphasis on the different parts of the SAT. Students will practice using official testing materials and learn strategies that can help improve test scores. The class is presented in a rotation basis with enrichment in both English/Language Arts areas and Math. Currently this course is only offered to Junior students.

### **Postsecondary Advising**



This course is open to Seniors who plan to pursue educational opportunities beyond their High School years. Minimum G.P.A required for the course is a 2.5. Students enrolled in the course will focus on career plans and research, college applications including essay writing and letters of recommendation, financial aid opportunities, and scholarship opportunities. The goal for this class is to have students make sound educational and financial decisions, that best fit their needs, before enrolling into their Postsecondary institution. Students in this class will also be provided with many opportunities to explore local and state college campuses, while engaging with current students and admission counselors. This class is offered only during the 1st semester.

### **READ 180**

This course is designed for the freshmen student who is struggling to read at grade level. Using the Read 180 program in a specially-designed classroom, students will enhance their reading skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole group and small group setting, and students will also be expected to work independently to meet growth goals using lexile-appropriate reading materials.

**COURSE NOTE:** Students who perform below an identified standard on the Reading portion of the PSAT 8 assessment or other related assessment such as NWEA will be recommended for this course.

### **MATH 180**

This course is designed for the freshmen student who is struggling with math at grade level. Using the Math 180 program in a specially-designed classroom, students will enhance their math skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole group and small group setting, and students will also be expected to work independently to meet growth goals using lexile-appropriate math materials.

**COURSE NOTE:** Students who perform below an identified standard on the Math portion of the PSAT 8 assessment or other related assessment such as NWEA will be recommended for this course.