



# **CURRICULUM GUIDE**

Charlotte High School

**2024-2025**

## **School Mission**

To create a vibrant school culture in which students and staff are connected with positivity and systems of consistent support where all stakeholders are committed to effective teaching and responsible learning. The partnership will provide:

- A supportive learning environment where each student's individual needs will be addressed
- Mastery of core curriculum
- Development of abilities and interests
- Respect for human diversity and social responsibility
- Development of self-esteem and ability to adapt to change.

## Table of Contents

|  |           |
|--|-----------|
| <b>Graduation Requirements</b>         | 4         |
| <b>Academic Programming</b>            | 5         |
| Credits and Class Standing             | 5         |
| Awarding Of Credit                     | 5         |
| Class Standing                         | 5         |
| Credit Recovery                        | 5         |
| Repeating Courses                      | 5         |
| Distinguished Academic Scholars (DAS)  | 5         |
| Graduation and Information for Seniors | 7         |
| Certificate of Completion              | 7         |
| Graduation Ceremony                    | 7         |
| Early Graduation                       | 7         |
| Senior Honors And Grade Point Average  | 7         |
| Course Selection and Schedule Changes  | 8         |
| Full Credit Classes                    | 8         |
| Course Selection                       | 8         |
| Schedule Changes                       | 8         |
| Testing Out Of Courses                 | 8         |
| Testing Out Schedule                   | 8         |
| Transfer Students                      | 9         |
| <b>Course Descriptions</b>             | 10        |
| Agriculture and Agricultural Mechanics | 10        |
| Business and Information Technology    | 11        |
| Computer Science                       | 13        |
| Engineering                            | 14        |
| English                                | 15        |
| Industrial Arts                        | 17        |
| Mathematics                            | 18        |
| Miscellaneous                          | 20        |
| Future Educators                       | 21        |
| Music                                  | 22        |
| Physical Education                     | 23        |
| Science                                | 25        |
| Social Studies                         | 27        |
| Visual Arts                            | 29        |
| World Language                         | 30        |
| <b>Other Course Options</b>            | <b>32</b> |
| Dual Enrollment                        | 32        |
| Eaton Career Preparation Center        | 33        |
| Special Education Department           | 34        |
| Work-Based Learning                    | 35        |
| <b>4-Year Educational Plan</b>         | <b>36</b> |

# Graduation Requirements

To earn a diploma from Charlotte High School, students must satisfy the following requirements:

## **ENGLISH LANGUAGE ARTS** – 5 credits to include:

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12 or AP English\*
- Composition or Advanced Composition

## **MATHEMATICS** – 4-6 credits to include:

- Algebra I
- Geometry or Advanced Geometry
- Algebra II A or Advanced Algebra II A
- Algebra II B or Advanced Algebra II B
- Math-related course, taken during senior year, from this list:
  - Pre-Calculus
  - AP Calculus\*
  - Personal Finance
  - Probability and Statistics
  - Other math-related course approved by administration
  - Physics

## **SOCIAL STUDIES** – 3 credits to include:

- U.S. History & Geography or AP US History\*
- World History & Geography or AP European History\*
- Government/Economics\*\* or AP Government\*

## **PHYSICAL EDUCATION & HEALTH** – 1 credit (9<sup>th</sup> grade)

## **WORLD LANGUAGE** – 2 *consecutive* credits (8<sup>th</sup>-12<sup>th</sup> grade)\*

- Spanish 1
- Spanish 2

\*This requirement may be reduced to 1 credit through the completion of a CTE program or approved additional visual and performing arts courses

## **SCIENCE** – At least 3 credits to include:

Biology

Physical Science

Earth Science

Students may substitute Chemistry, Physics or AP Physics I for Physical Science.

## **VISUAL PERFORMING & APPLIED ARTS** – 1 credit

Includes Band, Choir, Art, Business, Agriculture, Life Skills & Vocational-Technical Education Classes (9<sup>th</sup>-12<sup>th</sup> grades)

## **ADDITIONAL REQUIREMENTS**

- An additional 16-18 credits to be earned from the selection of electives listed on the following pages..
- Participation in the State of Michigan approved assessment is a requirement for graduation from Charlotte High School.
- A minimum of 15 terms of full-time enrollment (five periods or the equivalent per semester). Exceptions for full-time attendance must be approved by the principal, or in the case of special education students, by the Special Education Director.
- ON-LINE LEARNING EXPERIENCE - Course or Integrated Learning Experience (This requirement is met by use of technology in courses taken in the 6<sup>th</sup>-12<sup>th</sup> grade)

Course sequencing may be slightly different/adjusted for advanced or credit deficient students to meet their individual academic needs, based on counselor recommendation.

\*AP Courses – In order to meet the graduation requirement, the student must complete the entire AP course

## **Academic Programming**

### **Credits and Class Standing**

#### **Awarding Of Credit**

Courses completed during the school day will be awarded a letter grade which will be calculated into the students' GPAs. Courses completed outside of the school day will be granted "Credit" or "No Credit" (this could include, but is not limited to, E2020 courses, Michigan Virtual High School courses, college courses, correspondence courses, etc.). Courses completed outside of a traditional classroom environment (such as online courses, dual enrollment courses, EISD vocational courses, correspondence courses, etc.) will not be reported on Skyward Home Family Access. Upon final course completion the grade will be reflected on the high school transcript.

High school courses completed by a student prior to being a 9<sup>th</sup> grader will be awarded high school credit upon successful completion. If the course is taken at the high school the student will be awarded a letter grade that will go on their high school transcript and will be calculated into their high school GPA. If the course is taken at the middle school the student will receive high school credit, which will be indicated on their high school transcript as "Credit" (CR).

Note: NC factors into GPA as a 0.0 and CR does not factor in.

#### **Class Standing**

All students will need the following minimum credits to remain on track for graduation:

- 7 credits to become a sophomore
- 17 credits to become a junior
- 27 credits to become a senior
- 37 credits required for graduation

#### **Credit Recovery**

Students who fail classes, and who may not be able to graduate due to lack of credit, may exercise 1 or more of the following options to earn additional credits. Students will be responsible for all applicable course fees. Students need to see their counselor for additional information or to enroll in any of the following programs:

- Summer School
- Online Classes

#### **Repeating Courses**

Students receiving a term grade of "C+" or lower in an academic class may repeat that course. Both grades will be reflected on the transcript, and figured into the cumulative GPA. The course may not be taken out of sequence. For example, if a student completes English 9 and goes on to English 10, they may not go back and repeat English 9.

## Distinguished Academic Scholars (DAS)

Charlotte High School offers diploma endorsements for Distinguished Academic Students (DAS). Students are encouraged to exceed graduation requirements based on their abilities, interests, and occupational plans. Students completing the DAS program will receive an embossed seal and will be recognized at the senior Honors Convocation. In addition to meeting standard graduation requirements, DAS students must:

- Have an overall 3.0 GPA and earn at least a 3.0 in DAS-required courses, and in all dual enrollment and online courses used as substitutes for DAS requirements regardless of whether they are taken for Credit/No Credit rather than a grade. Principal approval is needed for any substitutions.
- Take 8 Credits from the list below with expectations based on the following:
  - For graduation classes through 2023, including courses from at least 3 of the 4 core subject areas,
  - For graduation classes starting with 2024, including at least 1 course from each of the 4 core subject areas.

### English

Advanced Placement English  
Advanced Composition

### Mathematics

Pre-Calculus  
Advanced Placement Calculus

### Science

Anatomy & Physiology I  
Anatomy & Physiology II  
AP Physics 1  
AP Physics 2  
AP Biology  
Physics

### Social Studies

AP U.S. History  
AP European History  
AP Government  
\*Psychology  
\*Sociology  
\* Vietnam  
\* Michigan History  
\* Civil Rights

\*Students may only count 1 of these courses toward DAS credit requirements.

### Earn College Level Credit

- Submit a written application to their Counselor in the fall of senior year.
- Demonstrate proficiency in all areas on the state standardized assessment, or meet the college readiness scores in 3 out of 4 areas (math 22, reading 22, English 18, and science 23) on the ACT, or the equivalent on the SAT. Final test scores (including retakes) must be provided to the counseling office by February of the senior year.
- Graduate with 40 or more credits.
- Complete at least 3 AP Courses or a combination of college credit and AP courses equal to 3 total courses. 1 of the 3 AP courses may be earned outside of the core subjects; however, all other DAS requirements remain in place.
- Take at least 2 DAS credits during the regularly-scheduled senior year.

## **Freshman Academy**

It is widely recognized that a successful freshman year is imperative to a successful journey through high school. Therefore, Charlotte High School is utilizing a scheduling model that is unique to the incoming freshmen class. Students will be placed into groups for English 9, Algebra 1 or Advanced Geometry, US History or World History, and Biology. Each group will follow a schedule that best meets their needs to be successful. All groups will cover the standards from the traditional freshmen classes, but students will have the opportunity to complete those standards at an appropriate pace.

## **Graduation and Information for Seniors**

### **Certificate of Completion**

Students who do not feel they will be successful in completing the Michigan Merit Curriculum requirements (stated above) to earn a high school diploma will have the option to choose to pursue a Certificate of Completion. Students and parents should see their Guidance Counselor for requirements and additional information.

### **Graduation Ceremony**

Participation in the graduation ceremony is a privilege, not a right. Students must be in good academic and behavior standing to participate in the graduation ceremony. Appropriate dress should be worn to both the Honors Convocation and Graduation Ceremony. Blue jeans, shorts, work boots and tennis shoes are not acceptable. The graduation gown must be worn during Honors Convocation and the Graduation Ceremony. Students must meet the requirements listed below and miss no more than 3 days of school during the 4<sup>th</sup> term to participate in commencement. The attendance requirement may be waived in emergency situations with approval from the principal.

Any senior student who becomes credit deficient as of the end of Term 3 of their senior year will need to see their counselor to make arrangements to recover the deficient credit. All credits must be completed by the Friday before commencement to take part in the ceremony, unless special permission for emergency situations is granted by the principal.

Students who fail to earn enough credits to graduate will be required to make up the credit deficiency prior to September 1 following their class's graduation in order to receive a diploma for that year. The diploma will not be released to the student until all graduation requirements have been successfully completed.

Students may not apply more than a total of 3 credits earned outside of the regular school day toward graduation requirements. This includes courses taken in summer school and online courses.

After a student starts high school they are expected to graduate in a 4-year period. If a student is unable to complete their graduation requirements within 4 years and needs to make up more than the 3 credits allowed through the Credit Recovery options noted, counselors and administration will work with the student to chart the best course for completing high school. Options to explore will include a 5<sup>th</sup> year at Charlotte High School, the G.E.D., project success, in combination with credit recovery. In most cases it is expected a 5<sup>th</sup> year student will complete within 1 additional semester.

### **Early Graduation**

Seniors who have completed their graduation requirements by the end of the first semester of their senior year may elect not to attend school during the second semester of their senior year. Open periods are only allowed under extenuating circumstances, because it reduces a student's FTE to part time. It is important that students understand the following before requesting an early graduation or open period:

- Students must be enrolled in and passing 4 credits in order to participate in school athletics.

- Students will be required to leave the building during their open periods.
- Students cannot drop an 18-week, 27-week or full-year course to have an open period.
- Transportation will not be provided to accommodate an open period.

### **Senior Honors And Grade Point Average**

Seniors earning graduation honors must have been in attendance at least 3 semesters at Charlotte High School. This includes students transferring from a public, private, or accredited charter school setting. Home schooled and foreign exchange students must be in full-time attendance at a public, private or accredited charter school for at least 6 semesters to earn graduation honors. The valedictorian and salutatorian must meet DAS requirements. To be included in the Top 10 recognition, including Valedictorian and Salutatorian, DAS requirements must be met. Students must meet all academic and attendance requirements and have no major discipline issues during their high school career to receive honors recognition. For the purpose of reporting honors status and class rank, final grade point average (GPA) will be determined by the cumulative GPA at the end of the first semester of the senior year. GPA will NOT include summer school, correspondence or after school credit recovery classes. Final transcripts, which are sent to colleges, will include second semester grades. The GPA is calculated 3 decimal places to determine class rank (example: 3.512).

## **Course Selection and Schedule Changes**

### **Full Credit Classes**

Dropping an 18-week, 27-week or full year course will result in loss of credit for the first term/semester. Credit is awarded based on completion of the full course. Under extenuating circumstances a student may submit a request to drop an 18-week, 27-week or full year course without loss of credit (teacher recommendation required). Students are responsible for completing the request form and getting parent and teacher recommendations and signatures. Class drop forms are available in the office.

### **Course Selection**

The schedule is built based on student course requests. These requests are the responsibility of students and parents. Counselors are available for advising on this upon student request. Each year a deadline is set for course selections for the following year. Those requests are final and cannot be changed except for the cases described in the section Schedule Changes below. Please be sure to give due consideration to your choices.

### **Schedule Changes**

Students must adhere to the following guidelines when requesting any schedule changes. There will be a designated time *before the start of each marking period* for schedule changes. Schedule changes will be allowed for the following reasons:

- Incomplete schedules - no open periods are allowed, all students must have a complete schedule;
- Special scheduling options such as Co-op, Links, Mentoring, Independent Study, PE Intern, etc. (advisor approval is required); and
- Level change – such as, the student did not pass English 9 and can not go on to English 10; or the student decided to take Advanced Composition instead of Composition.

All schedule change requests must be submitted to the office in writing with a parent signature prior to the start of the marking period. Schedule Change Request forms are available in the office. Requests that do not meet 1 of the criteria listed above will be considered for exceptional circumstances only. Students will need to check their schedule online using the Skyward app, or check back with the office to find out if their schedule has been changed. *Students must attend the classes that appear on their schedule until a schedule change is made in Skyward.*

## **Testing Out Of Courses**

In 1995, the Michigan Legislature passed Public Act 335 which requires that high schools develop alternative options for students to fulfill academic requirements. Section 1270B of the State School Code

requires schools to provide an opportunity for high school students to “test out” of any course. The “test out” option does not include those courses in which students are currently enrolled.

In order to “test out”, students need to exhibit mastery of the subject matter by attaining a grade of not less than a C+ (77%) on a final exam. The student may be required to demonstrate mastery through basic assessments used in the course such as portfolio, performance, paper, project, or presentation, in addition to or in lieu of, a final exam.

Teachers and counselors are not responsible for tutoring or providing instruction relative to students “testing out” of the course.

### **Testing Out Schedule**

Beginning of September- Applications available in the office

End of September – Completed applications are due to the principal

Beginning of October – Class test-out packets available

Beginning of December – All required coursework is due/final exam is taken

Please note that by “testing out” of a course, a student will miss participation in discussions, classroom activities and opportunities to develop the skills which are nurtured by daily contact with the teacher and fellow students. Students may not request to test out of a course for which they are taking at the time of application. The test out must be completed before the student begins the course. Applications are available in the office.

### **Transfer Students**

Students transferring to Charlotte High School from another school will be required to enroll as a fulltime student for 2 full semesters and earn at least 10 credits in order to qualify for a Charlotte High School diploma. Exceptions will be granted only if there is evidence of extenuating circumstances as determined by the principal and approved by the superintendent. Transfer credit will be accepted from schools in Michigan that are NCA accredited or on the list of Michigan accredited schools. All other credits will be evaluated on an individual basis and may require an equivalency assessment.

# Course Descriptions

Following are all of the courses CHS offers. Each course includes a homework level. It is recommended that students balance high and low homework classes. Designations are approximate, and as follows:

- 1 = Daily
- 2 = Several times a week
- 3 = Occasional

Please note that all elective courses are not offered every year.

## Agriculture

### Year 1

#### **BOTANY**

(1 of 2 classes required for Agriculture Pathway)

Grades 9-12                      1 credit - 18 weeks

Homework: 3

Students should plan to take Zoology before or after this course.

Students will use various propagation techniques to raise plants in our greenhouse, high tunnel, and hydroponic systems. Students will then have the opportunity to market fresh produce and hanging baskets to the school and community. Much of the class will revolve around hands-on learning and doing. Students will learn basic plant anatomy, functions, soil characteristics, plant nutrition, agriculture careers and technology. Membership in FFA is encouraged. Requires a final semester grade of C or better or continue in the Agriculture Pathway.

#### **ZOOLOGY**

(1 of 2 classes required for Agriculture Pathway)

Grades 9-12                      1 credit – 18 weeks

Homework:3

Students should plan to take Botany before or after this course.

This course focuses on domestic livestock production, utilizing hands-on learning through the use of labs and the Agriculture Learning Center (Barn). Students will learn about the anatomy, physiology, health and nutrition, genetics and reproduction of our food animal species. Students will have the opportunity to work with different species of production animals including rabbits, chickens, pigs, sheep and goats. Membership in FFA is encouraged. Requires a final semester grade of C or better or continue in the Agriculture Pathway.

### Year 2

#### **ADVANCED BOTANY AND ZOOLOGY**

Grades 10-12                      1 Credit – 18 Weeks

Homework: 3

Prerequisites: Botany and Zoology

This course offered in the spring will expand on knowledge learned in Botany and Zoology courses. A focus on hands-on learning with plants and animals will allow students to apply many concepts to projects. FFA and Supervised Agricultural Experience projects will be planned and executed by each student. Students will complete an agriculture industry certification and learn about the career opportunities available through the Agriculture, Food and Natural Resources Industries. **FFA membership is required.** Requires a final semester grade of C or better or continue in the Agriculture Pathway.

### **LEADERSHIP IN AGRICULTURE**

Grades 10-12                    1 Credit – 18 Weeks

Homework: 3

Prerequisites: Botany and Zoology

This course will be offered in the Fall will be an in-depth look at leadership through many activities in FFA, community service, and project based learning. Students will work on planning, promoting and executing leadership activities in a competitive setting such as public speaking, parliamentary procedure, demonstrations, and Job Interview skills. Students will also work with community service activities, filling out applications, and complete Agriculture industry certifications. Requires a final semester grade of C or better or continue in the Agriculture Pathway.

Advanced Courses

### **VETERINARY SCIENCE**

Grades 10-12                    1 credit - 18 weeks

Homework :3

PREREQUISITES: Botany, Zoology, Ag Leadership, Advanced Botany/Zoology

This course focuses on the knowledge and skills needed to work in the animal science field with a focus on veterinary medicine and animal health. This is a hands-on class that will utilize labs and the Agricultural Learning Center (Barn) for the management of different livestock species, including rabbits, chickens, pigs, goats and sheep. Students will learn how to prepare for careers in animal science, business management, communication skills, veterinary ethics, terminology, identification, safety, how to perform common veterinary procedures and complete an agriculture industry certification. FFA membership is encouraged. Requires a final semester grade of C or better or continue in the Agriculture Pathway.

### **AG MECHANICS & TECHNOLOGY**

Grades 10-12                    1 Credit – 18 Weeks

Homework: 3

Prerequisites: Botany, Zoology, Ag Leadership, Advanced Botany/Zoology

This is a hands-on course exploring agricultural based mechanics in a shop setting. Safe and proper use of equipment will be emphasized. Students will be introduced to basic welding and cutting, residential electric, small engines, plumbing, and wood construction. Tool use and terminology will be covered throughout the semester. Requires a final semester grade of C or better or continue in the Agriculture Pathway.

### Ag Communications Independent Study

Grade: 11-12                    Credit 1 - 18 weeks

Homework: 3

Prerequisite: Botany, Zoology, Ag Leadership, Advanced Botany/Zoology

In this course students will develop the necessary skills to investigate, prioritize, and select solutions to workplace and community problems. They will learn how to conduct research, prioritize problems, evaluate potential solutions, and make informed decisions. By the end of the grade, students should be able to independently identify, analyze, and solve problems in various contexts. **FFA membership is required.** Requires a final semester grade of C or better or continue in the Agriculture Pathway.

# Business and Information Technology

## **\*COMPUTER APPLICATIONS I (Partner Course=Business Foundations)**

Grades 9-12                      1 Credit - 18 Weeks

Prerequisites: None

This course is a foundation in preparing students for the workforce and continuing education. It focuses on the use of software for the business world, employability skills, and common business skills needed for all students. Students will participate in the Microsoft Imagine Academy and have the opportunity to earn industry-recognized Microsoft Office Specialist (MOS) certifications in PowerPoint and Word. Student can achieve Master Certification: stacking certifications (Word Expert, Excel Expert, Access or Outlook). Students will have the opportunity to earn LCC Credit-by-Exam credits when then achieve certification.

## **\*COMPUTER APPLICATIONS II**

Grades 10-12                      1 Credit - 18 Weeks

Prerequisites: Computer Applications I

Cover spreadsheet software using Microsoft Excel to learn how to print worksheets, use formulas, create charts, pivot tables, IF functions and financial reports. Also, learn how to create and maintain a database using Microsoft Access. This course is a foundation in preparing students for the workforce and continuing education. It focuses on the use of software for the business world, employability skills, and common business skills needed for all students. Students will participate using the TestOut program and have the opportunity to earn industry-recognized Microsoft Office Specialist (MOS) certifications in Excel and Access. Students will have the opportunity to earn LCC Credit-by-Exam credits when then achieve certification.

## **DIGITAL MEDIA I**

Grades 10-12                      1 Credit - 18 Weeks

Prerequisites: Computer Applications I or Business Foundations

This course is designed to give students an introduction to the Adobe Photoshop and InDesign and software. Students will create, design and produce projects used in business, training, entertainment, communications and marketing. Students will develop leadership and teamwork skills in collaborating with others in a project-based environment. Students will be expected to produce professional quality work that meets the ethical standards for business and industry. Students will explore career choices and complete a job shadow experience to enhance their career and employability skills.

## **DIGITAL MEDIA II**

Grades 10-12                      1 Credit - 18 Weeks

Prerequisite: Digital Media I

This course will teach students the techniques, elements, and basic concepts of web design. Students will learn about the various tools (HTML, CSS and JavaScript coding, & Dreamweaver) used to create web pages that effectively communicate ideas and information, address opportunities to improve daily life, and solve real-world problems. Students are given the opportunity to explore a variety of electronic sources and software, while utilizing their creativity and design skills throughout the course. This is a project-based course.

## **DIGITAL MEDIA III**

Grades 11-12                      1 Credit – 18 Weeks

Prerequisites: Digital Media I & II

Introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming,

it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing.

**\*BUSINESS MANAGEMENT I (Oriole Nest Cafe)**

Grades 10-12                      1 Credit - 18 Weeks

Prerequisites: Computer Applications I or Business Foundations

Students will learn about the core business management fundamentals and apply the concepts to real-world scenarios. They will study information technology application and data management, operations and quality management, human resources, project management, workplace safety, career and professional development, and retail employment. Students are required to work in the Oriole Nest Café store and gain valuable experience while applying their knowledge of business management in a real environment. Students will explore the various business-related careers and participate in a job shadow experience.

**\*BUSINESS MANAGEMENT II**

Grades 10-12                      1 Credit - 18 Weeks

Prerequisite: Business Management I

This course expands student understanding of business management. It exposes students to several aspects of business, including international business, business planning and entrepreneurship, financial analysis, communications, business management and leadership. An emphasis will be placed on marketing management, where students will develop marketing activities and plans, generate product ideas, coordinate promotional activities, and demonstrate sales processes by working in the Oriole Nest Café. Students are required to work in the Oriole Nest Café store. Students will explore the various business-related careers and participate in a job shadow experience.

**\*BUSINESS FOUNDATIONS (Partner Course=Computer Applications I)**

Grades 9-12                      1 Credit - 18 Weeks

Prerequisites: None

This introductory business course develops student understanding and skills in communications, entrepreneurship, marketing, accounting and finance, graphic and web design, and employability skills. Through the use of activities and projects, students acquire an understanding of the business world. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills.

**CAREER DEVELOPMENT/WORKPLACE READINESS**

Grades 9-12                      1 Credit – 18 Weeks

Prerequisites: None

This course is designed to teach students how to choose and plan a career. Students will evaluate their interests, skills, personality traits and attributes to make a viable career decision using Career Pathways. Create cover letters, resume, references, and develop a personal brand. Conduct mock interviews and complete job shadows in career choice. Dining etiquette, career fairs, and reality check are other possibilities.

**\*\*PERSONAL AND BUSINESS FINANCE**

Grades 12                      1 Credit - 18 weeks

Prerequisites: None

This course is designed to teach young adults about the importance of managing their finances. Students will categorize their spending and create personal budgets through utilization of an online simulation. Students will gain knowledge about credit, insurance, taxes and personal investment opportunities. Students will also understand the finances involved with business planning and operational expenses. Students are given the opportunity to attend a minimum of 1 field trip with other Business department classes.

**\*Note: These are courses that only a CTE certified teacher can teach for CTE funding. LCC and DU credits are available for CA1, CA2, BM1, BM2, DM1, DM2, and BF courses. Also, 1st Semester CTE courses will be enrolled in BPA (Business Professionals of America and required to participate in RLC (Regional Leadership Conference). \*\*Tentative CTE**

# Computer Science

## **INTRO TO CODING**

Grades 9-12                      1 Credit – 18 Weeks

Homework: 2

Prerequisites: None

We live in the age of computers and they are all around us. Every software program has to be programmed by humans. There are many jobs in working with computers, technology and coding. Come learn to program computers, or “to code,” in a fun hands-on way. This course is a great way to see if you might like coding enough to take 1 of our 2 possible AP Computer Science courses.

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

Grades 10-12                      2 Credits – 36 weeks

Homework: 2

Prerequisites: Algebra 1

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Additionally this class counts as a senior level math class.

## **ADVANCED PLACEMENT COMPUTER SCIENCE**

Grades 10-12                      2 Credits – 36 weeks

Homework: 2

Prerequisites: Computer Science

Students will learn to design and implement computer programs that solve problems relevant to today’s society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems.

# Engineering

## **INTRO TO ENGINEERING I**

Grades 9 -12                      1 Credit – 18 Weeks

Homework: 1

Prerequisites: Algebra I (can be taken concurrently)

This is the first course in a 2-part introductory course in the Project Lead the Way Engineering Sequence. PLTW’s description of the course is as follows: “Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.”

## **INTRO TO ENGINEERING II**

Grades 9 -12                      1 Credit – 18 Weeks

Homework: 1

Prerequisites: Engineering I (C+ or higher), Algebra I (can be taken concurrently) This is the second course in a 2-part introductory course in the Project Lead the Way Engineering Sequence. PLTW’s description of the course is as follows: “Students dig deep into the engineering design process, applying

math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.”

**PRINCIPLES OF ENGINEERING (to run on alternating years with DIGITAL ELECTRONICS unless there is enough interest to run both in one year)**

Grades 11-12            1 Credit – 18 Weeks

Homework: 1

Prerequisites: Engineering I or II (C+ or higher) or instructor recommendation, Algebra 2A/B (can be taken concurrently).

This second course in the Project Lead the Way Engineering Sequence. PLTW's description of the course is as follows: “Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.”

**DIGITAL ELECTRONICS (to run on alternating years with PRINCIPLES OF ENGINEERING unless there is enough interest to run both in one year)**

Grades 11-12            1 Credit - 18 weeks

Homework 1

Prerequisites: Algebra 2, Engineering II (C+ or higher), or instructor recommendation

This is the 4th course in the Project Lead the Way Engineering Sequence. PLTW's description of the course is as follows: "This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices."

## English

*Note: All required and elective English classes incorporate a “communications” approach. Reading, writing, speaking and listening can be expected in each course.*

**ENGLISH 9**

Grade 9            1 Credit – 18 Weeks

Homework: 2

Prerequisites: None

English 9 is a required 18-week course, which will concentrate on the following areas of study: Literature, composition, vocabulary, oral communication, and English grammar and usage. Students will engage in several units of study, which will include short stories, U.S. documents, *To Kill A Mockingbird* and an introduction to Shakespeare.

**ENGLISH 10**

Grade 10            1 Credit – 18 Weeks

Homework: 1

Prerequisites: English 9

English 10 is a required 18-week course, which will focus on the following major areas of study: vocabulary, literature, writing, English usage, and oral communication. Students will critically read novels, write compositions, and complete a comprehensive research paper.

**ENGLISH 11**

Grade 11            1 Credit – 18 Weeks

Homework: 1

Prerequisites: English 10

English 11 is a required 18-week literature-based course. Major areas of study include literary analysis, rhetorical analysis, literary theory, English language usage, and vocabulary. Students will engage in a variety of writing, speaking, and thinking activities to demonstrate fluency in the course content.

## **ENGLISH 12**

Grade 12      1 Credit – 18 weeks

Homework: 1

Prerequisites: English 11

English 12 is a required 18-week literature-based course. Students will take a literary journey across the world's continents, reading poetry, novels, short stories, and nonfiction. Students will engage in a variety of writing, speaking, and thinking activities to demonstrate fluency in the content. Advanced Placement English may be substituted for this course.

## **COMPOSITION**

Grades 10 -11      1 Credit – 18 Weeks

Homework: 1

Prerequisites: English 9

The purpose of this course is to provide students with the opportunity to enhance writing skills. The focus is on essay writing, which encourages students to develop, organize, and support an argument. The class will focus on the entire writing process from idea development to publication. In addition to essay development, students will focus on grammar, usage, and vocabulary and apply those concepts to their written pieces.

## **ADVANCED COMPOSITION (DAS)**

Grades 11-12      1 Credit – 18 Weeks

Homework: 1

Prerequisites: English 10

Advanced Composition is an 18 week course with an intensive focus on refining writing techniques for college-bound students who have a firm understanding of the fundamentals of writing and wish to pursue a deeper study of writing in a rigorous environment. Students will engage in an intensive study of grammar, diction, syntax, and voice development in order to develop mature, college-ready writing. This course incorporates an entry-level college writing technique in order to best prepare college-bound students for their college writing experiences.

## **ADVANCED PLACEMENT ENGLISH (DAS)**

Grade: 12      2 Credit – 36 Weeks

Homework: 1

Prerequisites: Department recommendation; English 9, 10, and 11. Summer reading assignments will be required prior to the class.

This is a college level course. Students, by proficient performance on the Advanced Placement Examination, can obtain up to 1 year of college credit and/or advanced placement in college composition. This course includes both the daily reading and analysis of discursive prose and the study of the process of writing – from the discovery of the topic to the preliminary drafts to the final edited edition. Students will study examples of prose from various fields and periods primarily in British and American Literature. These examples will serve as models of effective styles, and students will compose a variety of writing assignments calling for the use of different styles or tones. Composition assignments take the form of journal writing, impromptu essays, full length, formal essays, and research. This course may be used to fulfill the English 12 requirement.

## **SPEECH / SPORTS AND LITERATURE**

Grades 10-12      1 Credit – 18 Weeks

Homework: 2

Prerequisites: English 9

SPEECH – 9 Weeks

Speech will help a student feel more at ease while speaking to individuals or to a group. This course involves the student in several different types of speaking situations beginning with short, simple speeches, then advancing to more formal types of speaking. Speech also explores the role of speaking and communicating in the technological and work world.

**SPORTS AND LITERATURE – 9 Weeks**

This class will culminate a shared interest between athlete, the fan, and even the critic. This shared interest is the relationship of sports to life. The themes studied are purposefully universal to ensure the class has meaning for everyone. Thematic units include the relationship between sports and life, and the reasons that authors use sports in their literature.

**POETRY**

Grades 9-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: None

Poetry is a safe place to explore thoughts and feelings through writing. Students will explore poems, both past and current, to unveil how authors use poetry to express themselves. After exploration, students will use these poets as models to write their own poetry.

**CREATIVE WRITING / MEDIA LITERACY**

Grades 10-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: English 9

**CREATIVE WRITING – 9 Weeks**

In the middle of a hectic high school schedule a learner occasionally needs an outlet from the real world. Creative Writing profiles this escape through an often-forgotten tool – one’s imagination.

Students will be encouraged to write in many genres including poetry, short story, non-fiction, autobiography, and various others.

**MEDIA LITERACY – 9 Weeks**

Media Literacy engages students in the critical study of multimedia texts, including, but not limited to film, podcasts, and social media. Students will view a variety of styles and genres and develop technological, cultural, and media literacy in a wide-range of informal and formal discussions, projects, and written responses.

**YEARBOOK**

Grades 10-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: English 9

Students enrolled in this course plan, design, develop, and publish the school’s yearbook. The course may be taken more than once for credit.

**INTRODUCTION TO DRAMA**

Grades 9-12            1 Credit 18 Weeks (Will depend on interest)

Homework: 2

Prerequisites: None

This course is an introduction to theater appreciation and performance. Many aspects of the theater will be covered, including the history of theater and the critical reading of plays. Students will also study improvisation, stage techniques, and acting techniques. Students will learn the stages of play production and will perform several scenes.

## **Industrial Arts**

**Woodworking I**

Grades 9-12            1 Credit – 18 Weeks

homework: 3

prerequisites: None

This course will cover safety and skills needed for operating woodworking machinery. Measurement, planning, construction, and finishing will be covered throughout the class. Students will construct assigned projects, while learning higher level woodworking techniques. The final project will consist of either an end-table or a book shelf and requires students to pay a \$60 fee in order to cover the cost of materials.

### **Woodworking II**

Grades 9-12 1 Credit-18 Weeks

homework: 3

prerequisites: Woodshop I

This course will allow students to use their knowledge of safely using woodworking machinery and tools, reading blueprints to build and finish various projects to specifications. Students will construct a final cabinet project using advanced joinery techniques. Students will learn about post secondary woodworking careers and opportunities. Students will be required to pay a \$60 fee in order to cover the cost of materials.

### **Advanced Woodworking**

Grades 10-12 1 credit – 18 Weeks

Homework: 3

Prerequisites: WoodWorking I and Woodworking II

Students will learn higher level woodworking and cabinetry techniques while building large scale projects of their choice. Students will construct at least 1 assigned project of their choosing. Students will have to make a supply list and determine their projects' projected cost and will be required to cover the cost of the materials for their specific project.

## **Mathematics**

### **ALGEBRA 1**

Grades 9-12 1 Credit - 18 Weeks

Homework: 1

Prerequisites: None

This course covers the Algebra 1 curriculum as set forth in the State of Michigan content standards. The topics include writing linear equations and inequalities using 1 or 2 variables, writing and solving systems of 2 or 3 linear equations in 2 or 3 variables, simplifying expressions using laws of exponents, solving and graphing exponential growth and decay functions, and solving quadratic equations by factoring and use of the quadratic formula.

### **GEOMETRY**

Grades 10-12 1 Credit - 18 Weeks

Homework: 2

Prerequisites: Algebra 1, Department Recommendation

This course is designed to cover the Geometry curriculum as set forth in the State of Michigan content standards. It is a relatively traditional study of Euclidean geometry, including undefined terms, definitions, postulates, and theorems, all of which are used in proofs and to describe the properties of 1, 2, and 3-dimensional figures. Measurement formulas will be included. In addition, Michigan Merit Exam topics will be highlighted.

### **ALGEBRA 2A**

Grades 10-12 1 Credit - 18 Weeks

Homework: 2

Prerequisites: Algebra 1, math teacher recommendation

This course is designed to cover the first half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Students enrolled in this course will study the same topics as those covered in Advanced Algebra 2A; however, these topics will be covered with less depth and rigor and at a slower pace.

**ADVANCED ALGEBRA 2A**

Grades 10-12            1 Credit - 18 Weeks

Homework: 1

PrerequisiteS: A- in Algebra 1, math teacher recommendation

This course is designed to cover the first half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Topics include a review and extension of Algebra 1 topics, complex numbers and quadratic systems, polynomial operations and theorems, and exponential and logarithmic functions. In addition, Michigan Merit Exam topics will be highlighted. This course is intended for students who anticipate attending college and, consequently, require the type of rigor that a college curriculum would demand.

**ALGEBRA 2B**

Grades 10-12            1 Credit - 18 Weeks

Homework: 2

Prerequisites: Algebra 2A

Students not choosing to pursue Calculus, should enroll in Algebra 2B. The first 9 weeks is designed to cover the second half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Those topics are rational polynomial functions, conic sections, sequences and series, probability, and a brief introduction to statistics. The second 9 weeks will begin with a brief study of trigonometry followed by a lengthier study of statistics. Topics will include trigonometric functions, identities, and equations, as well as data collection, analysis, issues of bias, measures of center and spread, the normal curve and z-scores. Graphical displays such as box plots, histograms, stem-and-leaf plots and frequency tables will be included.

**ADVANCED ALGEBRA 2B**

Grades 10-12            1 Credit - 18 Weeks

Homework: 1

Prerequisites: Advanced Algebra 2A

Those students interested in pursuing Pre-calculus, and perhaps AP Calculus, should enroll in the Advanced Algebra 2B. The first 9 weeks is designed to cover the second half of the Algebra 2 curriculum as set forth in the State of Michigan content standards. Those topics are rational polynomial functions, conic sections, sequences and series, probability, and a brief introduction to statistics. The second 9 weeks will include topics such as trigonometric functions, identities, and equations.

**PROBABILITY AND STATISTICS**

Grades 11-12            1 Credit - 18 weeks

Homework 2

Prerequisites: Algebra 2B/Geometry

This course covers the Probability and Statistics curriculum as set forth in the State of Michigan content standards. This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. This course is intended for students who anticipate attending college and, consequently, require the type of rigor that a college curriculum would demand.

**PERSONAL FINANCE**

Grades 11-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: Algebra 2B

This course is designed to give seniors hypothetical experience with financial situations many find themselves in after graduation. Students will experience life from HS Graduation to retirement encountering topics like: savings, investment options, wealth building and college savings, dangers of debt, credit bureaus and collections, budgeting, bargain shopping, taxes, insurance, career choices, and real estate and mortgages.

### **PRE-CALCULUS (DAS)**

Grades 11-12      1 Credit - 18 Weeks

Homework: 1

Prerequisites: Advanced Algebra 2B, teacher recommendation

This course will cover Trigonometry, Analytic Trigonometry, and Additional Topics of Trigonometry in the first nine weeks. The second nine weeks will be spent on Sequences, Series, and Probabilities followed by Limits and an Introduction to Calculus. If time allows, students in this course will also do the Pre Calculus unit of study from Calculus. In addition, Michigan Merit Exam topics will be highlighted.

### **ADVANCED PLACEMENT CALCULUS (DAS)**

Grade 12      2 Credits – 36 Weeks

Homework: 1

Prerequisites: Pre-Calculus

This course prepares students to earn college calculus credit by taking the Calculus AB Advanced Placement test in May. The course includes the Calculus AB objectives, namely, differentiation and integration of polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.

### **PRACTICAL MATH**

Grades 11-12      1 Credit – 18 weeks

Homework: 3

Prerequisites: None

This project based course explores mathematics used in everyday life. Students will learn about conversions and units, basic probability and statistics, measurements and construction, budgeting and finance, logic and problem solving, and patterns through a hands-on approach.

## **Miscellaneous**

### **INDEPENDENT STUDY**

Grades 11-12      1 Credit – 18 Weeks

Homework: 2

Prerequisites: Teacher permission

This course is for the self-directed, self-disciplined, motivated student wanting to further his/her skills in a specific subject area. The student will be asked to set up his/her own course of study. Students will have to complete the appropriate paperwork prior to requesting a schedule change. All Independent Study courses must be approved by the content area teacher, the department chair, the counselor and the principal.

### **SAT ACADEMIC SKILLS / JUNIOR SEMINAR**

Grade 11      1 Credit total – 18 Weeks

Homework: 2

PrerequisiteS: None

SAT ACADEMIC SKILLS – 9 Weeks

This course is paired with junior seminar, and offers students a review of critical academic content in order to prepare for the SAT. Focused heavily on writing, reading, grammar, and math skills, the course is designed to make sure students are confident and capable when working with key academic SAT content.

JUNIOR SEMINAR – 9 Weeks

This course will prepare you to become career-ready by developing successful skills and strategies focused on completing job applications, writing resumes, and writing cover letters. In addition, you will be connected with career resources on campus and around the community.

### **LINKS**

Grades 10-12      1 Credit – 18 Weeks

Homework: 3

Prerequisites: Must complete application and interview process with LINK advisor The LINK Program offers a course that enables the LINK student an opportunity to make a difference in another person's life. The student enrolled in the LINK Program will be a mentor, role model and friend to an assigned student

with ASD (Autism Spectrum Disorder). In this role, the LINK student will be with his/her assigned student with ASD a minimum of 1 class period per day, except for "Training Day". In addition to being a mentor, role model and friend, the LINK student will learn the following skills: Leadership, Effective Communication, Problem Solving, Goal Setting, Applied Behavior Analysis (ABA), Accepting Responsibility, Teaching and Modeling Techniques, Citizenship, Reflective Listening, Journaling, Group Process, Tolerance and Patience.

### **FUTURE EDUCATORS I**

Grades: 11-12 2 credits - Two 18 week Semesters

Homework: 3

#### **Teacher Recommendation Required**

Future Educators is designed for students who are interested in exploring or entering the career field of education. This course will involve the student in classroom instruction on philosophy, design, and practice. In addition, students will spend time in actual classrooms participating in observations, instructional activities, lesson planning and instruction.

**Semester 1 (18 weeks)** - Students will participate in classroom instruction as well as site visits, observations, lesson designs, and mock lessons.

**Semester 2 (18 weeks)** - Students will apply their knowledge and skills in real life experiences through placements in various educational settings. Students will be expected to design lessons and provide instruction during the semester.

### **FUTURE EDUCATORS II**

**Grade:** 12 2 credits - Two 18 week Semesters

Homework: 3

#### **Teacher Recommendation Required**

PREREQUISITE: FUTURE EDUCATORS I

Future Educators II is designed for students who have successfully completed Future Educators I. This course will involve students being assigned to classrooms where they will apply knowledge from Future Educators I to provide instruction to students in varying grade levels, alongside the classroom teacher. Students will participate in observations, guiding instructional activities, lesson planning, and instruction.

**Semester 1 (18 weeks)** - This will be the first placement for the school year. Students will be assigned to one of their placements of interest.

**Semester 2 (18 weeks)** - This will be the second placement for the school year. Students will be assigned to a second placement of interest

### **INDEPENDENT FUTURE EDUCATORS 2C**

**Grades:** 12

**1 Credit - 1 semester (may take both semesters)**

**Homework:** 3

**Prerequisites:** Completion of Future Educators 1, Enrolled in Future Educators 2, Teacher Approval

**Description:** Future Educators Independent Study 2c is designed for students who would like to engage in more time in classroom placements and focus on completion of requirements for the Mi-CDA or MiYDA certification. Students must have completed both semesters of Future Educators I and be enrolled in Future Educators II in order to be considered for Independent Study.

### **Project Success SEMINAR**

Grade 11-12 1 Credit total – 18 Weeks

Homework: 1

Prerequisites: None

## **ACADEMIC SKILLS – 18 Weeks**

This course offers students review and support of critical academic content and standards in order to earn credit and prepare and or complete credits for graduation. Focused on writing, reading, science, foreign language and math skills, the course is designed to make sure students can get the support they need to complete content standards. Due to the particular type of individualized support provided in Project Success. Seminar may be scheduled multiple times per semester.

# **Music**

*Students enrolled in music ensembles are required to attend all rehearsals and performances unless excused by instructor*

## **MARCHING BAND** (In conjunction with Symphony & Concert Band)

Grades 9-12      1 Credit – 18 Weeks

Homework: 1

Prerequisites: Membership determined by audition.

All marching band students are required to participate in the pre-season rehearsals and residential band camp prior to the start of school. Students must commit, in advance, to the performance schedule of the band. Learning emphasis is directed toward the correct performance of all musical and marching fundamentals. Students will learn a variety of music. Activities include band camp, football games, parades, exhibitions, and/or festivals. The Marching Band will consist of the combined membership of the Concert and Symphony Band. Activities will include band camp, football games, parades and festivals. Marching Band is required of all Symphony Band and Concert Band students. Band is a full year course.

## **SYMPHONY BAND**

Grades 9-12      2 Credits 2 Credits – 36 Weeks

Homework: 1

Prerequisites: Membership determined by audition

Learning emphasis includes interpretation of musical styles, conducted performance, reading skills, and refinement of music fundamentals through an exposure to the best of wind and percussion music.

## **CONCERT BAND**

Grades 9-12      2 Credits – 36 Weeks

Homework: 1

Prerequisites: Audition

2 Credits – Full year course

Learning emphasis is similar to the Symphony Band with more emphasis on the development of individual performance through fundamental development.

## **JAZZ ENSEMBLE**

Grades 9-12      1 Credit – 18 Weeks

Season Participation

Homework: 2

Prerequisites: Audition; consists of students enrolled in wind ensemble, symphony or concert band only.

Learning emphasis will include a survey of styles and improvisation through theory of chords and scales.

Performances will include concerts, school and community functions and festivals.

## **THEORY OF MUSIC**

Grades 10-12      1 Credit – 18 Weeks

Homework: 2

Prerequisites:

1. Upperclasspersons (10-12) Music Students
2. Advanced musical accomplishment
3. Anticipated music major in college

This class includes fundamentals of music theory, part-writing, composition, and ear training leading to the advanced placement examination in music theory. Students should have a solid foundation in the fundamentals of music through formal instrumental or vocal study. This is not an entry level music course. Approval of instructor required after formal application. Course limited to a few students due to substantial independent work during Lab Band 3<sup>rd</sup> block.

### **CONCERT CHOIR**

Grades 9-12            2 Credits – 36 Weeks

Homework: 2

Prerequisites: None.

Concert Choir is the entry level mixed choir at CHS. No audition is necessary. Learning emphasis is based upon developing fundamental vocal, music reading, and performance skills. .

### **BELLA VOICE**

Grades 10-12            2 Credits – 36 Weeks

Homework: 2

Prerequisites: Audition; previous music experience and an intermediate music reading skill required. Membership is determined by audition with the director; Bella Voce, which is Italian for 'beautiful voices', is an advanced treble choir with learning emphasis based upon development of part singing skills and performance of advanced choral literature. Intermediate music reading skills are essential.

### **CHORALE**

Grades 10-12            2 Credits – 36 Weeks

Homework: 2

Prerequisites: Audition, previous music experience required.

Chorale is an advanced mixed-voice ensemble with learning emphasis based upon interpretation of advanced high school and collegiate level choral repertoire. Intermediate to advanced music reading skills are essential.

## **Physical Education**

*NOTE 1: PE courses require active physical participation for success and healthy development. Because of this, the majority of the grade for PE courses will be based on actively engaged participation. In the past, students have been able to earn credit for courses with minimal participation. Beginning in 2020-21, active physical participation will be required for earning credit.*

NOTE 2: Credit can be earned for the same physical education class more than once (except PE 9). However, a student may not take more than 1 physical education class in the same marking period without permission from the principal.

### **PHYSICAL EDUCATION 9 / HEALTH**

Grade 9:    1 credit - 18 Weeks

Homework:

Prerequisites: None

PHYSICAL EDUCATION- 9 weeks

Combines elements of Body Mechanics and Lifetime Fitness courses in a physical education class designed just for freshmen and paired with Health. Those elements include: The opportunity for the student to increase strength, power, balance, quickness, agility, flexibility, muscle endurance, and cardiovascular endurance. There are weight programs for beginner, intermediate, and advanced weight lifters. Games and activities that work the cardiovascular system. These may include jogging, jumping rope, weight lifting and body toning exercises. Students will also participate in games/recreational activities that promote fitness, such as bowling, swimming, badminton, volleyball, football, basketball, etc.

### HEALTH – 9 Weeks

This class places a strong emphasis on developing a positive attitude toward total health and wellness. Students will gain knowledge, skills and understanding needed to make healthy lifestyle choices and decisions.

### **ADVANCED HEALTH**

Grade 10-12 1 Credit – 18 Weeks

Homework: 2

Prerequisites: Health 9

Advanced health is a course that builds off of the foundation of health 9. This course will build, develop, and enhance life-long health skills. Some of the content includes: health history, finding healthcare, nutrition, meal planning, mental health, types of abuse, drug and alcohol information, and more.

### **ADVANCED SPORTS AND FITNESS ACTIVITIES**

Grades 10-12 1 Credit – 18 Weeks

Homework: 3

Prerequisites: PE 9/Health 9

Advanced Physical Education is a course that is based primarily as a step up from general Physical Education in that it emphasizes basic team and individual sports such as tennis, volleyball, flag football, basketball, bowling, swimming, weight training 2-3 days a week, CrossFit and HIIT, Speed/ Agility/ Flexibility and Agility, speedball, badminton, pickleball, yoga and many other options over an 18 week semester. **A fee may be required as some activities are off campus.**

### **STRENGTH AND CONDITIONING 9**

Grade 9 1 Credit – 18 Weeks

Homework:

Prerequisites: PE 9/ HEALTH 9

This is an intense class designed to meet the needs of freshman athletes aspiring to participate in high school athletics. Strength and Conditioning 9 is a dynamic course that focuses on mastering the proper form and technique used for the basic lifts to prepare the student to safely and effectively lift weights. There is also a strong emphasis on core strength, speed and agility, conditioning, and flexibility and mobility. There will be competitive game play once a week. Pre and Post testing in the areas of strength, power, speed, and agility will be recorded and evaluated. This course suits those with a strong interest in improving their strength, speed and agility and preparing for advanced conditioning

### **ADVANCED WEIGHT TRAINING & CONDITIONING**

Grades 10-12 1 Credit – 18 Weeks

Homework:

Prerequisites: PE 9/STRENGTH AND CONDITIONING 9

This is an intense class designed to meet the needs of the serious athlete. This course will provide each individual with programs that will foster improvement in the areas of strength, power, flexibility, mobility, speed, agility, and muscular/cardiovascular endurance. Proper nutrition and sleep habits will be addressed. Pre- and post-testing in the areas of upper and lower body strength, power, speed, and agility will be recorded and evaluated. Form running and advanced running techniques will be taught as part of the speed development unit. Student-athletes will benefit from the opportunity to improve strength and conditioning during school hours while having additional time for enhancing academic responsibility and accountability outside of school. This course may be taken more than once.

## **Science**

Courses are designed to provide students with an overview of the core curriculum in a field of science. Many of the same topics are covered in comparable general and college preparatory courses, but the general courses do not go into as much depth and detail. Mathematics is not used extensively. College preparatory courses (those designated as DAS courses) are designed to provide students with a thorough science background. These courses will prepare students for success on tests such as the ACT used for selecting applicants to higher education programs. Mathematics is used extensively.

### **BIOLOGY**

Grade 9-10            1 Credit – 18 Weeks

Homework: 3

Prerequisites: None

This is a course, which includes an in-depth study of living organisms. Topics include cellular growth and reproduction, genetics, diversity and classification of living organisms and ecology.

### **ADVANCED PLACEMENT BIOLOGY (DAS)**

Grade 11-12            2 credits – 36 weeks

Homework: 1

Prerequisites: Chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

### **PHYSICAL SCIENCE**

Grade 10-11            1 Credit – 18 Weeks

Homework: 1

Prerequisites: Biology

This course will cover atoms, periodic table, chemical reactions, solutions, nuclear energy, motion, energy, electricity, magnetism, waves, sound and light.

### **EARTH SCIENCE**

Grade 10-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: Biology

This course includes 4 units: Astronomy; Atmosphere and Weather; Hydrosphere; and the Geo-sphere. Topics include: plate tectonics and the dynamic earth; the geological makeup of the Earth; the importance of groundwater; the movements of the Earth and an in-depth study of the Universe.

### **ENVIRONMENTAL SCIENCE / INTRODUCTION TO MARINE BIOLOGY**

Grade 9-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: None

**ENVIRONMENTAL SCIENCE – 9 Weeks**

Students will utilize a variety of scientific techniques to examine natural and man-made environmental problems including risks involved and potential solutions. Topics in this course include but are not limited to energy transfers, interactions between Earth and its inhabitants, and sustainability.

**INTRODUCTION TO MARINE BIOLOGY – 9 Weeks**

This project based course is designed for students curious about marine biology. This class will offer students the opportunity to learn about the ocean environment and the organisms that live in these diverse and unique habitats.

### **ANATOMY & PHYSIOLOGY 1 (DAS)**

Grades 10-12            1 Credit – 18 Weeks

Homework: 1

Prerequisites: Biology with Teacher Recommendation

A college preparatory course for students interested in the medical or athletic field and as a continuation of biology. It introduces the study of anatomy and physiology, human body systems and an appreciation of the interrelationships of the structure of the body. Body systems included are: skeletal, muscle, nervous, integument; along with health and disease. Animal dissection will be required.

### **ANATOMY & PHYSIOLOGY 2 (DAS)**

Grades 10-12            1 Credit – 18 Weeks

Homework: 1

Prerequisites: Biology, Anatomy & Physiology I with minimum grade of B

This is a college preparatory course for students interested in a career in the medical or athletic field and as a continuation of Anatomy and Physiology I. It provides a study of the anatomy and physiology of individual human body systems and an appreciation for the interrelationships of the structure of the body. Body systems included are: nervous, circulatory, respiratory, digestive, immune, and endocrine, along with human development, health, and disease. Animal dissection will be required.

### **CHEMISTRY**

Grades 10-12            1 Credit – 18 Weeks

Homework: 1

Prerequisites: Biology, Advanced Algebra 2 A&B or regular Algebra 2 A&B with teacher approval.

A college preparatory course for the student who desires further study of measurement of matter, atomic structure, periodic table, equations and mole relationships, gas laws, solutions, acids, and bases. Topics, which were introduced earlier, are explored in greater depth and detail along with many new topics.

### **PHYSICS (DAS)**

Grades 11-12            1 Credit – 18 Weeks

Homework: 1

Prerequisites: Algebra 2 A&B Completed is preferred. Algebra 2B can be concurrently

This course is a conceptual and mathematical investigation into the topics of Physics. The course is designed for students who are NOT interested in pursuing a career in a science or engineering field but are still interested in an exploration into the world around them. Students will perform investigations and experiments as they dive into the topics of motion, forces, energy, momentum and circuits.

### **ADVANCED PLACEMENT PHYSICS 1 (DAS)**

Grades 11-12            2 Credits – 36 Weeks

Homework: 1

Prerequisites: Geometry; Advanced Algebra 2B (can be concurrently enrolled)

AP Physics 1 is an algebra-based, introductory college-level physics course. The course is designed for students who ARE interested in pursuing a career in a science or engineering field or wanting a more indepth exposure to the world of Physics. Students will perform investigations and experiments that explore topics such as motion (including motion in 1 and 2 dimensions), forces, circular motion, simple harmonic motion and rotational motion, work and energy, momentum, mechanical waves and sound, and simple circuits.

### **ADVANCED PLACEMENT PHYSICS 2 (DAS)**

Grade 12                2 Credits – 36 Weeks

Homework: 1

Prerequisites: AP Physics 1; Pre-Calculus (can be concurrently enrolled)

AP Physics 2 is an algebra-based, introductory college-level physics course. Students will perform investigations and experiments that explore topics such as fluid dynamics, thermodynamics, electrostatics, electrical circuits with capacitors, electromagnetism, optics, and quantum physics.

### **FORENSIC SCIENCE**

Grades 10-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: Biological Science & Physical Science or Chemistry

Forensic Science is the introduction to the application of science to the law. Science offers the knowledge and technology needed for definition, enforcement and clarification of the use of evidence in criminal and civil cases. Forensic Science draws on the application of the sciences. The course focus will be on problem solving. Students will be expected to work in teams, theorize, design experiments, research forensic methodologies, synthesize information, and make conclusions based on their own empirical evidence. Topics will include: Crime Scene Analysis, Physical Evidence, Forensic Toxicology, Fingerprint Analysis, Document Analysis, DNA Analysis, and Reading, Writing and Analyzing Case Studies.

## Social Studies

### U.S. HISTORY & GEOGRAPHY

Grade 9                      1 Credit – 18 Weeks

Homework: 1

Prerequisites: None

This is a survey course of American history beginning with the Becoming a World Power and concluding with contemporary subjects.

### WORLD HISTORY & GEOGRAPHY

Grade 10                      1 Credit – 18 Weeks

Homework: 1

Prerequisites: US History, unless taking in 9<sup>th</sup> grade to take AP US History in 10<sup>th</sup> grade World History is the study of past human events and activities and their influence on the significant cultural and political events that have occurred from the beginning of human history until modern times. Students will study the unique environmental and geographic features that led to the development of civilizations with common characteristics in different regions of the world.

### GOVERNMENT/ECONOMICS

Grade 11                      1 Credit – 18 Weeks

Homework: 1

Prerequisites: None

GOVERNMENT – 9 Weeks

The Government course is intended to provide the student with a working knowledge of American Government and politics, which is important if students are to meet their responsibilities as citizens and as participants in our democracy. Both the students and their community will be better served if they are well informed and can think clearly and objectively about societal and political questions. This course is designed to function as a means to that end.

ECONOMICS – 9 Weeks

The Economics course is intended to provide the students with a working knowledge of economics which is important if students are to meet their responsibilities as citizens and as participants in a market economy. Both the students and their community will be better served if they are well informed and can think clearly and objectively about economic questions. This course is designed to function as a means to that end.

### ADVANCED PLACEMENT U.S. HISTORY (DAS)

Grade 10-12                      2 Credits – 36 Weeks

Homework: 1

Prerequisites: None. Summer work is required.

This is an intensive survey which examines United States History from pre-colonial times to modern times. This course has 4 main goals. First, students will gain a better understanding of the flow of history by linking historical periods thematically in a cohesive and chronological manner. Second, students will be exposed to the tools and methods used by the historian. Third, students will have the opportunity to gain college credits by passing the AP United States History exam in May. Finally, this course will give students prior exposure to what will be expected of them in a typical college humanities course.

### **ADVANCED PLACEMENT EUROPEAN HISTORY (DAS)**

Grade 10-12            2 Credits - 36 Weeks

Homework: 1

Prerequisites: U.S. History

This is an intensive survey which examines European History from approximately 1450 to the present. This course has 4 main goals. First, students will gain a better understanding of the flow of history by linking historical periods thematically in a cohesive and chronological manner. Second, students will be exposed to the tools and methods used by the historian. Third, students will have the opportunity to gain college credit by passing the A.P. European History exam in May. Finally, this course will give students prior exposure to what will be expected of them in a typical college humanities course.

### **ADVANCED PLACEMENT US GOVERNMENT (DAS)**

Grade 11-12            2 Credits - 36 Weeks

Homework: 1

Prerequisites: None

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will have the option of taking the Advanced Placement test in May to receive college credit. This course will also provide students the ½ credit of economics through independent study and a Post-AP test economic unit. These are designed to provide the students with a working knowledge of economics so they can meet their responsibilities as a participant in the market economy, and personal finance.

### **PSYCHOLOGY (DAS)**

Grades 11-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: U.S. History

Psychology is the study of mental processes and behavior. This course will cover the fundamentals of Psychology, Human Development (Infancy through Adulthood), Learning and The Brain, Personality, Consciousness, and Mental Disorders. This course is helpful for college bound students, students in the Human Services Pathway and anyone planning to work with people.

### **SOCIOLOGY (DAS)**

Grades 11-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: U.S. History

Social life is based on a foundation of dynamic interaction between people and their environment. Students would explore this through writing assignments, research projects, discussion, and real-life applications. Students will be able to understand the relationship between themselves and society as they study various sociological methods and practice using the skills of the sociologists.

### **MICHIGAN HISTORY (DAS)**

Grades 9-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: Strong interest in social studies

This course is an in-depth study of the history and geography of Michigan from early exploration to the modern era of industrial Michigan. Through the study of Michigan History students will gain a better understanding of their state. Due to the different grade levels of the class it will be project based.

### **CURRENT ISSUES**

Grades 9-12            1 Credit – 18 Weeks

Homework: 2

Prerequisites: None

Current Issues is a study of events currently affecting society. Due to the ever changing nature of the world around us, these issues can and will be different from semester to semester. The course is designed to make the students more aware of the issues and how they might affect their life here in Charlotte.

### **CIVIL RIGHTS (DAS)**

Grades 11-12                      1 Credit 18 Weeks

Homework: 2

Prerequisites: U.S. History

This course will examine civil rights in U.S. history beginning with the U.S. Constitution. The major focus will be on the Black Civil Rights Movement. We will also explore the status of civil rights in today's society. A research project is required.

## **Visual Arts**

### **ART I**

Grades 9-12                      1 Credit – 18 Weeks

Homework: 3

Prerequisites: None

This course is an introductory art class. It will consist of an exploration of the elements and principles of art. Students will interact with topics including, but not limited to Art History, portraiture, perspective, shading techniques, and the following media: graphite, charcoal, ink, soft pastel, oil pastel, printmaking, watercolor, and acrylic. The student must be prepared and willing to work.

### **ART II**

Grades 9-12                      1 Credit – 18 Weeks

Homework: 1

Prerequisites: Art I

Art II will continue the exploration of the elements and principles of art. Students will learn more advanced approaches to media studied in Art I as well as but not limited to Conceptual Art, Art History, Still Life, and Oil Painting. Additional emphasis will be placed on mixed media and clay assignments. The student must be willing and prepared to work.

### **ADVANCED ART**

Grades 10-12                      1 Credit – 18 Weeks

Homework: 2

Prerequisites: Art I & Art II

This course is a pre-AP Studio Art course for students who are honestly and deeply involved with art and wish to increase their base of knowledge in certain media or fields and also explore new areas which will include but are not limited to 3D art beyond clay such as bookmaking.

### **AP ART**

Grades 11-12                      2 Credits – 36 Weeks

Homework: 2 – Including Pre-Class Work Due At The Beginning Of The Course

Prerequisites: Art I, II, Advanced Art, and either Digital Photography or 3D Sculpture

AP Art is an advanced course that takes all of the basic skills learned in Art 1, Art 2, Advanced Art, Sculpture and Photography to be at a more developed level. The focus of this course will be to create unique artwork using all related art media. A major emphasis will be working with different art techniques to create a portfolio for a college level class. Students are required to create a minimum of 15 pieces of work and 5 out of the portfolio must be connected by a theme/cliche.

### **DIGITAL PHOTOGRAPHY**

Grades 10-12      1 Credit – 18 Weeks

Homework: 2

Prerequisites: Art I, II, and Advanced Art

The students must use a digital camera, camera phone, and/or an iPad

This course is an introductory digital photography course. Students will learn techniques for taking photos, various kinds of photography, a brief history of photography as well as some digital altering techniques using Photoshop and iPad apps. All or almost all photographs will be taken outside of the class, with class time being used to learn new techniques and styles, critique photographs, and digitally edit photographs.

**3D SCULPTURE** Running in 2023-24. Not running 2024-25.

Grades 10-12 1 Credit – 18 Weeks

Homework: 0

Prerequisites: Art I, Art II, and Advanced Art

This course focuses on 3-dimensional art using various media including but not limited to wire, paper, found objects, wood, sculptural bookmaking, installation art as well as learning various Art Movements. Students will create sculptures that pull from various art movements and styles as well as their own personal expression.

### **ART INDEPENDENT STUDY**

Grades 11-12      1 Credit – 18 Weeks

Homework: 0

Prerequisites: Art I, Art II, Advanced Art or AP Art Studio, and art teacher's permission This course is for the self-directed, self-disciplined, artistically motivated student wanting to further his/her talents. The student will be asked to set up his/her own course of study. The final project for this course will be to develop an art portfolio.

project materials will be the students' responsibility.

## **World Language**

### **SPANISH I**

Grades 9-12      1 Credit – 18 Weeks

Homework: 2

Prerequisites: None

Develops a vocabulary adequate for everyday situations, a fundamental knowledge of Spanish grammar and accurate pronunciation. Students practice reading, writing, listening and speaking Spanish within the context of basic situations. An understanding and appreciation of Spanish speaking people, cultures and lands is promoted.

### **SPANISH II**

Grades 9-12      1 Credit – 18 Weeks

Homework: 2

Prerequisites: Spanish I

Continues the study of grammar and vocabulary, but stresses oral and written communication. Further understanding and appreciation of Spanish speaking people, their cultures, and their lands is fostered. It is recommended that Spanish I & II be taken in consecutive semesters.

### **Spanish III**

Grades 10-12      1 Credit – 18 Weeks

Homework: 1

Prerequisites: Students must pass Spanish II with a B or better and have instructor recommendation (high school and/or middle school). This course is designed for 10th-12th grades. Freshmen will ONLY be allowed in this course upon instructor recommendation.

This course is intended for intermediate Spanish students who have a strong base of vocabulary. Speaking and listening skills will reach a new level of mastery and fluency in this course. Spanish III uses the grammar and vocabulary students have already worked with as well as new concepts and grammar in order to master communication skills. It emphasizes improvement of one's accent and comprehension of "real world" native speech. Real examples of communication (in text or through speaking) and relevant cultural and historical topics will be explored. The high energy excitement of the content, the challenging activities and the wide variety of compelling stories contained in this course combine to make advanced learning a more engaging endeavor for the curious learner.

# Other Course Options

The following courses and options are also available to students. See your counselor to determine if the option is a good fit for your career aspirations

## Dual Enrollment

Dual enrollment provides students with the opportunity to take college courses through a partner university or college outside of Charlotte High School. Students who take advantage of these opportunities can earn transcribed college credit, while also working toward their high school graduation requirements. It is a wonderful opportunity for many students, and allows them to experience the rigorous coursework of a college setting while still in high school. Dual enrollments are set up individually with students, and are governed by the following rules and regulations according to state law and the Michigan Department of Education:

Public Act 160 and Public Act 258 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. Students can qualify for dual enrollment by taking the following assessments: ACT Explore, ACT PLAN, PSAT, ACT, or SAT. Explore, PLAN and PSAT provide an indication that a student is on-track to meet college ready benchmarks. The ACT and SAT indicate college readiness. Students must demonstrate college readiness on all assessments taken to be eligible. The EXPLORE, PLAN and PSAT will be used (along with additional academic information to demonstrate college readiness) to determine eligibility for students who have not yet taken the ACT or SAT. Once taken by the student, the ACT or SAT scores will be used for dual enrollment decisions.

If the student has not achieved a qualifying score in all subject areas on the relevant assessment(s), the student may enroll in a course in a subject area for which he or she has achieved a qualifying score, or in computer science, history, political science, or foreign language not offered by the district. A student that has not achieved qualifying scores may enroll in a career and technical education program that is not offered by the district if the student achieves a qualifying score in mathematics. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least 1 high school class. Students must have a block of time during the school day that is scheduled for dual enrollment to qualify for the district to pay for the course.

A student may not request a college course in a subject area that is offered at Charlotte High School (this could include courses taught through MVHS, E2020, Eaton Career Prep Center, etc.). The college course requested must be academic in nature, and must align with the student's college and career goals. Dual enrollment courses may not be in the subject matter of hobby-craft, recreation, physical education, theology, divinity, or religious education. Transportation will not be provided by the district. The student will be responsible for all transportation, parking costs and activity fees. Charlotte Public Schools will cover the tuition for this course (to include the lesser amount of 1) the actual charge for tuition and fees; or 2) the student's foundation allowance, adjusted to the portion of the school year the student attends the college. The student and parents are responsible for expenses relating to transportation, parking and additional fees.

It is the student's responsibility to register themselves for the course directly through the college once permission has been granted and the course has been approved by the counselor. Please understand this opportunity involves a great deal of commitment and student responsibility. The student will have to work with their school counselor to coordinate their high school schedule and college course schedule. Students may only have 1 class period designated for each 3-4 credit college course. Students will not be excused from their high school courses to attend a college course. If a college course cannot be scheduled without a conflict with the school schedule, the course will not be approved. The student is expected to attend the college class according to the dates and times established by the college. There may be times the student is expected to attend class at the college when high school courses are not in session. The expectation of a college class is that students attend each and every class. It is the

student's responsibility to resolve any schedule conflicts that arise. The college course may not be dropped after the designated drop with 100% refund date established by the college.

The college will award a letter grade for the college course. This letter grade will be reported to Charlotte High School. A college course that is scheduled as part of the student's school day will result in the letter grade being reflected on the high school transcript. A college course taken outside of the school day, will be awarded on a Credit "CR" or No Credit "NC" basis. Students are awarded 1 high school credit per each 3-4 credit hour college course. A college transcript cannot be provided by Charlotte High School. Students must request an official transcript directly from the college.

Deadlines for requesting college courses are based on college enrollment dates. It is recommended that all requests are submitted the spring prior to the school year the student plans to enroll. Counselors are not available over the summer to approve dual enrollment courses.

## **Eaton Career Preparation Center**

EATON RESA CAREER TECH CENTER

2 credits per semester; 4 credits per year

PREREQUISITES: Junior or senior, application required.

### **Arts & Communication Pathway**

- Computer Graphics/Animation & 3D
- Fashion Design

### **Business/Management/Marketing/Technology Pathway**

- Computer Support
- Business Academy
- Game Design and Programming
- Insurance & Risk Management
- Digital Media and Design
- Mobile App & Web Development

### **Engineering/Manufacturing/Industrial Pathway**

- Automotive Technology
- Heavy Equipment Operation and Repair (AIS)
- Mechatronics & Robotics
- Mechanical Engineering and Manufacturing
- Welding Technology

### **Health Sciences Pathway**

- Health Technology I
- Health Technology II
- Sports Medicine

### **Human Services Pathway**

- Criminal Justice
- Law Enforcement

### **Natural Resources/Agriscience Pathway**

- Animal Science and Zoo Management

Eaton CPC Course descriptions are available in the high school office or on the Eaton RESA website at <http://www.eatonresa.org/schoolservices/careerprep/>

The senior math requirement can be met through enrollment in a shared-time course at the Eaton CPC, as long as the student has completed Algebra 2A & 2B prior to their senior year. Algebra 2 credit is not available through any Eaton CPC programs. Students need to make contact with their counselor to complete the necessary request form to use their career center course to meet the senior math requirement.

# Special Education Department

## **STUDY SKILLS**

Grades 9-12 Credit/No Credit – 18 Weeks

Study skills is a 18 week course that teaches academic strategies for students that can be applied to all courses of study. We will particularly focus on note taking skills, organizational skills, increasing comprehension of text and content, study skills, math skills and improving written communication. Through the course of the year students will apply these skills to all their classes.

## **CI Pre-vocational Skills**

**CI Life Skills**

**CI Health**

**CI English**

**CI Math**

**CI Social Studies**

**CI Science**

Contact the Special Education Office for information about additional support services.

# Work-Based Learning

The work-based learning program involves combining school-based preparation and supervised work experiences designed to enable students to acquire work attitudes, skills, and knowledge for a career and other life roles in real work settings. The goal of this program is to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job specific skills, foster work-oriented relationships with adults, and understand the relevance of and application to academic learning. These experiences are aligned with students' career pathways and Vocational/Technical programs.

## **COOPERATIVE EDUCATION (Co-op) and WORK EXPERIENCE**

Grade 11 with special permission

Grade 12

2 Periods (A.M. or P.M.) = 2 Credits per semester

**PREREQUISITE:** The student must be a senior and enrolled in a full schedule. A training plan must also be developed between the employer, student, school and coordinator concerning the tasks the student will learn to perform.

Co-op involves linking career/technical classroom instruction with on-the-job training. The student learner is employed in a part-time job (15 hours a week minimum and at least 3 days a week during school hours) and is paid at least minimum wages. Employers must have a Worker's Compensation & Liability insurance policy covering the student worker. The student must be currently enrolled in, or have successfully completed, a vocational-technical class related to their job placement. These classes can be taken at Charlotte High School or through the EISD Career Preparation Center located at Lansing Community College.

Work Experience is designed to give students opportunities to use real work settings to begin to develop career relevant skills. The student's paid job (15 hours a week minimum) becomes their classroom. A link is established between a career goal, school subjects, and skills associated with an occupation. An emphasis is placed on safety in the workplace, transferable skills, work ethic, and career decision making.

# Project Success

Charlotte High School's Project Success is a groundbreaking initiative designed to empower students on their journey to success. Project Success is not just a program; it's a commitment to providing students with a unique and individualized learning experience that goes beyond traditional education.

## **Program Overview:**

Project Success is an innovative approach to education, fostering a project-based learning environment that enables students to navigate and successfully complete the Michigan Merit high school curriculum. This program is specifically tailored to students entering their junior or senior year, who are credit deficient. We aim to equip them with the skills and knowledge necessary for both graduation and post-high school endeavors.

## **Curriculum Design:**

Our curriculum is meticulously crafted to cater to the diverse needs of individual students. It ensures that each student receives a personalized learning experience, aligning with the Michigan Merit Curriculum's graduation requirements. The focus is not just on academic achievements but on developing real-life skills that are essential for success in higher education, careers, and citizenship.

**Admission Process:**

To apply to Project Success, interested students must schedule appointments with their counselors. While acceptance into the program is not guaranteed, we encourage all eligible students to apply. Eligibility is based on the need to learn in a different type of delivery system (hands-on, project-based), credit deficiencies, and/or attendance issues. The application process includes a review of submitted applications, and selected students will gain the opportunity to participate in this transformative learning experience. It's important to note that students entering junior or senior year must arrange for their transportation.

For more information or to begin the application process, please contact the Charlotte High School main office at 517.541.5600. You can also conveniently apply through our [digital application](#).

**Michigan Merit Curriculum Integration:**

Project Success aligns with the Michigan Merit Curriculum, ensuring that students fulfill the graduation requirements, including credits in English Language Arts, Mathematics, Science, Social Studies, World Language, Online Learning Experience, Physical Education & Health, and Visual, Performing, and Applied Arts. Students with credits in PE, Health, and Art have a higher percentage rate of acceptance, due to Project Success only being able to deliver those classes through an online system (E2020).

**Program Highlights:**

- *Multi-disciplinary Investigations:* Explore relevant and engaging subjects through a multi-disciplinary approach.
- *4C's Development:* Foster critical thinking, communication, creativity, and collaboration skills.
- *Digital & Media Literacy:* Equip students with essential skills for the digital age.
- *Authentic Assessments:* Demonstrate proficiency through assessments that reflect real-world applications.
- *Skill Standards:* Align with industry standards to prepare students for success in various fields.
- *Community-based Experiences:* Engage in hands-on learning through community-based projects.

