Walled Lake Consolidated Schools
Registration Information
Class of 2024

Walled Lake Central High School
1600 Oakley Park Road
Walled Lake, MI 48390

Walled Lake Northern High School
6000 Bogie Lake Road
Commerce Twp., MI 48382

Walled Lake Western High School
600 Beck Road
Walled Lake, MI 48390
Welcome to High School!
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Foreword

This booklet has been updated to assist students and parents in planning a schedule for their first year of high school, and includes only the courses for which most 9th graders would register. The full Program of Studies is provided on the website and discusses the full array of programs and courses available.

Considerable thought should be given to the full four-year program students will pursue. Some courses are considered essential for college enrollment. Others are designed for mastery of job entry skills. Still other courses are designed for personal growth, enrichment, and satisfaction. Courses should be selected because they meet the requirements of the goal that the student has selected.

With the large number of course selections available to students, a great deal of thought and planning must also go into determining a schedule. Students should discuss their course interests with counselors, teachers, and parents. They should ask questions and make sure that their selections meet their needs.

Finally, once they have determined their schedule, they should put forth the time and effort that will guarantee a successful year. In addition to the rigorous academic component of our schools, we also offer an array of athletic and extracurricular opportunities. Students may select from a variety of different sports and activities in order to further enrich their high school experience.

Walled Lake Schools provides support services to assist students both while in school and in making decisions about life after high school. We offer counseling services, career guidance, study skills, special education programs, bilingual education, and media services.

Our goal is to provide every student with a rewarding and engaging high school experience. We believe that you will be impressed with the quality of our schools.

Charting a path through high school and beyond is critically important to the student and should be approached with extreme care. This document is updated continually online. Please check often for changes in policies and procedures.
Planning Your High School Program

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. Will you continue your education in college or in a trade or vocational school? Do you want to learn a career skill in order to enter the full-time work force immediately after high school? Are you interested in a technical field? Are you thinking of entering a professional field that requires many years of specialized education? The answers to these questions are important for making decisions about your course selections for all four years in high school. Your interests and abilities should also guide those answers.

Some students are sure of their future plans; others are not. It is also common for young people to change their minds about which career to choose. For this reason, it is important for you to plan as challenging a program as you can; if your career plans should change, then it will not be as difficult to move into another program. While it may sometimes seem tempting to schedule a less demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

Walled Lake Schools offers you many ways to prepare for a productive adult life. We provide a wide range of programs that prepare students for post-high school experiences: college, business school, vocational-technical school, military service, fine arts participation, full-time employment, and other areas. The programs offered allow a student to choose the program best suited for him/her, whether that program is the traditional college preparatory or a career preparatory program.

The section on Career Pathways is provided to assist you in preparing a personalized Educational Development Plan (EDP). This section of the guide explains future career options in terms of a student’s interest areas with suggested courses and activities that will help you arrive at your goal in life.

“I have gained a far better understanding of people and their behaviors because of what I have learned in AP Psychology.”

~ Kyle Kroswek,
Western High School
Grading System

Grade Point Average (GPA)
Grade point averages are computed by dividing the total grade points earned by total the number of courses taken. Points shall be computed using the district grading scale. Only final semester grades are used when calculating cumulative GPA’s.

District Grading Scale
The district wide grading scale for grades four through twelve is as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% and above</td>
<td>A+</td>
</tr>
<tr>
<td>99% - 92%</td>
<td>A</td>
</tr>
<tr>
<td>91% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87% - 82%</td>
<td>B</td>
</tr>
<tr>
<td>81% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 78%</td>
<td>C+</td>
</tr>
<tr>
<td>77% - 72%</td>
<td>C</td>
</tr>
<tr>
<td>71% - 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69% - 68%</td>
<td>D+</td>
</tr>
<tr>
<td>67% - 62%</td>
<td>D</td>
</tr>
<tr>
<td>61% - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>59% and below</td>
<td>E</td>
</tr>
</tbody>
</table>

Weighted Grading - Advanced Placement and Most International Baccalaureate Courses
The Walled Lake high schools offer a number of advanced academic programs. The purpose of these programs is to provide challenging college preparatory programs for students. In recognition of the rigorous academic standards that Advanced Placement courses represent, the following weighted grading system has been established:

\[
A = 5.0 \quad B = 3.75 \quad C = 2.5 \quad D = 1.25 \quad E = 0.0
\]

Grade Change
If an agreement is reached between the teacher and student, the teacher will submit a Grade Change Request form. If the student wishes to appeal a grade given by a teacher, the district shall implement procedures which comply with Act 232 of the Public Acts of 1988 more commonly referred to as MCLA 380.1249.

These procedures include, but are not limited to:

1) The student submitting to the principal, a written request for a grade change stating the reason for the proposed change within 30 days after receipt of notice of the grade
2) The student submitting a written request to the superintendent for review by the Review Panel
3) The student attending a meeting with the Review Panel
4) The decision of the Review Panel shall be issued in writing to all parties

Best Work Transcript
- The best work of each student will be reflected in his or her official transcript. If a student repeats a class they may request a Best Work Transcript.
- The low grade for the repeated class will be dropped from the student transcript and will not be figured into the computation of the GPA.
- The repeated class will be assigned a symbol “R” indicating repeated.
- Students will receive a letter grade credit for their best work when repeating the class in summer school or at any NCA accredited school.
- Students will receive letter grade credit for their best work when repeating the class during the regular school year.
Class of 2024 Registration Checklist

1. _______ Look carefully at the graduation requirement sheet enclosed in this packet.

2. _______ Review freshman course offerings and their descriptions that are found in this packet.

3. _______ Check your high school’s website for Walled Lake Schools’ Program of Studies at the following link
   http://wlcsd.org/downloads/high_school_counseling/program_of_studies.pdf It includes ALL High
   School course descriptions, grade levels/required prerequisites, required credits to be earned,
   homework expectations, etc.

4. _______ Speak with your teachers regarding your course selections for next year.

5. _______ Discuss and plan your selections with your parents. Complete your course selection card.

6. _______ Register for classes on-line using Skyward. (Directions are included in this packet or can be found on
   your high school’s website.) Ask your Middle School Counselor for help if you need it.

7. _______ Your parent and you MUST sign the course selection card AFTER your core teachers have initialed
   your selections.

8. _______ ALL Course Selection Cards are . . .
   Due back to: ____________________________________________ by: _____________________________.
   They must be turned in on time!

9. _______ HS Counselors will return to your middle school on: ____________________________ . _______

Remember:

→ Summer School information available in your middle school’s counseling office.

→ All Test Out forms must be submitted to your middle school counselor by May 1st 2020.

→ All Course Selection Cards must be submitted ON TIME with signatures and with teachers’ initials on them!

Please remember that you commit yourself to the classes you select.

Make serious choices!

A Completed EDP Will Be Required Prior To Your August Registration.
Entering Course Requests using Family/Student Access

Log into Skyward Family/Student Access:

On the left side of the screen click Schedule. The screen below will appear:

Click the Request Courses.... for the student you will be entering data. The screen to Add requests will appear.

To Add/Remove requests

Some courses *may* have already been placed into your requests; they appear on the right side of the screen, and these cannot be changed.

To Add a Course: Select the desired course by clicking the course in the Available Courses column. Once the course is highlighted, click the Add Course button. Make sure to add both the A and B course for full year courses.

As you add courses, they will appear on the right side under the Selected Courses column.

To Remove a Course: Select the desired course by clicking the course in the Selected Courses column. Click the Remove Course button.

As you remove courses, they will disappear from the right side under Selected Courses column. Make sure you remove both the A and B course for full year courses.
If building requires alternates follow the directions below:
To Add/Remove Alternate requests select the Request Alternates tab.

To Add an Alternate Course: Select the desired alternate course by clicking the course in the Available Alternate Courses column. Once the course is highlighted, click the Add Course button.

As you add courses they will appear on the right side under the Selected Alternate Courses. You MUST enter 4 alternate courses.

Alternate requests can be removed using the Remove Course button as directed above.

Once all entries are complete, verify that you have the correct Total Credits. (6 credits are needed for a full schedule)

Miscellaneous Information
This procedure can be completed using either parent or student access ID.
If you need a parent access code, please contact Family Access email, familyaccess@wlesd.org, or call 248-956-2190.
If you need a student access code please contact your building’s Media Center staff.
# Graduation Requirements

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Credits Required</th>
<th>Explanation of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4.0</td>
<td>Students are required to select core English courses in 9th, 10th, 11th and 12th grade.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3.0</td>
<td>.5 credit of Civics / .5 credit of Economics 1.0 credit of American History and Geography 1.0 credit of World History and Geography</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>4.0</td>
<td>1.0 credit of Algebra 1.0 credit of Geometry 1.0 credit of Algebra 2 1.0 additional math credit taken in the final year</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3.0</td>
<td>1.0 credit of Biology 1.0 credit of Chemistry or Physics or Anatomy and Physiology 1.0 credit of an additional science</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>0.5</td>
<td>.5 credit of Intro to Sport and Fitness</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>0.5</td>
<td>.5 credit of Teen Health (can be completed in 8th grade)</td>
</tr>
<tr>
<td><strong>Required Elective</strong></td>
<td>1.0</td>
<td>Students must earn 1 credit from the following areas: Fine Arts, Performing Arts, Vocational Education (also known as Career Technology Education).</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>2.0</td>
<td>2.0 credits in grades 9-12. (Level 1 successfully taken in 8th grade may fulfill first year’s credit). An equivalent two-year experience in grades 9-12 may be accepted upon successful testing out – See your High School Counselor to discuss this option.</td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
<td>18.0</td>
<td>Reflects the Michigan Merit Curriculum</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4.0</td>
<td>Can be taken in any department</td>
</tr>
<tr>
<td><strong>Junior Year State Testing</strong></td>
<td>Required</td>
<td>All students graduating from the Walled Lake Consolidated School District must take the Junior Year State Testing unless waived by the building principal.</td>
</tr>
<tr>
<td><strong>Online Learning Experience</strong></td>
<td>Required</td>
<td>All students will complete the equivalent of a 1.0 on-line credit course or comparable on-line experience through the district curriculum.</td>
</tr>
<tr>
<td><strong>Total Credits For Graduation</strong></td>
<td>22.0</td>
<td>Minimum credits required for graduation.</td>
</tr>
</tbody>
</table>
Responsibilities for Program Selection

**Student & Parent**
It is the responsibility of the student and parent, with the guidance and advice of the school faculty and counselors, to review and determine the future plans and aspirations of the student. Once his/her program is designed, it is the responsibility of the student to carry it through to completion. Upon consultation with his/her teachers and counselor, the student and his/her parents may request to change this program as achievement of goals indicates it to be necessary. Since staffing, class size, etc., are determined through pre-enrollment, it may not be possible to honor requests for a change of program. Students in high school are not guaranteed the same teacher each semester.

**Teacher**
It is the responsibility of the teacher, whose experience with the student enables him/her to identify the student’s abilities and achievements, to work with the student, the counselor, and the parents. The teacher’s recommendations, based on classroom experience, will further help the student to make his/her program realistic and workable.

**Counselor**
It is the responsibility of the counselor to help the student plan a program which satisfies the graduation requirements of the school and to recommend that the major emphasis on the student’s program is one which reflects the student’s future plans, interests, and aptitudes. Finally, it is the responsibility of the counselor to review with each student the progress he/she is making toward his/her educational and vocational goals. Necessary changes in this program are made through student, parent, and teacher contacts.

**Administrator**
An administrator determines final placement in cases of disagreement.
Freshman Checklist

- Complete an interest survey through Xello.
- Explore the various career pathways and design your high school Educational Development Plan (EDP) using Xello.
- Participate in career exploration activities. Discuss possible careers with school personnel, parents, friends, relatives, and local employers.
- Make sure you are enrolled in required and elective courses that are challenging and will prepare you for meeting future plans.
- Seek tutoring or extra assistance for difficult subjects.
- Review your grades on Skyward daily.
- Strengthen your study habits.
- Participate in extracurricular activities (school and non-school sponsored). Consider volunteer work that provides opportunities for you to experience different careers.
- You will begin developing your high school transcript. Your transcript is an official record of the classes that you enroll in, the grades that you receive and your grade point average. Colleges and Universities will be interested in your grade point average.
- Begin exploring post-secondary education and college majors.
- Attend a local college fair.
- Consider volunteer work that provides opportunities for you to experience different careers.
- Demonstrate/practice positive attendance. Come to school every day!
- Consider attending summer school for remediation/enrichment.
- Update EDP often. xello.world/en/

**A portfolio is your personal organization of letters, awards, and impressive work**
Recommended College Preparatory Curriculum

These recommendations are designed to assist high school students in selecting courses of study during grades 9-12 which will prepare them for academic success at a college or university. High school students who satisfactorily complete the course program outlined below and acquire the requisite skills will greatly increase their chances for success at a university or college.

**English** (Four years recommended) *
Students entering a college or university should be able to:
1) comprehend the main and subordinate ideas in written works, lectures, and discussions; and 2) conceive ideas about a topic and organize them for presentation in both verbal and written forms using standard English sentences. Effective use of the English language is central to one’s ability to succeed at the university and in the professions and occupations for which students are preparing.

**Mathematics** (Four years recommended) *
College preparatory students should successfully complete four years of study in the college preparatory and/or the accelerated mathematics sequence. This should include two full years of algebra and one full year of geometry. While most careers for which university students are preparing require mathematical competency, an increasing number of careers in the science and technical curricula require advanced preparation in mathematics.

**Biological and Physical Sciences** (Three years recommended) *
Students should be acquainted with: 1) concepts of matter, energy, motion and force, and the natural laws and processes of the physical sciences in general; 2) the science of life and living matter with special reference to growth, reproduction and structure; and 3) laboratory methods. A basic understanding of the physical and biological sciences is essential for many fields of university study, and is necessary if one is to comprehend our world and the impact of science and technology on it. These concepts are in the combination of Biology with Chemistry and Physics.

**Social Sciences/History** (Three years recommended) *
Students should study different cultures and societies; their social systems, customs, communities, values, economics, governments, and politics. Knowledge of the main events and ideas, inquiry, public discourse, and citizen involvement that have shaped our nation and its place in the world should also be possessed by students. They should understand how the past bears upon the present condition, and future courses of mankind. As the social sciences improve one’s appreciation of the scientific method and other approaches to critical analysis, an understanding of history is requisite to the informed exercise of citizenship in a free society.

**World Languages** (At least three years recommended) *
The study of French, German, or Spanish, expands the student’s view of world cultures, develops practical communication skills, and heightens awareness and understanding of the English language. As part of a nationwide trend, increasing numbers of colleges and universities require world language study for various majors, degrees, entrance and/or exit requirements. Michigan State University, for example, requires two or more years of high school world language study or college equivalent as an exit requirement. The Walled Lake Consolidated Schools graduation requirement policy strongly recommends three or more years of study in one world language for college bound students and others interested in increasing their knowledge and understanding of world languages. In addition, expanding world markets favor multilingual personnel. World language competency opens up career opportunities denied to those without it.
**Fine Arts** (Two years recommended) *
Students entering a university should be acquainted with the visual and performing arts through study and/or participation. Several academic disciplines at a university require high levels of skill in the arts. Study in this area enriches life and heightens one’s sense of beauty and aesthetic perception.

**Computer Literacy** *
Some formal instruction in the logic and use of computers in problem solving and data retrieval is increasingly important in all fields of study. The universities recognize that, for a variety of reasons, some students may not be able to complete all of the requirements. In such circumstances, students may still be considered for admission, and, therefore, are encouraged to apply to the university of their choice. In all instances, each university has final authority for admissions decisions, based on the level of achievement and other indicators of potential for academic success.

*The Michigan Universities President’s Council

## Sample College Prep Four-Year Plan

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 or Honors English 9</td>
<td>English 10 or Honors English 10</td>
<td>11th Grade English or Honors English or AP Eng. Lang/Comp or IB English HL 1</td>
<td>12th Grade English or AP English Lit/Comp or IB English HL 2</td>
</tr>
<tr>
<td>Civics/Economics</td>
<td>US History-20th or AP US History</td>
<td>World History or AP World History or IB Global Politics</td>
<td>Social Studies Elective or IB/AP Social Studies Elective</td>
</tr>
<tr>
<td>Biology or Honors Biology</td>
<td>Chemistry or Honors Chemistry or Physics or Honors or AP Physics</td>
<td>Science Elective or IB/AP Science Elective</td>
<td>Science Elective or IB/AP Science Elective</td>
</tr>
<tr>
<td>Math*</td>
<td>Math*</td>
<td>Math*</td>
<td>4th Year Math or Math Related Course</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

2.0 World Language (Class of 2016 and Beyond), Teen Health, Intro to Sport and Fitness and 1.0 Fine Arts, Performing Arts or Vocational Education (Career Tech Education) can be taken any time during the four years of High School in the Elective Category

* Algebra 1, Geometry and Algebra 2 (or a district approved substitution for Algebra 2) must be completed
Xello

An Education Development Plan (EDP) is a state-mandated career plan. Walled Lake Schools utilizes the Xello Program to assist you in developing and updating your EDP. The process for completing your EDP will change in high school. You will be receiving more detailed information regarding this process in your registration packet which will be mailed to you this summer.

Remember: Every high school student MUST complete his or her EDP as part of his or her graduation requirements.

Your student will continue to work on his/her EDP throughout high school, updating and adding new information every year. Every high school student MUST complete his or her EDP as part of his or her graduation requirements. Xello (login.xello.world) is the valuable resource used to put career exploration at the fingertips of students and is available for parents to join them in looking into options for their future. Xello is a web-based resource, which houses student Educational Development Plans (EDPs) and to which students and parents have direct access.

In addition to these features, students can explore hundreds of careers using a variety of methods. They will then have access to detailed multi-media career profiles from the world of work, including videos of individuals within those careers describing their experiences.

College planning is an important feature of Xello and offers students access to information about post-secondary institutions across the country and information about where to find financial aid to pay for their education. In addition, students also have access to resources to help them prepare for the world of work, including an integrated job search and resume builder.

Consider the following skills and competencies needed in the high-performance workplace:

**Basic Skills:** Reading, writing, mathematics, speaking, and listening

**Thinking Skills:** The ability to learn, reason, think creatively, make decisions, and solve problems

**Personal Qualities:** Individual responsibility, self-esteem and self-management, sociability, and integrity

**Management Skills:** The ability to allocate time, money, materials, space and staff

**Interpersonal Skills:** Effectively work on teams, teach others, serve customers, lead, and work well with people from culturally diverse backgrounds

**Information:** Demonstrate ability to acquire, interpret and evaluate data, and use computers to process information

**Systems:** Knowledge of social, organizational, and technological systems, ability to monitor and correct performance, and design or improve systems

**Technology:** Ability to select equipment and tools, apply technology to specific tasks, maintain, and troubleshoot equipment
Career Readiness
A World of Opportunities

Importance of Career Planning
The four years of high school from the ninth grade through twelfth grade can be an exciting and rewarding time for students. A very important component in preparing for the future involves career planning. Preparing for future educational and career opportunities involves much thought and preparation, and students who are prepared to make these decisions are often times more successful than those students who lack a sense of direction.

There are many factors that determine success in high school. It is important for students to have a focus so they can make the most of the opportunities that lie before them. Parents, counselors, and teachers play key roles in guiding students through the many challenges that they encounter. It is important to plan early, often, and establish goals.

Career Pathways, like Education Development Plans (EDP), are key components of the larger, Career Preparation System. Use of the Career Pathways allows the learner to map out the relationships between course offerings, in-school activities, out-of-school experiences and additional training following high school graduation. By identifying and aligning these components, the learner can see the interrelationships of all experiences, both in and out of school. Career Pathways allow students to project the necessary training for different clusters of jobs and projected income. Career Pathways are not to be viewed as tracts or trenches, but as a means of exploration and experiences that are more appropriate in developing the learner’s education and employment plan.

The State of Michigan has adopted the concept of six different Career Pathways. Within these pathways, all career opportunities can be identified and placed. Career Pathways are clusters of related occupations that require different levels of education and training. People working in a career path share similar interests, abilities, and talents. Career paths help students identify a career focus without being locked into a specific occupation. By exploring career paths, students expand future choices and develop an understanding that all paths are important and necessary to keep a community going.

The State of Michigan’s Six Career Zones

- Arts & Communication
- Business, Management, Marketing, & Technology
- Engineering/Manufacturing & Industrial Technology
- Health Sciences
- Human Services
- Natural Resources & Agriscience

Participation in a well-organized, well-planned career development component, which includes the concepts of Career Pathways, directly affects both readiness for employment and actual employability success: student performance in school improves, involvement in school and community activities expands, decision-making skills strengthen, career preparation advances, and flexibility for meeting change increases. In addition, students who continue formal education beyond high school have a clear direction and a better understanding as to why they are pursuing post-secondary education and training options. There is an understanding that learning is life-long. Walled Lake Consolidated Schools adheres to the State of Michigan Six Career Zones as part of our comprehensive Career Development Program. Every occupation within the world of work would fall in one of the six pathways identified.
Xello and the Personalized Education Development Plan (EDP)

An EDP is a state-mandated career plan. Your student will continue to work on his/her EDP throughout high school, updating and adding new information every year. Every high school student **MUST** complete his or her EDP as part of his or her graduation requirements. Xello (login.xello.world) is the valuable resource used to put career exploration at the fingertips of students and is available for parents to join them in looking into options for their future. Xello is a web-based resource, which houses student Educational Development Plans (EDPs) and to which students and parents have direct access.

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**Personal Qualities:** Individual responsibility, self-esteem and self-management, sociability, and integrity

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**Interpersonal Skills:** Effectively work on teams, teach others, serve customers, lead, and work well with people from culturally diverse backgrounds

**Information:** Demonstrate ability to acquire, interpret and evaluate data, and use computers to process information

**Systems:** Knowledge of social, organizational, and technological systems, ability to monitor and correct performance, and design or improve systems

**Technology:** Ability to select equipment and tools, apply technology to specific tasks, maintain, and troubleshoot equipment
The Six Career Paths

To assist students in planning wisely, the district uses the Career Pathways, embedded within the Xello program www.xello.world. Using students’ interests and aptitudes identified by various assessments, parents, counselors, teachers, or other career professionals can help them to develop a curriculum most suitable to their chosen pathway. With careful consideration and discussion, each student can identify a specific and individualized “path”. When one or more pathways appears interesting, students should look carefully at the possible degrees and the jobs or careers associated with the area(s), and related high school elective courses that would help them prepare for each pathway.

All of the identified pathways include challenging, relevant courses that provide road maps to future career goals. Additionally, because all students take a “core foundation” of academic courses, career paths overlap enough to allow the flexibility to change “paths” if interests change or new knowledge and skills are acquired. In every pathway, students will continue to take the core curriculum courses that provide all students with the courses necessary to enter most Michigan post-secondary institutions.

Arts & Communication

- Careers in this path are related to humanities and performing, visual, literacy, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.
- Are you a creative thinker?
- Are you imaginative, innovative and original?
- Do you like to communicate ideas?
- Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories?

<table>
<thead>
<tr>
<th>Arts &amp; Communication CAREER CATEGORIES</th>
<th>Arts &amp; Communication SAMPLE CAREERS</th>
<th>Arts &amp; Communication COURSES IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising &amp; Public Relations</td>
<td>Public Relations Executive</td>
<td>Language Arts (Journalism)</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Dancer</td>
<td>Graphic Art</td>
</tr>
<tr>
<td>Film Production</td>
<td>Film Producer</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Fashion Designer</td>
<td>Photography</td>
</tr>
<tr>
<td>Radio &amp; TV Broadcasting</td>
<td>Journalist</td>
<td>Fine Arts (Drama, Music)</td>
</tr>
<tr>
<td></td>
<td>Radio &amp; TV Broadcaster</td>
<td>Drafting (Technical, Architectural &amp; Engineering)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Television Production</td>
</tr>
</tbody>
</table>

Business, Management, Marketing & Technology

- Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics and management.
- Do you enjoy being a leader, organizing people, planning activities and talking?
- Do you like to work with numbers or ideas?
- Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, surfing the Internet?
<table>
<thead>
<tr>
<th>Business, Management, Marketing &amp; Technology CAREER CATEGORIES</th>
<th>Business, Management, Marketing &amp; Technology SAMPLE CAREERS</th>
<th>Business, Management, Marketing &amp; Technology COURSES IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Loan Officer</td>
<td>Math</td>
</tr>
<tr>
<td>Office Administration</td>
<td>Economist</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Legal Secretary</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Hospitality/Tourism</td>
<td>Hotel Management</td>
<td>Business Management</td>
</tr>
<tr>
<td>Management</td>
<td>Office Manager</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Marketing</td>
<td>Computer Programmer</td>
<td>Computer Support</td>
</tr>
<tr>
<td>Sales</td>
<td>Salesperson</td>
<td>Accounting</td>
</tr>
<tr>
<td>Finance</td>
<td>Travel Agency</td>
<td>Marketing</td>
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<tr>
<td>Personnel</td>
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<tr>
<td>Economic</td>
<td></td>
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</tr>
</tbody>
</table>

**Engineering/Manufacturing & Industrial Technology**

* Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.
* Are you mechanically inclined and practical?
* Do you like reading diagrams and blueprints, and drawing building structures?
* Are you curious about how things work?
* Would you enjoy painting a house, repairing cars, wiring electrical circuits or woodworking?

<table>
<thead>
<tr>
<th>Engineering/Manufacturing &amp; Industrial Technology CAREER CATEGORIES</th>
<th>Engineering/Manufacturing &amp; Industrial Technology SAMPLE CAREERS</th>
<th>Engineering/Manufacturing &amp; Industrial Technology COURSES IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Architect</td>
<td>Drafting</td>
</tr>
<tr>
<td>Precision Production</td>
<td>Plumber</td>
<td>Science</td>
</tr>
<tr>
<td>Manufacturing Technology</td>
<td>Electrician</td>
<td>Robotics</td>
</tr>
<tr>
<td>Mechanics &amp; Repair</td>
<td>Air Traffic Controller</td>
<td>Physical Sciences/Physics</td>
</tr>
<tr>
<td>Engineering &amp; Related Technologies</td>
<td>Auto Mechanic</td>
<td>Industrial/Mechanical Drafting</td>
</tr>
<tr>
<td>Drafting</td>
<td>Chemical Engineer</td>
<td>Math</td>
</tr>
<tr>
<td>Construction</td>
<td>Draftsman</td>
<td>Electronics</td>
</tr>
<tr>
<td></td>
<td>Geographer</td>
<td>Machine Tools</td>
</tr>
</tbody>
</table>

**Health Sciences**

* Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment and related health technologies.
* Do you like to care for people or animals that are sick or help them stay well?
* Are you interested in diseases and in how the body works?
* Do you enjoy reading about science and medicine?
* Would it be fun to learn first aid, volunteer at a hospital or veterinary clinic?

<table>
<thead>
<tr>
<th>Health Sciences CAREER CATEGORIES</th>
<th>Health Sciences SAMPLE CAREERS</th>
<th>Health Sciences COURSES IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>Dentist</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Dental Hygienist</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Medicine</td>
<td>Doctor</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Nursing</td>
<td>Veterinary Technician</td>
<td>Health Education</td>
</tr>
<tr>
<td>Nutrition and Fitness</td>
<td>Respiratory Therapist</td>
<td>Animal Care</td>
</tr>
<tr>
<td>Therapy and Rehabilitation</td>
<td>Physical Therapist</td>
<td>Nutrition</td>
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<td></td>
<td></td>
<td>Physics</td>
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<td></td>
<td>Math</td>
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</tbody>
</table>
**Human Services**

- Careers in this path are related to economic, political and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services and personal services.
- Are you friendly, open, understanding and cooperative?
- Do you like to work with people to solve problems?
- Is it important to you to do something that makes things better for other people?
- Do you like to help friends with family problems?
- Do you like reading, storytelling, traveling or tutoring young children?

<table>
<thead>
<tr>
<th>Human Services CAREER CATEGORIES</th>
<th>Human Services SAMPLE CAREERS</th>
<th>Human Services COURSES IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Anthropologist</td>
<td>History</td>
</tr>
<tr>
<td>Law and Legal Studies</td>
<td>Counselor</td>
<td>Political Science</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Lawyer</td>
<td>Psychology</td>
</tr>
<tr>
<td>Child/Family Services</td>
<td>Psychologist</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Legal Assistant</td>
<td>Culinary Arts</td>
</tr>
<tr>
<td>Religion</td>
<td>Culinary Chef</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Culinary Arts/Hospitality</td>
<td>Security Administrator</td>
<td>Cosmetology</td>
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<td>Building Manager</td>
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<td>Child Care Worker</td>
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<td></td>
<td>Mental Health Aide</td>
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</tbody>
</table>

**Natural Resources and Agriscience**

- Careers in this path are related to agriculture, the environment and natural resources. These include agricultural sciences, earth science, environmental sciences, fisheries, forestry, horticulture and wildlife.
- Are you a nature lover?
- Are you practical, curious about the physical world, and interested in plants and animals?
- Do you enjoy hunting or fishing?
- Do you like to garden or mow the lawn?
- Are you interested in protecting the environment?

<table>
<thead>
<tr>
<th>Natural Resources and Agriscience CAREER CATEGORIES</th>
<th>Natural Resources and Agriscience SAMPLE CAREERS</th>
<th>Natural Resources and Agriscience COURSES IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Farmer</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Animal Health Care</td>
<td>Oceanographer</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Landscaper</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Marine Biologist</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Fisheries Management</td>
<td>Conversation Agent</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Wildlife Management</td>
<td>Chemist</td>
<td>Math</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Physicist</td>
<td>Botany</td>
</tr>
<tr>
<td>Forestry</td>
<td>Forester</td>
<td></td>
</tr>
</tbody>
</table>
International Baccalaureate Diploma Programme

The IB Diploma is an internationally recognized and rigorous college preparatory programme available to any high school student in the Walled Lake Consolidated School District. Students opting for this distinguished endorsement will attend Western High School for grades 11 and 12. Students outside the Western attendance area must have personal transportation.

9th & 10th grade students Pathways to the Diploma Programme:

9th Grade
Take Honors English 9
Take at least level 2 of a World Language and/or GeometryCalcPath (or higher)

10th Grade
Take Honors English 10
Take at least level 3 of a World Language and/or Algebra2CalcPath (or higher)Course

Readiness, motivation, and attendance are the three most important factors for students to be successful! The biggest reason students are ineligible is if they are not ready for the appropriate classes to fit the IB schedule into their 11th and 12th grades. In order to make the IB schedule work, students must be accelerated in either World Language or Math (or both). This means 10th grade students should, at minimum, be taking Level 3 World Language OR Algebra2CalcPath.
Enhanced Learning Opportunities Policy/Procedures

Introduction
In an effort to support enhanced educational opportunities for secondary students, Walled Lake Consolidated Schools has partnered with several alternative educational providers to increase flexibility for credit recovery, college credit, and educational enrichment programs using some of the latest technology. The applications for these opportunities can be found in the Counseling Office.

These opportunities include the following formats: flex time schedules or dual enrollment. The following definitions will help in the understanding of the format of instruction and methods available for these enhanced educational opportunities.

Flex Schedule
A student may enroll in as few as four (4) classes during the regular day and take as many as two (2) of his/her classes outside the school day. A student must enroll in Edgenuity (formerly E2020) as the online provider or have building principal approval for other programs. Course work must be done away from school and students must leave the school campus during this time. All courses must be completed during the regular school semester timelines and final exams will be completed at school, if applicable.

Testing Out
Changes in the Michigan State School Code allow students enrolled in high school to “test out” of any class in which they are not currently enrolled.

- Students may not test out of courses they have already taken for a grade and/or credit.
- Students must demonstrate mastery of course content by attaining 78% (C+) or better on a comprehensive final examination.
- Assessments may include portfolios, performances, papers, projects and/or presentations. Assessments required of students are comparable and equivalent to those normally required of students taking the course.
- While testing out will allow students to accelerate through a course, no grade will be earned by testing out of a course. Credit earned will not be counted toward graduation requirements and will not be counted in the computation of the grade point average (GPA).
- Once credit is earned by “testing out”, students may not receive credit for a lower course in the course sequence.
- Students who wish to “test out” of a class for the upcoming school year, must return a completed Testing Out Application to the Counseling Office no later than May 1st for the August examination. The application must include a parent signature. Applications are available in the high school Counseling Office.
- Testing out examinations will be administered in August of each year.
Department & Individual Course Descriptions

Walled Lake Consolidated Schools
Class of 2024

** All courses listed may be adapted for delivery in a virtual format when required by health and safety intermittent or permanent closures.
Arts Department

Visual Arts

90020  Art in Design  Grades:  9-12  0.5 credit
Course Note:  Students must successfully complete this course before pursuing any advanced art course.
Have you always wanted to try an art course? No prior experience necessary. This is an introductory course for any student interested in art. In this course, students will examine the elements and principles of design through a variety of both two dimensional and three-dimensional media. This course will provide the student with a strong foundation in design and composition.

90021  Animation A  Grades:  9-12  0.5 credit
This course will introduce fundamental principles of animation, character design, and storyboarding focusing on a variety of beginning animation techniques. The goal is to have students explore a variety of animation processes to then create their own short, animated films consistent with entry-level college/industry standards. This course will include a subscription to the ACME animation community. This is a community that supports learners and educators and includes focused guidance and expertise from professionals representing every aspect of the field of animation. Participation in peer review via the ACME website is expected.

90040  Computer Graphics A  Grades:  9-12  0.5 credit
Prerequisite:  90020 - Art in Design
Students will become familiar with the computer as a tool to create art. Students will create a wide range of art pieces using software, digital cameras and scanners. Students will experience multiple software programs while focusing on Adobe Photoshop to learn a variety of styles and techniques to create high quality products. Students will be introduced to graphic design as a career path and be actively involved in the design from start to finish. Each student is encouraged have a flash drive to store work. THIS COURSE MAY BE REPEATED FOR CREDIT WITH TEACHER APPROVAL.

91018  Animation B  Grades:  9-12  0.5 credit
Prerequisite:  90021 Animation A
This course continues the study of animation fundamentals, character design, and storyboarding within a range of advanced animation techniques, including 3-D computer software and other medias. Students will create their own directed short, animated films consistent with entry-level college/industry standards. This course will include a subscription to the ACME animation community. This is a community that supports learners and educators and includes focused guidance and expertise from professionals representing every aspect of the field of animation. Participation in peer review via the ACME website is expected.

90030  Ceramics 1  Grades:  9-12  0.5 credit
Prerequisite:  90020 - Art in Design
Do you like getting dirty and working with your hands? This course offers students an introduction to a variety of basic clay hand building techniques along with an opportunity to work on the potter’s wheel. Emphasis will be placed on good craftsmanship and application of good design as it relates to the medium of clay. Glazing, alternative finishes, and alternative firing will be explored. Students will create a variety of projects however, most will be functional objects.
90070  **Drawing 1**  
Grades: 9-12  
0.5 credit  
*Prerequisite:* 90020 - *Art in Design*

Have you always wanted to learn how to draw but you were afraid to try? This is the course for you! This course is designed for students who wish to pursue drawing on a more serious level. The study of the elements of design and principles of art will be explored through abstract and realistic subject matter. Students will concentrate on working from direct observation while using a variety of drawing materials. Emphasis is placed on composition and craftsmanship in drawing and understanding of present and past artists.

90100  **Metal Arts 1**  
Grades: 9-12  
0.5 credit  
*Prerequisite:* 90020 - *Art and Design*

This challenging course is designed to develop a variety of skills and techniques used in metalsmithing and jewelry. This class will concentrate on the fabrication of three-dimensional forms by a variety of techniques and methods. Students will incorporate the use of elements of design and principles of art to create a personal style.

90110  **Painting 1**  
Grades: 9-12  
0.5 credit  
*Prerequisite:* 90020 - *Art in Design*

While building upon the elements of design, Painting 1 is primarily concerned with the technical processes of color theory and mixing, paint application, and composition. Emphasis is placed upon design, workmanship, experimentation, and the study of contemporary and traditional artists. It is strongly suggested that students take Drawing 1 before taking this course.

90140  **Sculpture 1**  
Grades: 9-12  
0.5 credit  
*Prerequisite:* 90020 - *Art in Design*

Do you like working with your hands and building things out of a variety of materials? This class offers students the opportunity to explore sculptural form in both relief and in the round. Students will work with a variety of materials including materials like clay, plaster, paper, wood, and recycled objects. Students will work with three-dimensional form through realistic, abstract and non-objective subject treatments. Additive and subtractive methods of sculpture, as well as assemblage sculpture will be explored.

90151  **FLEX Art History**  
Grades: 9-12  
0.5 credit  

*Course Note:* Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**.

This one-semester high school course introduces art within a historical, social, geographical, political, and religious context for understanding of art and architecture through the ages. The course is organized by chronological and historical order, and world regions. Topics include Early Medieval Art and Romanesque Art; Art in the 12th, 13th, and 14th Centuries; 15th Century Art in Europe; 16th Century Art in Italy: The Master Artists; High Renaissance and Baroque Art; World Art, which includes the Art of Asia and the Art of Africa, the Americas, and the pacific Cultures; 18th and 19th Century Art in Europe and The Americas; and concludes with a modern art unit that covers Modern Art in Europe and the Americas.

**Currently, the NCAA Clearinghouse does not recognize Edgenuity / FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**

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*The art program at Western allows its students to explore a vast range of subjects, mediums, and encourages unique artist expression. The teachers are hardworking and devoted to the students, helping them develop an artist’s mentality and helping them obtain quality workmanship.*

*~Luke Levin-Pompetzi, Walled Lake Western High School*
**Performing Arts**

94020  Acting 1  
Grades:  9-12  
0.5 credit  
This course is a study of the fundamental theories and techniques of acting. Voice, body movement, and characterization are among the units covered. This course is designed to build confidence, improve self-discipline and concentration while helping the student feel at ease with his/her experience in the art of drama.

94021  Acting 2  
Grades:  10-12  
0.5 credit  
**Prerequisite:**  94020 - Acting 1  
The purpose of this course is to provide students with the opportunity to develop acting skills as well as skills in literary analysis while doing scene work. The course will survey important authors and plays from several literary periods. Some plays will be studied in depth, and written analysis will be required with scene work. Taking directions, acting style, and rehearsal techniques will be emphasized while each student will have the opportunity to work on his/her personal acting skills. **Ninth graders may take this course with permission of instructor.**

94080/94081  Chamber Ensemble A/B  
Grades:  9-12  
1.0 credit  
**Course Note:**  Director’s Approval Required  
This course is only open to percussionists. This class is designed for students to experience and study the performance techniques of small ensemble playing. Students will study small ensemble music in a variety of ways, including performance and listening. Outside of school performances are mandatory. This class is designed to enhance student experience in large ensembles, therefore a director may choose to not grant approval to a student who is not currently enrolled in a large ensemble.

94110/94111  Concert Band A/B  
Grades:  9-12  
1.0 credit  
**Course Note:**  Director’s Approval.  
**At CENTRAL this course is typically for Freshmen only.**  
This course is designed for students to learn music through performance in band. Prior experience is necessary. Students will perform concerts throughout the year and all performances are mandatory. Additionally students will learn to perform as a member of a team. This course is considered the beginning level of concert bands at the high schools. There are minimal costs involved with this course.

94200/94201  Men’s Chorus A/B  
Grades:  9-12  
1.0 credit  
**Course Note:**  No prerequisite  
This course is designed for all high school men who have not had any previous singing experience at the high school level. This is a tenor/bass choir, which meets every day of the week and is a full year class. This choir serves as a training choir for the more advanced choirs. Primary level sight-reading, vocal technique and appreciation of various musical styles will be emphasized. Both sacred and secular choral music of all styles and centuries will be studied and performed. Consistent attendance at all course functions, including after school rehearsals and concerts is considered regular course work. This choir will perform at school concerts, music festivals and competitions, some of which occur in the evenings or weekends. Students in this choir may travel on choir trips when offered.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grades</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>94220/94221</td>
<td>Philharmonia Strings A/B</td>
<td>9-12</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td><strong>Course Note:</strong> Audition or Director's Approval</td>
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<td></td>
<td>Philharmonia Strings is a training program primarily for freshmen, but is available to any student 9-12. Any student who needs further instruction on the sixth year of string pedagogical development and possesses a strong desire for self-improvement is welcome. This course will focus on the individual development of stronger skills including how to practice, sight-reading skills, extension of individual technique, ear training and theory. Success will be measured by the continued improvement of all skills and the development of individualized musicianship. Consistent attendance at all class functions including rehearsals and concerts is considered regular class work. This ensemble will perform at school concerts, music festivals, community fundraisers and events and competitions. Philharmonia is a competing ensemble that may also perform as an addendum to the Symphony Orchestra.</td>
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<tr>
<td>94230</td>
<td>Piano</td>
<td>9-12</td>
<td>0.5</td>
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<td><strong>Course Note:</strong></td>
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<td></td>
<td>Class piano is group piano instruction for beginning piano students: those who have little or no prior musical experience with the piano keyboard. Classes will be held in the Music Technology Lab where student musicians will learn basic musicianship, beginning keyboard technique, music theory, and some ensemble performance practices. Students will use the technology lab software to learn music theory. No prior knowledge of music notation or the piano is necessary.</td>
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<tr>
<td>94131</td>
<td>Color Guard</td>
<td>9-12</td>
<td>0.5</td>
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<td></td>
<td><strong>Course Note:</strong> Only offered at Central</td>
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<td>This course is only offered 2nd semester with Director’s Approval required.</td>
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<td>This course is designed for students to study and perform the elements of color guard which include body movement, dance, flag, and the use of auxiliary equipment. Dance or gymnastic background is helpful while not required. There are no out of school day performances required for this class and no prior experience is necessary.</td>
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<tr>
<td>94180</td>
<td>Jazz Ensemble</td>
<td>9-12</td>
<td>0.5</td>
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<td><strong>Course Note:</strong></td>
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<td>At CENTRAL this course is offered as a 7th hour only, and only second semester. At WESTERN this class is offered as a Zero Hour only and only second semester. At NORTHERN this class is offered during the school day, second semester only. Director’s Approval required.</td>
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<td></td>
<td>Jazz Ensemble is a performance based class for instrumental musicians. Students will study and perform music from the genres of jazz, pop, Latin, and rock. Outside of school performances are mandatory.</td>
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<tr>
<td>94190</td>
<td>Marching Band</td>
<td>9-12</td>
<td>0.5</td>
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<tr>
<td></td>
<td><strong>Course Note:</strong> Director’s Approval. This ensemble rehearses in the evening.</td>
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<td>The marching band is one of the most recognized and acclaimed performance ensembles. This ensemble is made up of four main sections: Brass, Woodwind, Percussion, and Color Guard/Majorettes. This ensemble is highly recommended for all students enrolled in one of the concert bands. All students are expected to attend a marching band camp in August and other summer rehearsals. There are many outside of the school day performances and rehearsals and attendance is mandatory at all rehearsals and performances. There are fees required for this course. Anyone needing financial assistance for the field trips should contact the director as soon as possible.</td>
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</tbody>
</table>
**94270/94271  Symphony Strings A/B**  
Grades: 9-12  
1.0 credit  
Prerequisite: 94261 - Symphony Orchestra Winds B  
Course Note: Audition or Director’s Approval  
Symphony Strings consists primarily of upper class students who have mastered more than the basics on their instrument, thrive on challenge, have a strong sense of musicianship, have established for themselves a successful practice routine, understand how to problem solve in their individualized practice sessions, have excellence as a goal, and wish to pursue professional symphony literature on a day to day basis. Consistent attendance at all class functions including rehearsals and concerts is considered regular class work. This ensemble will perform at school concerts, music festivals, community fundraisers and events and competitions. Students will be expected to enroll in Symphony Orchestra in addition and attend after school lab rehearsals twice a week as determined by building and director. This is mandatory.

**94170  Intro to Media Production**  
Grades: 9-12  
0.5 credit  
Course Note: This course is offered at Walled Lake Western only. (Central and Northern students, see your counselor if interested in attending.)  
This class is designed to introduce students interested in the field of communications to the techniques and theories of television broadcasting. Students will learn how to operate all audio and video equipment in a cable television studio. Projects will include commercials, music videos, and short story videos. Some projects may be cable cast to the community on the local access channels. Students will have the opportunity to work behind the camera, as well as in front of the camera. Attendance is crucial and part of the overall grade.

**94310/94311  Wind Ensemble A/B**  
Grades: 9-12  
1.0 credit  
Course Note: Director’s Approval Required  
This course is designed for students to learn music through performance in band. Prior experience is necessary. Students will perform concerts throughout the year and all performances are mandatory. Additionally students will learn to perform as a member of a team. This course is the advanced level of concert bands at the high schools.

**94320/94321  Women’s Chorus A/B**  
Grades: 9-12  
1.0 credit  
Course Note: No prerequisite  
This course is designed for all high school women who have not had any previous singing experience at the high school level. This is a soprano/alto choir, which meets every day of the week and is a full year class. This choir serves as a training choir for the more advanced choirs. Primary level sight-reading, vocal technique and appreciation of various musical styles will be emphasized. Both sacred and secular choral music of all styles and centuries will be studied and performed. Consistent attendance at all course functions, including after school rehearsals and concerts is considered regular course work. This choir will perform at school concerts, music festivals and competitions, some of which occur in the evenings or weekends. Students in this choir may travel on choir trips when offered.
Career Technology Department

90021  **Animation A**  
Grades: 9-12  
0.5 credit  
This course will introduce fundamental principles of animation, character design, and storyboarding focusing on a variety of beginning animation techniques. The goal is to have students explore a variety of animation processes to then create their own short, animated films consistent with entry-level college/industry standards. This course will include a subscription to the ACME animation community. This is a community that supports learners and educators and includes focused guidance and expertise from professionals representing every aspect of the field of animation. Participation in peer review via the ACME website is expected.

91018  **Animation B**  
Grades: 9-12  
0.5 credit  
**Prerequisite:** 90021 **Animation A**  
This course continues the study of animation fundamentals, character design, and storyboarding within a range of advanced animation techniques, including 3-D computer software and other medias. Students will create their own directed short, animated films consistent with entry-level college/industry standards. This course will include a subscription to the ACME animation community. This is a community that supports learners and educators and includes focused guidance and expertise from professionals representing every aspect of the field of animation. Participation in peer review via the ACME website is expected.

91010/91011  **Architectural CAD 1A/1B**  
Grades: 9-12  
1.0 credit  
**Course Note:** You may receive OCC credits for this class. See your teacher for details. This course may fulfill the 4th math requirement.  
This course is designed for students who want some exploratory work in architectural drafting and the ability to plan their own home. The course includes the study of basic design, construction details, and materials used in residential and commercial buildings. Development of fundamental drafting skills and techniques necessary to prepare architectural plans will be stressed. The student will use 3-dimensional computer design software to create his/her home design.

91030/91031  **Introduction to Programming A/B**  
Grades: 9-12  
1.0 credit  
**Course Note:** Completion of this class will fulfill the fourth-year Mathematics credit requirement or will meet the state-approved formal CTE program for 1.0 exchange credit in Science of World Language or Visual, Performing & Applied Arts.  
This class is for students interested in exploring computer science and programming, including the concepts of structure, design, logical reasoning, and graphical programming. Students will learn how to solve programming problems by breaking them down into logical steps. A variety of software systems are used so the student can learn fundamental programming skills. This course is a related course for High Tech Work-Based Learning (Co-OP). Through an articulation agreement with Baker College students may contact a CTE teacher for more information. College credit is available for all students who earn a grade of B or above.

91032/91033  **Banking and Finance A/B**  
Grades: 9-12  
1.0 credit  
**Course Note:** Completion of this class will fulfill the fourth-year Mathematics credit requirement or will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.  
This course provides an overview of the financial system. It examines the fundamentals of banking, including the theory of interest rates, the functions of banks as financial intermediaries, and the financial markets in the financial system. Included in this course will be the basic business of banking, bank regulation, the banking system, central banking, monetary policy and the changing environment of banking. Additionally, personal finance topics such as investing, insurance, and consumer credit will be discussed.
91040  **Business Law**  
Grades:  9-12  
0.5 credit  
This course contributes to the general educational growth of the business student. Students will receive a basic understanding of the law and the court system in our society. Some of the major topics covered are crimes and torts, contracts, life, auto, health, and property insurance, real estate ownership, wills, bailments, negotiable paper, and promissory notes.

91054/91055  **Financial Literacy A/B**  
Grades:  9-12  
1.0 credit  
*Course Note:*  **This class fulfills the fourth year math requirement.**  
This course covers the four major areas of personal finance. Included are income, money management, spending and credit, and saving and investing. Typical math problems include payroll taxes, figuring discounts, markup percents, interest computations including fixed and variable rate mortgages, installment credit, insurance, and business records. Students will also cover topics including personal financial planning, income, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, consumer credit and consumer debt. Students apply math skills such as percents, proportions, data analysis, functions and formulas to real-life situations.

91350/91351  **FLEX Financial Math A/B**  
Grades:  9-12  
1.0 credit  
*Course Note:*  Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**.  **This class fulfills the fourth math requirement.**  
This two-semester course designed for high school students focuses on the applications of mathematics in personal and business settings. This course contains 15 major topics: personal financial planning, income, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, consumer credit, consumer debt, economic principles, traveling abroad, starting a business, and analyzing business data. Students apply math skills such as percents, proportions, probability, data analysis, linear systems, exponential functions and formulas to real life situations. In the Making Connections sections, relevant, project-based learning activities provide students with a deeper understanding of the subject matter.

**Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.

91062/91063  **Cisco Networking Academy 1A/1B**  
Grades:  9-12  
1.0 credit  
*Course Note: The course is only offered at Central but is open to students from Western and Northern as well. Completion of this class will fulfill the fourth-year Mathematics credit requirement or will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.**  
The Cisco Networking Academy program is a complete, four semester program on the principles and practice of designing, building, and maintaining networks capable of supporting national and global organizations. The program features hands-on, project-driven training in high demand job skills. Cisco I offers the student an opportunity to learn the methods and procedures required to earn their CISCO CCENT certification. Introduction to Networks (ITN) is the first course students will complete in the Cisco CCNA Routing and Switching curriculum teaching students the architecture, structure, functions and components of the Internet and other computer networks. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Routing and Switching Essentials is the second course in the CCNA Routing and Switching curriculum teaching students how to configure a router and a switch for basic functionality. By the end of the course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPng, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing. The course is a related course for High Tech Work-Based Learning. Through an articulation agreement with Oakland Community College and Baker College, students may contact a CTE teacher for more information. College Credit is available for all students who earn a grade of B or above.
Cisco Networking Academy 2A/2B  
Grades: 9-12  
1.0 credit  
**Prerequisite:** 91063 - Cisco Networking Academy 1B  
**Course Note:** This course is only offered at Central but is open to students from Western and Northern as well. Completion of this class will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.

Cisco Networking Academy program is a complete, four-semester program on the principles and practice of designing, building, and maintaining networks capable of supporting national and global organizations. The program features hands-on, project-driven training in high demand job skills. Cisco 2 offers the student the opportunity to learn the methods and procedures required to earn their Cisco CCNA certification. Scaling Networks is the third course in the CCNA Routing and Switching curriculum teaching students how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, and STP. Connecting Networks is the fourth and final course in the CCNA Routing and Switching curriculum covering the WAN technologies and network services employed by converged applications in a complex network. By the end of this course, students will be able to configure and troubleshoot network devices and resolve common issues with data link protocols. This course is a related course for High Work-Based Learning. Through an articulation agreement with Oakland Community College and Baker College, students may contact a CTE teacher for more information. College credit is available for all students who earn a grade of B or above.

Computerized Accounting 1A/1B  
Grades: 9-12  
1.0 credit  
**Course Note:** Completion of this class will fulfill the fourth-year Mathematics credit requirement or will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.

This course is strongly recommended for students who wish to pursue a career in Business or Finance. Using an integrated approach in the course, students learn how businesses plan for and evaluate operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This course covers all the learning objectives of a traditional college level accounting course, plus those from a managerial accounting course. Topics include accounting information systems, time value of money, accounting for merchandising firms, sales and receivables, fixed assets, debt, equity, cash flow, financial ratios, cost-volume profit analysis and variance analysis. This course is a related course for Business Work-Based Learning. Through an articulation agreement with Baker College students may contact a CTE teacher for more information. College credit is available for all students who earn a grade of B or above.

Business Technology 1A/1B (Formerly Digital Multimedia)  
Grades: 9-12  
1.0 credit  
**Course Note:** Completion of this class will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.

This course is intended for any student desiring exposure to business applications using Microsoft Office Suite (Word, Excel, and PowerPoint). Students will develop proficiency in word processing, creating spreadsheets, and multimedia presentations. Skills taught and practiced using business scenarios and training tools to allow students to prepare for future college and career plans. Students can earn industry certification through the opportunity to take the Microsoft Office Certificate industry standard test. This course is also an introduction to graphics and design technology, including principles and elements of graphic design using computers to generate ideas with use of critical thinking strategies use in Business worldwide. Business concepts covered using technology include International Business, Business Planning, Human resource, Leadership, Law and Ethics, and Project Management. This course is a related course for Business Work-Based Learning (Co-Op). College credit is available for all students earning a grade of B or above through an articulation agreement with Oakland Community College and Baker College.
91110/91111  Engineering CAD 1A/1B  Grades: 9-12  1.0 credit
Course Note: Completion of this class will fulfill the fourth-year Mathematics credit requirement or will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.
This course is intended for students who may be interested in engineering design. The course covers detail and working drawings, 3-dimensional solid modeling, and sheet metal drawings. With parametric, students define their model according to the size, shape, and the positional relationships of its parts. Focus is based on part modeling, assembly modeling, surface modeling, and rendering. Students will learn how to automatically generate multi view detail drawings, auxiliaries, section views and revolutions. They will also have the capability to easily create, document, and analyze mechanical assemblies essential for workgroup collaboration.

91220  Introduction to Business  Grades: 9-12  0.5 credit
This course serves as an overview in understanding the business system and the economic setting in which it functions. Topics include managing your money, using a checking account, saving and investing money, wise use of credit, insurance protection, and career opportunities within the business field.

91240/91241  Marketing 1A/1B  Grades: 9-12  1.0 credit
Completion of this class will meet the state-approved formal CTE program for 1.0 exchange credit in Science or World Language or Visual, Performing & Applied Arts.
This course is designed for students interested in the business industry and those interested in marketing careers and co-op during their senior year. Marketing opportunities are surveyed and competencies are related to the world of work. Areas of study include advertising, communications, display, human relations, merchandising, sales, stocking and cashier operations. This course is a related course for Marketing Work-Based Learning (Co-Op). Students may contact a CTE teacher for more information. Through an articulation agreement with Baker College students who earn a grade of B or higher in this course may earn college credit.

91260/91261  Networking Technologies A/B  Grades: 9-12  1.0 credit
Course Note: Only offered at Central (Western and Northern students would attend first three hours at Central and return to home school in the afternoon). This is a related class for High Tech Co-op. You may receive OCC credit for this class. See your teacher for details.
This course investigates computer functions, operating systems, computer hardware configuration, computer forensics, computer security, cabling, and network configurations. This class also teaches basic networking principles.

91320/91321  Technical Drafting A/B  Grades: 9-12  1.0 credit
Course Note: You may receive OCC credit for this class. See your teacher for details. This class fulfills the fourth year math requirement.
This course is designed for any student with an interest in learning to use automated design and drafting tools. The course is not written to one specific discipline, but services all disciplines that require methods of drafting, design, or engineering. Common examples of such disciplines include architecture, mechanical engineering, product design, tool design, electronics, facilities planning, interior design, and mapping. Students will gain valuable hands-on experience using AutoCAD software. Classroom activities complement and support the lab sessions and provide an opportunity for the teacher to explain and show important characteristics of drafting and CAD to the class. The student, who earns a letter grade of “B” or better, will earn three (3) college credits from Oakland University.
**91340/91341  Web Design 1A/1B**  
Grades: 9-12  
1.0 credit  

**Course Note:** This is a related class for High Tech Co-op. You may receive OCC credit for this class. See your teacher for details.

This course offers the student an opportunity to learn the methods and procedures required to design, implement, and maintain effective web sites. Curriculum will cover XHTML, graphics, text, and audio; and the web server. Students will utilize the Adobe CS6 Suite software and textbooks which include Dreamweaver, Photoshop, & Flash. Students will learn through a variety of hands-on projects and exercises. This course will guide students towards the Adobe Dreamweaver, Photoshop and Flash Certifications. Articulation agreements enable students to receive college credits and take college level courses while still in high school. These same agreements allow students to matriculate to colleges and technical schools based on their Tech Prep background.
**English Department**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
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<tbody>
<tr>
<td>81050/81051</td>
<td>English Essentials 9 A/B</td>
<td>9</td>
<td>1.0</td>
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<td></td>
<td><strong>Course Note:</strong> This course must be taken concurrently with English 9.</td>
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<td>This two-semester course is designed to accelerate literacy skills rapidly by providing targeted and differentiated instruction supporting the English 9 curriculum. Generally, students recommended for this course are reading at least two grade levels below that expected of a ninth grade student as identified by a district-approved diagnostic assessment.</td>
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<tr>
<td>81058/81059</td>
<td>Reading Intervention</td>
<td>9-10</td>
<td>0.5</td>
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<td><strong>Course Note:</strong> Must be taken concurrently with grade level English course. This course is offered only to students identified as struggling readers based on a variety of assessment tools. Students earn elective credit for the course.</td>
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<td>Accelerated Adolescent Reading Initiative (AARI) is a one-semester course offering a unique classroom experience emphasizing community building and literacy development. Students are taught active reading skills to increase their reading comprehension with the goal of becoming grade level readers who are better able to navigate content area literacy demands. The course emphasizes small group instruction, meets students where they are, and accelerates reading development.</td>
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<tr>
<td>92070/92071</td>
<td>English 9 A/B</td>
<td>9</td>
<td>1.0</td>
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<td>This two-semester course meets the State of Michigan’s 1.0 Michigan Merit Curriculum credit requirement for English 9. The course is designed to increase reading, writing, speaking/listening, language (grammar, vocabulary, spelling), and research skills as students interact with, and respond to, a wide variety of literature and informational texts.</td>
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<tr>
<td>92130/92131</td>
<td>Honors English 9 AA/BB</td>
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<td>1.0</td>
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<td>This two-semester course meets the State of Michigan’s 1.0 Michigan Merit Curriculum credit requirement for English 9. Intended for students demonstrating advanced reading, writing, and interpretive skills, the course is designed to increase reading, writing, speaking/listening, language (grammar, vocabulary, spelling), and research skills as students interact with, and respond to, a wide variety of literature and informational texts.</td>
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<td>92100</td>
<td>Forensics English</td>
<td>9-12</td>
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<td><strong>Course Note:</strong> Must be taken concurrently with grade level English course.</td>
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<td>This semester course introduces students to the art of public speaking and the oral interpretation of literature. Students write, edit, analyze, perform, and critique all the elements involved in successful public communication. Students need not be on the Forensics Team to be enrolled in the class. THIS COURSE MAY BE REPEATED FOR CREDIT.</td>
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<td>92180</td>
<td>Journalism</td>
<td>9-12</td>
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<td><strong>Course Note:</strong> Must be taken concurrently with grade level English course.</td>
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<td>This semester course introduces students to the operation of a newspaper, and includes the development of students’ interviewing skills, understanding of related laws/ethics, news writing, editorial writing, feature writing, sports writing, headlining, copy-reading, page layout, and photography/graphics. Students are required to write for the school newspaper.</td>
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92220/92221  **Newspaper A/B**  
Grades: 9-12  
**1.0 credit**

**Prerequisite:** Journalism or Counselor override

**Course Note:** Must be taken concurrently with grade level English course.

Newspaper is for the self-disciplined, advanced writer who has learned the basics of grammar and composition. **This course is designed to deepen the skills acquired in Journalism.** In this class, students will use varied syntax. They will organize ideas, concepts, and information including formatting (e.g., headings), graphics (e.g., figures, tables), and computer graphics/design. Further, students will develop topics thoroughly by selecting the most significant and relevant facts, quotes or other information and examples appropriate to their audience—the typical news reader. Finally, students will use precise language and domain-specific vocabulary such as lead, masthead, by-line. **Class members comprise the staff of the school newspaper and are responsible for publishing and managing online publications.**

**THIS COURSE MAY BE REPEATED FOR CREDIT** (up to 1 English credit; elective credit thereafter). May not replace English 9, English 10, English 11, or English 12.

92040  **Communications 1**  
Grades: 9-12  
**0.5 credit**

**Course Note:** Must be taken concurrently with grade level English course.

This semester course provides students with theory and practice in the principles of communication. Students develop their speaking, listening, and language skills as they become more effective and at ease in a variety of communication situations.

92041  **Communications 2**  
Grades: 9-12  
**0.5 credit**

**Prerequisite:** Communications 1

**Course Note:** Must be taken concurrently with grade level English course.

This semester course builds on Communications I and provides students with additional tools to support analysis and application of communication theories. Practice in specific speech activities such as discussion, public speaking, creative speaking, and interpersonal communication is emphasized.

92270/92271  **FLEX English 9 A/B**  
Grade: 9  
**1.0 credit**

**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can register for a maximum of 2 courses a semester through FLEX scheduling**.

This course meets the State of Michigan’s 1.0 Michigan Merit Curriculum credit requirement for English 9. The course is designed to increase reading, writing, speaking/listening, language (grammar, vocabulary, spelling), and research skills as students interact with, and respond to, a wide variety of literature and informational text.

**Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**
ESL Department

81020/81021  ESL Intro Language Development  
Grades:  9-12  
1.0 credit
Course Note:  Teacher Recommendation Required
This course does not fulfill English graduation requirements.
ESL Intro is designed for students whose formal school has been interrupted, who may be pre- or semi-literate in their native language, and who may need more time to acquire academic background knowledge as they adjust to the school and cultural environment. ESL 1A is a two-course block including Language Development and Reading & Academic Skills. Students will: participate in classroom activities and interact with others in the school and community through basic listening and speaking practice; use comprehensible pronunciation and appropriate conversational responses for interpersonal communication; use basic conventions and formats of written English, including grammatical conventions. Students new to the high school will receive orientation to the use of school offices, school policies & services, and student protocols. Students will learn basic school vocabulary and strategies for navigating in a new school and cultural environment.

81022/81023  ESL Intro Reading and Academic Skills  
Grades:  9-12  
1.0 credit
Course Note:  Teacher Recommendation Required
This course does not fulfill English graduation requirements.
ESL Intro is a two-course block designed for students whose formal school has been interrupted, who may be pre- or semi-literate in their native language, and who may need more time to acquire academic background knowledge as they adjust to the school and cultural environment. ESL 1 is a two-course block including Language Development and Reading & Academic Skills. Students will: recognize concepts of print literacy; demonstrate letter/sound recognition, decoding skills in reading and comprehension of learned vocabulary in oral and written forms; acquire survival and high frequency vocabulary; read controlled texts and demonstrate strategies as emergent readers. Students will also have opportunities for extensive, individualized reading practice.

81024/81025  ESL 1 Language Development  
Grades:  9-12  
1.0 credit
Course Note:  Teacher Recommendation Required
This course does not fulfill English graduation requirements.
Students will: actively participate in classroom activities, use spoken English and nonverbal communication in socially and culturally appropriate ways; use learned vocabulary in oral and written forms; use comprehensible pronunciation and appropriate conversational responses for interpersonal communication; acquire and apply basic English usage by identifying basic parts of speech and basic sentence structures; begin to show ability to construct meaning through written expression at the sentence and early paragraph level. ESL is a two-course block including Language Development and Reading & Academic Skills.

81026/81027  ESL 1 Reading and Academic Strategies  
Grades 9-12  
1.0 credit
Course Note:  Teacher Recommendation Required
This course does not meet the English graduation requirement.
Students will: increase comprehension of text by building vocabulary and grammatical awareness to develop concepts; identify main ideas and details in literature and informational text; read controlled texts and demonstrate reading strategies; apply reading strategies in social and academic contexts. Students will be introduced to textbook resources, common testing formats, and learning strategies. Students will also have opportunities for extensive, individualized reading practice. ESL is a two-course block including Language Development and Reading & Academic Skills.

81132/81133  ESL Study Skills for Content Areas  
Grades:  9-12  
1.0 credit
This course is designed for ELLs at beginning levels of English proficiency (ESL Intro and ESL 1) who lack sufficient academic preparation, subject area vocabulary, and background knowledge needed for full participation in subject area classes, e.g., social studies, science, and math. Students will build background knowledge and practice learning strategies needed to access general education core curriculum classes.
92090/92091 ESL 2 Language Development
Grades: 9-12
1.0 credit

Course Note: Teacher Recommendation Required
Prerequisite: Demonstrated competency at previous English language proficiency level.

This course focuses on: the use of English to interact successfully with peers and adults according to audience, purpose, and setting; grammatical conventions of English usage, particularly identification of all parts of speech and the use of verb tense to construct sentences; and controlled writing activities focusing on paragraph development using organizational strategies, including topic sentences and supporting details. Students will learn to focus on themes and ideas as a basis for writing. They will learn to follow the stages of the writing process, from generating ideas to drafting, revising, proofreading, editing, and publishing. ESL 2 is a two-course block including Language Development and Academic Skills & Reading Strategies.

92092/92093 ESL 2 Reading & Academic Strategies
Grades: 9-12
1.0 credit

Course Note: Teacher Recommendation Required
Prerequisite: Demonstrated competency at previous English language proficiency level.

This course focuses on: reading with developing fluency for multiple purposes including literature and informational text; application of reading strategies to texts with controlled reading levels in a variety of fiction and non-fiction genre; mastery of additional high-frequency vocabulary with increased recognition of vocabulary in academic contexts; and development of listening comprehension, note-taking skills, and self expression for personal and academic purposes. Students will also have opportunities for extensive, individualized reading practice. ESL 2 is a two-course block including Language Development and Academic Skills & Reading Strategies.

92094/92095 ESL 3 Language Development
Grades: 9-12
1.0 credit

Course Note: Teacher Recommendation Required
Prerequisite: Demonstrated competency at previous English language proficiency level.

This course focuses on: grammatical conventions such as integrating verb tenses, clauses, passive voice, and indirect speech; contextualized writing tasks moving from the format of the paragraph to the construction of five-paragraph essays using thesis statements, supporting details, and introductory and concluding paragraphs; and further application of organizing principles in a variety of rhetorical forms of writing such as cause and effect, comparison and contrast, problem and solution, written summaries, and personal expression. Students will use the writing process to integrate grammar, vocabulary, and rhetorical objectives in theme-based academic writing. ESL 3 is a two-course block including Language Development and Academic Skills & Reading Strategies.

92096/92097 ESL 3 Reading & Academic Strategies
Grades: 9-12
1.0 credit

Course Note: Teacher Recommendation Required
Prerequisite: Demonstrated competency at previous English language proficiency level.

This course focuses on: development of additional reading strategies, applied to both literature and informational text, with emphasis on identifying main ideas and supporting details, separating fact from opinion, outlining, predicting, identifying author’s purpose, describing characters and themes in modified selections of literature; development of vocabulary in theme-based contexts; listening for main ideas and organizing principles in academic lectures; and strategies for active participation in group projects, discussions, and individual presentations. Students will also have opportunities for extensive, individualized reading practice. ESL 3 is a two-course block including Language Development and Academic Skills & Reading Strategies.
Health & Physical Education Department

95060  **Intro to Sport & Fitness**  Grades: 9-12  0.5 credit

*Course Note: Prerequisite to all other Physical Education elective courses.*

This one semester course is required for graduation and covers the State of Michigan Core Curriculum for high school physical education. The course will emphasize personal and lifelong fitness as well as the theory and application of a healthy lifestyle. It will also focus on cardiovascular and muscular endurance, muscular strength, flexibility, and body composition. Students will participate in the classroom, fitness center, gymnasium, pool, and on the athletic fields through a variety of lifetime and team sports. The swim unit is a mandatory requirement for class credit.

95000/95001  **Peak Performance &Conditioning**  Grades: 9-12  0.5 credit

*Prerequisite: Intro to Sport & Fitness*

This one semester elective course will cover sport specific training advanced strength training and applied advanced weight lifting principles. **THIS COURSE MAY BE REPEATED FOR CREDIT.**

95010/95011  **Aerobics Conditioning A/B**  Grades: 9-12  0.5 credit

*Prerequisite: 95060 Intro to Sport & Fitness*

This semester elective course will provide students with a variety of activities that promote cardiovascular fitness, muscular strength, muscular endurance, and flexibility. Such activities may include, but are not limited to: high/low floor aerobics, step aerobics, water aerobics, kickboxing, jumping rope, weight training, power-walking, jogging, yoga, and Pilates. **THIS COURSE MAY BE REPEATED FOR CREDIT.**

95030/95031  **Individual Sports A/B**  Grades: 9-12  0.5 credit

*Prerequisite: 95060 Intro to Sport & Fitness*

This one semester elective course is intended for students who enjoy recreational sports and a non-competitive atmosphere. Activities in this class may include, but are not limited to: swimming, golf, tennis, badminton, archery, table tennis, pickleball, and racquetball. Facility and equipment availability will determine specific activities to be covered during the class. **THIS COURSE MAY BE REPEATED FOR CREDIT.**

95040  **Lifeguard Training**  Grades: 9-12  0.5 credit

*Prerequisite: 95060 Intro to Sport & Fitness*

*Course Note: Students must be 15 years of age by the date of the final exam, be able to swim 300 yards continuously demonstrating breath control and rhythmic breathing (they can use front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed), can tread water for 2 minutes using only the legs, and be able to retrieve a 10-pound brick from the bottom of the pool using a swimming approach with surface dive.*

This one semester elective course will provide training to students interested in acquiring or updating their American Red Cross Lifeguard Certifications. Students who take this course will gain the skills and knowledge needed to prevent, recognize, and respond to emergencies and to provide care for injuries and sudden illnesses until advance medical personnel arrives and takes over. Students will have the opportunity to earn their American Red Cross Lifeguard Training CPR for the Professional Rescuer Certifications. **THIS COURSE MAY BE REPEATED FOR CREDIT.**

95050/95051  **Weight Training & Conditioning**  Grades: 9-12  0.5 credit

*Prerequisite: 95060 Intro to Sport & Fitness*

During this one semester elective course, students will complete a fitness program that includes cardiovascular/muscular endurance and upper body/lower body core strength training exercises. Students will also learn about proper nutrition, fitness room safety, and lifting techniques. **THIS COURSE MAY BE REPEATED FOR CREDIT.**
95080/95081  **Swimming A/B**  
*Grades: 9-12  
*0.5 credit

**Prerequisite:** 95060 Intro to Sport & Fitness

This one semester elective course will teach students to swim using the elementary backstroke, sidestroke, front crawl, back crawl, breaststroke, and butterfly strokes. Diving, water safety, water sports, and water conditioning activities will also be covered in this course. Students will have the opportunity to earn the American Red Cross Learn-to-Swim certification cards. **THIS COURSE MAY BE REPEATED FOR CREDIT.**

95090/95091  **Team Sports A/B**  
*Grades: 9-12  
*0.5 credit

**Prerequisite:** 95060 Intro to Sport & Fitness

This one semester elective course is intended for students who enjoy competitive play. Activities in this class may include, but are not limited to: floor hockey, flag football, softball, basketball, volleyball, team handball, speedball, soccer, and water polo. Facility and equipment availability, as well as student interest, will determine specific activities to be covered during the class. **THIS COURSE MAY BE REPEATED FOR CREDIT.**

95100  **Teen Health**  
*Grades: 9-12  
*0.5 credit

**Course Note:** Public statute allows parents to excuse their student from specific reproductive health units.

This one semester course is required for graduation. The curriculum includes: total wellness, goal setting and decision making, stress and suicide, coping skills, diet and nutrition, substance use and abuse, stress and suicide, communication skills, healthy relationships, reproductive health, sexually transmitted infections, and HIV/AIDS education.

95101  **FLEX Teen Health**  
*Grades: 9-12  
*0.5 credit

**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**. Public statute allows parents to excuse their student from specific reproductive health units.

This one semester course is required for graduation. The curriculum includes: total wellness, coping skills, diet and nutrition, substance use and abuse, stress and suicide, communication skills, healthy relationships, reproductive health, sexually transmitted infections, and HIV/AIDS education. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**
Mathematics Department

81410/81411  **E.S.P. Math Essentials A/B**  
Grades:  9-10  
1.0 credit

*Course Note:*  Student placement in this course is based on previous year’s Math performance and teacher recommendation. If enrollment exceeds course capacity, a selection process will be used to determine placement. This course is offered as elective credit only.

The Emerging Scholars Program is a two-hour block academic program designed to provide students with a strong mathematical foundation and exposure to the power of mathematical thinking and algebraic reasoning. In addition, the Emerging Scholars Program works to establish a culture of excellence among its students – promoting the values of hard work and responsibility and fostering a powerful sense of community.

93200/93201  **FLEX Pre-Algebra**  
Grades:  9-12  
1.0 credit

*Course Note:*  Resource Teacher Approval, IEP. Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**.

This two-semester preparation course for students on the verge of Algebra 1 offers rational number theory (including comparing and ordering on a number line), drawing conclusions from statistical data, ratios, proportions and percentages, spatial thinking (including congruency, translations, and symmetry), sequences and patterns, and polynomials and functions. Learning strategies include writing algebraic expressions, generating patterns, and problem simulations. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**

93000/93001  **Algebra 1A/1B**  
Grades:  9-11  
1.0 credit

This course develops an understanding of mathematical concepts and procedural skills using a variety of instructional activities including collaborative explorations, problem solving, and communication of reasoning. Students build their understanding of the following topics: solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

93240/93241  **Algebra 1A/1B ESP**  
Grades:  9-10  
1.0 credit

*Course note: Offered only at Walled Lake Western.*

This is a two hour block college prep course. The course and content builds upon the techniques and ideas introduced in E.S.P. Math 1A/1B. These topics include integers, rational and real numbers, operations with polynomials to include factoring, linear equations, inequalities, rational equations, roots, radicals, and the quadratic formula. Students will also be graphing polynomial/rational functions. As in E.S.P. Math 1A/1B, this course continues to build a culture of excellence among its students – promoting the values of hard work and responsibility and fostering a powerful sense of community. This course is taught with the English Language Learning students.

93202/93203  **ELL Algebra 1A/1B**  
Grades:  9-12  
1.0 credit

This course develops an understanding of mathematical concepts and procedural skills using a variety of instructional activities including explorations, problem solving, and communication of reasoning. Students build their understanding of the following topics: linear equations and functions, systems of equations, exponential functions, polynomial and radical expressions, and quadratic functions and focus on equations.
93002/93003  FLEX Algebra 1A/1B  Grades: 9-12  1.0 credit

**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**.

This is a college prep course. Content includes integers, rational and real numbers, operations with polynomials to include factoring, linear equations, inequalities, rational equations, roots, radicals, and the quadratic formula. Students will also be graphing polynomial/rational functions. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.

93050/93051  Geometry A/B  Grades: 9-12  1.0 credit

**Prerequisite:** Algebra 1

This course develops an understanding of mathematical concepts and procedural skills using a variety of instructional activities including explorations, problem solving, and communication of reasoning. The course begins by establishing definitions and familiarizing students with the language of geometry. Postulates and Theorems are introduced and students learn to develop formal proofs. Students then build their understanding of the following topics: transformational geometry, triangles and right triangle trigonometry, quadrilaterals and other polygons, circles, and three-dimensional figures.

93070/93071  Calculus Path Geometry AA/BB  Grades: 9-12  1.0 credit

**Prerequisite:** Algebra 1 or 9th graders in the upper 25% of their cohort

Calculus Path Geometry is designed to allow ninth grade students to accelerate in math and prepare them to take AP Calculus senior year. The course includes all of the content of the current Geometry course (see 93050/51), plus additional content from Algebra. Upon successful completion of this course, students will have met the Algebra 1A requirement. The next course in the sequence in Calculus Path Algebra 2.

93052/93053  FLEX Geometry A/B  Grades: 9-12  1.0 credit

**Prerequisite:** Algebra 1

**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**.

This is a one year course in Geometry in the college-prep sequence. The course begins by establishing definitions and familiarizing students with the language of geometry. Postulates and theorems are introduced and students learn to write formal proofs. Topics covered include triangles, quadrilaterals, circles, area of plane figures, area and volume of solid figures, and coordinate geometry. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.

93010/93011  Algebra 2A/2B  Grades: 9-12  1.0 credit

**Prerequisite:** Algebra 1 and Geometry

This is a one year course in Algebra 2. This course builds upon the concepts taught in Algebra 1 and Geometry while adding new concepts to the students’ repertoire of mathematics. This course develops an understanding of mathematical concepts and procedural skills using a variety of instructional activities including explorations, problem solving, and communication of reasoning. Students build their understanding of the following topics: probability and statistics, sequences and series, polynomial functions and equations, exponential and logarithmic functions, rational and radical functions, transformations, and trigonometric functions.
93062/93063 **Calculus Path Algebra 2AA/2BB**

**Grades:** 9-12  
**1.0 credit**

**Prerequisite:** Calculus Path Geometry (recommended), or Geometry and Algebra 1

Calculus Path Algebra 2 is the second course in the accelerated series that prepares students to take AP Calculus in their senior year. The course includes all of the content of the current Algebra 2 course (see 93010/11), plus additional topics. Upon successful completion of the first semester of this course, students will have met the Algebra 1B requirement. The next course in the sequence is Honors Pre-Calculus.

93150/93151 **Pre-Calculus A/B**

**Grades:** 9-12  
**1.0 credit**

**Prerequisite:** Algebra 2

This course provides preparation for college courses in mathematics. Topics studied include power, polynomial and rational functions, exponential and logarithmic functions, systems and matrices, conic sections and parametric equations, trigonometric functions and identities, polar coordinates and complex numbers, sequence and series, and vectors.

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**The Path to AP or IB Calculus**

As a result of a change to the state of Michigan mathematics standards in grades K–eight, each grade level possesses unique, pivotal content. The ideas in each grade level course build on each other without overlap. Because a solid foundation in mathematics is essential to long-term success, skipping entire math courses is no longer a viable option for most students.

In order to take college-level Calculus in high school, students must begin Pre-Calculus no later than their junior year.

To allow for this opportunity, we offer a sequence of courses that incorporates Algebra 1 content in 8th, 9th, and 10th grade courses. This sequence of courses is the Calculus Path and is shown in the right column in the chart below.

To enter this path, students need to be successful throughout middle school and in particular in the 8th grade math course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Traditional Secondary Math Courses</th>
<th>Calculus Path Math Courses</th>
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<tbody>
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<td>11</td>
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<td>Honor Pre-Calculus or</td>
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<td></td>
<td></td>
<td>IB Math SL/HL 1</td>
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<td>12</td>
<td>AP Statistics</td>
<td>AP Calculus AB or</td>
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<td>Pre-Calculus</td>
<td>AP Calculus BC or</td>
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<td>Probability, Statistics &amp;</td>
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<td>Trigonometry</td>
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<td>Mathematical Studies SL</td>
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<td></td>
<td>Math-related courses</td>
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</tbody>
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**Frequently Asked Questions**

*How does my student qualify and enter the Calculus Path?*  
Strong student performance on multiple measures will be used to determine eligibility. These measures include the State of Michigan Assessment, i-Ready online diagnostic, end of course exam, other standardized assessments.

*What can I do to support my student to prepare for this opportunity?*  
Students should develop good patterns for success in the middle school math courses. This includes productive and thoughtful involvement in classroom activities and thorough preparation for classroom assessments.

*If my student enters the Calculus Path, are they skipping Algebra 1?*  
The content of Algebra 1 will be incorporated into three courses: 8th Grade Math, Geometry Calculus Path, and Algebra 2 Calculus Path.

*Must my student choose the Calculus Path if qualified?*  
The Calculus Path is an option for qualified math students who are interested in taking college Calculus in high school. To do so, students will need to take more demanding math courses. Qualifying does not require enrollment.

*When will I find out if my student is taking the Calculus Path?*  
Students will be notified after the completion of 8th Grade Math.
Miscellaneous Department

81410/81411  **E.S.P. Math A/B**  Grades: 9-10  1.0 credit

*Course Note:*  Only offered at Walled Lake Western. Student placement in this course is based on previous year's Math performance and teacher recommendation. If enrollment exceeds course capacity, a selection process will be used to determine placement. This course is offered as elective credit only.

The Emerging Scholars Program is a two-hour block academic program designed to provide students with a strong mathematical foundation and exposure to the power of mathematical thinking and algebraic reasoning. In addition, the Emerging Scholars Program works to establish a culture of excellence among its students – promoting the values of hard work and responsibility and fostering a powerful sense of community.

81040/81041  **Algebra 1 Essentials A/B**  Grades: 9-12  1.0 credit

*Course Note:*  Student placement in this course is based on previous year's Math performance and teacher recommendation. If enrollment exceeds course capacity, a selection process will be used to determine placement. This course is offered as elective credit only.

This elective course is designed to provide students with additional support and reinforce the instruction from the current Algebra 1 class. Due to the small class size, the teacher will have the opportunity to individualize instruction as needed, in order to help students develop proficiency in the benchmarks they have not previously mastered. Students receive elective credit only for this course and should take it concurrently with the Algebra 1 mathematics course.

81042/81043  **Geometry Essentials A/B**  Grades: 9-12  1.0 credit

*Course Note:*  Student placement in this course is based on previous year's Math performance and teacher recommendation. If enrollment exceeds course capacity, a selection process will be used to determine placement. This course is offered as elective credit only.

This elective course is designed to provide students with additional support in order to reinforce the instruction from the current Geometry class. Due to the small class size for this course, the teacher will have the opportunity to individualize instruction as needed, in order to help students develop proficiency in the benchmarks they have not previously mastered. Students receive elective credit only for this course and should take it concurrently with the Geometry mathematics course.

81500/81501  **FLEX AM A/B**  Grades: 9-12  1.0 credit

*Course Note:*  Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**. Transportation will not be provided**.

A student may enroll in four (4) classes during the regular day and take two (2) of his/her classes outside the school day. A student must enroll in Edgenuity as the online provider or have building principal approval for other programs. Coursework must be done away from school and students must leave the school campus during this time. All courses must be completed during the regular school semester timelines and final exams will be completed at school, if applicable. For more information on Edgenuity course descriptions, visit [http://www.Edgenuity.com/](http://www.Edgenuity.com/)  **Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**
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81504/81505  FLEX PM A/B  Grades: 9-12  1.0 credit
Course Note: Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling. Transportation will not be provided**.
A student may enroll in four (4) classes during the regular day and take two (2) of his/her classes outside the school day. A student must enroll in Edgenuity as the online provider or have building principal approval for other programs. Coursework must be done away from school and students must leave the school campus during this time. All courses must be completed during the regular school semester timelines and final exams will be completed at school, if applicable. For more information on Edgenuity course descriptions, visit http://www.Edgenuity.com/  **Currently, the NCAA Clearinghouse does not recognize Edgenuity/ FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.

81134  FLEX Study Skills  Grades: 9-12  0.5 credit
(Strategies for Academic Success)
Course Note: Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**. Transportation will not be provided.
A one semester comprehensive study skills and strategies course designed for high school and middle school students. The learning environment has changed and Edgenuity (formerly known as E2020) has responded by creating a course designed with the online student in mind. The course covers important study skills topics such as time management, note taking, online learning environment skills, and strategies for remembering key information. Within the course, students receive real-world activities to further enhance learning, while utilizing newly learned skills and strategies in the Edgenuity (formerly known as E2020) learning environment. **Currently, the NCAA Clearinghouse does not recognize Edgenuity / FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.”

81139  FLEX Career Skills  Grades: 9-12  0.5 credit
Course Note: Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling. Transportation will not be provided.
Intended to be an upper level high school one-semester course, Career Skills introduces students to a wide variety of career choices, by exploring the skills and steps required in obtaining optimum professional and financial success. Units include, assessing one’s goals and attributes, exploring possible career opportunities and any accompanying skills necessary, preparing career documents (ex: cover letter, resume, applications, etc.), the job-search process, interviewing, work ethic, interpersonal relationships at work, professional communication, time management, and personal economic responsibilities. **Currently, the NCAA Clearinghouse does not recognize Edgenuity / FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.”

81138  FLEX Career Planning and Development  Grades: 9-12  0.5 credit
Course Note: Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**. Transportation will not be provided.
This one-semester course for upper-level high school students introduces them to the working world. Divided into four units, the course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. A self-assessment profile, a cover letter, and a resume are created and can be used by students in their educational or career portfolio. **Currently, the NCAA Clearinghouse does not recognize Edgenuity / FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.”
Science Department

96080/96081  Biology A/B  Grades:  9-12  1.0 credit
Biology is the study of life. Coursework and laboratory exercises will develop an understanding of the following topics: ecology, biochemistry, cellular processes, genetics, evolution, plant and animal diversity, and human body systems.

96100/96101  Honors Biology AA/BB  Grades:  9-10  1.0 credit
This is an in-depth and accelerated approach to biology, the study of life. Coursework and laboratory exercises will develop an understanding of the following topics: ecology, biochemistry, cellular processes, genetics, evolution, plant and animal diversity, and human body systems. This course is designed for students with an above average interest in science.

96082/96083  FLEX Biology A/B  Grades:  9-12  1.0 credit
Course Note: Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can only register for a maximum of 2 courses a semester through FLEX scheduling**.
Biology is the study of life. Course work and exercises will develop an understanding of the following topics: ecology, biochemistry, cellular processes, genetics, evolution, plant and animal diversity, and human body systems. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.”

96158/96159  ESL Biology A/B  Grades:  9-12  1.0 credit
Course Note: Test results will determine placement in this course.
Biology is the study of life. Coursework and laboratory exercises will develop an understanding of the following topics: ecology, biochemistry, cellular processes, genetics, evolution, plant and animal diversity, and human body systems.

96092/96093  ESL Chemistry A/B  Grades:  9-12  1.0 credit
Course Note: Test results will determine placement in this course.
This course is a general study of the chemical and physical properties of matter. Coursework and laboratory exercises will develop an understanding of the following topics: atomic structure, the periodic table, chemical bonding, chemical reactions, acids and bases, stoichiometry, oxidation and reduction reactions, nuclear chemistry, states of matter, and the gas laws and chemical kinetics.
Social Studies Department

97060  **Civics**  
Grade: 9  
0.5 credit  
This course meets the .5 credit graduation requirement from the State of Michigan. It is designed to introduce the basic functions of government. Emphasis is placed on the U.S. federal government; however, the responsibilities of state, county, and local governments are studied as well. The course is designed to promote responsible citizenship, stimulate interest in current events, encourage participation in government, defend the civil rights of individuals, and critically evaluate political ideologies. Students are required to acquire civic knowledge, analyze information, and write/speak persuasively. In the context of Civics topics and issues, students develop content-specific literacy skills.

97191  **ESL Civics**  
Grades: 9-12  
0.5 credit  
**Course Note:** Teacher recommendation required.  
This course meets the .5 credit graduation requirement from the State of Michigan. It is designed to introduce the basic functions of government. Emphasis is placed on the U.S. federal government; however, the responsibilities of state, county, and local governments are studied as well. The course is designed to promote responsible citizenship, stimulate interest in current events, encourage participation in government, defend the civil rights of individuals, and critically evaluate political ideologies. Students are required to acquire civic knowledge, analyze information, and write/speak persuasively. In the context of Civics topics and issues, students develop content-specific literacy skills.

97062  **FLEX Civics**  
Grades: 9-12  
0.5 credit  
**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can register for a maximum of 2 courses a semester through FLEX scheduling**.  
This course meets the .5 credit graduation requirement from the State of Michigan. Designed to introduce the basic functions of government, emphasis is placed on the United States government. The responsibilities of state, county, and local governments are also explored. This course is designed to promote responsible citizenship, stimulate interest in current events, encourage participation in government, promote understanding of the rights of individuals, and critically evaluate political ideologies. Students are required to acquire civic knowledge and analyze information. In the context of Civics topics and issues, students develop content-specific literacy skills.  
**Currently, the NCAA Clearinghouse does not recognize Edgenuity/FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.

97090  **Economics 9**  
Grade: 9  
0.5 credit  
This semester course meets the .5 credit graduation requirement from the State of Michigan and addresses microeconomic and macroeconomic concepts including: supply and demand, international trade, national debt/deficit, interest rates, outsourcing, unemployment, economic indicators, the North American Free Trade Agreement, the production and consumptions of goods and services, the effects of a variable supply of money on the economy, and economic systems. Financial literacy topics are also addressed. In the context of economics-related topics and issues, students develop content-specific literacy skills.

97092  **ESL Economics**  
Grades: 9-12  
0.5 credit  
This semester course meets the .5 credit graduation requirement from the State of Michigan and addresses microeconomic and macroeconomic concepts including: supply and demand, international trade, national debt/deficit, interest rates, outsourcing, unemployment, economic indicators, the North American Free Trade Agreement, the production and consumptions of goods and services, the effects of a variable supply of money on the economy, and economic systems. Financial literacy topics are also addressed. In the context of economics-related topics and issues, students develop content-specific literacy skills.
97093  **FLEX Economics**  
*Grades: 9-12*  
*0.5 credit*

**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can register for a maximum of 2 courses a semester through FLEX scheduling**.

This semester course meets the .5 credit graduation requirement from the State of Michigan and addresses microeconomic and macroeconomic concepts including: supply and demand, international trade, national debt/deficit, interest rates, outsourcing, unemployment, economic indicators, the North American Free Trade Agreement, the production and consumptions of goods and services, the effects of a variable supply of money on the economy, and economic systems. Financial literacy topics are also addressed. In the context of economics-related topics and issues, students develop content-specific literacy skills. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**

97240  **Big History**  
*Grades 9-12*  
*0.5 credit*

**Course Note:** This course is only offered at Northern and Central.

“Big History” is a rigorous study of the past as a whole—not just human societies. It is keyed to large-scale and thematic aspects of the natural and social sciences and the humanities. It includes the study of Earth and the universe and tries to understand how human beings are connected to their environments and the billions of years of historical evolution that preceded human appearance on the planet. Beginning with the Big Bang cosmology, and continuing all the way through to the future, Big History is an attempt to put everything into perspective and is the result of a joint venture with the University of Michigan and the Bill and Melinda Gates Foundation.

97230/97231  **FLEX Human Geography A/B**  
*Grades: 9-12*  
*0.5 credit*

**Course Note:** Students doing FLEX courses do most of their work off campus, but they will be required to come to school for at least some of the online tests. Students can register for a maximum of 2 courses a semester through FLEX scheduling**.

This two-semester course builds on the National Geography Standards and focuses on human understanding of the world and human social organization. Students explore human-environment interaction, interactions among human systems, and are introduced to geographic concepts, theories, models, and methods. They develop geographic skills including map interpretation, data analysis data, and theories. Students apply geographic and historical skills while studying physical geography of the major world regions, population and migration patterns, and cultural and political systems. They also explore the development of modern civilization and human systems from the agricultural revolution to the technological revolution, the development of urban space, economic trends, global markets, and urban environments (including human movement, communications, global warming, and pollution). Throughout the course, students examine current global issues that impact today’s world, including challenges facing the modern world. **Currently, the NCAA Clearinghouse does not recognize Edgenuity/FLEX courses for athletic eligibility. Please visit the NCAA Clearinghouse website for more information.**
Special Services Department

98020/98021  Careers A/B  
Grades: 9-12  
1.0 credit  

Course Note: Resource Teacher Approval, IEP  
This course is designed for Special Services students to develop skills necessary to function effectively in the world of work. These skills will include job training readiness and communication skills. Activities will consist of vocational assessments and career awareness activities that will address his/her post-high school transition goals. Students will also investigate career opportunities in the community. This course may count as a social studies credit. This class is offered based on need.  **THIS COURSE MAY BE REPEATED FOR CREDIT**

98070/98071  English Skills 1A/1B  
Grades: 9-12  
1.0 credit  

Course Note: Resource Teacher Approval, placement testing, IEP  
English Skills 1-4 are courses for Special Services students having reading difficulties. This course is a systematic literacy intervention curriculum called “Language!” The program is designed to teach all the essential skills of reading, language, comprehension and composition in a systematic, cumulative and sequential curriculum. All skills are taught directly, applied and practiced. Note: English Skills may not meet the standards set by the State of Michigan for graduation with a diploma.  **THIS COURSE MAY BE REPEATED FOR CREDIT.**

98072/98073  English Skills 2A/2B  
Grades: 9-12  
1.0 credit  

Course Note: Resource Teacher Approval, placement testing, IEP  
English Skills 1-4 are courses for Special Services students having reading difficulties. This course is a systematic literacy intervention curriculum called “Language!” The program is designed to teach all the essential skills of reading, language, comprehension and composition in a systematic, cumulative and sequential curriculum. All skills are taught directly, applied and practiced. Note: English Skills may not meet the standards set by the State of Michigan for graduation with a diploma.  **THIS COURSE MAY BE REPEATED FOR CREDIT.**

98074/98075  English Skills 3A/3B  
Only offered at Northern  
Grades: 9-12  
1.0 credit  

Course Note: Resource Teacher Approval, placement testing, IEP  
English Skills 1-4 are courses for Special Services students having reading difficulties. This course is a systematic literacy intervention curriculum called “Language!” The program is designed to teach all the essential skills of reading, language, comprehension and composition in a systematic, cumulative and sequential curriculum. All skills are taught directly, applied and practiced. Note: English Skills may not meet the standards set by the State of Michigan for graduation with a diploma.  **THIS COURSE MAY BE REPEATED FOR CREDIT.**

98076/98077  English Skills 4A/4B  
Only offered at Northern  
Grades: 9-12  
1.0 credit  

Course Note: Resource Teacher Approval, placement testing, IEP  
English Skills 1-4 are courses for Special Services students having reading difficulties. This course is a systematic literacy intervention curriculum called “Language!” The program is designed to teach all the essential skills of reading, language, comprehension and composition in a systematic, cumulative and sequential curriculum. All skills are taught directly, applied and practiced. Note: English Skills may not meet the standards set by the State of Michigan for graduation with a diploma.  **THIS COURSE MAY BE REPEATED FOR CREDIT.**
98150/98151  **Learning Resource Center (LRC) Mathematics A/B**  
Grades: 9-12  
1.0 credit

*Course Note:*  **Special Circumstance: Resource Teacher Approval, IEP**

This mathematics course is designed for Special Services students who have not mastered the abilities to advance to general education math. LRC Math is a practical class that integrates the use of math in everyday life. Instruction will concentrate on mastering the use of money and budgeting, time telling, calculator skills, checkbook and check writing, as well as hands-on experiences that will prepare the student for real world situations.

98152/98153  **Learning Resource Center (LRC) Pre-Algebra A/B**  
Grades: 9-12  
1.0 credit

*Course Note:*  **Resource Teacher Approval, IEP**

This mathematics course is designed for Special Service students who have not mastered the **PREREQUISITE** benchmarks necessary to be successful in Algebra 1. Instruction will concentrate on mastering the concepts in which the student is deficient as well as maintaining the proficiency on those concepts previously mastered. This class is offered based on need.

98180/98181  **Learning Skills A/B**  
Grades: 9-12  
1.0 credit

*Corequisites:*  **If you take this course, you must also take 98181-Learning Skills B**

*Course Note:*  **Resource Teacher Approval, IEP**

The Learning Skills class is designed to provide students with academic and social support in both the general education curriculum and special education curriculum. Academic and social support is provided through individual educational plans which may include study, organizational, time management, critical thinking and “survival” skills, pre-vocational education and consumerism. **THIS COURSE MAY BE REPEATED FOR CREDIT.**
# World Language Department

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>99000/99001</td>
<td>French 1A/1B</td>
<td>9-12</td>
<td>1.0</td>
</tr>
<tr>
<td>99020/99021</td>
<td>German 1A/1B</td>
<td>9-12</td>
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<tr>
<td>99070/99071</td>
<td>Spanish 1A/1B</td>
<td>9-12</td>
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Through listening, speaking, reading, and writing, students have the opportunity to develop elementary communicative skills in the language studied. Materials used in the first level of an integrated program align with the District’s Benchmarks and the National Standards for teaching the French, German, and Spanish languages.

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<thead>
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<tr>
<td>99002/99003</td>
<td>French 2A/2B</td>
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<td>99023/99024</td>
<td>German 2A/2B</td>
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<tr>
<td>99072/99073</td>
<td>Spanish 2A/2B</td>
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<td>Prerequisite:</td>
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**Course Note:** Successful completion of Language 1 A/B, preferably with a final grade of C or better.

Through listening, speaking, reading, and writing, students review information learned during the first year of study. In addition, they have the opportunity to build upon and expand that level of knowledge. Materials used are the second level of an integrated program that aligns with the District’s Benchmarks and the National Standards for teaching the French, German, and Spanish languages.

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<td>99025/99026</td>
<td>German 3A/3B</td>
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<td>99074/99075</td>
<td>Spanish 3A/3B</td>
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**Course Note:** Students should have completed Language 2 A/B, preferably with a final grade of C or better.

Through listening, speaking, reading, and writing, students review information learned during the second year of study. In addition, they have the opportunity to build upon and expand that level of knowledge. Materials used are the third level of an integrated program that align with the District’s Benchmarks and the National Standards for teaching the French, German, and Spanish languages.

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<tbody>
<tr>
<td>99006/99007</td>
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<td>99027/99028</td>
<td>German 4A/4B</td>
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<tr>
<td>99076/99077</td>
<td>Spanish 4A/4B</td>
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<tr>
<td>Prerequisite:</td>
<td>Spanish 3A/B</td>
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<td></td>
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</table>

**Course Note:** Students should have completed Language 3 A/B, with a grade of C or better.

In their fourth year of high school language study, students are provided the opportunity to become involved in a variety of activities, with the ultimate goal of synthesizing what they have learned in the first three years of language study and expanding their listening, speaking, reading, and writing skills or ability in the language studied.
NOTES: