Universal Academy

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HIGH SCHOOL COURSE OFFERINGS

GRADES 9–12

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Dear Student(s),

Welcome to Universal Academy, where learning is exciting! We have put together this course description handbook to help you decide and choose the right classes. The course abstracts will help you understand what each class has to offer. Some courses have prerequisites, be sure to pay attention to these requirements prior to your selection, your counselor or counselor advocate and or your principal can assist you if you have any questions. Remember, the best choices are made by students who carefully study this information, explore their career goals, and share their high school plans with their parents.

Mission

The mission of Universal Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

The Academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

Philosophy

Universal Academy believes that...

- Quality education enhances the student's mental, physical, and emotional abilities and promotes altruistic thinking in this diverse and divided world.
- Quality education integrates teaching the ethnic and cultural traditions and values into the academic program and develops an awareness of their self, identity, and obligations towards self, family, community, society and the world.
- A successful school inspires the joy of learning.
- All students are capable of learning and can reach their potential if given the opportunity.
- Learning is an on-going life-long process.
- Successful learning requires active participation and involvement in the school by parents and the community.

Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community.

The Four Pillars of HES and the Academy

Education at Hamadeh Educational Services and its academies is centered around FOUR

PILLARS and instilling these values, ideals, and principles in ourselves and in our students. We—all students *and* staff of HES—believe in and strive to embody the following characteristics, habits, traits, and values…

I. Scholarship *(based on a commitment to life-long learning)*

- We are educated—familiar and informed regarding well-known concepts and ideas.
- We are inquisitive—questioning, examining, and exploring what we see/are presented with.
- We are intellectual—able to think things through, reason, and problem-solve.
- We are reflective—taking stock of how we're progressing academically and making plans for ongoing improvement.

II. Character

(Based on learning/acquiring habits and traits that will make one successful in all aspects of life, including being a leader/an example for others to follow, instilled with a sense of contribution and fulfillment)

- We have true grit.
  - We are self-motivated, driven, ambitious, and determined; we possess strong will power.
  - We are self-disciplined/self-controlled.
  - We are optimistic and confident.
  - We are tenacious, resilient, and able to persevere in the face of obstacles.
  - We understand that failure is an important and integral part of the road to success.
  - We possess a strong work ethic.
- We are honest, trustworthy, and principled.
- We are fair, moral, and ethical.
- We are respectful to ourselves, family, and all others.
- We have integrity and the strength/fortitude to stand up for our rights and what we believe in.
- We are reflective and accountable--able to admit when we are wrong, accept responsibility for our wrongdoings, and willing to learn from our mistakes.
  - We are forgiving and apologetic whenever necessary.
- We are appreciative and humble, instilled with a sense of modesty.
- We are willing, effective, and respectful communicators—even when we disagree with others or have others disagree with us.
- We are empathetic, caring, kind, understanding, and open-minded.
- We are balanced and successfully able to "juggle" the different roles of life.
- We are courageous, brave, and smart risk-takers.
- We are passionate and enthusiastic with a zest for life.
- And because we have strong character, we undoubtedly have a strong sense of contribution.
  - We are actively engaged and have a strong willingness to make a difference in the lives of others.

- We desire to help others (based on our own intrinsic motivation to do so and a sense of responsibility to others).
- We possess a sense of benevolence.
- We have an innate sense of giving and generosity.

III. Culture

(*based on a sense of respecting, honoring, understanding, and valuing the practices, ideas, an experiences shared by a common group—integral when building community)*

- We realize just how crucial it is to know, understand, and appreciate our own culture.
- We know how vital culture is to all peoples and that we must seek to understand not only our own culture, but the culture of other peoples as well.
- We value, respect, and understand how the common experiences of a group/community help shape the way its members understand the world—that culture is a collective, agreed-upon set of familiar values, beliefs, perspectives, practices, products (e.g. books, foods, laws, dress, music, arts and crafts, games, etc.), and ideas that bind a group together in harmony.
- We appreciate and value how one's culture influences one's views, ideas, loyalties, perspectives, fears, hopes, and other characteristics.
- We understand and empathize with the concept that while all groups/cultures certainly have diverse and distinctive characteristics, all cultures are composed of human beings who ultimately share the same basic needs and want the same things in life: physical needs (food, water, etc.), safety and security, supporting relationships--specially family, a sense of accomplishment and realization of hopes and dreams, etc.
- We realize that each cultural group has unique strengths and perspectives that the larger community—the world—can benefit from.
- We are aware that understanding culture and cultural differences will help us all overcome and prevent division and misunderstandings (like racial and ethnic division, gender bias, stereotyping, etc.).
- We know that understanding and appreciating culture is a vital first step to building community.

IV. Community

(Based on a sense of belonging and responsibility to others/all the diverse groups we are a part of—a sense and understanding that we are all brothers and sisters of the human race)

- We *know*—not just recognize—that while we must be aware of and learn from others different from us (capitalizing on the diversity of the world), we are *more* similar than different and are all brothers and sisters of the human race.
- We consistently and actively communicate with those around us—those in our various communities.
- We are responsible for more than just ourselves; we belong to, support, and are responsible/loyal to a great variety of groups/communities including:
  - One's family (parents, siblings, immediate and extended family), neighbors, friends, teams, and school.

- One's affiliations/organizations/memberships, city/village/tribe, state, country, culture, species, environment, and the entire world.

Educational Program

The Academy offers a variety of educational programs that comply with the Michigan Core/Merit Curriculum Content and Common Core Standards recommended by the Michigan State Board of Education. Students will receive instruction in the following areas:

Career and Employability Skills (MISC)
Computer and Information Sciences
Cornerstone/Study Skills
English Language and Literature (Reading/Writing)
Fine and Performing Arts
Foreign Language and Literature
Violence Prevention/Character Education
Life and Physical Sciences
Life Skills and Other Electives
Mathematics
Physical Health and Safety Education
Social Sciences and History
Standardized Assessment Skills
Career & Technical Education (CTE)

Academy Grade Scale

Students enrolled in high school courses are subject to the following grade scale:

Overall Grade Interpretation

A	93-100 **4.0**	**C**	73-77 **2.3**
A-	90-92 **3.7**	**C-**	70-72 **1.8**
B+	88-89 **3.5**	**D+**	65-69 **1.5**
B	83-87 **3.3**	**D**	64-63 **1.3**
B-	80-82 **2.8**	**F**	0-62 **0.0**
C+	78-79 **2.5**		**Anystudent taking an AP class will earn a +1.0 GPA point*

Academy Overall Grade Make-Up

Students enrolled in high school course are subject to the following overall grade make-up:

Summative: (*60%*) these are based on assessments in direct alignment to state standards per course. Such assessments may include: end of unit test, projects, and/or performance.

Formative: (*40%*) these are based on homework (online or hardcopy) assignments, quizzes, exit tickets, projects, and/or performance.

***HIGH SCHOOL STUDENTS ONLY** will have a cumulative semester exam worth 15% of the students' final semester grade. It is imperative that students attend school regularly to ensure grade level expectations have been learned and applied on the semester exam.

Reassessment & Grading Policies for Students

I) A Balanced Assessment System

- *Locally administered and scored classroom-based assessments providing formative and summative* assessment data. The goal of formative assessments is to monitor students' progress, provide ongoing actionable feedback, and inform instruction. The goal of summative assessments is to evaluate students' performance at the end of aninstructional unit.
- *An externally developed assessment* intended to provide information on student progress for school improvementpurposes and measure students' growth between the fall and the spring of a school year NWEA for grades K-8, and PSAT for grades 8-11.
- *A large scale assessment* administered once a year that provides an annual summary of student status: M-STEP for grades 3-8, and grade 11.

ASSESSMENTS AT A GLANCE

NWEA	PSAT 8/9 PSAT 10	PSAT- NMSQT	SAT	ACT Workkeys	M-STEP	WIDA	Fountas & Pinnell
Fall/ Winter/Spring Grades K-8	Fall/Spring Grades 8-9 Spring 10	Fall Grade 10-11	Spring Grade 11	Spring Grade 11	Spring Grades 3- 8, 11	Screener in Fall Testing in Feb ELL Students Grades K-12	Fall/ Winter/Spring Grades K-5

II) Classroom-Based Assessment Guidelines

- All courses are **semester based (two semesters), with the exception of Advanced Placement (AP)**. Report cards æissued at the end of each semester. Progress reports are sent home to parents/students before parent teacher conferences.

- Grades are an accurate reflection of what students have learned and accomplished.

- **Formative assessments**: *weighted 40% of students' grade*. **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** Formal assessable formative assessments that are completed by the INDIVIDUAL STUDENT include quizzes (multiple choice, short answer), summaries, reflections,

homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematicalproblems/exercises, etc.

- **Summative assessments**: *weighted 60% of students' grade*. These include multiple end of unit exams, essays,research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematicalinvestigations, etc.

- **Semester Exam**: *15% of students' final semester grade* for high school students (*high school only*). Semester exams **may not** be reassessed

- **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives. Teachers can opt to enter a weekly homework grade.

- **2-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives.

III) Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of contentexpectations.

- Grade level teachers will set up after school dates and times to coordinate students' reassessments.
- Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.
- Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

Semester exams may not be reassessed Core Course/Credit Requirements

The minimum credit requirements have been revised and established as follows to help high school students plan their progression from one grade to another. The successful completion of the number of credits listed will be necessary before a student will be "passed" to the next grade in high school.

High School Courses Required for Credit

Graduation Requirements	Freshman	Sophomores	Juniors	Seniors	Total
English Language Arts	1.00	1.00	1.00	1.00	4
Mathematics	1.00	1.00	1.00	1.00	4
Science	1.00	1.00	1.00		3
Social Studies/History	1.00	1.00	1.00	.	3
World Languages	2.00*	2.00*	2.00*	2.00*	2
Visual/Performing Arts	1.00	1.00	1.00	1.00	1
Physical Education/Health	1.00*	1.00	1.00	1.00	1

Personal Finance	0.5	1.00	1.00	1.00	0.5
Electives	0.0	2.00*	2.00*	2.00**	6
Total MMC Credits	**6**	**6**	**6**	**6**	**24.0**
Technology/Online Learning	20 hours	20 hours	20 hours	20 hours	
Community Service*	50 hours	50 hours	50 hours	50 hours	

*Based on the MDE credit requirements students may use

Credit is not issued for Technology/Online Learning hours. Up to 1.00 electives credits may be issued for Community Service hours on an individual basis if all core credits have been met and a student is short on electives credit that would prevent a student from meeting 4-year graduation requirements. This must be approved by the high school Principal and Superintendent.

MMC and Graduation Requirements

Students are expected to follow a course of study as outlined and updated in their Educational Development Plan (EDP) and in preparation for post-secondary education or career readiness as applicable to student's individual needs. Students are expected to complete their High School graduation requirements within 4 years of first time enrolling as a 9th grader in the State of Michigan. School Counselor(s) and School Principal are available to provide guidance and facilitate alternative options for earning credit through summer, online and night programs for students in need of remediation and make-up credit with approval through our credit recovery program. A student must be enrolled and in attendance during the final marking period prior to graduating at the Academy in order to receive the Academy's High School Diploma.

Credit Recovery

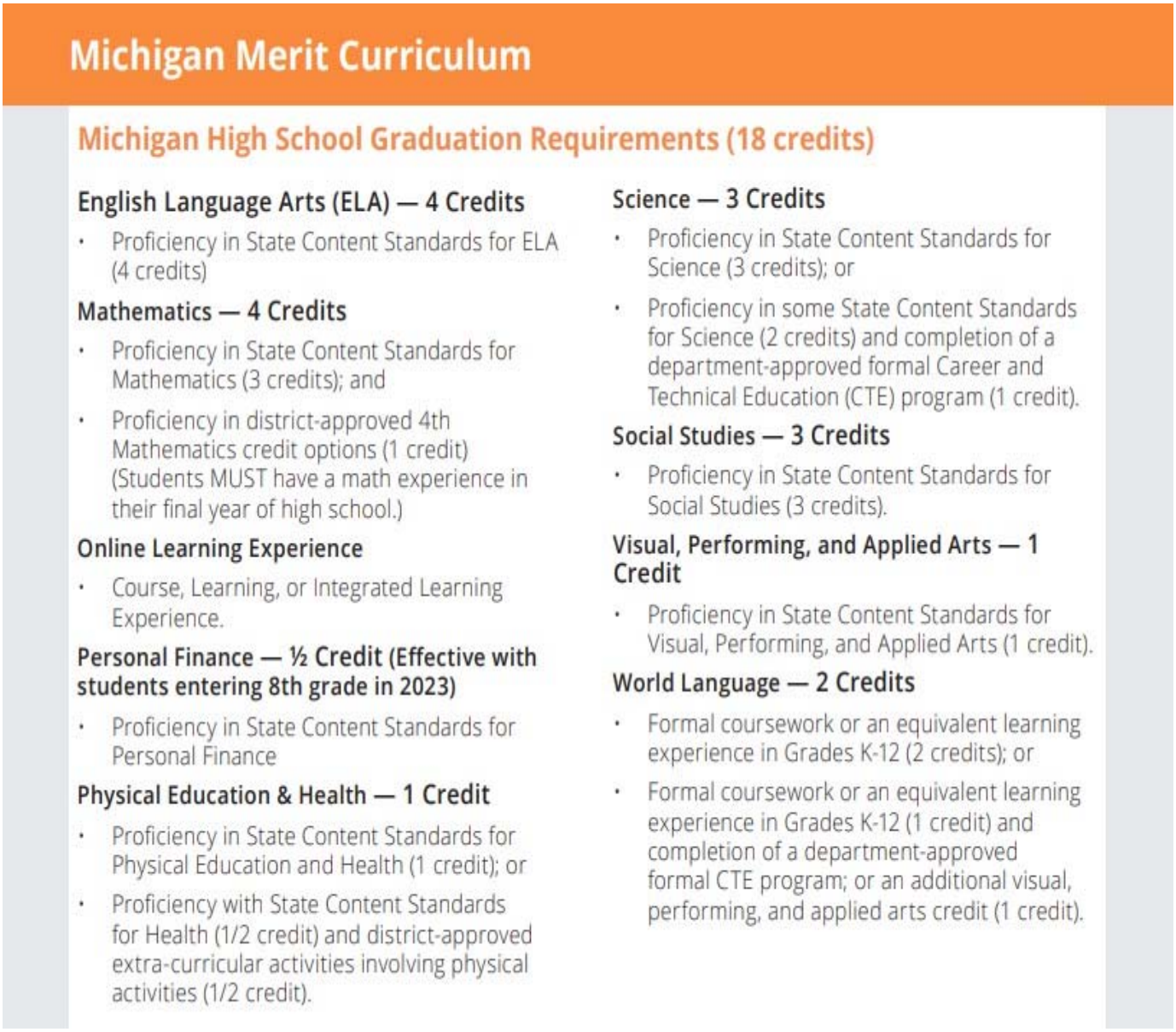
The credit recovery program is offered to students during semester I, II and summer school in a given school year. The courses supplement the existing curriculum and provide students an opportunity to earn high school credits in courses they did not pass during a given school year.

With approval from the school principal (see form in the section high school forms), students can independently take the course they need through Keystone, within a given semester or summer school. When completed, the student's work is evaluated by Keystone and a report is sent to the student's guidance counselor, who can assign a grade and award credit at their discretion.

Students are not permitted to take Keystone classes independently to advance their credits, graduate early, and/or skip classes that the Academy offers. Keystone is ONLY used for credit recovery.

The Academy will pay up to two credit recovery courses within a given school year. If students fail these course(s), they will need to reimburse the Academy for the class(es).

Michigan Merit Curriculum (MMC) High School Graduation Requirements



To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements,

students will be well-prepared for future success in college and the workplace.
Michigan Merit High School Graduation Requirements are meant to ensure that Michigan's high school graduates have the necessary skills to succeed either in post-secondary education or in the workplace.

- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to student entering high school or by testing-out (credit must be evaluated and approved by the Principal, and Superintendent);
- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education (credit must be evaluated and approved by the Principal, and Superintendent);
- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or an early college/middle college program (credit must be evaluated and approved by Principal, and Superintendent);
- The Michigan Department of Education is required to develop subject area content expectations and subject area assessments to evaluate whether students have met those expectations; students are currently evaluated at no more than 25% of course grade in MDE defined Core classes using MDE created assessments, SAT (Scholastic Assessment Test): college admission exams on specific subjects and/or teacher created assessments aligned to Secondary Credit Assessment (SCA) requirements;
- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school and we currently use Career Cruising online.

MDE CORE COURSES

- **English Language Arts**: Language Arts, English, Reading
- **Social Studies**: Social Studies, Economics, Geography, History, Political Science, Genocide
- **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- **Mathematics**: Mathematics
- **World Language**: French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
- **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

Graduation/Honors Recognition Criteria

Valedictorian & Salutatorian

The valedictorian designation shall be the student who has the highest cumulative grade point average in grades 9-12 and the salutatorian shall be the student with the next highest cumulative grade point average. Student must also meet all graduation requirements including compliance with all Academy policies, guidelines, and pillars.

Any disciplinary issue dealing with academic honesty and major discipline issues that involve Out of School Suspension days will automatically disqualify a student even if they are holding the highest GPA. At the Principal's and/or Superintendent's discretion, discipline concerns prior to the senior(s) year may be forgiven.

To qualify, a student must have been attending full time at the Academy for two consecutive school years at time of graduation. All grades earned in all subjects, both required and elective, shall count in determining the final average. In the instance of a tie, students will be awarded a designation as co-valedictorian or co-salutatorian.

More information can be found in the parent student handbook on page 57.

Top 10 Students

Our top 10 ranking students will lead the class during graduation and sit in the front. Rankings are based on final GPA's. If there is a tie for ranking 10 and 11, then both will join the Top 10.

Graduation Cords

Honors (Gold) Cord: Students must have a cumulative GPA of a 3.5-3.69.

High Honors (blue and gold) Cord: Students must have a 3.7-3.99.

Honors with Distinction (blue, gold, and white) Cord: Students must have a GPA of 4.0 or higher.

National Honor Society (NHS): In order to receive the following, you must have met the requirements of National Honor Society and be in good standing. *(requirements will be shared at the first NHS meeting)*

NHS Board Members: Wear the Blue NHS stole as well as the light blue cord.

NHS Members: Wear the Blue NHS stole

Student Government(SG): In order to receive the following, you must have met the requirements of Student Government and be in good standing. *(requirements will be share at the first student government meeting)*

SG Board Members: Wear the yellow sash with their elected positions shown on the front and a navy blue cord.

SG Members: Wear a navy blue cord.

Honor Awards

The President's Education Award: This award is given to our highly qualified students who have earned a cumulative GPA of 3.5 or higher throughout all 4 years of high school and a minimum cumulative SAT of 1100.

The Full-Ride Scholarship Award: The Full-Ride Scholarship Award is awarded to students who received a full-ride scholarship to the university of their choice. This scholarship covers the tuition

of all four years. Students must be attending that university.

Advance Placement Award

AP Scholar Award: (3 or higher on 3 or more exams)
AP Scholar with Honors: (average score of 3.25 on ALL AP exams AND 3 or higher on 4 or more exams)
AP Scholar with Distinction**:** (average score of 3.50 on ALL AP exams and 3 or higher on 5 or more exams)

Scholarship & Raised at Universal Academy Recognition

HES GALA Scholarship (Gold and Silver): Recipients of the Gold and Silver scholarship from the HES GALA are recognized.
Raised at UA: Students who attended Universal Academy from Kindergarten through senior year. Students must have attended all years.

Million Dollar Club

The Million Dollar Club consists of students who raise a million dollars in scholarships on their own. Their names will be engraved in the million-dollar plaque and will be given a million-dollar check. Students will be recognized during Honors Night.

MMC Personal Curriculum (PC) Process

The Personal Curriculum (PC) is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for post-secondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum. The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student.

It is important to understand when it may be appropriate to use a personal curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements.

State statue allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).

- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public school academy to award a regular high school diploma providing the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable (MCL 380.1278 a) and allows several flexible learning options, including:

- For any student, earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- For students challenged with meeting Algebra II expectations, adjusting mathematics requirements.
- For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.
- For students transferring to a district from out of state or from a nonpublic school, modifications of requirements under limited conditions.

A personal curriculum may be appropriate for a student who has demonstrated one or more of the following:

- The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering).
- The ability to succeed in accelerated or advanced math, science, English language arts, or world languages.
- The academic need to reduce the Algebra II credit requirement from 1.0 credit to 0.5 credits.

For a student with an IEP:

- A documented need to make modifications because of the student's disability affects access to and/or demonstration of proficiency in the curriculum.
- Lack of progress on the MMC despite documented interventions, supports, and accommodations.

For a transfer student:

- Transferring from out of state or from a nonpublic school after successful completion of the equivalence of two years of high school credit.

Prior to considering a personal curriculum modification as a course of action for any student, educators must make every effort to help the student meet the requirements of the MMC using what is commonly known asMulti-Tiered System of Supports (MTSS) or varied and creative strategies such as:

- Integrated and differentiated instruction
- Interventions and support
- Spiraled curriculum
- Online learning
- Work-based learning
- Project-based learning

- Flexible scheduling
- Peer coaching
- Adult mentoring
- Electives
- College credit opportunities

While every request to modify a student's graduation requirements shall be considered, the Academy may deny a personal curriculum request if:

- The request does not comply with state statute.
- Other options for meeting the student's education needs have not been documented.
- It is not in the best interest of the student.
- The members of the PC development team cannot reach agreement.

Modifications should be made in such a way as to support meeting most or all of the content expectations where possible keeping in mind the following questions:

- How much high school content mastery is necessary to meet or exceed MME performance standards?
- What knowledge and skills are necessary to be considered "college ready" based on the SAT?
- How will modifying expectations affect early access to the Michigan Promise Scholarship?
- How much content is sufficient to ensure that the student is prepared for post-secondary success?

In addition to identifying content or credit modifications, the PC must:

- Align with the EDP, post-secondary goals, and the IEP.
- Establish measurable goals.
- Provide a method to evaluate whether the student meets the goals.
- Include quarterly communication of progress with parent(s).

There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students):

- English language arts
- Science
- World languages
- Civics/Government
- Online learning experience

The personal curriculum (PC) process demands the involvement of many people and should be used only after other options, like the use of supports and research-based interventions have been exhausted. At the Academy, the PC process shall include the student, parent/legal guardian, counselor, school principal designee, school psychologist (if available for a student with an IEP), teacher(s) with content expertise, and District Superintendent.

Step 1: Parent, student, or school personnel requests a personal curriculum (PC). Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: The PC team meets and:

- Reviews the EDP, student information, performance data, supports and interventions already implemented, and decide whether to recommend a PC.
- Analyzes student needs and MMC content to determine appropriate modifications.
- Determines how much of MMC content is practicable.
- Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- Provides a method for evaluating progress.
- Confirms alignment with EDP goals

Step 3: PC team writes agreement and gets sign-off from the Superintendent, parent, and student.

Step 4: PC is implemented.

Step 5: Parent monitors progress through quarterly communication with each teacher of modified curriculum area. If revisions are needed, PC team reconvenes and revises using same process.

Step 6: The board of local school district or public school academy may award a diploma to students completing all requirements of a PC.

The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Michigan Merit Curriculum (MMC)

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district)
4 English Language Arts (ELA) Credits • 1 credit in 9th, 10th, 11th, and 12th grade • All credits aligned to state content expectations	✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit • Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum	✓ ✓ 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits • ½ Civics credit • ½ Economics credit • 1 U.S. History and Geography credit • 1 World History and Geography credit • All credits aligned to state content expectations	✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Begins with Class of 2016) • Credits earned in grades 9-12 ***or*** an equivalent learning experience in grades K-12 • Credits aligned to state guidelines	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience • Online course, learning experience, or experience is incorporated into one or more required credits	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)
4 English Language Arts (ELA) Credits • 1 credit in 9th, 10th, 11th, and 12th grade • All credits aligned to state content expectations	✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related credit required in the final year which could include any of the 4 credits described above or may be an additional district credit • Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years without requesting a personal curriculum	✓ Completion of at least 1.5 credits aligned to math content expectations prior to any modification ✓ 1 credit of Algebra II may be modified to ½ credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits • ½ Civics credit • ½ Economics credit • 1 U.S. History and Geography credit • 1 World History and Geography credit • All credits aligned to state content expectations	✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit • Credit aligned to state guidelines	✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Begins with Class of 2016) • Credits earned in grades 9-12 ***or*** an equivalent learning experience in grades K-12 • Credits aligned to state guidelines	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience • Online course, learning experience, or experience is incorporated into one or more required credits	✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

Dual Enrollment and Alternative Courses

The Postsecondary Enrollment Options Act, 1996 PA 160 (MCL 388.511-388.524), and the Career and Technical Preparations Act, 2000 PA 258 (ML 388.1901-388.1913), encourage and enable qualified pupils to enroll in courses or programs in eligible postsecondary institutions (state universities, community colleges, or independent nonprofit-degree-granting colleges or universities located within Michigan. This law, commonly referred to as Dual Enrollment, directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The conditions necessary to be met can be found in the High School Dual Enrollment Application Form on the next page and are aligned to MDE Pupil Accounting Manual requirements. Please review the contents of this notice with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact your counselor or school Principal.

High school credit may be granted to students who successfully complete a course of instruction offered by an eligible postsecondary institution. The following requirements apply to such courses of instruction:

1. Application and admission to the postsecondary institution are the responsibility of the student.
2. To receive high school credit for the successful completion of a postsecondary institution coursework, the student must obtain prior approval from the High School Counselor, Principal, Superintendent and District Office Authorization. Approval will be based upon the following factors:
    - Credit earned under this policy section shall be based on a grade.
    - Computation of high school credit for postsecondary institution coursework will be based on the following formula: 3 to 4 semester hours equals ½ unit of high school credit.
    - Upon validation from the issuing postsecondary institution, the student's credit and grade will be recorded on the student's high school transcript.
    - The student is responsible to have the postsecondary institution report the student's grade and credit to the High School Counselor and Principal in a timely fashion.
    - Tuition for the course(s) will be paid by the school district for eligible students only in accordance with the requirements of the Postsecondary Enrollment Options Act.

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The building Principal and Superintendent approve the course in advance.

A maximum of 6 units of credit may be counted toward the requirements for a student's high

school graduation. A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools, and (2) independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the building Principal.

Dual Enrollment **Course No/MI ID: Based on college CRN#**
GRADES: 9-12 **CREDIT TYPE: Miscellaneous** **CREDIT(S): 0.5**
Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. This course is also used for students who are enrolled in dual enrollment courses at the college level.

Career Technical Education Courses

What Is Career and Technical Education?

Today, more than ever, employers want to hire entry-level employees who can hit the ground running. This is where career and technical education (CTE) comes in. CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context.

Compared to vocational school of decades past, modern CTE spans nearly every industry. In addition to traditional pathways like automotive repair and construction, today's CTE programs cover health sciences, engineering, entrepreneurship, computer science, sustainable agriculture, theater arts production, media, culinary arts, and many other fields.

In recent years, CTE has expanded dramatically in high schools across the country. Furthermore, the programs are designed for all students: those who want to attend a four-year college, those who plan to combine work and learning at a community college, and those who intend to enter the labor market directly.

Who is Eligible?

- Any 11-12th student
- 2-year program

CTE Benefits: Building Pathways to Both College and Career

CTE doesn't replace academic learning; it complements traditional education by helping students at every level—middle school, high school, and college—develop practical skills. Research found that students who enrolled in CTE in high school were just as likely to enroll in postsecondary education as their peers who did not participate in CTE. In addition, many high school CTE programs offer dual credit, helping students get a head start on postsecondary education by simultaneously earning high school and college credit.
High-quality CTE programming links secondary and postsecondary education in a sequenced series of courses, aligns curriculum with industry-validated standards, and provides hands-on, work-based learning experiences that enable students to apply their skills. CTE is not a "track" so much as a pedagogy; it contextualizes learning in real-word settings to spark students' creativity and sense of possibility.

COURSES OFFERED:

CTE – GENERAL EDUCATION
Child Development Associate (CDA) Course No/MI ID: CIP CODE 13.0000
GRADES: 11-12 CREDIT TYPE: Career Technical Education CREDIT(S): 2

Students who complete the General Education courses may test and become a Child Development Associate (CDA) Preschool and be job-ready upon graduation.

QUALIFICATIONS OR PRE-REQUISITES:
To be eligible to test, a candidate must be enrolled as a junior and senior in UA's Career and Technical Education program in the Education & Training Career Cluster. Students must apply to begin the credential process and develop a portfolio with training documentation. Students must log 120 hours of instructional time and 480 hours of work-based learning working with children ages 3-5 in a center-based setting. Each CDA Credential will expire after three years, but is renewable with continuing education.

General Education is a program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

This course prepares students for careers in childcare, teaching, and other careers involving young children. Emphasis is placed on understanding children and applying that knowledge while providing care or teaching. Topics include child development, developmentally appropriate practices and activities, health, safety, guidance, nutrition, and administrative skills. Skills in communication, interpersonal relationships, and professional development are reinforced in this course. Students will have the opportunity to interact with young children in a childcare setting next door in the Pre-K classrooms.

CTE - HEALTH SERVICES/ALLIED HEALTH/HEALTH SCIENCES, GENERAL
Certified Nurse Aid (CNA) **Course No/MI ID:**
CIP CODE 51.0000
GRADES: 11-12 **CREDIT TYPE: Career Technical Education**
CREDIT(S): 2

CNA I and II - The Nursing Assistant program offers an introduction into the healthcare field with an emphasis on entry level employment as a nursing assistant and/or advanced careers through continued education. In this program, students will be provided instruction through classroom theory, lab and clinical skills in preparation for the Michigan State Nurse Aide Certification exam. Nursing assistant skills will be demonstrated and practiced on mannequins and peers in the nursing lab and at clinical rotations

**** The above stated courses are to be taken instead of elective classes. CTE does not replace your graduation requirement. ****

CTE Policy

Universal Academy's enrollment policy for students in CTE programs supports access and equity for all students regardless of gender, race, color, national origin, ethnicity, disability, age, or sexual orientation. As well as an English Language Learner or Special Education designation of a student will not cause any barrier to the enrollment or success in any CTE program in our district. Enrollment into any of our 2 CTE programs is based on FTE availability and student interest only.

The Board of Education recognizes the importance of career and technical education in meeting the needs of youth, adults, business, industry, and labor of this State. Knowledgeable students having access to career and technical education programs established to meet needs of high school students and adults are even more important today with the need for continued economic growth, school- to-career transition, and a global workforce.

The Board of Education agrees to delegate the responsibility of coordinating, recruiting, advertising enrollment and cooperating with intermediate, State, and Federal educational agencies in an effort to establish Career and Technical Education (CTE) in the Academy to the Academy's Superintendent.

Through participation in the State Aid categorical of Added Cost (61a) and Federal legislation including the Carl D. Perkins Vocational and Applied Technology Act, and in cooperation with public secondary and postsecondary educational agencies, the Board will seek to provide funding to support career-related education opportunities for both youth and adults in the service area by:

A. seeking to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand

occupations in current or emerging professions;

B. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

C. increasing flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;

D. conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

E. providing technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors;

F. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;

G. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Work-Based Experiences (WBLE), Apprenticeships, and Internships

Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. The work-based learning experiences program is a school-to-work program offering work-based courses on/off the premises of the Academy. The program matches a student's class work and career interests and offers work-site based learning opportunities. The work-based learning experiences program is not a job placement service; it is an enrollment program, which enables students to receive career exploration, training and supervised work experience, while also continuing their academic studies.

The work-based learning experience is a full-year program designed primarily for high school seniors. Juniors are accepted into the program by recommendation of their counselor. Either one-half or one credit per year is granted for work-based depending upon the number of courses a student is enrolled in. Placement will be determined based on the student's Career Pathway as identified in his/her E.D.P. (Educational Development Plan).

The student's job duties are outlined in advance and performance and progress on his/her job will be supervised by the school designated certified teacher. Work Based students are approved

to work between 5-10 hours per week, with a minimum requirement of 5 hours per week. Should a student's school work or performance on the job become unsatisfactory, removal from the Work Based program could result. The student's first obligation is to his/her school work.

The qualifications and requirements to be met can be found in the High School Work-Based Learning Application on the next page and aligned to the MDE Pupil Accounting Manual requirements.

Please contact your counselor or school principal, to discuss further and determine your eligibility. A student will receive high school credit after successfully completing the program (pass or fail grades will be issued only).

WBLE A/B/C **Course No/MI ID: 22998a/b/c**
GRADES: 11-12 **CREDIT TYPE: Miscellaneous** **CREDIT(S): 2**
WBLE courses are learning experiences coordinated by a school district through a training agreement providing an educational experience related to school instruction involving supervised work and monitored by a certified instructor employed by the district. Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. This course is also used for students who are enrolled in dual enrollment courses at the college level.

****** Work-based learning experiences **<u>can be found in the "forms" section in the course offerings handbook (pg. 85).</u>**

Virtual Learning, Distance Learning and Independent Study

Students have the opportunity to participate in additional learning experiences with School Principal and Superintendent's approval to take courses defined as virtual learning, distance learning and/or independent study experiences. The courses must be academic in nature, local school board approved, and earning you credit towards MMC high school diploma or grade progression.

The Academy will partner with Michigan Virtual University or other approved entities to provide supplemental online courses and resources to expand opportunities for all students.

Courses may be offered at the Academy during the day as a scheduled class period with a certified teacher available in the classroom or through distance learning, through enrollment at a community college or university, or, the course may be offered at a self-scheduled time. An on-site certified teacher serving as a mentor, for assistance and evaluation, shall be assigned to the pupil by the Academy.

Types of courses are defined as follows:

- **Computer or internet courses provided at the school** during the school day as part of your class schedule, while you are in regular daily attendance. A certified teacher will be present in the classroom. The number of courses taken, through the computer or the internet, at the school with the certified teacher present are unlimited but require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.

- **Distance Learning** is provided via two-way communication between the teacher-of-record and a group of students over a television monitor. The period of instruction is part of your schedule during the regular school day. An adult shall be present in the classroom and opportunities are made available pending availability of cooperative arrangements among districts. The number of courses taken, through the two-way communication device, at the school with the certified teacher present are unlimited but require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.

- **Self-scheduled** virtual learning courses are taken at your self-scheduled time and place. The course will be a part of your class schedule with the teacher-of-record identified and you shall be concurrently enrolled in and attending at least one course offered by the district in which credit is earned and regular daily attendance is required. You shall be enrolled in the self-scheduled course and in attendance on the pupil membership count day or the supplemental count day during the class time designated for approved courses. You are limited to two self-scheduled courses, which require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.

- **Independent study** courses are a learning experience that is academic in nature providing you the opportunity for self-directed learning. This course shall appear on your schedule and teacher-of-record must be identified. You shall be concurrently enrolled in and attending at least one course offered by the district in which credit is earned and regular daily attendance is required. You shall be enrolled and in attendance on the pupil membership count day or the supplemental count day during the class time designated for approved courses. You are limited to two independent studies courses which require an application/approval process similar to dual enrollment process to ensure successful completion of a 4-year MMC high school diploma program.

Continuity of Learning Plan [Communicable Diseases]

High School (9-12th Grade)

In the event of a pandemic that forces schools to shut-down, the Academy will move to the online based platform previously used to continue the educational year remotely.

As done in previous years, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction (Chromebooks for All students, Hotspots and Wi-Fi) Professional Development for Teachers to support Technology proficiency and Virtual Teaching Best Practices, Technology Updates to Platforms to support Interactive best practices , and tutorial videos and step by step guides to help parents/students readapt to virtual learning The Academy will also identify, address and support all other needs that come up throughout the remote learning process. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.
These tools include:

1. Technology Platforms: other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.
2. Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for student's base upon written request to the teacher and or school principal.
3. High School Dual Enrollment: Our partnership with community colleges and university will continue for semester 2 as instruction and/or materials are being provided by virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms. Additionally, students are able to elect not to continue in these courses with no academic penalty
4. Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents:
    a. Remind
    b. Facebook
    c. Instagram
    d. Class Dojo

With the implementation of the online platform for remote learning the following will be taking place:

1. Teachers will be posting threaded discussions for students every day to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. 'Live' sessions will be held on a weekly basis with students and the teacher. Times and dates to the live sessions will be shared with the classroom teacher
3. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (https://www.khanacademy.org/), IXL (https://www.ixl.com/), ReadingA-Z(https://www.readinga-z.com/),MysteryScience (https://mysteryscience.com/), Math Xl (https://www.mathxl.com/), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.

5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.
7. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in
   relations to our online learning, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

ELL and Special Education Services
All students, including the special population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

During remote learning, the Academy will provide alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via online platforms. Paraprofessionals will be collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students' IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers will ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students remotely. School psychologists will continue to work with students via phone/online methods.

Social workers will be communicating with families and students either/or by phone, ClassDojo messages, email, and through online platforms to support them with any resources or social-emotional supports they may need during this time. Social workers will use an online platform, uploading lessons and activities, videos and links for students to work on and hold meetings virtually to review the lessons posted. Students with transition services are provided with the services remotely. Parents will be informed about all online meetings.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent will be retrieved via phone to speak with the

student via phone or virtually to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Remote Learning: Accountability

In the event the Academy moves to a remote learning platform, teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format. Despite moving to an online platform, ALL students will be held accountable for their work (formative, summative, live sessions) and earn their letter grade based on a 60/40 split (60% summative /40% formative).

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using the district's online platform, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

Academy Grade Scale

Students enrolled in high school courses are subject to the following grading scale:

Overall Grade Interpretation

A	93-100 **4.0**	**C**	73-77 **2.3**

A-	90-92 **3.7**	**C-**	70-72 **1.8**
B+	88-89 **3.5**	**D+**	65-69 **1.5**
B	83-87 **3.3**	**D**	64-63 **1.3**
B-	80-82 **2.8**	**F**	0-62 **0.0**
C+	78-79 **2.5**		**Anystudent taking an AP class will earn a +1.0 GPA point*

Academy Overall Grade Make-Up

Students enrolled in high school course are subject to the following overall grade make-up:

Summative: (*60%*) these are based on assessments in direct alignment to state standards per course. Such assessments may include: end of unit test, projects, and/or performance.

Formative: (*40%*) these are based on homework (online or hardcopy) assignments, quizzes, exit tickets, projects, and/or performance.

Participation

Student participation is MANDATORY for all students. While the Academy understands the current pandemic situation, flexibility and patience is key to getting student engagement. For students who will not be participating with the online learning and or paper pencil learning the following will be taking place at the Academy to address this lack of participation:

1. Teachers will call home to ensure parents and students understand the requirements of their participation to ensure the students learns their grade level content standards so they can advance to the next grade level.

2. Administration team will be working with teachers on providing support by following up with parents and students to ensure they will be engaging within online/paper pencil learning by:

    a. Utilizing social media and sending messages to all stakeholders about the requirements of online/paper pencil learning

    b. Calling home to parents and students

    c. Sending written notices to the home (if needed and mailed) letting them know their lack of participation may affect their overall grade level content and they may not be ready to advance to the next grade level.

3. Teachers will be putting in '0' in gradebook for high school students who will not be participating with online learning which will quickly alert parents via text message generated in Parent Portal (parent gradebook view).

Technology, Computer and Information Science Departments

The MMC's Online Learning Experience Guidelines document[1] identifies the three manners in which a student in middle school through high school can have a meaningful online learning experience. From the guidelines we see that online learning is identified as "a structured learning activity that utilizes technology with intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication." The three manners in which a student can have an online learning experience are Online Courses, Online Learning Experiences and Online Learning incorporated into each of the Required Credits.

Based on the guidelines, a quality online learning experience is a combination of structured, sustained, integrated, meaningful learning activities accessed via a telecommunications network. A student that has been successful in this type of experience should develop competency for being able to learn in a virtual environment (life-long learning). The total collection across all grades 6-12 of these experiences are required to be a minimum of 20 hours. Since Online Learning is incorporated into each of the Required Core Classes, students will not be required to submit learning experience logs. Instructional Staff will collaborate at the beginning of the school year to include specific activities in the course syllabus and planning documents so that one full year meets a minimum of 20 hours giving students the opportunity to accumulate 140+ hours of online learning experience.

Courses in computer and informational science departments can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction

- **WebQuests** – an inquiry-oriented activity in which most or all of the information used by students is online.
- **Educational Blog** – a personal online journal that is frequently updated and intended for public consumption.
- **Wiki** – collaborative editing place on the web.
- **Podcast/Videocast** – the distribution of audio or video files over the Internet for listening

on mobile devices and personal computers.

- **RSS Feed** – RSS stands for “Really Simple Syndication”. It is a way to easily distribute a list of headlines, update notices, and sometimes content to a wide number of people. It is used by computer programs that organize those headlines and notices for easy reading.
- **Learning Management System** – a software application or Web-based technology that provides a teacher a way to create and deliver content, monitor student progress and assess performance.
- **Online Research** – teacher directed and guided practical online searching that weeds out poor or non-relevant sites and directs students to sites easily recognizable as valid and trustworthy.
- **Electronic Portfolio** – a type of learning record that provides actual evidence of achievement – a collection of electronic documents that demonstrate your skills.

Michigan Integrated Technology Competencies for Students

The Michigan Integrated Technology Competencies for Students (MITECS) support the Top 10 in 10 Strategic Plan. The competencies specifically address two components of the Learner-Centered Supports Focus Area which include Personalized Learning and Deeper Learning. Successful implementation of the MITECS requires professional learning for technology integration to support an Effective Education Workforce. Strategic Partnerships are a critical component of the MITECS as students access networks of professional experts and explore local community issues. Finally the MITECS inherently require Systemic Infrastructure - access to devices and robust connectivity to enable everywhere, all-the-time learning.

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b. Build networks and customize their learning environments in ways that support the learning process.

c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Students:

a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Students:

a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.

c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Students:

a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c. Develop, test, and refine prototypes as part of a cyclical design process.

d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Students:

a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. Create original works or responsibly repurpose or remix digital resources into new creations.

c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. Publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Students:

a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Computer Programming **Course No/MI ID: 10152**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

Computer Programming courses provide students with the knowledge and skills necessary to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages, such as Visual Basic (VB), Java, Pascal, C++, and COBOL, may be used instead. Initially, students learn to structure, create, document, and debug computer programs, and as they progress, more emphasis is placed on design, style, clarity, and efficiency. Students may apply the skills they learn to relevant applications such as modeling, data management, graphics, and text-processing.

Particular Topics in Computer Literacy **Course No/MI ID: 10008**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

An engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum.

Digital Media Technology **Course No/MI ID: 11151**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

These courses are designed to give students the skills necessary to support and enhance their learning about digital medial technology. Topics covered in the course may include internet research, copyright laws, web-publishing, use of digital imagery, electronic forums, newsgroups, mailing lists, presentation tools, and project planning.

Communication Technology **Course No/MI ID: 11002**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

Communication Technology courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.

Publication Production **Course No/MI ID:11104**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 1 (Full year class)

Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so

on) or may focus on a single aspect while producing the publication.

Computer Applications **Course No/MI ID: 60004**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

This course is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Emphasis will be placed on file management and appropriate technology use in a network environment. Students will be introduced to fundamental computer concepts, beginning keyboarding skills, word processing, multimedia presentations, Internet applications and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology in the workplace will be emphasized.

Business Communications **Course No/MI ID: 12009**

VCO: Face to Face/Blended/Virtual Course

Grades: 10-12 CREDIT TYPE: CommunicationAudioVisualTechnology CREDIT(S): 0.5

This course will provide an introduction to business writing and speaking with a particular emphasis on grammar, sentence structure, thought formation, and presentation skills. Class activities will emphasize communication in real-world business situations and enable students to begin developing their ability to write and speak effectively in the workplace.

Life Management and Employability Department

Consumer Economics/Personal Finance **Course No/MI ID: 22210**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Miscellaneous CREDIT(S): 0.5

Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

Home Economics **Course No/MI ID: 72210**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: Miscellaneous CREDIT(S): 0.5

Home Economics is a practical and comprehensive course designed to equip high school students with essential life skills necessary for managing a household, fostering personal well-being, and promoting healthy lifestyles. Through a blend of theoretical knowledge and hands-on experiences, students will explore various aspects of home management, nutrition, food preparation, clothing care, child development, and family relationships.

Courses in life management and employability can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be 50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Community Service

Community Service is defined as "sharing your gifts of time and talent to serve those who are in need of assistance." It may involve interaction with individuals or groups, enabling you to share in the benefits of that experience, agency, organization, or business. Students have the opportunity to contribute to the social progress and cultural development of those in the community in general.

Requirements:

1. All high school students are required to complete and document 50 hours of community service in order to meet the graduation requirements of the Academy. Students are required to perform service as a non-paid volunteer experience at an agreed upon location, local agency, business or organization.
2. The student must make arrangements with the school counselor for approval of the agency or organization in which they plan to volunteer. The school counselor will assist those who need to find a community service site in which to volunteer. The school counselor will then issue the student a weekly time sheet where their volunteer time should be recorded for each week of community service completed. This time sheet is completed and submitted to the school counselor on a weekly basis during scheduled volunteer activities. The signatures of the student, community service site supervisor and the school counselor must be on the time sheet before the student can receive approved community service hours.
3. All students are required to keep a journal of the activities performed during their community service opportunities. *STUDENTS WILL NOT RECEIVE APPROVED COMMUNITY SERVICE HOURS WITHOUT A SUBMITTED JOURNAL.*

Evaluation:

1. The supervisor and student at the community service site will evaluate each student's performance and the evaluation should be submitted to the school counselor upon completion of the community service opportunity.
2. Any evaluations not submitted to the school counselor will result in a delay in the student's approved community service hours at the end of the school year.

Examples of Community Service Sites:

American Diabetes Association
American Red Cross
American Cancer Society
Community Centers and/or Civil Rights Groups
Domestic Violence Shelters
Family Services Centers
Focus: HOPE
Food Banks/Distribution Centers
Hospitals and/or Health Clinics
Libraries
Motor City Makeover
Neighborhood Centers
Public Parks and Camp Grounds
Salvation Army Schools
Schools and/or Day Cares
Senior Citizen/Nursing Homes

Girl and Boy Scouts
Homeless Shelters
Sporting Facilities
Soup Kitchens

Physical Health and Safety Education Department

Fitness Test
The student must complete the following Fitness Gram or the Brockport Physical Fitness Test (BPFT) items:

- Cardiovascular fitness (PACER)
- Muscular strength and endurance (Curl-up and Push-up)
- Flexibility (Back-Saver Sit-and-Reach)
- Body composition (Body Mass Index and Percent Body Fat)

Students must meet the criterion-referenced health-related fitness standards for age and gender for three of the four tests listed above.

Written Test
Score a minimum of 78% on a written test based on the rules, procedures, tactics, and information from selected activities that represent the three categories of physical activities (i.e., target, outdoor pursuits, target, rhythmic activities etc.) and fitness, including capacity to calculate target heart rate, explanation of the importance of monitoring heart rate during exercise, and the impact that it has on health and explanation of the principles of frequency, intensity, time, overload, progression, and specificity.

Skills Test
The student must demonstrate advanced skills and tactics in three activities from three categories, as well as basic skills and tactics in five additional activities. Students will be evaluated using the Task Analysis form of the skill. Assessment templates for use at the local level will be distributed by MDE.

Personal Fitness Plan

- Develop a personal fitness plan based on fitness assessment results.
- Monitor nutrition on MyPyramid.gov for one week, and create a report on the results.
- Complete MyPyramid worksheet.

Courses in physical health and safety education can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO)could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Fitness/Conditioning Activities Course No/MI ID: 08005

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

Recreation Sports Course No/MI ID: 08004

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).

Health Education Course No/MI ID: 08051

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include grief studies of environmental health, personal development, and/or community resources.

Health Education - IS Course No/MI ID: 08097

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Courses in Health Education—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to health and health education. Independent Study courses may provide students with opportunity to expand expertise in a particular application, to explore a topic of special interest in greater detail, or to develop more advanced skills.

Health and Fitness Course No/MI ID: 08052

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Weight Training **Course No/MI ID: 08009**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.

Health and Life Management **Course No/MI ID: 08057**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Health and Life Management courses focus as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies.

Nutrition Science **Course No/MI ID: 19253**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Nutrition Science courses focus on the examination of individual nutrients; their structure and function in the human body; nutrient composition of food; and selection of food to meet nutrient needs, maintain health and provide satisfaction. Topics covered include digestion, absorption, and metabolism of carbohydrates, lipids, and proteins; vitamins and minerals; physical activity; nutritional needs throughout the life cycle; and evaluation of nutritional claims.

Team Sports **Course No/MI ID: 08002**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[2]:

Team Games **Course No/MI ID: PED012D**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5

The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team games. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.

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[2] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

Basketball Tech Course No/MI ID:08049

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: PhysicalHealthandSafetyEducation

CREDIT(S):0.5

The purpose of this course is to involve many basketball activities to help students improve in dribbling, shooting, defense, and teamwork. An emphasis will be place on the teaching students the essential skills of basketball so that students can participate effectively.Fine and Performing Arts Department

Courses in fine and performing arts can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO)could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Creative Art - Comprehensive Course No/MI ID: 05154

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5

Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

Creative Art - Drawing Course No/MI ID: 05156

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium. (Prerequisite: Art Foundation or Art Appreciation)

Creative Art - Drawing/Painting Course No/MI ID: 05155

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5

Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

(Prerequisite: Art Foundation or Art Appreciation)

Creative Art - Painting **Course No/MI ID:05157**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

This course provides the foundation of painting, its application and materials. It focuses on the color theory and various painting processes. Working from direct observation and photo references, students develop an understanding of composition and paint manipulation. Students will be addressing matters in the areas of still-life, portrait, landscape, and abstract paintings using tempera, acrylics, and watercolors. Students will focus on developing content and personal expression. Completion of Art Foundations I or Creative Arts: Drawing and Painting are recommended.

3-D Design **Course ID: 05159**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

3-D Design is a course focused on the creation of three dimensional art for both artistic and functional purposes. In this studio course, students will learn three dimensional techniques, materials and tools and apply these skills to their own creative work. Students will become familiar with the principles and elements of design while completing a variety of assigned projects and experimenting with different media and processes. In addition to art production, students will be introduced to art history, art careers, and art criticism. 3-D Design classes will cover a wide array of 3-D projects such as relief sculpture, sculpture in the round, additive/subtractive sculpture, jewelry/wearable art, & commercial art. (must have previously earned .5 Art Credits (any art class)**)

Photography **Course No/MI ID: 05167**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

Art Portfolio **Course No/MI ID: 05170**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly. (Prerequisite: Art Foundations and Drawing/Painting I)

Art IS **Course No/MI ID: 05997**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Art Independent Study is a course designed to allow students to establish goals for individual growth and exploration of their own interests and style in their study of the visual arts. In addition to completing art projects, students are responsible for completing both written and reading assignments as well maintaining a process journal/ sketchbook. Students will be required to design and display their finished portfolio in the Fine Arts Showcase in the spring of each year. (Prerequisite: Approval Required)

AP 2-D Art and Design **Course No/MI ID: 05171**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 1.0**

AP Studio Art emphasizes on making art as an ongoing process that involves the student in informed and critical decision making. This helps students develop technical skills and familiarize them with the function of the visual elements. The class encourages students to be creative and systematic investigation of formal and conceptual issues. Students will become independent thinkers who will contribute inventively and critically to their culture through art making. (Prerequisite: 2 art classes with cumulative GPA of 3.0 in Art coursework and Approval required)

AP Drawing **Course No/MI ID: 05172**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 1.0**

Designed for students with a serious interest in art, AP Studio Art—Drawing Portfolio courses enable students to refine their skill and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the courses typically emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of drawing. In these courses, students explore representation, abstraction, and experimentation with a variety of drawing materials. (Prerequisite: 2 art classes with cumulative GPA of 3.0 in Art coursework and Approval required)

Graphic Design **Course No/MI ID: 05162**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

Art Foundations I **Course No/MI ID: 05199**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **Credit Type: FineandPerformingArts** **Credits: 0.5**

Art Foundations is a lively, inviting, comprehensive course written for beginning level artists. Thiscourse includes interactive activities and multicultural studio projects representing a wide variety ofcultures, artistic styles and art media. This course is designed to enrich the lives of its participantsthrough discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives

Art Foundations II **Course No/MI ID: 051992**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **Credit Type: FineandPerformingArts** **Credits: 0.5**

This is an intermediate-to-advanced level art coursemeant to build upon the content that you learned in Art Foundations 1 (prerequisite). In this class you will learn how to use use materials, learn best practices & advanced techniques, experiment with creative approaches to your art, learn to analyze and express your thoughts about art at a high level, maintain a well-organized sketchbook, and ultimately create an artist portfolio for presentation.

Art History **Course No/MI ID: 05152**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **Credit Type: FineandPerformingArts** **Credits: 0.5**

Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. These courses often
emphasize the evolution of art forms, techniques, symbols, and themes.

Advertising Design **Course No/MI ID: 05163**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Advertising Design courses relate and apply creative expression and design principles to the field of advertising and commercial art. The courses offer practical experiences in generating original ideas, executing layouts, and preparing artwork for reproduction. Advertising Design courses may also provide a historical and contemporary view of art as students learn to critique work.

Beginning Band **Course No/MI ID: 05101**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles). Students learning how to play an instrument for the first time should enroll in this course.

Advanced Band **Course No/MI ID: 05102**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Students who already know how to play an instrument and read music should enroll in this course. **Prerequisite:** General Band ***or*** Recommendation from Music Teacher

Instrumental Ensemble **Course No/MI ID: 05106**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Instrumental Ensemble courses are intended to further develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles. Advanced music students should enroll in this course after recommendation from the music teacher or audition if recommendation is not available. **Prerequisite:** Audition or Recommendation from music teacher

Chorus I **Course No/MI ID: 05110**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Chorus I provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and is designed to develop beginning vocal techniques and the ability to sing parts. **Prerequisite: None**

Chorus II **Course No/MI ID: 05110b**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Chorus II provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and is designed to promote intermediate vocal techniques and the ability to sing parts. **Prerequisite: Chorus I**

Music History/Appreciation **Course No/MI ID: 05116**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

Music Appreciation **Course No/MI ID: 05118**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to evelop an understanding of the importance of music in their lives.

Composition/Songwriting **Course No/MI ID: 05119**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Composition and Songwriting courses prepare students to express themselves thorough creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students will also use computers for creating music.

String **Course No/MI ID: 05139**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**

Sting courses introduce students to the fundamentals of music and string-playing techniques, such as strumming and chords. This course may also include more string-playing techniques.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[3]:

- Ceramics/Pottery
- Choreography
- Composition/Songwriting
- Computer-Assisted Art
- Exploration in Drama
- Intro to Theater
- Jewelry
- Printmaking/Graphics
- Playwriting
- Theater Arts

Mathematics Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[4], Mathematical understanding and skills are essential elements for meaningful participation in the global information society. US expectations in mathematics for high school students have not kept pace with expectations in high-achieving countries around the world. And, expectations about who can do mathematics in the US have led to inequitable and unacceptably low opportunities to learn for students living in poor and

[3] SCED:Secondary School Course Classification System: School Codes for the Exchange of Data http://nces.ed.gov/pubs2007/2007341.pdf

[4] Michigan Merit Curriculum – Mathematics http://www.michigan.gov/mde/0,4615,7-140-28753_38924_41644_42668---,00.html

urban communities. In Michigan, the K-8 Mathematics Common Core Standards represent a major step forward in raising expectations in mathematics for all students. These high school expectations assume the ambitious foundation of the K-8 Common Core Standards and are intended to equip all students with a solid background for continued post-secondary study in any area, as well as with skills and knowledge essential for the workplace.

In addition to the high school expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

The standards are aligned with college and work expectations:

- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence and research-based.

It is essential to hold high expectations in mathematics for all students for completion of high school, whether they will enter the workforce or go on to post-secondary education.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and High School Mathematics Standards will be carefully utilized to ensure appropriate instruction for high school students is taking place. The high school mathematics content expectations are organized in four strands: Quantitative Literacy and Logic, Algebra and Functions, Geometry and Trigonometry, and Statistics and Probability. The topics within each strand have been arranged to show mathematical growth and to illustrate mathematical trajectories of ideas that build on one another, when possible. There is a strong emphasis on mathematical reasoning throughout all of these strands. It is also important for high school students to become successful in applying mathematical concepts and processes to solve complex problems. Technological advances affect what is possible and necessary to learn in high school mathematics, and these expectations reflect this trend.

In alignment with recommendations from the National Research Council, 2001 "Adding it Up", all students will complete a rigorous Mathematics curriculum in which they demonstrate proficiency in:

- ❖ Comprehension of mathematical concepts, operations and relations.
- ❖ Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

- ❖ Ability to formulate, represent, and solve mathematical problems.
- ❖ Capacity for logical thought, reflection, explanation, and justification.
- ❖ Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

The MI Common Core Standards in Mathematics for K-8[5] prescribe a thorough treatment of number, including strong emphasis on computational fluency and understanding of number concepts, to be completed largely by the sixth grade. In high school, students peel away the contexts and study the language and thought patterns of formal mathematical reasoning. Connections and applications of number ideas and logic to other areas of mathematics, such as algebra, geometry, and statistics, are emphasized. Number representations and properties extend from the rational numbers into the real and complex numbers, as well as to other systems that students will encounter both in the workplace and in more advanced mathematics. The expectations for calculation, algorithms and estimation reflect important uses of number in a range of real-life situations. Ideas about measurement and precision tie closely to geometry. By learning logic and by constructing arguments and proofs, students will strengthen not only their knowledge and facility with mathematics, but also their ways of thinking in other areas of study and in their daily lives.

The Standard 1 focus is on Quantitative Literacy and Logic in which students will:

- Based on their knowledge of the properties of arithmetic, understand and reason about numbers, number systems, and the relationships between them; represent quantitative relationships using mathematical symbols, and interpret relationships from those representations.
- Calculate fluently, estimate proficiently, and describe and use algorithms in appropriate situations (e.g., approximating solutions to equations); understand the basic ideas of iteration and algorithms.
- Understand mathematical reasoning as being grounded in logic and proof and can distinguish mathematical arguments from other types of arguments. Interpret arguments made about quantitative situations in the popular media; know the language and laws of logic and can apply them in both mathematical and everyday settings; write proofs using direct and indirect methods and use counterexamples appropriately to show that statements are false.

It is also recommended that students will:

- Read and interpret representations from various technological sources, such as contour or isobar diagrams.
- Understand the mathematical bases for the differences among voting procedures
- Compute sums of infinite geometric sequences.

In the middle grades, students see the progressive generalization of arithmetic to algebra. They learn symbolic manipulation skills and use them to solve equations. They study simple forms of

[5] MI Common Core Standards for K-8 – Mathematics
- http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

elementary polynomial functions such as linear, quadratic, and power functions as represented by tables, graphs, symbols, and verbal descriptions. In high school, students continue to develop their "symbol sense" by examining expressions, equations and functions, and applying algebraic properties to solve equations. By the end of high school, their catalog of functions will encompass linear, quadratic, polynomial, rational, power, exponential, logarithmic, and trigonometric functions. The rich learning experience in Algebra will provide opportunities for students to understand both its structure and its applicability to solving real-world problems. Students will view Algebra as a tool for analyzing and describing mathematical relationships, and for modeling problems that come from the workplace, the sciences, technology, engineering, and mathematics.

The Standard 2 focus is on Algebra and Functions in which students will:

- Recognize, construct, interpret, and evaluate expressions; fluently transform symbolic expressions into equivalent forms; determine appropriate techniques for solving each type of equation, inequality, or system of equations, apply the techniques correctly to solve, justify the steps in the solutions, and draw conclusions from the solutions; know and apply common formulas.
- Understand functions, their representations, and their attributes; perform transformations, combine and compose functions, and find inverses; classify functions and know the characteristics of each family; work with functions with real coefficients fluently; construct or select a function to model a real-world situation in order to solve applied problems; draw on their knowledge of families of functions to do so.
- Study the symbolic and graphical forms of each function family; recognize the unique characteristics of each family; use them as tools for solving problems or for modeling real-world situations.

It is also recommended that students will:

- Transform trigonometric expressions into equivalent forms using basic identities such as sin2 q + cos2 q =1 and tan2 q + 1 = sec2 q.
- If a function has an inverse, find the expression(s) for the inverse.
- Write an expression for the composition of one function with another and recognize component functions when a function is a composition of other functions
- Know and interpret the function notation for inverses and verify that two functions are inverses using composition
- Use methods of linear programming to represent and solve simple real-life problems.

In grades K-5, students study figures such as triangles, rectangles, circles, rectangular solids, cylinders, and spheres. They examine similarities and differences between geometric shapes. They learn to quantify geometric figures by measuring and calculating lengths, angles, areas and volumes. In grades 6-8, students broaden their understanding of area and volume and develop the basic concepts of congruence, similarity, symmetry and the Pythagorean Theorem. They apply these ideas to solve geometric problems, including ones related to the real world.

In high school, students see geometry developed as a coherent, structure subject. They use the geometrical skills and ideas introduced earlier, such as congruence and similarity, to solve a wide

variety of problems. There is an emphasis on the importance of clear language and on learning to construct geometric proofs. In this process, students build geometric intuition and facility at deductive reasoning. They use elements of logic and reasoning as described in the Quantitative Literacy and Logic strand, including both direct and indirect proof presented in narrative form. They begin to use new techniques, including transformations and trigonometry. They apply these ideas to solve complex problems about two- and three-dimensional figures, again including ones related to the real world. Their spatial visualization skills will be developed through the study of the relationship between two- and three-dimensional shapes.

The Standard 3 focus is on Geometry and Trigonometry in which students will:

- Represent basic geometric figures, polygons, and conic sections and apply their definitions and properties in solving problems and justifying arguments, including constructions and representations in the coordinate plane; represent three-dimensional figures, understand the concepts of volume and surface area, and use them to solve problems; know and apply properties of common three-dimensional figures.
- Students use and justify relationships between lines, angles, area and volume formulas, and 2- and 3-dimensional representations; solve problems and provide proofs about congruence and similarity.
- Solve problems about distance-preserving transformations and shape-preserving transformations; transformations will be described synthetically and, in simple cases, by analytic expressions in coordinates.

It is also recommended that students will:

- Understand the definition of a cyclic quadrilateral and know and use the basic properties of cyclic quadrilaterals.
- Know and use the relationship between the vertices and foci in and ellipse, the vertices and foci in a hyperbola, and the directrix and focus in a parabola, interpret these relationships in applied contexts.
- Find the image of a figure under the composition of dilation and an isometry.

In K-8, students develop the ability to read, analyze, and construct a repertoire of statistical graphs. Students also examine the fundamentals of experimental and theoretical probability in informal ways. The Basic Counting Principle and tree diagrams serve as tools to solve simple counting problems in these grades.

During high school, students continue to build on that foundation. They develop the data interpretation and decision-making skills that will serve them in their further study of mathematics as well as in their coursework in the physical, biological, and social sciences. Students learn important skills related to the collection, display, and interpretation of both univariate and bivariate data. They understand basic sampling methods and apply principles of effective data analysis and data presentation. These skills are also highly valuable outside of school, both in the workplace and in day-to-day life.
In probability, students utilize probability models to calculate probabilities and make decisions. The normal distribution and its properties are studied. Students then use their understanding of

probability to make decisions, solve problems, and determine whether or not statements about probabilities of events are reasonable. Students use technology when appropriate, including spreadsheets. This strong background in statistics and probability will enable students to be savvy decision-makers and smart information-consumers and producers who have a full range of tools in order to make wise choices.

The Standard 4 focus is on Statistics and Probability in which students will:

- Plot and analyze univariate data by considering the shape of distributions and analyzing outliers; they find and interpret commonly-used measures of center and variation; and they explain and use properties of the normal distribution.
- Plot and interpret bivariate data by constructing scatter plots, recognizing linear and nonlinear patterns, and interpreting correlation coefficients; fit and interpret regression models, using technology as appropriate.
- Understand and apply sampling and various sampling methods, examine surveys and experiments, identify bias in methods of conducting surveys, and learn strategies to minimize bias; understand basic principles of good experimental design.
- Understand probability and find probabilities in various situations, including those involving compound events, using diagrams, tables, geometric models and counting strategies; apply the concepts of probability to make decisions.

It is also recommended that students will:

- Design simple experiments or investigations to collect data to answer questions of interest; interpret and present results.
- Understand methods of sampling, including random sampling, stratified sampling, and convenience sampling, and be able to determine, in context, the advantages and disadvantages of each.
- Explain the importance of randomization, double-blind protocols, replication, and the placebo effect in designing experiments and interpreting the results of studies.
- Explain the basic ideas of statistical process control, including recording data from a process over time.

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next course. Details for specific standards covered per section are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses.

Courses in mathematics can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO)could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction

Algebra I/VCO **Course No/MI ID: 02052**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. This course may offer sections of Virtual Course Offering (VCO).

Algebra II/VCO **Course No/MI ID: 02056**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. This course may offer sections of Virtual Course Offering (VCO).

College Algebra/VCO **Course No/MI ID: 02069**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

College algebra courses review and extend algebric concepts for students who have already taken Algebra II. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series. This course may offer sections of Virtual Offering (VCO).

Geometry/VCO **Course No/MI ID: 02072**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. This course may offer sections of Virtual Course Offering (VCO).

Discrete Mathematics/VCO **Course No/MI ID: 02102**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Discrete Mathematics courses include the study of topics such as number theory, discrete

probability, set theory, symbolic logic, Boolean algebra, combinatorics, recursion, basic algebraic structures and graph theory. This course may offer sections of Virtual Course Offering (VCO).

Pre-Calculus/VCO **Course No/MI ID: 02110**

VCO: Face to Face/Blended/Virtual Course

GRADES: 12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. This course may offer sections of Virtual Course Offering (VCO).

AP Pre-Calculus/VCO **Course No/MI ID: 021102**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

AP Precalculus centers on functions modeling dynamic phenomena. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself.

AP Calculus AB/VCO **Course No/MI ID: 02124**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 1**

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). This course may offer sections of Virtual Course Offering (VCO).

Mathematics - Test Prep **Course No/MI ID: 02993**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Mathematics—Test Preparation courses provide students with activities in analytical thinking

and with the skills and strategies associated with standardized test taking (such as the PSAT and SAT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures and calculator usage.

Technical Math **Course No/MI ID: 02153**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Technical Math courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Math topics may include but are not limited to rational numbers, systems of measurements, tolerances, numerical languages, geometry, algebra, statistics, and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate.

Mathematics Proficiency Development **Course No/MI ID: 02994**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Mathematics Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

Consumer Math **Course No/MI ID: 02157**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

Business Math **Course No/MI ID: 02154**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

Probability and Statistics **Course No/MI ID: 02201**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic

probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

Mathematics - IS **Course No/MI ID: 02997**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

Mathematics—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mathematics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

Occupationally Applied Math **Course No/MI ID: 02152**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: Mathematics** **CREDIT(S): 0.5**

The structure of this class is intended to accommodate students who have had difficulty with the traditional math classroom. The course material is designed to prepare students continuing on to vocation and technical training and/or develop and refine job-related mathematics skills. The emphasis of this course is to understand and apply functional mathematics to solve problems in real world settings. Students will study the topics of estimation, measurement skills, geometry, simple statistics, and algebraic formulas to solve problems.

English Language and Literature Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[6], the English Language and Literature Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. In addition to the English Language and Literature Standards and English High School Content Expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The English Language and Literature standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. The standards are aligned with college and work expectations;

- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills; Build upon strengths and lessons of current state standards;

[6] Michigan Merit Curriculum – English Language Arts http://www.michigan.gov/mde/0,4615,7-140-28753_38924_41644_42674---,00.html

- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence and research-based.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and High School English Language and Literature Standards will be carefully utilized to ensure appropriate instruction for high school students is taking place.

The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language and Literature curriculum. The language and Literature processes are recursive* and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance
- Critical Response and Stance
- Transformational Thinking
- Leadership Qualities

Teacher-created thematic units are designed to meet all of the English Language and Literature High School Content Expectations (HSCEs) allowing students to make connections that lead to mastery of the four dispositions. The units utilize what text offers for meeting the expectations including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy
development including vocabulary and grammar.

The Unit framework includes:

- Themes, Dispositions and Essential Questions
- Literacy Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre Study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

The 9th Grade Focus is on Inter-Relationships and Self-Reliance in which students will learn to answer the following questions:

- Who am I?

- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

The 10th Grade Focus is on Critical Response and Stance in which students will learn to answer the following questions:

- How can I discover the truth about others?
- What sacrifices will I make for the truth?
- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize and act on my dreams or visions for the future?
- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

The 11th Grade Focus is on Transformational Thinking in which students will learn to answer the following questions:

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions I make today will affect me for my entire life?
- Where will I find wisdom?

The 12th Grade Focus is on Leadership Qualities in which students learn to answer the following questions:

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I contribute to creating the world I want to live in?
- How can I use my talents to create new opportunities for myself and others?

In alignment with recommendations from High Schools That Work and the SAT's "The Official SAT Study Guide", all students will complete a rigorous English Language and Literature curriculum in which they:

- Read 8-10 books and demonstrate understanding
- Write short papers (1-3 pages) weekly that are scored with a rubric
- 1 formal essay per unit
- Write a major research paper annually
- Speak or present 3 to 5 times per year
- Discuss or debate topics monthly
- Take and organize notes weekly
- Maintain a portfolio of personal reading and writing

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next course. Details for specific standards covered per section and thematic units developed are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses. Students may take English Electives that qualify to meet English 12 Merit Curriculum Requirements.

Courses in English language arts can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO)could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

VCO: Face to Face/Blended/Virtual Course

GRADES: 9 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**

English/Language Arts I (9th grade) is designed to get students thinking through the means of English. It emphasizes reading of a variety of genres, in addition to full essay writing, with critical thinking, analysis and evaluation of texts. With this course, students are exposed to a diverse group of themes to explore international concepts/ideas. Such collaborative class discussions, formative and summative assessments will further empower students to think creatively, express themselves, and become more aware of world cultures, reflecting their own cultures and those of others. This course may offer sections of Virtual Course Offering (VCO).

English/Language Arts II/VCO **Course No/MI ID: 01002**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**

English/Language Arts II (10th grade) is designed to further expand upon students' higher level order thinking skills addressing reading comprehension, analysis of text, written expression, speaking and listening skills. Students will be exposed to a variety of genres to include fiction and nonfiction texts, in addition to several novels within the school year. Socratic seminar and Fish Bowl activities will further support students to take leadership opportunities in the classroom. This course may offer sections of Virtual Course Offering (VCO).

English/Language Arts III/VCO **Course No/MI ID: 01003**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. This course may offer sections of Virtual Course Offering (VCO).

English/Language Arts IV/VCO **Course No/MI ID: 01004**

VCO: Face to Face/Blended/Virtual Course

GRADES: 12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers. This course may offer sections of Virtual Course Offering (VCO).

English Proficiency Development **Course No/MI ID: 01992**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

AP English Literature and Composition **Course No/MI ID: 01006**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

AP English Language and Composition **Course No/MI ID: 01006b**

VCO: Face to Face/Blended/Virtual Course

Grades: 11 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**

This course is designed to provide high school students the opportunity to engage in a typical introductory-level college English curriculum. The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students choosing AP English Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays.

English - Test Prep **Course No/MI ID: 01203**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

English—Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with stress. Course materials may include the SAT and PSAT review materials, current assessment software programs, and previous standardized examinations.

Research/Technical Writing **Course No/MI ID: 01105**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

Applied English and Communications **Course No/MI ID: 01156**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

Applied English and Communications courses teach students communication skills—reading, writing, listening, speaking—concentrating on "real-world" applications. These courses usually emphasize the practical application of communication as a business tool—using technical reports

and manuals, business letters, resumes, and applications as examples—rather than emphasize language arts skills as applied to scholarly and literary materials.

Literature of a Theme **Course No/MI ID: 01065**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use selected literature to explore a particular theme as expressed from several points of view. Such themes might include The American Dream, Society and Self, Exploration, War and Peace, and the like.

Literature of an Author **Course No/MI ID: 01060**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on a particular author and his or her work. Students determine the underlying assumptions and values within the selected works; compare techniques, styles, and themes of the author; and reflect upon the time period in which the author lived. Oral discussion is an integral part of literature courses, and written compositions are often required.

Literature of a Genre **Course No/MI ID: 01061**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

Literature of a Period **Course No/MI ID: 01062**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on the literature written during or reflecting a particular time period (such as the French Revolution, the 1960s, or the 20th century). Students determine the underlying assumptions and values within the selected works, reflect upon the influence of societal events and social attitudes, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

Literature of a People **Course No/MI ID: 01064**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use literature written by authors who share a particular characteristic such as culture or gender. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of a common characteristic, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

Creative Writing **Course No/MI ID: 01104**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

Creative Writing course offers students with the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

English IS **Course No/MI ID: 01997**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

This course seeks to support and enhance students' test-taking skills. The targeted skills practice and period full-length practice tests will prepare students for the SAT English and Reading portion of the exam, as well as the Work Keys Reading for Information test.

Exploration in Drama **Course No/MI ID: 05054**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

Students will analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media. Students will create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theatre, film, television, or electronic media productions.

Public Speaking **Course No/MI ID: 01151**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**

This course will enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Yearbook **Course No/MI ID: 12051**

VCO: Face to Face/Blended/Virtual Course

Grades: 9-12 **Credit Type: EnglishLanguageArts** **Credits: 0.5**
Yearbook courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.

Particular Topics in Journalism and Broadcasting **Course No/MI ID: 61105**
VCO: Face to Face/Blended/Virtual Course
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
This course will address such topics as: First Amendment Rights, with a focus on freedom of the press, as they apply to written communication; the basics of writing objective news stories; journalistic law; and the history of journalism.

Journalism **Course No/MI ID: 61101**
VCO: Face to Face/Blended/Virtual Course
GRADES: 10-12 **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.5**
This course will address such topics as: basic writing skills in various journalistic styles and formats with an emphasis on the idea of writing for one's target reader and adjusting language usage accordingly. Specific topics of focus would target: grammar, spelling, punctuation, and Associated Press style. This would prepare students for advanced level journalism classes as well as writing as a career and within other career fields.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[7]:

- Communications
- Forensic Speech – Debate
- Literature of an Author (Shakespeare)
- Literature of a Place
- Literature of a People (Arab American)
- Literature of a People (African American)

Life and Physical Science Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[8], Science defines useful and connected knowledge at four levels: prerequisite, essential, core and recommended. The Life and Physical Sciences expectations are organized into Disciplines, Standards, Content Standards and Specific Performance Expectations. Essential expectations are defined and organized by discipline: Earth Science, Biology, Physics, and Chemistry. Essential content knowledge and performance expectations are required for graduation and are assessable on the Michigan Merit Exam (MME) and can also be assessed with formative assessments. Students who have useful and connected knowledge should be able to apply knowledge in new situations; to solve problems

[7] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf
[8] http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

by generating new ideas; to make connections among what they read and hear in class, the world around them, and the future; and through their work, to develop leadership qualities while still in high school. In particular, high school graduates with useful and connected knowledge are able to engage in four key practices of science literacy. Overall course goals are organized in Bookmarks for students to use as checklists.

The first key practice is to be able to communicate accurately and effectively Identifying Life and Physical Sciences Principles as follows:

- Describe, measure, or classify observations.
- State or recognize correct science principles.
- Demonstrate relationships among closely related science principles.
- Demonstrate relationships among different representations of principles.

The second key practice is to be able to communicate accurately and effectively Using Science Principles as follows:

- Explain observations of phenomena.
- Predict observations of phenomena.
- Suggest examples of observations that illustrate a science principle.
- Propose, analyze, and evaluate alternative explanations or predictions.

The third key practice is to be able to communicate accurately and effectively Scientific Inquiry as follows:

- Generate new questions that can be investigated in the laboratory or field.
- Critique aspects of scientific investigations.
- Conduct scientific investigations using appropriate tools and techniques.
- Identify patterns in data; relate patterns to theoretical models.
- Describe a reason for a given conclusion using evidence from an investigation.
- Explain how scientific evidence supports or refutes claims or explanations of phenomena.
- Design and conduct a scientific investigation with a hypothesis, several controlled variables, and one manipulated variable; gather data and organize the results in graphs, tables and/or other charts.

The fourth key practice is to be able to communicate accurately and effectively Reflection and Social Implications as follows:

- Critique whether questions can be answered through scientific investigations.
- Identify and critique arguments based on scientific evidence.
- Use appropriate scientific knowledge in social arguments, recognizing their limitations.
- Gather, synthesize, and evaluate information from multiple sources.

- Discuss scientific topics in groups, make presentations, summarize what others have said, ask for clarification, take alternative perspectives, and defend a position.
- Evaluate the future career and occupational prospects of science fields.
- Explain why a claim or a conclusion is flawed.
- Critique solutions to problems, given criteria and scientific constraints.
- Identify scientific tradeoffs in design decisions and choose among alternative solutions.
- Apply science principles or scientific data to anticipate effects of technological design decisions.

Universal Academy has adopted the newly released K-12 Michigan Science Standards that were adopted in November 2015 by the state. Design teams working in four domains- live sciences, physical sciences, earth and space sciences, and engineering and technology. Research suggests students need to be engaged in doing science by engaging the same practices used by scientists and engineers.

Furthermore, students should engage in science and engineering practices in the context of core ideas that become ever more sophisticated as students move through school. Students also need to see the connections of these disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines.

Cross Cutting Concepts (CCC)

The seven Crosscutting Concepts outlined by the *Framework for K-12 Science Education* are the overarching and enduring understandings that provide an organizational framework under which students can connect the core ideas from the various disciplines into a "cumulative, coherent, and usable understanding of science and engineering" (*Framework,* pg. 83).

These crosscutting concepts are…

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Disciplinary Core Ideas (DCI)

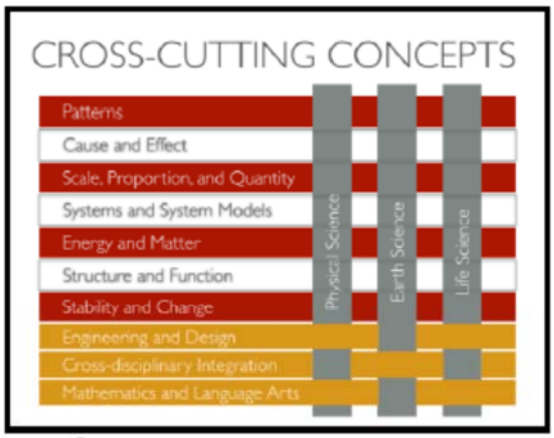
The crosscutting concepts cross disciplines. However, within each discipline are core ideas that are developed across grade spans, increasing in sophistication and depth of understanding. Each performance expectation (PE) is coded to a DCI. A list of DCIs and their codes can be found on the MDE website and in the MDE Guidance Documents.

Science and Engineering Practices

In addition to the Crosscutting Concepts and Disciplinary Core Ideas, the National Research Council has outlined 8 practices for K-12 science classrooms that describe ways students should be engaged in the classroom as a reflection of the practices of actual scientists and engineers. When students "do" science, the learning of the content becomes more meaningful. Lessons should be carefully designed so that students have opportunities to not only learn the essential science content, but to practice being a scientist or engineer. These opportunities set the stage for students to transition to college or directly into STEM careers.

Developing Michigan's New K-12 Science Standards

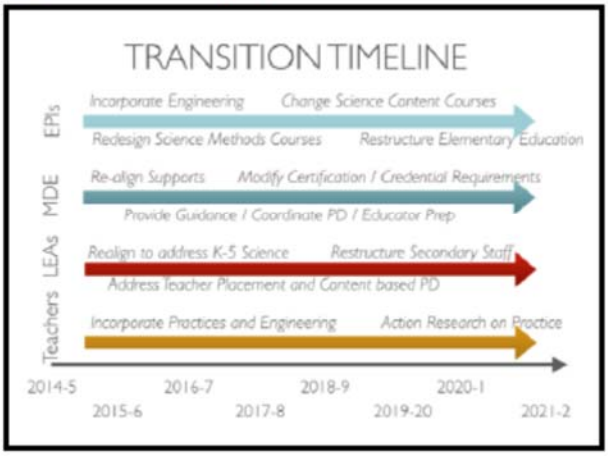
Michigan became a lead state in the development of the Next Generation Science Standards in 2011. Michigan was one of 26 lead states involved, with over 60 Michigan educators and scientists participating as lead developers or reviewers. Many college and university professors, teacher educators, business and industry professionals, district and ISD leaders, and classroom teachers became involved in the process, representing several organizations that will eventually support implementation of the standards.



Based upon the Framework, the new standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth, and physical sciences),
- Science and Engineering Practices (the practices of engaging in scientific investigation to answer questions, and engineering design to solve problems),
- Cross-Cutting Concepts (conceptual ideas common to all areas of science).

These expectations are also interwoven across disciplines, including connections to language arts and mathematics.



Implementing the Standards

Upon adoption of new standards, the real challenge of implementing the standards throughout Michigan's educational system begins. Parts of this are already in development, including professional development from organizations like the Michigan Science Teachers Association and the Michigan Mathematics and Science Center Network. These efforts need to happen with a variety of stakeholders to develop a new support structure to address school district and higher education systems to engage in continuous improvement.

The Michigan Department of Education is working with the State Board of Education to ensure that our legislature and the education community at large understand the benefits and challenges of implementation of these new standards. Next steps, upon legislative review and adoption, include initial stages of an implementation plan, including communication to all stakeholders, identification of instructional and systems exemplars, and development of Michigan-specific guidance for how to incorporate Michigan examples of science and engineering content into classroom instruction for all students.

For additional information, contact Stephen Best (BestS1@michigan.gov).

MICHIGAN Department of Education

Earth Science Bookmark

Processes and Materials of the Geosphere

- ___ Infer geologic events using features and dating techniques.
- ___ Relate geologic features to plate tectonics.
- ___ Describe evolution of scientific consensus and current questions being researched.*

Hydrogeology

- ___ Compare ground and surface water systems.
- ___ Evaluate sustainability of aquifers related to land use decisions.
- ___ Design and conduct an investigation on a the local watershed.*
- ___ Evaluate solutions and careers in hydrogeology.*

Atmosphere and Severe Weather

- ___ Analyze variables to predict severe weather.
- ___ Propose plans to reduce risk of severe weather.*
- ___ Evaluate the uncertainties that limit forecasting precision.*

Oceans, Climate and Climate Change

- ___ Explain the mechanisms that control climate.
- ___ Explain historical climate change.
- ___ Analyze changes in CO_2 and temperature.
- ___ Analyze the assumptions and variables of climate change models.*
- ___ Distinguish observations, hypotheses, laws, and theories in climate change research.*

Understanding Earth Systems Science

- ___ Analyze the interactions of four earth-spheres as they relate to coral reef degradation.
- ___ Track the movement of heat energy through the four spheres using a climatic scenario.
- ___ Explain the Gulf of Mexico dead zone using biogeochemical principles.
- ___ Evaluate the societal trade offs of various renewable and non-renewable resources.*

Astronomy

- ___ Describe the physical nature and history of our galaxy and the universe.
- ___ Describe evidence about galaxy and universe.
- ___ Explain stellar processes of stars.
- ___ Describe how discoveries in astronomy changed societal perspectives. *

*Inquiry, Reflection, and Social Implications.

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MICHIGAN Department of Education

Biology Bookmark

Nature of Science / Science Inquiry

- ___ Generate new questions.
- ___ Evaluate scientific conclusions.
- ___ Use models to predict results of inquiry.
- ___ Conduct and design scientific investigations.

Organization of Living Systems

- ___ All organisms are composed of cells .
- ___ Multicellular organisms have cells specialized to carry out specific functions.
- ___ Energy and matter transformations are required to supply cells with basic needs.
- ___ Cells are composed of biomolecules – carbohydrates, fats, proteins and nucleic acids.
- ___ Complex processes provide a stable internal environment through homeostasis.

Interdependence of Living Systems and the Environment

- ___ Photosynthesis and cellular respiration are basic processes that support life.
- ___ Ecosystems are supported by both biotic and abiotic factors.
- ___ Matter is cycled in ecosystems (water, carbon, oxygen and nitrogen).
- ___ Ecosystem stability results from biodiversity.
- ___ Populations fluctuate as organisms interact with other species and the environment.
- ___ Humans have tremendous impact on the environment.

Genetics

- ___ Inherited traits result from genes that are passed from parent to offspring.
- ___ Nucleic acids are biomolecules that contain protein assembly information.
- ___ Cell division results in new cells for an organism as well as genetic information for offspring.
- ___ Genetic variation is essential to biodiversity and population stability.

Evolution and Biodiversity

- ___ Evolution provides a scientific explanation for the history of life on Earth.
- ___ Molecular evidence supports kinship between species.
- ___ Natural selection is the process that results in evolution.

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MICHIGAN Department of Education

Chemistry Bookmark

Matter and Change

- ___ Describe states of matter with phase diagrams and in terms of motion and arrangement of molecules.
- ___ Distinguish between chemical and physical changes in terms of properties of substances.

Atomic Structure

- ___ Identify the number of sub-atomic particles in an ion or isotope and write the symbol as ${}^{A}_{Z}X$.
- ___ Describe the location of electrons in terms of energy levels and orbitals.
- ___ Use strong force and mass defect to explain nuclear stability and determine age using the ratio of different isotopes of an element.
- ___ Use periodic table to write electron configurations and predict trends of atomic properties.

Moles

- ___ Calculate percent weight of each element of the molecula formula of a compound.
- ___ Identify limiting reagents in a reaction.

Compounds

- ___ Predict types of bonds formed between two atoms as primarily ionic or covalent.
- ___ Name and write formulae of simple ionic and molecular compounds; draw Lewis structures.
- ___ Calculate empirical and molecular formula of a compound.

Reactions and Energy

- ___ Balance chemical reactions and calculate the mass of reactants used, the mass of products made, or the ΔH.
- ___ Explain how the rate of a chemical reaction is dependent on temperature and activation energy.
- ___ Describe and predict equilibrium shifts in reactions caused by changing conditions.
- ___ Balance half reactions and describe them as oxidation or reduction.

States of Matter

- ___ Explain energy changes associated with changes in the state of matter.
- ___ Explain changes in gas pressure, temperature, and volume in terms of the kinetic molecular theory.

Solutions

- ___ Calculate concentration of solutes and explain how solutes affect properties of the solution.
- ___ Classify solutions as acidic or basic, calculate pH, and predict products of an acid-base neutralization.
- ___ Predict if a reaction is spontaneous.

Carbon

- ___ Draw structural formulas for up to 10 carbon chains of simple hydrocarbons and draw their isomers.

Physics Bookmark

Motion

- ___ Analyze and predict position, time, velocity, and acceleration using graphs, motion diagrams and different frames of reference.
- ___ Describe, classify and solve problems that involve circular, projectile, or periodic motion.

Forces

- ___ Analyze the effects of inertia and resistance forces such as air resistance and friction and their effects on acceleration.
- ___ Solve problems involving force, mass, acceleration, and Newton's law of gravitation.

Momentum & Impulse

- ___ Apply the law of conservation of momentum to analyze the motions of systems of objects.
- ___ Solve problems involving momentum and impulse including simple collisions.

Mechanical Energy

- ___ Solve problems involving work, PE, KE and the law of conservation of energy.
- ___ Apply the law of conservation of energy to analyze the motions of systems of objects.

Electricity & Electromagnetism

- ___ Explain how objects are charged in terms of conduction and induction and charge distribution.
- ___ Use electrostatic attraction and repulsion to explain common experiences with charged objects, electrostati forces and electric current.
- ___ Analyze series and parallel electric circuits in terms of electric current, resistance, voltage, and power.
- ___ Use magnetic repulsion and attraction to explain common experiences with magnets and magnetic objects.
- ___ Relate magnetic fields and forces with electric current such as in the workings of motors and generators.

Waves

- ___ Understand and solve problems involving frequency, wavelength, and wave speed including examples of light and sound.
- ___ Describe and predict how waves and wave motion change due to interference with other waves and their surroundings.

Thermal

- ___ Analyze the effects of heat, temperature, and efficiency in thermal systems.

Nuclear

- ___ Understand nuclear fission and fusion and the interchangeable nature of mass and energy.

Students must successfully complete prior classes with a final marking period average of 63% or above in order to proceed to the next level of the course. Details for specific standards covered per section are outlined in the course syllabus by each teacher and shared with students when they enroll and attend the required courses.

Courses in life and physical science can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Biology/VCO **Course No/MI ID: 03051**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. This course may offer sections of Virtual Course Offering (VCO).

Life/Physical Sci. Proficiency Development **Course No/MI ID: 03994**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

Life and Physical Sciences—Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations related to the life sciences and physical sciences.

Chemistry/VCO **Course No/MI ID: 03101**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. This course may offer sections of Virtual Course Offering (VCO).

Biochemistry/VCO **Course No/MI ID: 03149**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Biochemistry focuses on processes happening at a molecular level. It focuses on what's happening inside our cells, studying components like proteins, lipids and organelles. It also looks at how cells communicate with each other, for example during growth or fighting illness. Biochemistry covers a range of scientific disciplines, including genetics, microbiology, forensics,

plant science and medicine. Because of its breadth, biochemistry is very important and advances in this field of science over the past 100 years have been staggering

AP Chemistry/VCO **Course No/MI ID: 03106**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course may offer sections of Virtual Course Offering (VCO).

Integrated Science/VCO **Course No/MI ID: 03201**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme. This course may offer sections of Virtual Course Offering (VCO).

Earth and Space Science **Course No/MI ID: 03008**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.

AP Biology/VCO **Course No/MI ID: 03056**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

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

AP Environmental Science **Course No/MI ID: 03207**

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12 **Credit Type: Sciences** **Credits: 1**

AP Environmental Science courses are designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems, and the development of practices that will ensure sustainable systems.

Biology Investigations **Course No/MI ID: 53099**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

This course contains investigations for many fundamental concepts in Biology. Each investigation includes a preliminary activity, teacher information, sample researchable questions, and sample data. Labs are correlated to AP* and IB** standards. Topics covered include: Cell and Molecular Biology, Organismal Biology, Ecology, Evolution.

Conceptual Biology **Course No/MI ID: 03062**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

A survey of fundamental ideals, concepts and principles in the biological sciences designed for the non-science and pre-allied health major. The course prepares students for intelligent participation in the biological world and provides a solid scientific basis on which knowledgeable attitudes and opinions can be developed. Lecture includes characteristics of life, evolution, biomolecules, cell biology, biological organization, cellular reproduction, inheritance, biotechnology, and mechanisms of disease. Laboratory exercises emphasize the scientific method and reinforce lecture topics.

Biology IS **Course No/MI ID: 03097**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Biology Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific biological problems. Students develop a familiarity with the laboratory procedures used in a given biological domain. Students enrolled in this course will complete an extended essay intended to promote high-level research and writing skills, intellectual discovery and creativity with a focus on the selected biological problem. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of structured writing that will be formally presented in class at the end of the school year. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

Zoology **Course No/MI ID: 03061**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Modern Zoology is the study of all things dealing with animals. As the science has advanced over the decades, modern zoologists study more than just recognition and classification of animals; their attention now includes animal anatomy, physiology, development, histology, ecology, behavior, and evolution. The focus of this course is the recognition of key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today. Students will develop an understanding that all living things are interconnected.

Science IS **Course No/MI ID: 03997**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Science Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science extended essay intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of structured writing that will be formally presented in class at the end of the school year. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

Physics **Course No/MI ID: 03151**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physicsincludes examination of sound, light, and magnetic and electric phenomena.

AP Physics 1 Algebra-Based **Course No/MI ID: 03155**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound

Physical Science **Course No/MI ID: 03159**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

This is a physical science course designed to prepare students for college. The course covers topics from Physics and Earth Science. The course is applied conceptual science with mathematical modeling, and it contains a significant laboratory component. It is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class, and who have successfully completed a prior course in Science during high school. The course will develop the student's ability to incorporate mathematical skills in the solution of physics problems, both through the use of textbook based activities and laboratory activities. Students will be required to draw and write, and to keep a thorough and accurate ongoing physics notebook/portfolio.

Particular Topics in Biology **Course No/MI ID: 03063**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Particular Topics in Biology courses concentrate on a particular subtopic within the field of biology (such as botany, zoology, genetics, and so on) that is not otherwise described within this classification system.

Particular Topics in Chemistry **Course No/MI ID: 03108**

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

This course is designed to provide a survey of inorganic and physical chemistry. Topics studied in this course include atomic structure, covalent and ionic bonding, chemical reactions, chemical calculations, acid, base and solution chemistry, radiochemistry and chemistry of hydrocarbons. Quantitative reasoning skills are developed and used where appropriate to enhance the understanding of these concepts.

Astronomy **Course No/MI ID: 03004**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomic instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.

Anatomy and Physiology **Course No/MI ID: 03053**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

Genetics **Course No/MI ID: 03059**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Genetics courses provide students with an understanding of general concepts concerning genes, heredity, and variation of organisms. Course topics typically include chromosomes, the structure of DNA and RNA molecules, and dominant and recessive inheritance and may also include lethal alleles, epistasis and hypostasis, and polygenic inheritance.

Technological Inquiry **Course No/MI ID: 03204**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Technological Inquiry courses provide students with an understanding of the use of process skills as an integral part of scientific activity and technological development. Students learn how scientific phenomena are explained, measured, predicted, organized, and communicated.

Science, Technology and Society **Course No/MI ID: 03210**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Science, Technology, and Society courses encourage students to explore and understand the ways in which science and technology shape culture, values, and institutions and how such factors, in turn, shape science and technology. Topics covered may include how science and technology enter society and how they change as a result of social processes.

Forensic Science **Course No/MI ID: 99019**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalScience** **CREDIT(S): 0.5**

VCO: Face to Face/Blended/Virtual Course

Science, Technology, and Society courses encourage students to explore and understand the ways in which science and technology shape culture, values, and institutions and how such factors, in turn, shape science and technology. Topics covered may include how science and technology enter society and how they change as a result of social processes.

Applied Biology/Chemistry **Course No/MI ID: 03203**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**

Applied Biology/Chemistry courses integrate biology and chemistry into a unified domain of study and present the resulting body of knowledge in the context of work, home, society, and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.*Other Electives for 11-12th as outlined in the IES National Center for Education*

Statistics Secondary School Course Classification System SCED found online[9]:

Social Sciences and History Department

Per MMC Course/Credit Requirements[10], Social Sciences and History is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. This includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an independent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.[11]

During the 2019-2020 school year, per the new State signed law House Bill 4493; Universal Academy will be implementing the teachings of genocides within the social studies curriculum for grades 9 to 11 with a combined total of 6 hours of this instruction.

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social Sciences and History curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen:

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

Successful post-secondary engagement requires that students must be able to apply knowledge in

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[9] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

[10] Michigan Merit Curriculum – Social Studies http://www.michigan.gov/mde/0,1607,7-140-38924_41644_46818---,00.html

[11] HSCE Social Studies http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

new situations; to solve problems by generating new ideas; to make connections between what they read and hear in class, the world around them, and the future; and through their work, develop leadership qualities while still in high school Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will results in responsible citizenship and successful post-secondary engagement.

Components of Social Sciences and History Proficiency include:

- Disciplinary Knowledge
- Thinking Skills
- Democratic Values
- Citizen Participation
- Leadership Skills

Genocides within the social studies curriculum for grades 9 to 11

- What is genocide?
- Provide students with the actual list of genocides that have occurred in the 20th century
- What are some of the causes for genocide?
- Can genocide be prevented?

U.S. History and Geography Things to Remember:

- Foundational Issues in U.S. History and Geography
- The Development of an Industrial, Urban and Global United States, 1870-1930
- The Great Depression and World War II, 1920-1945
- Postwar United States, 1945-1989
- America in a New Global Age, 1989 to the present

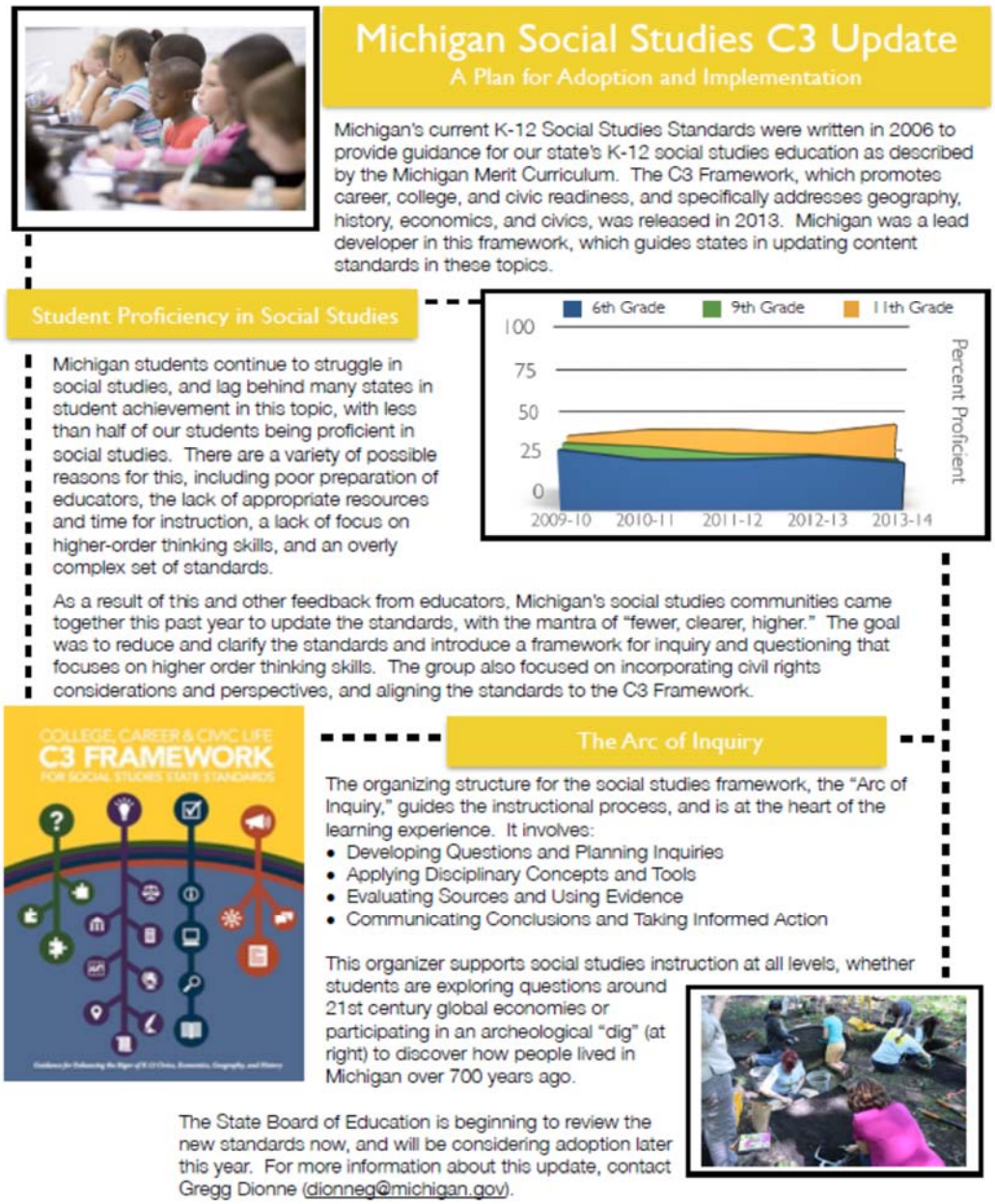
Civics Things to Remember:

- What are civic life, politics and government?
- What are the origins and foundations of the American political system?
- How does the government established by the Constitution function to embody the purposes, values and principles of American constitutional democracy?
- What is the relationship of the United States to other nations and its role in world affairs?
- What are the roles of citizens in American society?

Economics Things to Remember:

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face
- Understand how economies and markets work and how people function within them
- Understand the benefits and costs of economic interaction and interdependence among people and nations
- Develop intellectual skills of economic reasoning, problem solving, decision making and analyzing real-life situations
- Develop the ability to identify, analyze, and evaluate the consequences of individual decisions and public policy

- Study the Market Economy, National Economy, International Economy and Personal Finance



Courses in social studies can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

U.S History-Comprehensive/VCO **Course No/MI ID: 04101**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**

U.S. History-Comprehensive course provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement. This course may offer sections of Virtual Course Offering (VCO).

Civics **Course No/MI ID: 04161**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

Economics **Course No/MI ID: 04201**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

World History & Geography **Course No/MI ID: 04051**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**

In addition to covering the objectives of World History—Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.

Global Geography **Course No/MI ID04049**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

This course will examine the world around us. Students will learn and explain how we as people live and learn from it, what condition it's in and what impact we can and could have on the environment.

Anthropology **Course No/MI ID: 04251**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Anthropology courses introduce students to the study of human evolution with regard to the origin, distribution, physical attributes, environment, and culture of human beings. These courses provide an overview of anthropology, including but not limited to both physical and cultural anthropology. This course may offer sections of Virtual Course Offering (VCO).

World Area Studies **Course No/MI ID: 04061**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

Contemporary World Issues **Course No/MI ID: 04064**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.

European History **Course No/MI ID: 03207**

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12 **Credit Type: Sciences** **Credits: 1.0**

Medieval European History courses provide a survey of European civilization from the fall of Rome through the late Middle Ages. The course also gets into modern European history and examines a small component of the development of political, social, and economic movements in Europe over the past few centuries (from the Renaissance period, or later, to the contemporary period) and usually include such topics as the rise of the modern nation state, scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war.

AP World History Modern **Course No/MI ID: 04057**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**

Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 1200 CE to the present

with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

AP U.S. History **Course No/MI ID: 04104**

VCO: Face to Face/Blended/Virtual Course

Grades: 11-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP U.S. Government and Politics **Course No/MI ID: 04157**

VCO: Face to Face/Blended/Virtual Course

Grades: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project

AP Psychology **Course No/MI ID: 04256**

VCO: Face to Face/Blended/Virtual Course

Grades: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**

Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

Contemporary U.S. Issues **Course No/MI ID: 04106**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Contemporary U.S. Issues courses study the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

Political Science **Course No/MI ID: 04153**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Political Science courses approach the study of politics from a theoretical perspective, including an examination of the role of government and the nature of political behavior, political power, and political action.

Comparative Government **Course No/MI ID: 04154**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Comparative Government courses study the basic tenets of government, searching for the differences and similarities among several forms of government. These courses take a comparative approach to the study of government and politics, focusing on how the United States compares with other nations.

Legal System **Course No/MI ID: 04165**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Legal System courses examine the workings of the U.S. criminal and civil justice systems, including providing an understanding of civil and criminal law and the legal process, the structure and procedures of courts, and the role of various legal or judicial agencies. Although these courses emphasize the legal process, they may also cover the history and foundation of U.S. law (the Constitution, statutes, and precedents). Course content may also include contemporary problems in the criminal justice system.

History – IS **Course No/MI ID: 04147**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

This course will be inquiry-based, with students conducting research and investigating issues and topics that relate to our modern world. Students will also practice real–life 21st Century skills such as collaboration, verbal and written communication and creativity. Students will compose an extended essay on a historical topic of their choosing. They will be guided through the research and writing process, building their work throughout the school year. The culmination of this work will be a capstone essay and presentation to peers.

Law Studies **Course No/MI ID: 04162**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

This course allows students to examine and study the development, structure and nature of the American legal system, and will also examine various current and major legal issues within the American legal system. Included in this effort will be extensive study and examination of the Constitution of the United States and its continuous interpretation. This course will also allow

students to compare varying forms of legal systems on a global scale. Emphasis will be placed on the interaction between the American political and legal systems. The course will most likely cover the following topics: foundations of American law, trial procedures/mock trial, case studies.

Social Science – IS **Course No/MI ID: 04260**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

Social Science – Independent Studies (IS) allows students to compose an extended essay on a social science topic of their choosing. Students will be guided through the research and writing process, building their work throughout the school year. The culmination of this work will be a capstone essay and presentation to peers. The teacher will guide students through the following processes: selecting a topic, creating a thesis, gathering resources, citing resources, drafting/outlining, compiling information/writing skills, revising/peer editing, presentation of topic.

US and World Affairs **Course No/MI ID: 04156**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**

This course will address issues affecting our lives as Americans and global citizens in our modern world - primarily based on major events and trends occurring and unfolding during the length of the school year. The course will generally cover the following topics: historical roots of modern international relations and diplomacy, current economic trends, international relations, current conflicts, and other events that will arise during the length of the course.

Other Electives for 11-12th as outlined in the IES National Center for Education Statistics Secondary School Course Classification System SCED found online[12]:

- Anthropology
- Comparative Economics
- Comparative Government
- Consumer Law
- International Relations
- Legal System
- Modern Intellectual History
- Particular Topics Courses
- Philosophy
- Principles of Democracy
- Sociology
- U.S. Ethnic Studies
- Western Civilization
- World Area Studies
- World People Studies

Foreign Language and Literature Department[13]

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and

[12] SCED: Secondary School Course Classification System: School Codes for the Exchange of Data: http://nces.ed.gov/pubs2007/2007341.pdf

- http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative addition to our students' learning experience envisions a future in which all students develop and maintain proficiency in English and in at least one other language. Michigan has setup its standards to cover five major areas of learning:

- Communication – communicate in languages other than English
- Cultures – gain knowledge and understanding of other cultures
- Connections – connect with other disciplines and acquire information
- Comparisons – develop insight into the nature of language and culture
- Communities – participate in multilingual communities at home and around the world

The proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is further defined as low, mid, or high. MMC requirements expect students to reach proficiency of Novice High Level which typically requires more than two credits of study. This is why we offer Arabic language for students from Kindergarten through 12th grade as students will need the opportunity to attain high levels of proficiency for meeting MMC and IB MYP program requirements. This will also set students up to be able to demonstrate proficiency and earn High School credit through K-8th experiences effective for the class of 2020 as studies show you can reach the level of Novice mid by studying in grades K-4. Students are also offered the opportunity to study French or other languages through electives upon completion of their Arabic Language requirements.

Our Foreign Language and Literature courses are setup so that students' progress from one level to another and are able to enroll in higher levels at a grade level based on their proficiency. Courses are scheduled at the school level based on need and levels of experience of students and classes. While credit requirements are at 2.00 credits, some students may need additional credit to meet the requirement of attaining mastery at the Novice High Level.

Students may fulfill the language requirements for Arabic by demonstrating proficiency at the Novice High level in speaking and writing (productive skills) and in listening and reading (interpretive skills) based on years of experience per Principal and Assistant Superintendent approval.

The assessment process can be a powerful tool when students are actively involved in the process. Involvement allows students to take ownership of their learning and builds confidence in their ability over time. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions and be more responsive to students' needs. Both assessment of learning and assessment for learning are essential and share common elements. World languages assessments will:

- Align with learning goals and instruction;
- Incorporate performance-based assessments that have application beyond the classroom;
- Vary in type and format;

- Use criteria scoring tools such as rubrics or exemplars;
- Demonstrate the acquisition of important language skills and cultural knowledge;
- Cause students to use critical thinking skills;
- Meet the needs of diverse learners;
- Provide opportunities for students to reflect on their own learning and progress through timely feedback.

Courses in foreign language can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

MICHIGAN SEAL OF BILITERACY

- The **Michigan Seal of Biliteracy** has been created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The **Seal** will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion or a high school equivalency certificate AND who has demonstrated Intermediate High proficiency on acceptable world language assessments and met the English Language Arts requirements for graduation.
- The Seal was created to encourage students to learn world languages and/or maintain their native and heritage languages. It also provides employers with a way to identify individuals with strong language and biliteracy skills, and serves as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement.

Official Seal resources can be obtained at the Michigan Department of Education (MDE) Seal of Biliteracy website.

Virtual Course Offering (VCO) could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Arabic I/VCO **Course No/MI ID: 06721**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 1.0**

The courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. The course will focus on the Arabic spoken and written language by having students involved in discussions about different topics, sharing information, written composition skills, grammar and reading comprehension skills. This course may offer sections of Virtual Course Offering (VCO).

Arabic II/VCO **Course No/MI ID: 06722**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 1.0**

This course will focus on the Arabic spoken and written language by having students involved in discussions about different topics, sharing information, written composition skills, grammar and reading comprehension skills. Arabic courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. The courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. This course may offer sections of Virtual Course Offering (VCO).

Arabic III/VCO **Course No/MI ID: 06723**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 1.0**

Students continue to develop their reading, writing, speaking, and listening skills in Arabic, expand their vocabulary, and deepen their knowledge of pronunciation and grammatical principles in order to comprehend and express essential ideas in both spoken and written Arabic. This course may offer sections of Virtual Course Offering (VCO).

Arabic IV/VCO **Course No/MI ID: 06724**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 1.0**

Students continue to develop their reading, writing, speaking, and listening skills in Arabic, expand their vocabulary, and deepen their knowledge of pronunciation and grammatical principles in order to comprehend and express essential ideas in both spoken and written Arabic. This course may offer sections of Virtual Course Offering (VCO).

Arabic Conversation & Culture/VCO **Course No/MI ID: 06728**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 1.0**

Arabic Conversation and Culture courses provide students with an introduction to the Arabic language and the culture(s) of Arabic-speaking people, placing greater emphasis on speaking andlistening skills while de-emphasizing writing and reading the language. This course may offer sections of Virtual Course Offering (VCO).

Arabic Literature Drama/VCO **Course No/MI ID: 06729**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 0.5**

The course will explore the meaning of drama and compare classical and modern Arab dramas. Students will explore the different genres of drama (Comedy, Heroic, Tragedy, etc) and reflect on everyday society through a variety of mediums. Plays, puppet shows, traditional dances and music will be explored through the duration of the course, allowing students to express

themselves and discover their personal talents. Delving into historical folklore and family traditions will allow students to understand and analyze a rich tapestry of Arab drama, which includes theatrical storytelling, playwriting and expressive song and dance. The course will encourage students to have an appreciation of the cultural significance of Arab drama and partake in collaborative performances as well as personal experiential experiences that strength student's ability of drama activities. This course may offer sections of Virtual Course Offering (VCO).

Arabic Literature Poetry/VCO **Course No/MI ID: 067291**
VCO: Face to Face/Blended/Virtual Course
GRADES: 10-12 **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 0.5**
The course will explore the meaning of poetry and compare classical and modern Arabic poetry. Students will explore the different types of poems (Lyric, Epic, Free Verse, etc) and understand the structure and grammatical rules that define the poems. Analyzing and critiquing the different forms of poetry will be an essential component of the course; students will develop the ability to determine the theme, purpose and meaning of the poetry through their analytical skills. The course will encourage students to develop their poetry writing skills and express their personal feelings through poetry. Poetry competitions will be an experiential experience for students to strengthen their skills and techniques and participate in a poetic performance.

Academic Enrichment, Tutorial, and Miscellaneous Courses

Academic Enrichment courses are based on student individual targeted needs and are focused on remediation. These courses are also supplemental courses to provide make-up credit for areas where students need additional time to master curriculum content expectations. Courses are available for 9^{th}–12^{th} grade students for core subjects and are scheduled in place of electives as needed and determined by school counselor(s) and/or principal. Students are also scheduled for caseload roster sections to allow tutorial staff to track progress in supplemental services provided for our *before, during, and after school* tutorial programs.

Courses in academic enrichment, tutorial and miscellaneous courses can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD and State approval.

Virtual Course Offering (VCO) could be50/50 blended or virtual learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Introduction to Business **Course No/MI ID: 12051**
VCO: Face to Face/Blended/Virtual Course
Grades: 9-12 **Credit Type: Mathematics** **Credits: 0.5**
Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of

government in business, consumerism, credit, investment, and management. They usually provide abrief overview of the American economic system and corporate organization. Introductory Businesscourses may also expose students to the varied opportunities in secretarial, accounting, management,
and related fields. This course may offer sections of Virtual Course Offering (VCO).

Marketing Education **Course No/MI ID: 12199**
VCO: Face to Face/Blended/Virtual Course
Grades: 9-12 **Credit Type: Mathematics** **Credits: 0.5**
Principles of Marketing courses offer students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general
marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis
is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and
business management. This course may offer sections of Virtual Course Offering (VCO).

Particular Topics in Recreation, Amusement, and Attractions **Course No/MI ID: 16203**
VCO: Face to Face/Blended/Virtual Course
GRADES: 11-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0.5**
These courses examine specific topics in recreation, amusement, and attractions such as local opportunities rather than provide a general study of the industry. This course may offer sections of Virtual Course Offering (VCO).

Tutorial – Checklist **Course No/MI ID: 72999c**
VCO: Face to Face/Blended/Virtual Course
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Miscellaneous - Checklists Courses allow teachers to communicate electronically with parents and students on their approaches to learning skills related to student learning and submission of required forms and checklist items.

Tutorial - Team Teaching **Course No/MI ID: 22005a**
VCO: Face to Face/Blended/Virtual Course
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - During School **Course No/MI ID: 22005b**
VCO: Face to Face/Blended/Virtual Course
GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - After School **Course No/MI ID: 22005c**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Before School **Course No/MI ID: 22005d**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Support Services **Course No/MI ID: 22005e**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Summer School **Course No/MI ID: 22005f**

VCO: Face to Face/Blended/Virtual Course

GRADES: 9-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0**

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Study Hall **Course No/MI ID: 22006**

VCO: Face to Face/Blended/Virtual Course

GRADES: 10-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0.5**

Study Hall courses provide students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.

Seminar **Course No/MI ID: 22106**

VCO: Face to Face/Blended/Virtual Course

GRADES: 11-12 **CREDIT TYPE: AcademicEnrichment** **CREDIT(S): 0.5**

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking
skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

HIGH SCHOOL FORMS

Universal Academy
28015 Joy Rd, Westland, MI 48188
Tel: (734) 402-5900

Community Service Time Sheet
(*Volunteer Experience Only*)

Student's Name: _____ Grade:_____

Date	Time In	Time Out	Total Time	Volunteer Site	Type of Work Performed/Activities

Supervisor's Name (Please Print): _____

Supervisor's Signature: _____

Supervisor's Phone Number: _____

Student's Signature: _____

UA Counselor's Signature: _____

In order for this to be counted toward graduation, all THREE signatures are needed. Once you have reached the **REQUIRED 50 hours**, you must complete a **ONE PAGE TYPED JOURNAL** describing your experience.

Please return this form to the Counselors at Universal Academy

ACADEMY:

☐ **Star International Academy**
☐ **Universal Academy**
☐ **Universal Learning Academy**

TRAINING PLAN FOR WORK-BASED LEARNING

Type of Placement (check one)

- ☐ NON-CTE PROGRAMS [REGULAR]
- ☐ SPECIAL EDUCATION TRANSITION PROGRAMS
- ☐ CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMSName of Related State-Approved CTE Program: ____ Program Serial Number (PSN) of Related State-Approved CTE Program:_____

Student/Learner Information (*Note: This training plan MUST be attached to the student's trainingagreement. When attached, only one set of signatures is necessary.)*

Student Last Name: _____ First Name: _____ Middle Initial: ___

District:	School Year:
Building:	Date:
*EDP Relates to Placement: ☐	*Placement Relates to Academic Program: ☐ (Non-CTE Regular Education Placement Only)

*Not Required for Special Education Transitions Students

Performance Elements (Specific Job Skills To Be Learned)

Note: For state-approved career and technical education programs, the training plan MUST BE developed from the related CTE standards and competencies as posted at the following link: MDE - CTE Instructional Resources, by Career Cluster (michigan.gov): https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html **Select the related Federal Cluster and then select the specific CTE program.**

For Non-CTE Work-Based Learning, CTE standards may be used as listed above or other performance elements as deemed appropriate by the local district. Another site to consider for developing Non-CTE Work-Based Learning performance elements is as follows: http://online.onetcenter.org/

If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement. Note: Different training experiences can occur at one location. In these instances, the training plan must clearly delineate a separate set of skills every 45 hours (no duplication of tasks).

Following are the performance elements/job skills that contribute to the pupil's progress toward a careerobjective (attach additional pages as necessary). These performance elements/job skills will be used to assess/evaluate the pupil's progress.

(CTE EXAMPLE):

4	3	2	1	N		Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N	I	ACADEMIC FOUNDATIONS
					1	*Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.*
					1.1	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.
					1.2	Use correct grammar, punctuation and terminology to write and edit documents.

(NON-CTE EXAMPLE):

4	3	2	1	N		Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N		
						Receive payment by cash, check, credit cards, vouchers, or automatic debits.
						Issue receipts, refunds, credits, or change due to customers.
						Assist customers by providing information and resolving their complaints.
						Establish or identify prices of goods, services or admission, and tabulate bills using
						calculators, cash registers, or optical price scanners.
						Greet customers entering establishments.
						Answer customers' questions, and provide information on procedures or policies.
						Sell tickets and other items to customers.

ACADEMY:

☐ Star International Academy
☐ Universal Academy
☐ Universal Learning Academy

School Year: _____

WORK-BASED LEARNING TRAINING AGREEMENT:
Non-CTE PROGRAM / Special Education Transitions Program

Student / Learner Information

Last Name: _____ First Name: _____ Middle Initial: ___ Grade: ____

Home Address: _____

Telephone Number(s): _____

Birth Date:_____ Emergency Contact Information: _____

School District Information

School District Name: _____

School Address: _____

Vocationally Certificated Teacher/Coordinator: _____

Telephone Number(s): _____

Employer Information

Name of Business: _____

Address:_____

Supervisor: _____

Telephone Number(s): _____

Worker's Disability Carrier: _____ Liability Insurance Carrier: _____

Policy Number: _____Policy Number: _____

Placement Information

Type of Placement (check one):

- ☐ Paid
- ☐ Unpaid [If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed on the training plan for each 45 hours of placement.]

Job Title: _____

Date Placement Begins:_____ Date Placement Ends: _____

Date of Safety Training that has been provided by the school or the employer: _____
Hours to be worked (cannot exceed 24 hours per week when school is in session for students ages 16 & 17):

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earliest							
Latest							

Total Classes/Hours Per Day:_____Total WBL Hours Per Day:_____ Starting Wage (if paid): _____

☐ Student is eligible to receive credit.

Dates of Site Visits (Must minimally be conducted every nine weeks after the initial visit.)

Date:_____Initials:_____Date:_____Initials:_____Date:_____Initials: _____

Date:_____Initials:_____Date:_____Initials:_____Date:_____Initials: _____

Date:_____Initials:_____Date:_____Initials:_____Date:_____Initials:_____

[Note: Site visits must be conducted and documented; however, it is not a mandated training agreement component]

Training Plan

IN ORDER FOR THIS TRAINING AGREEMENT TO BE VALID, A RELATED TRAINING PLAN FOR THE PUPIL BEING PLACED MUST BE ATTACHED OUTLINING THE SPECIFIC PERFORMANCE ELEMENTS/JOB SKILLS THAT THE STUDENT WILL BE LEARNING. For Non-CTE Work-Based Learning, CTE Standard Performance Elements may be used (www.ctenavigator.org) or other performance elements as deemed appropriate by the local district. A site to consider for developing Non-CTE Work-Based Learning performance elements is as follows: http://online.onetcenter.org/.

Student Responsibilities [Local district determines these responsibilities]

1. Transportation to and from the training site, for the duration of the placement, is the student's responsibility.
2. The trainee must maintain a passing grade in the related course to pass the work experience and remain in the program.
3. Any student who will be tardy or absent from the scheduled work time must notify their employer.
4. Any student who skips school, will have the work based learning placement reviewed and may be removed from the program.
5. Should any problems arise at work or school that may affect the student's placement, the student should notify the coordinator immediately.
6. Students are required to obtain permission from the designated vocationally certified teacher/ coordinator before quitting any work-based learning placement.
7. Students are required to complete weekly work hour reports to the coordinator. Failure to complete these required hour reports will result in the student failing the work experience.
8. Students will adhere to all safety requirements specific to this placement as identified by MI-OHSA and their supervisor.
9. Students who are absent from school are not permitted to work that day at their placement and must notify the employer.

School Responsibilities [Local district determines these responsibilities]

1. The placement relates to the student's career/education goals as outlined in their education development plan (EDP).
2. The vocationally certificated teacher/coordinator makes at least one visit, every nine weeks, to the in-district placement training site.
3. Student is regularly supervised by certified staff and provided instruction in areas of skill attainment and work safety.
4. High school completion credit will be granted upon successful completion of the placement.
5. Daily attendance is recorded.
6. The program must not violate the Fair Labor Standards Act, the Youth Employment Standards Act and any other federal, state and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Employer Responsibilities [Local district determines these responsibilities]

1. The employer will provide the trainee with the broadest occupational experience in keeping with the job duties listed in the training plan and provide specific instruction on the use of any equipment or materials related to job duties. Documentation of this instruction should be maintained in the trainee's employment file.
2. The employer will ensure the student learner's employment activity is supervised by an experienced and qualified person (work-based mentor), and will complete trainee performance evaluations and verify attendance as required.
3. A written evaluation of student performance will be completed based on the performance elements/job skills listed on the attached training plan.
4. The employer will provide a training site that is free of obvious hazards that could cause potential injury or harm to the student.

The signature of the employer below certifies that the employment of the student learner will conform to all federal, state and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

Student Signature	Date
Parent or Legal Guardian Signature	Date
Vocationally Certificated Teacher/Coordinator Signature	Date
Principal or Designee Signature	Date
Employer Signature	Date

NOTICE OF NONDISCRIMINATION: It is the policy of the_____School District not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in its programs, services or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Administrative Assistant, 222 Education Avenue,_____, MI 48888, 313-555-8888. Upon request to the school district superintendent, the district shall make reasonable accommodations for a person with disabilities to be able to participate in this program.

Required Attachment: Training Plan

KEYSTONE
Credit Recovery
A Division of The Keystone School

ENROLLMENT FORM

keystonecreditrecovery.com **E** info@keystoneschoolonline.com **P** 800.255.4937 **F** 570.784.2129

SCHOOL INFORMATION Complete this form in full and send with payment to Keystone Credit Recovery, 920 Central Rd., Bloomsburg, PA 17815, or e-mail to **info@keystoneschoolonline.com**, or e-fax (credit card payments only) to 570.784.2129. You may also complete this form online at **keystoneschoolonline.com/credit-recovery/getting-started**

School Name

School Address

City/State/Zip

Phone Fax

E-mail Address

School Official's Name

Title

Keystone recommends seeking school official pre-approval. Refunds will not be given due to school non-acceptance.

SPECIAL INSTRUCTIONS:

COURSE SELECTION

ONLINE

Part A or B: $116 | 4 weeks min/8 weeks max
Both Parts A and B: $155 | 8 weeks min/16 weeks max

COURSE	GRADE				PART
English	9	10	11	12	A | B | Both
Mathematics (General)			11	12	A | B | Both
Algebra 1	9	10	11	12	A | B | Both
Algebra 2		10	11	12	A | B | Both
Geometry		10	11	12	A | B | Both
Biology		10	11	12	A | B | Both
Chemistry		10	11	12	A | B | Both
Earth Science	9	10	11	12	A | B | Both
Physical Science	9	10			A | B | Both
U.S./American History	9	10	11	12	A | B | Both
World History	9	10	11	12	A | B | Both
Geography	9	10	11	12	A | B | Both
American Government	9	10	11	12	A Only
Economics	9	10	11	12	A Only
Health	9	10	11	12	A Only
Physical Education	9	10	11	12	Part A Only
Spanish 1	9	10	11	12	A | B | Both

CORRESPONDENCE

$116/course | 4 weeks min/8 weeks max
For faster shipping and foreign rates, call 800.255.4937

COURSE							
English	6	7	8	9	10	11	12
Mathematics (General)	6	7	8	9	10	11	12
Algebra 1				9	10	11	12
Algebra 2					10	11	12
Geometry					10	11	12
Biology					10	11	12
Chemistry						11	12
Earth Science		7	8	9	10	11	12
Life Science		7	8	9	10	11	12
Physical Science			8	9			
American Cultures		7	8				
World Cultures		7	8				
U.S./American History					10	11	12
World History					10	11	12
Geography (U.S.)		7	8	9			
Social Studies (Civics)				9	10	11	12
American Government				9	10	11	12
Health				9	10	11	12
Physical Education	6	7	8	9	10	11	12

Enter course selection(s) below.

COURSE	GRADE	Part A	Part B	Part BOTH	ONLINE Part A or B: $116; both parts: $155	CORRESPONDENCE $116 per course	PRICE
							$
							$
							$
				TOTAL PAYMENT DUE =		$	

STUDENT/PARENT Form must be completed in full, signed, and dated by a parent/guardian. Please keep a copy of this form for your records.

Student Name First/Last

Parent Name First/Last

Mailing Address

City/State/Zip

Phone E-mail (required for students in online courses)

Student Signature Date

Parent/Guardian Signature (required) Date

Signature verifies that student has previously failed the selected course(s) or is working to improve grade, and also confirms understanding that no original credit will be granted for credit recovery courses. Impact of course grade on student's transcript is at the discretion of his or her primary school.

Parent/Guardian E-mail (required)

Method of Payment:

Total Payment Enclosed $ _____

☐ Certified Check or Money Order

☐ Personal Check ($20 service charge on all returned checks)

☐ Credit Card (select one)

Credit card payment: Provide details below and e-fax form or e-mail and attach form.

Card Number

Card Security Code Expiration Date (month/year)

Card Holder Name (type out)

Card Holder Signature (required)

A complete refund less a $20 cancellation fee is issued if a student cancels (unenrolls) within 10 days from his/her date of enrollment. Shipping and handling are nonrefundable. Enrollment forms may be duplicated.