This handbook is designed to assist you with your high school course selections and four year planning.

CONTENTS INCLUDE: Course Descriptions, Prerequisites, Grading System, Graduation Requirements, College Admission Preparation, Dual Enrollment

SPRING LAKE HIGH SCHOOL
16140 148TH AVENUE
SPRING LAKE, MI 49456
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SPRING LAKE PUBLIC SCHOOLS
BOARD OF EDUCATION
Kathy Breen
Bruce Callen
Dennis Devlin
Jeff Lauinger
Jennifer Nicles
Katie Pigott
Curt Theune

SUPERINTENDENT OF SCHOOLS ............................................................................................................ Dennis Furton
Administrative Assistant ..................................................................................................................Kim Conroy
847-7919
DIRECTOR OF OPERATIONS ............................................................................................................... Liz Boeve
CURRICULUM DIRECTOR ........................................................................................................ Scott Ely
CHIEF FINANCIAL OFFICER ........................................................................................................ Scott Powers
PAYROLL ........................................................................................................................................ Tracy Garrett
Administrative Assistant ................................................................................................................. Lindsey Eling
ACCOUNTING SUPERVISOR ........................................................................................................ Brad VanDeVusse
ACCOUNTS PAYABLE .................................................................................................................. ISD - Meredith Kucharczyk
846-5500
HIGH SCHOOL PRINCIPAL ................................................................................................................. Mike Gilchrist
Administrative Assistant .................................................................................................................. Maria Love
846-5501
HS ASSISTANT PRINCIPAL ............................................................................................................... Jon Fitzpatrick
Administrative Assistant/Administration .....................................................................................Jennifer Thompson
846-5501
HS GUIDANCE COUNSELOR ...........................................................................................................Ann Henke
HS GUIDANCE COUNSELOR ........................................................................................................ Naomi Van Singel
HS GUIDANCE COUNSELOR ........................................................................................................ Julia Wagner
Registrar ........................................................................................................................................ Penny Zacek
846-5505
ATHLETIC DIRECTOR .......................................................................................................................Cavin Mohrhardt
Administrative Assistant .................................................................................................................. Sue Theune
846-5506
HS MEDIA SPECIALIST ..................................................................................................................... Laurie Draeger
Media Assistant ............................................................................................................................... Tracy Olsen
846-5501
SCHOOL PSYCHOLOGIST/Department Head .................................................................................. Amy Kendall
Administrative Assistant .................................................................................................................. Pam Massucci
846-9240
SCHOOL SOCIAL WORKER ........................................................................................................... Kristi Kortman
846-9240
DIRECTOR OF FOOD SERVICES .................................................................................................... Megahan Beyer
846-5501
LIAISON OFFICER ............................................................................................................................ Deputy Trevor Johnson
846-5501
TECHNOLOGY ................................................................................................................................ Brent Gustafson
846-5501

MISSION STATEMENT
Our mission is to challenge all students with educational experiences, which enable them to become literate, responsible, productive citizens and to create an environment which fosters high expectations, a positive self-image, and a belief in the value of learning.
TO PARENTS AND STUDENTS

Since our courses are designed to help students reach their ultimate vocational or professional goals, the selection of appropriate courses may have a profound affect on career choices. Please read the course requirements and descriptions carefully before selecting courses.

Students should also consider their schoolwork as their job and strive to let nothing interfere with doing it well. Outside work responsibilities may be commendable or necessary; however, infringement upon study time should be minimized.

GRADUATION REQUIREMENTS

CLASS OF 2021, 2022, 2023, 2024

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>SAT Prep.</td>
<td>0.5</td>
</tr>
<tr>
<td>Fitness/Health/PE</td>
<td>1.0</td>
</tr>
<tr>
<td>Visual/Performing/or...</td>
<td>1.0</td>
</tr>
<tr>
<td>Applied Arts</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
</tr>
<tr>
<td>Electives</td>
<td>9.0</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>27.5</td>
</tr>
</tbody>
</table>

In making selections from the various courses of study, students will find that, while certain courses are required, there are many elective courses from which to choose. The choice of courses should be based on individual career goals, interests, abilities, aptitudes, and prior grades.

Courses must be chosen from those listed for the grade in which the student is enrolled. Courses of a lower grade may be substituted with approval.

Each student must select 7.5 credits per year, which equals 2.5 credits per term (5 classes per day). Combinations of one, two, and three-term courses may be chosen to meet this requirement. AP courses, band, choir, and Appl/Eng Comm (School Pub) must be taken all three terms. The Careerline Tech Center is an option for 11th and/or 12th graders. Tech classes must be taken all three terms and will earn 4.5 credits per year. The Michigan Merit Core of academic courses includes: four credits of English language arts; one credit each of Algebra I, Algebra II, Geometry, and an additional math class in the senior year; one credit each of biology, physics or chemistry, and one additional year of science; three credits of social science, which must include a semester of civics, a semester of economics, one credit world history and one credit US history both including geography; one credit of health/physical education; and one credit of visual, performing, or applied arts. Two years of the same foreign language will be required.

Students who wish to receive credits through outside agencies, evening schools, correspondence, etc. must have approval from the principal prior to enrollment in these courses.

EARLY GRADUATION

Applications are available in the guidance office. Early graduation must be approved by high school principal.

SCHEDULE CHANGES

Some changes will require parent permission. All schedule changes must be done prior to the start of a term. Exceptions: A request must be made for some changes (within five days) after the start of a term and only for one of the following reasons:

- Inappropriate academic placement
- Approval of Non-Traditional Study
- Improper grade level placement
- Approval of Dual Enrollment
- Tech Center program adjustment
COURSES SEQUENCE DEVIATION
Students who seek to deviate from a teacher recommendation must meet with the recommending teacher, talk with a counselor, get permission of parent/guardian.

ACADEMIC MARKING SYSTEM
Academic Marking System - Letter grades are used to signify the following:

**A range** - Excellent achievement. Outstanding accomplishment, showing mastery of subject, ability to apply principles.

**B range** - Very good. Honor work, above average, but not showing mastery or originality characteristic of superior achievement.

**C range** - Average accomplishment. An average working knowledge of the subject, showing ability to apply the material learned.

**D range** - Poor. A low passing mark showing some accomplishment, should be considered unsatisfactory.

**E** - Failure. Very poor accomplishment or failure to do work required.

**I** - A temporary grade given for incomplete work due to illness or excused absence. Two weeks is a reasonable time to make up work unless there has been a long absence. It is the responsibility of the student to arrange with his/her teacher for making up missed work.

**CR** - credit
**NC** - no credit

<table>
<thead>
<tr>
<th>Honor Points</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>E</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

HONOR ROLL
Honor roll is determined after each term. It is based on the term GPA and not the cumulative GPA. Students who earn a 3.00 to 3.499 GPA will be listed on the Dean’s Honor Roll. Students with a 3.5 to 3.999 GPA will be on the Principal’s Honor Roll, and students with a perfect 4.000 GPA will be on the Superintendent’s Honor Roll. Students who received one or more “E”, “D-“, “D”, “D+”, “NC”, or “I” will not be eligible. Lists will be published in the local newspaper.

GRADE POINT AND TRADITIONAL RANK
Grade Point is calculated by dividing total honor points (i.e. A = 4, A- = 3.7) with classes attempted. (Not included in this computation are CR, NC, I.) Class rank is determined by cumulative grade point. Information regarding grade point and rank will be released only to appropriate school personnel, at the request of a parent or student, or in response to formal legal processes.

HONOR GRADUATES
Students who have met all graduation requirements and have earned a cumulative GPA of 3.5 or higher following the winter term of their graduation year will be designated “Honor Graduates.” (The honor graduate GPA is based entirely on cumulative GPA unlike the District Rank which uses three measurements of achievement.) Honor graduates are comprised of Summa Cum Laude (GPA of 3.9 or above) and Magna Cum Laude (GPA of 3.7-3.899) Cum Laude (3.5-3.699). No rounding of GPA or points will be allowed to meet honor graduate status. Honor graduate students will be acknowledged in the graduation program.
SENIOR SCHOLARS/DISTRICT RANK

Senior Scholar status is determined by the following:

Seniors will have their GPAs, SAT composite scores, and selected advanced courses calculated into a District Rank list (GPA 50%, SAT 25%, and Courses 25% - Example: 4.0 GPA X 125 = 500, 1600 SAT X 0.1563 = 250, 35 honor points X 7.15 = 250* for a total of 1000). Courses awarded points per term are listed below. Top 25 scores earn Senior Scholar distinction. A student must be enrolled in SLHS both junior and senior year to earn Senior Scholar honor. * Honor point calculation varies annually.

<table>
<thead>
<tr>
<th>Course</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus A/B/C</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>1</td>
</tr>
<tr>
<td>AP Statistics A/B/C</td>
<td>3</td>
</tr>
<tr>
<td>Precalculus A/B</td>
<td>2</td>
</tr>
<tr>
<td>Physics A/B</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry II A/B</td>
<td>2</td>
</tr>
<tr>
<td>Human A&amp;P A/B</td>
<td>2</td>
</tr>
<tr>
<td>AP Biology A/B/C</td>
<td>3</td>
</tr>
<tr>
<td>AP Economics A/B/C</td>
<td>3</td>
</tr>
<tr>
<td>AP US History A/B/C</td>
<td>3</td>
</tr>
<tr>
<td>AP English A/B/C</td>
<td>3</td>
</tr>
<tr>
<td>French III A/B</td>
<td>2</td>
</tr>
<tr>
<td>French IV A/B</td>
<td>2</td>
</tr>
<tr>
<td>Spanish III A/B</td>
<td>2</td>
</tr>
<tr>
<td>Spanish IV A/B</td>
<td>2</td>
</tr>
<tr>
<td>AP Spanish A/B/C</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan Virtual High School (MVHS)</td>
<td>Honor Points</td>
</tr>
<tr>
<td>AP Courses only</td>
<td>3</td>
</tr>
<tr>
<td>Only 3 courses allowed in high school</td>
<td>Max 9</td>
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</table>

Odysseyware courses will not be awarded honor points.

<table>
<thead>
<tr>
<th>Course</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Courses</td>
<td>Honor Points</td>
</tr>
<tr>
<td>100+ level or higher in core courses</td>
<td>1</td>
</tr>
<tr>
<td>Calculus II and Calculus III</td>
<td>2</td>
</tr>
<tr>
<td>English courses exceeding curriculum</td>
<td>2</td>
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</tbody>
</table>

*Summer courses will not be awarded honor points.

<table>
<thead>
<tr>
<th>Course</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate Courses</td>
<td>Honor Points</td>
</tr>
<tr>
<td>Music Theory - SL</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts - SL</td>
<td>3</td>
</tr>
<tr>
<td>Math: Applications &amp; Interpretations</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry - SL</td>
<td>3</td>
</tr>
<tr>
<td>Biology-HL</td>
<td>4</td>
</tr>
<tr>
<td>Psychology - SL</td>
<td>3</td>
</tr>
<tr>
<td>World Studies - SL</td>
<td>3</td>
</tr>
<tr>
<td>English - HL</td>
<td>5</td>
</tr>
<tr>
<td>Spanish - HL</td>
<td>5</td>
</tr>
<tr>
<td>TOK II (Theory of Knowledge)</td>
<td>1</td>
</tr>
</tbody>
</table>

If a student drops the B and/or C section of an AP course, an updated transcript will be sent to the student’s college/s of application/acceptance. Students must also be aware that AP courses taken their senior year will not have grades raised because of spring AP testing scores of 3 or higher. An extra bonus point will be awarded to students who have taken a full year of Chemistry I and a full year of Physics. Advanced courses not mentioned must have Principal approval.
**HOMEWORK**

It is recommended that each student have regular hours for homework and develop a plan of home study. Such a plan will not only assure better results in school work, but will lead to regular, well-formed study habits. A student needs to spend as much time on homework as is necessary to achieve satisfactory results in his/her school work. If a high quality of school work is to result, part-time employment and other time-consuming outside-of-school activities may have to be sacrificed. One of the greatest contributing factors to failure in high school is insufficient time spent on homework.

**ACADEMIC DIFFICULTIES**

At times a student may find a course particularly challenging and need extra help. There is a process. The student should first approach his/her teacher and ask for additional explanation or after school help. If this is not satisfactory, the student should then make an appointment in the guidance office with his/her counselor. Various strategies will be discussed. Also available is the tutoring service of the National Honor Society. If tutoring from an NHS member is desired, a counselor will make the arrangement.

**STUDENT PROGRESS**

Progress reports are sent after a parent account is set up in Power School. If you aren’t receiving reports, please be sure to provide the Guidance Office with your current email address (email pzacek@springlakeschools.org). A parent may also access student information via the Spring Lake Web Site by calling the Guidance Office and requesting the required ID and Password.

**PREPARATION FOR COLLEGE ADMISSIONS**

Applicants to colleges must qualify for admission by a combination of the following: scholastic record, academic rank in class, extracurricular activities, and high school certification. Most colleges now require the applicant to take the American College Test (ACT) *(most colleges use this)* or the Scholastic Aptitude Test (SAT). *(All students will take the SAT in the spring of their junior year. It will be administered at Spring Lake High School at no cost.)* Students should check on-line for specific information concerning admission requirements. Plans should be made as early as possible in their high school career so that everyone concerned will be aware of all necessary requirements for acceptance. Without discounting the importance of such factors as character, personality, and civic responsibility, colleges place great emphasis upon intellectual eagerness, initiative, academic competence, and maturity. Since admission to many colleges is becoming increasingly competitive, students must expect to do intensive work throughout their high school career or they may experience difficulty in gaining admission to the college of their choice. Colleges require a copy of the student’s academic record *(transcript)* from grades nine through twelve. Courses taken each year are the foundation for success in succeeding years.

The state universities of Michigan have agreed that to be eligible for regular admission to a four-year degree program, a high school student should successfully complete the following courses:

- **English** - four credits required
- **Mathematics** - three credits required, including intermediate algebra; four credits strongly recommended
- **Biological/Physical Sciences** - two credits required; three credits strongly recommended to include one credit of biological science and one credit of physical science. At least one credit of a laboratory course is also strongly recommended
- **History and Social Sciences** - three credits required; one credit of American history and one credit of world history strongly recommended

Prospective students are also encouraged to complete courses in the following areas:

- **Foreign Language** - three credits strongly recommended *(same language)*.
  
  *Some colleges are now REQUIRING 2 credits*

- **Fine and Performing Arts** - two credits strongly recommended

**Liberal Arts:** Colleges prefer three or four credits of a foreign language.

**Engineering:** Colleges require credits of mathematics, physics, and technical drawing-CAD. Technology education courses are recommended because students will learn to use the tools and the processes that are used in the world of work.

**Fine Arts:** Students interested in pursuing a career in the arts should enroll in advanced art courses.
THE ADVANCED PLACEMENT PROGRAM AND COURSES

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. High school students taking AP exams may earn college credit, ascertain appropriate placement, or both, for satisfactory performance on AP exams depending on which college or university the students will attend.

Currently Spring Lake High School offers AP courses in U.S. History, Economics, Biology, Spanish, English, and Calculus. AP courses are intended to be the equivalent of a college-level freshman course. It is expected that students taking an AP course understand that these courses are far more demanding and rigorous than a regular high school course and are taken for all three terms.

DUAL ENROLLMENT

Eligible students are those who are enrolled in at least 1 high school course. Students must have taken all subject areas of the PLAN, PSAT, or MME. Students interested in dual enrollment must meet with a counselor to determine eligibility.

TESTING OUT

Public Act 335, Section 1279B of the State Code, requires that all high school students be allowed to “test out” of any courses offered by their high school. The testing out option does not include Government (civics) and Physical Education, and students may not test out above or below the normal sequence of courses. Students must exhibit mastery of course content by attaining C+ or better on a comprehensive final examination. The tested out course will earn credit toward graduation, will be recorded as a CR on the transcript, but will not be included in the computation of the GPA. Students should begin the process by submitting an application, meeting with a counselor, and receiving permission from the Principal. Once approved, testing out will take place during the exam time prior to taking the class.

RETAKING A CLASS

A student who fails a required class must retake that class and earn a passing grade in order to meet graduation requirements. If the class that is retaken earns a passing grade, the former failed class will be removed from a student’s transcript. In some cases a NC will be given because of excessive absences. Once that class is retaken with a passing grade, the NC class will be removed. A student also has the option of retaking a class for better understanding of the subject and/or for a better grade. If the original grade was below a B-, the improved grade will then be on the student’s transcript and be part of the cumulative GPA, and the former grade will be changed to a CR. If the new grade is lower than the original grade, the original grade will be used and the lower grade changed to a CR. (For example: First grade was a D and second grade a D-. The second grade is changed to a CR.) The CR will not be part of the cumulative GPA but will remain on a student’s transcript in order to show extra effort in mastering a subject area. If the original grade in the class was a B- or higher, both the original grade and the grade earned in retaking the class will appear on the student’s transcript and be factored in to the cumulative GPA.
HIGH SCHOOL STAFF

Aaron Andres................................................................. Technology
Ben Armey...............................................................Math
Jennifer Boedt............................................................Special Education
Sandra Clark ..............................................................English/Yearbook
Jessie Crawford ............................................................English
Leanne Derks.............................................................Special Education
Laurie Draeger ...........................................................Media Specialist
Heather Gannon .........................................................Science
Becky Gray .................................................................Spanish
Mark Grevengoed .......................................................Instrumental Music
Jennifer Gutierrez .......................................................Special Education
Jennifer Gwinnup .......................................................Art
Kelli Heavilin ............................................................Business
Lisa Henry .................................................................French/English
Kyle Jewett ...............................................................Social Studies
Rebecca Johnson ........................................................Math
Melissa Keller ............................................................Special Education
Robin Kieft .................................................................Vocal Music
Roni Marron ...............................................................Science
Bradley Mazure ........................................................Math
Todd Mitchell ............................................................Math
Emily Nieboer ..........................................................Math
Amandy Peppin ........................................................Math
Megan Perrin .............................................................Math/Science
Sarah Peterson ...........................................................Spanish
Stacey Peterson ........................................................Special Education
Gerald Rabideau ........................................................Physical Education
Jon Reinhard ............................................................Science
Michael Ryan ..........................................................English/Social Studies
Elizabeth Schanhals ................................................Science
Karl Sineath ...............................................................English
Joe Sinn .................................................................English
Alex Smith ...............................................................Physical Education
Dan Start ...............................................................Social Studies
Susan Strobel ..........................................................English
David Theune ..........................................................English/Drama
Lauren Thompson ....................................................Chemistry
Michael Truszkowski ................................................Instrumental Music
Kathy VanderMeulen ................................................Life Skills
Naomi Van Singel .....................................................Physical Education
James Warren ........................................................Social Studies
Mark Webster ........................................................Spanish
Sara West ...............................................................Social Studies
Laura Westhoff ........................................................Spanish
Aaron Zuelke .............................................................Art
2020-2021 SPRING LAKE HIGH SCHOOL COURSE OFFERINGS

**ART**
Ceramics
Design I
Design II
Drawing & Painting
Digital Photography
Multi-Media
Portfolio*
IB Visual Arts (SL) (even years)

**BUSINESS**
Accounting
Business and Personal Law
Introduction to Business
Personal Finance

**COMPUTERS**
Computer Graphics

**ENGLISH LANGUAGE ARTS**
AP English
Creative Writing (even years)
Drama I
English 9
English 10
English 11
English 12
IB English I (HL)
IB English II (HL)
Mythology (odd years)
Speech/Debate

**LIFE SKILLS**
Foods of the World
Independent Living
Introduction to Foods
Nutrition & Wellness
Parent & Child Development

**MATHEMATICS**
Algebra I
Algebra II
AP Calculus
College Algebra
Geometry
IB Mathematics: Applications & Interpretations (SL)
Precalculus
Statistics
AP Statistics

**MUSIC**
Band
Bella Voce*
IB Music (SL) (even years)
Jazz Band*
Music Theory & Composition
SL Singers
Vocal Ensemble*

**PHYSICAL EDUCATION**
Adv. Phys. Education
Cross Training
Fitness for Life/Health
Lifetime Activities
Women’s Health and Fitness
Women’s Health and Fitness II

**SCIENCE**
AP Biology (odd years)
Anat & Phys (even years)
Astronomy
Biology
Chemistry I
Chemistry II
Coding
Earth Science
Electricity and Magnetism (even years)
Foundations of Chemistry/Physics
Electricity-Circuits (odd years)
IB Biology I (HL)
IB Biology II (HL)
IB Chemistry (SL) (odd years)
Physics
Physics C

**SOCIAL STUDIES**
AP Economics
AP US History
Contemp History (or)
Lecture Contemp History
Current Events (odd years)
Economics
Government/Civics
IB World History (SL)(even yrs)
IB Psychology (SL)
Psychology
US History
World Cultures (even years)
World History

**TECHNOLOGY EDUCATION**
Architectural Drafting I, II, III
Gone Boarding
Engineering Drafting I, II, III
Manufacturing Technology
Technical Drawing – CAD

**WORLD LANGUAGE**
French I
French II
French III
French IV
Spanish I
Spanish II
Spanish III
Spanish IV
Pre-AP Spanish IV Honors
AP Spanish
IB Spanish IV
IB Spanish V

**SPECIAL STUDY AREAS**
Dual Enrollment*
IB Theory of Knowledge*
Secondary Assessment Training
Appl Eng/Comm*

**CAREERLINE TECH CENTER**
Tech Center (AM only)*

* Pre-approval required
ART

Ceramics (EL) Grades 11 - 12 Credit (.5)
This course uses clay as a medium for the exploration of three dimensional design. Projects are sequential – beginning with basic construction methods and developing into more elaborate and complicated techniques. Final pieces will be executed using traditional and alternative glazing methods. 
Prerequisite: B or better in Multi-Media, Design I, and Design II or instructor permission.

Drawing & Painting (EL) Grades 9 - 12 Credit (.5)
This course is designed to explore drawing and painting techniques using a range of media including graphite, charcoal, colored pencil, ink, tempera, watercolor and digital illustration. Students will work to improve observational drawing skills, composition, color theory, personal expression and creative problem solving in a traditional studio space.

Design I (EL) Grades 9 - 12 Credit (.5)
This course explores the design thinking process with the main focus being on creativity and innovation. Projects will concentrate on the process of designing – be it graphic, packaging, interior, etc. A great deal of technology is used in this course to plan, research and execute final designs.

Design II (EL) Grades 11 - 12 Credit (.5)
This design course builds upon the design thinking process mastered in Design I. The use of technology (The Adobe Creative Suite, digital photography, on-line tools, digital illustration, etc.) will be extensive. Design fields such as graphic design, product design, digital photography, interior design, packaging design, along with design history will be covered.
Prerequisite: B or better in Design I or instructor permission

Digital Photography (EL) Grades 11 - 12 Credit (.5)
This course explores the field of photography. Time will be spent building skills in shooting, composing and editing original photographs using Adobe Photoshop. The history of photography (19th century – present) will be covered to gain a deeper understanding of this popular medium.

Multimedia (EL) Grades 9 - 12 Credit (.5)
This course is designed to explore a variety of mediums in the process of making art work. Mediums range from conventional to non-traditional. Emphasis is on using both traditional and technological tools concurrently to create original works. 50% of the work is completed in a traditional studio setting with the other 50% being executed using digital tools in the Design Lab.
BUSINESS EDUCATION

Courses offered in the Business Department are intended to provide students with a solid foundation of general business knowledge, financial literacy, accounting practices, business law, theories, and applications. At the same time, employability and cooperative skills, attitudes, and business applications will be developed that will enable students to become productive citizens in a global society.

**Accounting (EL)**

Grades 10 - 12  
Credit (1)

The accounting curriculum provides students with the foundational skills necessary for entry-level employment in the business world. In addition, this course is valuable for those students seeking to continue studying business and accounting in college. Computer applications are an integral part of the accounting program to prepare students with the skills and knowledge needed for a technology-oriented market.

**Business and Personal Law (EL)**

Grades 11 – 12  
Credit (.5)

Why are laws needed? How can laws help individuals? Why are people obligated to obey laws? Why should laws be understood? What are the standard court procedures? The answers to these questions and many others will be discussed. Information will also be presented on law and how the law affects:

- Minors
- Consumers
- Businesses
- Binding agreements

- Workers’ rights
- Personal and real property
- Protection from loss
- Buying and selling goods

All of these areas affect day-to-day living. Community resources will be used to give insights into the real world of law.

*May take in 10th grade with instructor permission.*

**Introduction to Business (EL)**

Grades 9 - 12  
Credit (.5)

This course provides students with a solid foundation of general business knowledge, theories, and applications. Material learned in this class will be applied directly to the process of getting and preparing for a job, starting and running a business, and other business related activities. Students will have the opportunity to talk with business professionals in the community as well as prepare for their future by participating in mock interviews.

**Personal Finance (EL)**

Grades 10 - 12  
Credit (.5)

Personal Finance is intended to provide students with an introduction to the basic principles of saving and investing. This course will help students learn how to responsibly and effectively manage their money for the rest of their lives. Financial planning, taxes, budgeting, banking, debt, consumer credit, investments, and retirement planning are among the course topics.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*
**COMPUTER SCIENCE**

**Computer Graphics (EL)**
Grades 9 - 12  
Credit (.5)

This course is an introduction to decision-making in the production of visual communication. Computer Graphics will blend technology with creativity to give depth in the understanding of a study in basic elements and principles of design, imaging techniques, and image/color section. Students will be introduced to raster based graphics, 2D design, and 3D design. A variety of computer programs will be used throughout the course.

**ENGLISH LANGUAGE ARTS**

The following descriptions of courses offered are intended to indicate the major focus of each class. Library skills and vocabulary work as well as reading, writing, speaking, and listening are all a part of the study called Communication Arts. Therefore, it is expected that each course, while emphasizing its particular phase of English, will include some work in other areas.

**English Requirements**
1. Four credits of English are required for graduation
2. All students must take English 9, English 10, and English 11.
3. Students in the 12th grade will need to take either English 12 or AP English.

**AP English (EL) *(RQ) (DR)**
Grade 12  
Credit (1.5)

Advanced Placement (AP) English provides an opportunity for highly-motivated seniors to take a college-level course while in high school. The AP program of study is a nationally recognized curriculum offering advanced study in language and literature. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Successful students will have an opportunity to take the AP English Language and Composition exam in May, thereby earning possible college credit.

Prerequisite: A or A- in both trimesters of English 11 or teacher recommendation

**Creative Writing (EL) (even years)**
Grades 10 - 12  
Credit (.5)

Creative Writing consists of writing commercials, children’s stories, poems, short stories, plays, and keeping a daily journal. Since the class teaches how to artfully create original writings (rather than basic writing skills), a student should have strong fundamental language skills before entering the class. Also, if a student author has a love of reading, a vivid imagination, a willingness to experiment with words, an appreciation of writing styles, and some previous writing experiences, he or she is likely to do well. In short, it is the student’s job to play the role of novice author, while the teacher assumes the role of literary critic and provides the writer with instruction in writing techniques and styles.

**Drama I (EL)**
Grades 10 - 12  
Credit (.5)

This course includes the basic skills of theater including acting, movement, improvisation, and directing. The student will be required to participate fully in all areas of the theater. A final production will be created and performed by students.
English 9 A/B (RQ)                          Grade 9                          Credit (1)
This course involves a thematic, literature-based curriculum in which a variety of themes are taught using a range of literature, including short stories, novels, poetry, drama, myth/legend, and nonfiction. Heavy emphasis will be placed on the writing process, as students will write several pieces, including daily journals, creative stories, process analysis, and responses to literature. In addition, a short research project will be assigned. Grammar will be taught as a means to improve student writing. Vocabulary skills will be improved through rigorous study. Finally, speaking and listening will be enhanced through small and large-group discussion, as well as through individual and group presentations.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

English 10 A/B(RQ)                          Grade 10                          Credit (1)
An extension of English 9, this course involves the study of several types of literature and nonfiction texts. Literary genre as the short story, novel, poetry, drama, and nonfiction will be explored through thematic units that challenge students to connect their reading and writing to themselves, their communities and the world. Student writing will be improved through frequent application of the writing process, and students write such pieces as journal, poetry, autobiographical sketch, speech, and literature analysis. Finally, speaking and listening skills will be fostered through class activities and assignments.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

English 11A (RQ)                          Grade 11                          Credit (.5)
Intended for juniors, this course provides a chronological survey of American Literature, focusing on major authors, styles, forms, and ideas. The course will begin with Native American literature and span up to the 20th century authors. Students engage in close readings of increasingly complex texts, develop analytical skills and strategies while moving from a variety of literary genres to a variety of nonfiction genres, primarily from the canon of American Literature. Students read literary nonfiction that encompasses a variety of topics, central ideas, and arguments. Students also read multiple texts in the same genre to understand what sets it apart from other genres. Through close analytical reading, students will develop theories about which writers are most effective in conveying intent, purpose, and meaning. As readers and researchers, students also explore a variety of argumentative texts for structure, tone, audience, claim, counterclaim, evidence, and line of reasoning.

English 11B (RQ)                          Grade 11                          Credit (.5)
This course is intended for juniors. Students in English 11B can expect to intensify their use of the writing process and to write a broad range of pieces. While the analysis essay will be a focus, other writing modes will include a descriptive personal narrative geared to an essay for college applications, an argumentative research paper, a literary analysis, and one of the following types of expository writing: definition, compare/contrast, cause/effect, process analysis, or classification. Through inquiry, students gather information from primary and secondary resources; they analyze and synthesize information to inform and support their claim(s) and counterclaim(s). A weekly vocabulary study and a review of grammar, mechanics, and usage will be used to supplement and improve student writing, and preparation for the SAT essay will be a major goal.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.
**Required Classes = (RQ)**  
**Elective Classes = (EL)**  
**District Rank Point (DR)**

**English 12 (EL) *(RQ)**  
Grade 12  
Credit (1)

Students will read, think about, write about, and discuss a variety of books and essays, ranging from classic to contemporary, from assigned to self-selected. Students will also write essays, do research, and study vocabulary. A student who has not passed the Michigan Merit Exam may petition the English Department for enrollment. **Class is intended for 12th grade students. However, juniors will be permitted to enroll by written teacher recommendation.**

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

**Mythology** *(odd years)*  
Grades 10 - 12  
Credit (.5)

This course will provide in-depth exploration of world mythology. Students will examine the origins and development of myths from various cultures and explore their similarities and differences. Heavy emphasis will be placed on the myths emerging from the Middle East, Northern Europe, Greece/Rome, and the British Isles. This course will introduce students to diverse cultural backgrounds and build understanding and respect for people of different backgrounds as well as focus on the symbols, values, and application of myths to students’ lives today. Furthermore, this course will develop students’ analysis and comprehension of written material and foster critical thinking through research and writing.

**Speech/Debate (EL)**  
Grades 10 - 12  
Credit (.5)

This course is designed to prepare the student for various types of public speaking, including informative, persuasive, and demonstrative speeches. Students will also explore debate techniques. Feedback will be given to each student by the class and teacher. **Prerequisite:** At least one trimester of English 10.

**LIFE SKILLS**

**Foods of the World (EL)**  
Grades 10 - 12  
Credit (.5)

This is the sequel to Introduction to Foods. This class is constructed for students interested in a more in-depth look at foods around the world and will need their prior knowledge from Introduction to Foods. Foods of the World will study the proper culinary aspects of cooking from preparation and sanitation to plate presentation. This class will also expose students to different cultural aspects around the world from food preparations and techniques to traditions and a country’s way of life. Labs, lectures, journals, videos, and guest speakers make up the core of this class. **Prerequisite:** Introduction to Foods and Nutrition

**Independent Living (EL)**  
Grades 9 – 12  
Credit (.5)

The focus of the Independent Living course is to provide students with life skills that will further their successes as they travel from high school to the adult world. Students will have “real life” experiences that will promote their knowledge and independence in future adult roles and responsibilities. Topics discussed are: Self-Management, Income and Career Prep, Consumerism, Communication, Dating and Personal Finance.
Introduction to Foods/Nutrition (EL)  
Grades 9 - 12  
Credit (.5)

Emphasis in this class is placed on nutrition, making healthy food choices, and food preparation in relation to healthy eating and the food pyramid. Students will engage in a variety of cooking techniques, cooking introductory level meals starting from the basics. Labs, lectures, videos and guest speakers make up the core of this class.

Nutrition & Wellness (EL)  
Grades 9 – 12  
Credit (.5)

This one-trimester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today’s food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Students will participate in a low impact physical activity daily, as well as learn to prepare healthy meals weekly.

Parenting/Child Development (EL)  
Grades 10 - 12  
Credit (.5)

Looking into a career in teaching, pediatrics, preschool, child care, or social work? Are you interested in how life was made or what it may be like to take care of another life? If you answered yes to any of these questions, this class will be a great one to take. Parenting will take a look at some of the rewards and challenges of parenting. Learn how to make a positive difference in a child’s life. This class is very interactive and made up of informative lectures, guest speakers, field trips, DVDs, and is designed to be very hands on. A requirement, among options, for this class is a two day parenting simulation using the electronic computerized parenting simulator. There are no prerequisites.

MATHEMATICS

Algebra I (RQ)  
Grades 9 - 11  
Credit (1.5)

Basic concepts and properties of algebra are introduced early to prepare students for equation solving. Coverage of this important skill is designed to build on skills students learned in grades 6-8. Concepts and skills are introduced algebraically, graphically, numerically, and verbally, often in the same lesson to help students make the connection and to address diverse learning styles. The program is designed for the students to achieve the following outcomes:

- Use variables and real numbers with all mathematical operations
- Perform order of operations with exponents and real numbers
- Graph data on the coordinate plane
- Relate graphs to events and interpret data
- Write and solve multistep equations and inequalities
- Apply ratios, probabilities, and percents
- Use statistical measures to analyze table and graphs
- Analyze linear equations and their graphs

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.

- Solve, graph, and apply systems of linear equations
- Explore and apply the properties of exponents
- Simplify polynomials by factoring
- Explore quadratic equations and functions
- Investigate radical expressions and equations
- Explore right triangles using trigonometric ratios
- Use basic probability and statistics concepts
- Apply algebraic concepts to real world problems
**Algebra II (RQ)**  
**Grades 9 - 12**  
**Credit (1)**  

Abundant exercises graded by difficulty allow teachers to meet the needs of an increasingly wide range of Algebra II students. Key Algebra I concepts and skills are reviewed in Chapter 1-3 so that all students can be successful moving on to more advanced content. Throughout the text, key skills are reviewed and reinforced where needed. The program is designed for the students to achieve the following outcomes:

- Write and solve advanced multistep equations
- Apply/solve linear and quadratic systems and models
- Function families
- Evaluate quadratic equations using formulas
- Solve polynomial, radical, rational, exponential, and logarithmic equations
- Complex and imaginary numbers
- Apply theorems about roots and polynomials
- Graph and interpret radical and rational functions
- Explore exponential and logarithmic functions
- Use probability and statistics to analyze data
- Use graphing utilities to graph and analyze

**Prerequisite:** Algebra I and Geometry

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

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**College Algebra (EL)**  
**Grade 12**  
**Credit (1)**  

This course is for seniors who would like to review all of their Algebra skills before they take Algebra in college. It is designed with the idea that the students will take and pass the College Level Entrance Proficiency (CLEP) in the spring and earn college credit while still in high school. All colleges require at least one math course.  

**Prerequisite:** C- or better in Algebra II.

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**Geometry (RQ)**  
**Grades 9 - 10**  
**Credit (1)**  

Students improve logical reasoning skills, learn problem solving methods, and how to present ideas logically and relatedly. Algebra I skills are reviewed at point-of-use ensuring students maintain these skills. Algebra integration within coordinate geometry topics are found throughout. Traditional geometry concepts and logical reasoning are emphasized throughout while measurement and applications are integrated to motivate students via real-world connections. The program is designed for the students to achieve the following outcomes:

- Explore different types of reasoning skills in geometry and algebra
- Apply properties of parallel and perpendicular lines
- Use algebra skills to solve various types of triangles
- Classify and prove properties of quadrilaterals, triangles, and circles
- Solve area and perimeter problems with various geometric shapes
- Apply trigonometric ratios involved in right triangle problems
- Calculate areas and volumes with two and three dimensional shapes
- Perform all types of transformations on geometric functions
- Apply geometric concepts to real world situations

**Prerequisite:** Algebra I

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*
Required Classes = (RQ)                      Elective Classes = (EL)                             District Rank Point (DR)

**Precalculus (EL) (DR)**

Grades 11 - 12  Credit (1)

This course provides a background for calculus and other college courses in mathematics. Its aim is to broaden the student’s grasp of mathematics and to unify and clarify math concepts. The course is designed to have students achieve the following outcomes:

- review of Algebra II concepts
- understand and apply advanced algebra rules and formulas
- use technology to develop conceptual understanding
- graph and solve polynomial functions of degree greater than one
- understand translations, dilations and reflections of standard function graphs
- understand a variety of conic sections and graphs
- understand and use trigonometric functions and graphs in radians and degrees
- use trigonometric identities and solve trigonometric equations
- use inverse functions and graphs
- solve right and oblique triangles and work problems involving these
- use trigonometric applications in solving real-world problems
- understand limits and basic differentiation

**Prerequisite:** C+ or better in Geometry and Algebra II

**AP Calculus (EL) (DR)**

Grades 11 - 12  Credit (1.5)

Students in AP Calculus should be aware that this is a college level course culminating with the AP Exam in May. A satisfactory score on the AP Exam will, in most cases, result in college credit for the first semester of Calculus.

AP Calculus A (Term 1) will provide the mathematical background needed for AP Calculus B and C. Concepts are presented and explored from algebraic, graphical, and numerical perspectives. Students are expected to actively participate in the development of all concepts. Basic concepts covered include numerical patterns, polynomial and rational functions, complex numbers, analytic geometry, systems of equations, statistics and probability, limits and continuity, and trigonometry.

AP Calculus B and C (Terms 2 and 3) will be primarily concerned with developing an understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed in multiple ways: geometrically, numerically, analytically, and verbally. The connections among these representations are also important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

Students and teacher use technology regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Each student should have a graphing calculator. In class we will practice with the TI-nspire CX. This is an approved calculator for SAT, ACT and AP exams.

**Prerequisite:** B or better in Precalculus.

**Statistics (EL) (DR)**

Grades 11 - 12  Credit (.5)

This is a one-term statistics course. Most business, math, psychology, sociology, engineering, and science majors require a statistics class. This course will prepare you to take such a class in college. The purpose will be to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Statistics is a three-term statistics course and will be available depending on enrollment.

**Prerequisite:** Must have passed Algebra II with a B- or better.
Required Classes = (RQ)  Elective Classes = (EL)  District Rank Point (DR)

**AP Statistics (EL) (DR)**  Grades 11-12  Credit (1.5)

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students will be required to purchase a TI-nspire Graphing Calculator for use in the classroom and at home.

Units of Study:
- Exploring One-Variable Data
- Exploring Two-Variable Data
- Collecting Data
- Probability, Random Variables, and Probability Distributions
- Sampling Distributions
- Inference For Categorical Data: Proportions
- Inference for Categorical Data: Chi-Square
- Inference for Quantitative Data: Slopes

**Prerequisite:** B or higher in Algebra II

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**VOCAL**

Participation in all choirs in the Vocal Music Department is expected to be a full year commitment for all students. Students should also be aware, that due to the co-curricular nature of these classes, there will occasionally be performances, community programs, and choral festivals during the school day, after school, and on weekends. It is a requirement of all choir members to attend these activities as announced during the year. A concert schedule is available on the first day of school and may be supplemented as needed.

**Spring Lake Singers (EL)**  Grades 9 - 12  Credit (1.5)

Spring Lake Singers is an un-auditioned vocal music course open to ALL high school students who desire to learn to sing in a choir. The class can be taken all year long or by single trimester. Emphasis is placed on learning to read music, producing a free and vibrant vocal tone, employing correct rehearsal etiquette, and performing a final concert at the conclusion of each trimester.

**NOTE:** It is recommended that two (2) trimesters of “Singers” be completed prior to auditioning for Vocal Ensemble or Bella Voce.

**NOTE:** Participation in MSVMA events such as Honors Choir or Solo & Ensemble is possible ONLY with a three (3) trimester commitment.

**Vocal Ensemble (EL)**  Grades 9 - 12  Credit (1.5)

Vocal Ensemble is an advanced SATB choir of 24 – 36 auditioned singers. This ensemble is intended for the singer who wishes to excel in the study of vocal music and who feels confident singing independently and with others. The class focuses on creating beautiful tone, exemplary choral blend and advanced musicianship. A wide variety of music in four-part harmony is studied. Advanced music theory/music history is taught as a part of the class. MSVMA adjudicated festivals are attended.

**Students must take all three terms.**

**Prerequisite:** Audition and/or Director recommendation
### Bella Voce (EL)
**Grades 10 – 12**  
**Credit (1.5)**
Bella Voce is an advanced SSAA choir of 16-20 auditioned singers. Students are selected on the basis of musicianship and vocal ability. This ensemble is intended for women who wish to excel in the study of vocal music and who feel confident singing independently or with others, accompanied or a cappella. A wide variety of challenging literature is studied. Advanced music theory/music history is taught as a part of the class. MSVMA adjudicated festivals are attended.  
**Students must take all three terms.**  
**Prerequisite:** Audition and/or Director recommendation

### Music Theory & Composition (EL)
**Grades 9-12**  
**Credit**
A fundamental understanding of music theory is the key to future successes for all musicians. Acquire a competitive advantage by learning how to read music notation, understand rhythms, recognize key signatures, identify intervals and scales, become familiar with various cadences and chord progressions, and learn the basic rules of composing and harmonizing.  
**While there are no prerequisites** for this course, it is especially geared towards students who intend to take IB Music, or who plan to make music an important part of their education, lifestyle or career.

### INSTRUMENTAL

#### Senior High Band (EL)
**Grades 9 – 12**  
**Credit (1.5)**
During the first marking period, the senior high band functions as the Laker Marching Band. The band will perform at all home varsity football games, marching band competitions, and several parades during the year. Band members are required to attend band camp in the summer. After football season concludes, the marching band will be split into two bands—concert band and symphonic band. Auditions will determine placement in the bands. Students new to the district or that have never been in band will be required to pass an audition in order to join the band. The audition will be comprised of major and minor scales, an etude and sight reading. Audition music will be provided prior to the audition date. It is a requirement of the class to attend all performances. **Students must take all three trimesters.**

#### Jazz Band (EL)
**Grades 9 - 12**  
**Credit (1)**
Students enrolled in this class will be part of the Spring Lake High School Jazz Band. Since this band has limited required instrumentation, students must audition for the band before being accepted. The band’s repertoire will focus on classic jazz literature as well as some contemporary pieces. Students will have the opportunity to develop improvisational skills. Performances will include school concerts and statewide jazz festivals.  
**Prerequisite:** Permission of instructor.

### PHYSICAL EDUCATION

#### Fitness for Life/Health (RQ)
**Grades 9 – 12**  
**Credit (.5)**
This course is a requirement for graduation. The course includes units in tobacco, alcohol, other drugs, reproductive health, and HIV/AIDS. In accordance with state law, parents have the choice of opting their son/daughter out of any unit with sexual information. The physical fitness portion is designed on skill building, leisure activities, and knowledge of the five parts of health related fitness. The majority of each student’s grade is based on class participation; however, each unit will also include some type of skill and/or knowledge evaluation.  
(or may use Women’s Health/Fitness)
Required Classes = (RQ)  Elective Classes = (EL)  District Rank Point (DR)

**Advanced Physical Education (EL)**  Grades 9-12  Credit (.5)
This is an elective course for students that have had at least one prior physical education course. Units will include pickleball, volleyball, basketball and other various games to strengthen the body.

**Lifetime Activities (EL)**  Grades 10 – 12  Credit (.5)
This class will allow students the opportunity to learn and participate in activities (both in and out of the classroom) that can be utilized throughout a lifetime. Maintaining an appropriate level of fitness and Body Mass Index (BMI) will be emphasized.

**Women’s Health and Fitness (RQ)**  Grades 9 - 10  Credit (.5)
*(May use as required PE class)*
This course will present information surrounding the physical and emotional health of females through physical activity and lecture. Students will participate in cardio, resistance, and flexibility fitness activities. Lecture topics will include units on body image, fitness, and reproductive health.

**Women’s Health and Fitness II (EL)**  Grades 10 - 12  Credit (.5)
*(This course may be taken 1 term each year.)*
This class is designed for the students who are serious about wanting to build and improve physical fitness. Students will participate in various activities to improve their fitness level.
**Prerequisite:** Fitness/Health or Women’s Health and Fitness

**Cross Training**  Grades 9 - 12  Credit (.5)
This class is a high level physical education class designed for the out-of-season athlete that wants to improve physical fitness and strength. The class will consist of three days of weight training and two days of intense cardio workouts a week. This class should only be taken by students that want an intense daily workout. This course may be taken one term each year (4 times). Seniors may not take this course in term 3. It is recommended that a student be participating in an interscholastic sport.

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**SCIENCE**

**Biology (RQ)**  Grades 9 - 12  Credit (1)
This course is designed to give students a deeper understanding of the living world. Included topics of study will be ecology, cell biology, genetics, the immune system, evolution, and selected animal studies. There will be many laboratory experiences including a fetal pig dissection and investigations of spiders and birds as illustrative examples of zoology.
*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

**AP Biology (EL) (DR) (even years)**  Grades 11 - 12  Credit (1.5)
The Advanced Placement (AP) Biology curriculum is established by the College Board. This class is equivalent to a first year college biology course with lab. Some time outside of class will be necessary to finish the labs. Students are encouraged to take the College Board’s Advanced Placement biology examination in May, thereby earning possible college credit. **Course will be offered every year with even years available only to juniors, seniors added if seats are available.** **Prerequisite:** B or better in Biology A and B is required. Students must have completed Chemistry IA and IB. Junior or senior status is recommended. Students with a “C” or lower at the end of the term will be recommended to drop the course.
Required Classes = (RQ)  Elective Classes = (EL)  District Rank Point (DR)

**Coding A (EL)**
Grades 10-12  Credit (.5)
This introductory computer science course covers Programming and Algorithms. This course empowers students to explore how computers can be used for creativity, communication and problem solving. Students will be introduced to the foundational concepts of computer science and coding and challenged to explore how computing and technology can impact the world. Inquiry, group work, and class discussions are emphasized.

**Prerequisite:** Algebra I

**Coding B (EL)**
Grades 10-12  Credit (.5)
This introductory computer science course covers the Internet, Big Data and Privacy. This course empowers students to explore how computers and AI can be used for creativity, communication and problem solving as well as the related ethical issues and current events. Students will be introduced to the foundational concepts of computer science and coding and challenged to explore how computing and technology can impact the world. Inquiry, group work and class discussions are emphasized.

**Prerequisite:** Algebra I

**Earth Science (RQ)**
Grade 10  Credit (.5)
This course covers the areas of historical geology, the atmosphere, oceanography, weather, severe weather, and climate. The goal of the course is to provide students with the knowledge to understand how the oceans and atmosphere interact causing weather and how that changes over time.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

**Electricity and Magnetism (EL) (even years)**
Grades 10-12  Credit (.5)
In this course the students will work in a lab setting to discover and apply the properties of static electrical phenomena and topics related to electrical current, circuits and the link between electrical phenomena and magnetism. Students will be required to perform mathematical operations for the laws that govern electricity and work cooperatively and safely in a lab setting. **Course will be offered in even numbered years.**

**Prerequisite:** Physics A/B (recommended), Foundations of Chemistry/Physics (with instructor approval), Algebra I with a C or better (Algebra II recommended).

**Electricity – Circuits (EL) (odd years)**
Grades 10 - 12  Credit (.5)
In this course the students will work in a lab setting to discover and apply the properties of static electrical phenomena and topics related to electrical current and circuits. Students will be required to perform mathematical operations for the laws that govern electricity and work cooperatively and safely in a lab setting.

**Prerequisite:** Foundations of Chemistry/Physics, Algebra I with a C or better

**Foundations of Chemistry/Physics (RQ)**
Grades 9-10  Credit (.5)
This course is designed to explore concepts in chemistry and physics. Topics include data analysis and mathematical modeling, topics in energy for physics and chemistry, waves, and ionic and molecular compounds. Students will conduct laboratory experiments using classroom technology as they learn both science concepts and laboratory skills. Basic skills in mathematics are stressed and students will build on their Algebra I math background.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

**Human Anatomy and Physiology (EL) (DR) (even years)**
Grades 11 – 12  Credit (1)
This is an advanced biology course studying the structure and function of the human body. Causes and treatments of diseases are emphasized. A cat dissection and other sheep organ dissections are required. Students considering a career in the health sciences are strongly encouraged to take this course. **Course will be offered in even numbered years.** **Prerequisite:** Completion of Biology, Foundations of Chemistry/Physics with a C average or permission of the instructor.
Required Classes = (RQ)       Elective Classes = (EL)       District Rank Point (DR)

Chemistry I (EL) (DR)  Grades 10 - 12  Credit (1)
First year chemistry is presented as a tool to help students describe, explain, predict, and control their environment. Students will understand the nature of matter and energy and the interaction between them. Considerable time is spent learning the language and mathematics of chemistry in addition to specific systems such as chemical reactions, acids and bases, and environmental applications. Inquiry, group work, and class discussions are emphasized. (District Rank point applies if Physics A/B are taken as well.)
Prerequisite: Completion of Biology, Foundations of Chemistry/Physics and Geometry.

Chemistry II (EL) (DR)  Grades 11 - 12  Credit (1)
This is an advanced chemistry course and uses a college text. Some of the topics covered are equilibrium, thermodynamics, electrochemistry, and organic chemistry. Significant time is spent in the lab learning lab procedures and techniques.
Prerequisite: Completion of Chemistry I with a B- or better average and completion of, or concurrent enrollment in Algebra II, or permission of instructor.

Physics (EL) (DR)  Grades 10 - 12  Credit (1)
This physics course will prepare students for a beginning level of college physics. Content includes motion, Newton's Laws, momentum, energy, circular motion, gravitation, waves and sound. Students develop skills in the use of classroom technology to engage in numerous laboratory investigations and lab practicals. Inquiry, group work, and class discussions are emphasized. Students interested in exploring further topics in physics or those interested in taking the AP Physics 1 test should also sign up for Physics C during the Spring trimester or inquire about independent study options. This course may be used toward the science graduation requirement (District Rank point applies if Chemistry I A and B is taken as well.)
Prerequisite: Completion of Biology, Foundations of Chemistry/Physics, Geometry

Physics C (EL)  Grades 10 – 12  Credit (.5)
This course explores topics beyond those in the Physics A/B with a focus being on topics covered in the AP Physics 1 exam. Students are not required to take the AP exam but may use this course to help them prepare. Content includes simple harmonic motion and oscillations, torque and rotational motion, and electrical concepts such as charge, electric force and circuits.
Prerequisite: Physics A/B (recommended same year enrollment but not required)

Astronomy (EL)  Grades 11 - 12  Credit (.5)
This twelve-week course will introduce students to the major concepts of astronomy. Topics included are constellations and the basics of star gazing, cosmic distances, telescopes, relativity, origins of the universe, suns, and life cycle of stars. Star gazing is a major component of the class, students are required to attend one mandatory star gazing session.
Prerequisite: Earth Science with a C+ or better or instructor permission
### SOCIAL STUDIES

<table>
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<th>Required Classes = (RQ)</th>
<th>Elective Classes = (EL)</th>
<th>District Rank Point (DR)</th>
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#### U.S. History (RQ)  
Grade 9  
Credit (1)

This course is required for graduation. It is a study of major themes in American history from the end of the 19th Century to the present. Emphasis is placed on the topics: American expansion, economic developments, reform, 20th century involvement in world affairs, the changing role of government, and 20th century social movements.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

#### AP U.S. History (EL) (DR)  
Grades 10 - 12  
Credit (1.5)

Advanced Placement (AP) U.S. History is a comprehensive survey of the themes, events, characters, and ideas which have shaped the development of the United States 1600 - present. AP History is a college level course that demands rigorous intellectual effort. Classroom discussion and collaboration are of major importance. This course is intended to develop mature, critical thinking, and analytic skills in the areas of reading, writing, and verbal expression. Near the conclusion of the course, students are encouraged to take the College Board’s Advanced Placement U.S. History examination in May.

**Prerequisite:** Students in 11th and 12th grades must have received a B or better in U.S. History and English or teacher recommendation. 10th grade students must have teacher recommendation and an A in both 9th grade U.S. History and English.

#### Economics (RQ)  
Grades 10 - 12  
Credit (.5)

This course is designed to be a basic introduction to the concepts and theories behind how individuals, groups, and nations use and dispose of their resources. It will involve analyzing the decisions people and societies make with their money and other scarce resources to design a budget. We will look at the building blocks of an economy along with various economic systems. The material will be presented in a variety of projects, simulations, and traditional forms. This is not specifically geared toward macro or microeconomics. Instead, it will be an overview of economics in the individual home and on a national level.

*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

#### AP Economics - Principles and Practices (EL) (DR)  
Grades 11 - 12  
Credit (1.5)

Advanced Placement Economics will thoroughly investigate all economic concepts for the basics such as scarcity of products, necessity of money and trade—to the more complex concepts of investments and economic decision making—personally, nationally, and globally. Students will investigate the different market systems around the globe and how they affect, interact, and collide. The course is intended to prepare students for the National Advanced Placement Economics Test, thus making it a faster paced class. The principal teaching approach will be through simulations, activities, and student participation.

**Prerequisite:** B or better in Algebra I, C or better in English 10, or teacher recommendation.

#### World History (RQ)  
Grade 11  
Credit (.5)

Students in this class will study specific periods in World History and seek to identify how they relate to the world that they live in today. The following units are covered: World History Timeline Overview, 5 Themes of Geography and US and World Geography, Ancient Greeks/Macedonians/Romans, Middle Ages, Renaissance, Reformation. Current events will be woven into class discussion to draw the lessons of history into the situations of the present.
**World Cultures (EL)**  (even years)  
**Grades 11 – 12**  
**Credit (.5)**

Students will study various elements of culture both historical and current by analyzing Government/Economics/Religion/Science/Philosophy/Art/Geography. Units of study: 5 Major World Religions (Islam, Hinduism, Christianity, Buddhism, Judaism); Foreign Country Research Project; Contemporary Northern Ireland; Modern Science/Bioethics; Classical Music. Current events will be woven into class discussion to identify culture in action. Students will be encouraged to share opinions in a professional and respectful manner and learn how to support their positions with evidence and information.  
*Course will be offered in even numbered years.*

**Contemporary History (RQ)**  
**Grade 12**  
**Credit (.5)**

This class will cover United States history from 1960 to the present. Current events will also be woven into class discussion.

**OR**

**Lecture Contemporary History (RQ)**  
**Grade 12**  
**Credit (.5)**

This class has been designed for the college bound students. It introduces them to the experience of attending a college lecture class. The history of the United States will be covered from 1960 to the present. Current events will also be part of class discussion. A component of this class will be completion of eighteen (18) volunteer service hours.

**Government/Civics (RQ)**  
**Grade 10**  
**Credit (.5)**

This one semester course is designed to strengthen students’ knowledge of national, state, and local government in America. Students review philosophical foundations, structure, and functions of democratic government in the United States. They broaden their knowledge in legal rights, civic responsibility, political behavior, and practice making reasoned decisions about public policy.  
*This general education course is also offered in the resource room setting, on a rotational basis, with a modified curriculum and pace for students with a current IEP.*

**Current Events (EL)**  (odd years)  
**Grades 11 - 12**  
**Credit (.5)**

Students will study and track current international, national, state, and local news events in the economy, government, religion, crime, art, etc. Media news organizations will also be analyzed for their style and effectiveness. Students will choose several specific news stories to follow during the trimester as well as having assigned research, reports, and opinion writing.

**Psychology (EL)**  
**Grades 11 - 12**  
**Credit (.5)**

The purpose of this psychology course is to learn to view human thoughts and behaviors through three lenses:

- Biological lens: understanding how genes, chemicals, and hormones impact thoughts and behavior
- Cognitive lens: understanding how patterns of thinking and ways of processing information influence thoughts and behavior
- Sociocultural lens: understanding how interacting with people and situations affect thoughts and behavior

Students will learn to take a biopsychosocial approach to the world around them (and even to themselves)! To do this, they will engage in a series of activities that will help them take a hands on approach to learning about psychology.
TECHNOLOGY EDUCATION

Technology is the systematic application of applied human knowledge, materials, tools, and skills to extend human capabilities. Technology education is the study of technology and its affects on individuals, society, and civilization.

Note: To all students wanting to become engineers. Courses in this department are a must because they are at the heart of what you will be doing.

Learning with and about technology prepares learners to live responsibly in a democratic, technically driven society. Learners will use technology for knowledge and skill acquisition, communication, and information management, problem solving, creative expression, research, design, and production development.

A technology literate learner:

- explores, evaluates, and uses technology to independently and cooperatively accomplish real world tasks;
- develops knowledge, ability, and responsibility in the use of resources, processes, and systems of technology
  - acquires, organizes, analyzes, and presents information;
  - expands the range and effectiveness of communication skills;
  - solves problems, accomplishes tasks, and expresses individual creativity; and
  - applies legal and ethical standards.

**Technical Drawing-CAD (EL)**

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<th>Grades 9 - 12</th>
<th>Credit (.5)</th>
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Technical Drawing is the universal language of our technological society. Someone draws everything that is made by humans in a technical way so someone else, somewhere, can make it. The following topics will be covered: plans for industry, your career, your future, sketching and lettering, use and care of equipment, geometry for technical drawing, multi-view drawing, dimensioning, auxiliary views and revolutions, section views and conventions, and pictorial drawings.

**Engineering Drafting I (EL)**

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<th>Grades 9 - 12</th>
<th>Credit (.5)</th>
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This course is designed to build on what the students learned in Technical Drawing-CAD. The students will cover advanced topics in multi-view drawings and geometric dimensioning and tolerance as they relate to working drawings. Students will also be introduced to product development and product design.

**Prerequisite:** C or better in Technical Drawing-CAD and permission of the instructor.

**Engineering Drafting II (EL)**

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<th>Grades 9 - 12</th>
<th>Credit (.5)</th>
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This course is designed to build on what the students learned in Technical Drawing-CAD and Engineering CAD I. The students will cover advanced topics in surface developments and intersections, descriptive geometry, and working drawings. Students will continue with product development and product design.

**Prerequisite:** C or better in Engineering Draft I and permission of the instructor.

**Engineering Drafting III (EL)**

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<th>Grades 9 - 12</th>
<th>Credit (.5)</th>
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This course is designed to build on what the students learned in Engineering CAD I and Engineering CAD II. The students will cover advanced topics in fasteners, welding drafting, cams and gears, as they relate to working drawings along with map drafting and other related topics. Students will continue with product development and product design.

**Prerequisite:** C or better in Engineering CAD II and permission of the instructor.

**Architectural Draft I (Residential) (EL)**

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<th>Grades 9 – 12</th>
<th>Credit (.5)</th>
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This course is designed to build on what the students learned in Technical Drawing – CAD. Students will be introduced to topics such as introduction to architecture, career opportunities in the architecture field, project development, preliminary design, site planning, floor plans, dimensioning, elevations, sections and details.

**Prerequisite:** C or better in Technical Drawing-CAD and permission of the instructor.
Architectural Draft II (Residential) (EL) Grades 9 - 12 Credit (.5)
This course is designed to build on what the students learned in Architectural Drafting I – CAD. Students will continue with topics such as career opportunities in the architecture field, project development, preliminary design, site planning, floor plans, dimensioning, elevations, sections and details, and pictorial drawings. Students will be using several subjects in creating their drawings, including their own home, apartment, or condominium.
Prerequisite: C or better in Architectural Draw I and permission of the instructor.

Architectural Draft III (Residential) (EL) Grades 9 – 12 Credit (.5)
This course is designed to build on what the students learned in Architectural Drafting II – CAD. Students will continue with topics such as career opportunities in the architecture field, site planning, floor plans, dimensioning, elevations, sections and details, and pictorial drawings. Model making will also be introduced. Students will be using several subjects in creating their drawings, including their own home, apartment, or condominium. Prerequisite: C or better in Architectural Draw II and permission of the instructor.

Gone Boarding (EL) Grades 9-12 Credit (.5)
This cross-curricular course will spend a portion of the time collaboratively designing and producing a snowboard, longboard and surfboard/stand up paddleboard. The other portion will engage students in learning and developing the physical skills involved in snowboarding, longboarding, and surfing/stand up paddling. Through this course, students will participate in the product development process as well as develop an approach to lifelong wellness. Gone Boarding is a project-based, experiential, cross-curricular, and service-based learning curriculum centered on action sports. Our students receive graduation requirement credit in Applied Arts. Fee: Students will be required to pay a fee in this course. The fee covers the cost of materials needed to build the project of choice for each student. Scholarships are available to help defer the cost of projects for students with a demonstrated financial need.

Manufacturing Technology (EL) Grades 9 – 12 Credit (.5)
An investigation in Manufacturing technology is designed to instill in students an affective desire to investigate and discover technology and its use in problem solving. Activities in this lab help students gain experience and skill in applications and use of the tools and systems of technology. Students develop competencies such as critical thinking, decision-making, solving problems, technical reading and writing, listening and speaking. The Manufacturing Technology Learning Units are a student's initial exposure to quality instruction in technology. In this course students will cover a Learning Unit every six (6) days and then rotate to another Learning Unit. The following Technology Learning Units will be covered over the course of one year: Intro to CAD, CNC Lathe, CNC Mill, Robotics, Plastics, Laser Communication, Precision Measurement, Mechanical Systems, Engineering Structures, Electricity, Electronics, 3D Modeling, and 4-Stroke Engine. Textbook: a variety of reference materials.

WORLD LANGUAGES
Do you know that the study of world languages may:
• improve ACT/SAT scores?
• help enhance your English skills?
• increase your employment/college opportunities?
• give you a new perspective on your own culture?
• develop your understanding and appreciation of other cultures in a global society?

Since 2001, Spring Lake World Language students have been acquiring Spanish or French in a very innovative program through the delivery of comprehensible input (CI) and a methodology called Teaching Proficiency Through Reading and Storytelling (TPRS). We’ve learned that CI/TPRS is much more effective than “learning” through the study of grammar of a world language. CI/TPRS was designed from best teaching practices, the latest brain research, and decades of research from second language acquisition experts like Stephen Krashen, Bill VanPatten, Blaine Ray and world language teachers around the world. The curriculum is taught with the goal of mastery learning for the long term. Krashen has stated that TPRS is 30 times better than anything else out there.
Required Classes = (RQ)  Elective Classes = (EL)  District Rank Point (DR)

• Through CI/TPRS and student effort, students will become more sophisticated language users. CI/TPRS students are able to understand, read, write and speak in the target language much more quickly and accurately than students have via traditional means.

• The acquisition of a foreign language occurs through comprehensible input (listening to and reading). Production of a language is considered output (such as letter writing, essays, speaking, etc). Comprehensible Input is most important for language acquisition and the goal of fluency.

• A CI/TPRS class is a participatory class. Students are expected to actively participate daily. Passive participation and excessive absences typically affect student performance and the overall grade.

• Throughout the second language program, the emphasis is on acquisition of language rather than learning about the language. Research has shown that acquiring a language is acoustical, rather than intellectual.

**Spanish I (EL) Grades 9 - 12 Credit (1)**
Beginning Spanish students will acquire Spanish through comprehensible language on a daily basis via interactive stories, directed conversation and reading. Students will learn the language using TPRS method, Teaching Proficiency through Reading and Storytelling. This method uses gestures for vocabulary along with stories for comprehensible input in the target language. Students will learn vocabulary and grammar by example and usage in the context of stories. Spanish I students will develop listening and reading skills at the start of the course. Writing and speaking abilities will develop throughout the course with continued comprehensible input and increasing student proficiency. Student participation is a key ingredient to success in the course. Language and culture will be experienced through Power Point presentations, music, food, cultural experiences and video clips.
Spanish IA novels: Las Adventuras de Isabel, Isabela Captura un Congo
Spanish IB novels: Patricia va a California, Casi se Muere, Robo en la Noche

**Spanish I Hybrid (EL) Grade 9 Credit (1.5)**
This year-long accelerated course is designed for highly motivated students who were not able to enroll in 8th grade Spanish I due to the choir/band scheduling conflict. A student enrolled in the course will be able to satisfy Spanish I and Spanish II requirements, thereby putting student on track to participate in the Advanced Placement and International Baccalaureate programs their junior and senior years. It is recommended that Spanish I Hybrid students remain with the cohort until the third trimester.

Spanish I Hybrid students will immediately begin acquiring Spanish through comprehensible language on a daily basis through interactive stories, directed conversation and reading. Spanish I students will develop listening and reading skills and begin being exposed to multiple tenses and language complexities earlier. Writing and speaking abilities are allowed to emerge later in the year as student proficiency and confidence build. Culture will be introduced through reading, Power Point presentations, video, music, PictureTalk and MovieTalk, among other activities.
Spanish IA hybrid novels: Pobre Ana, Patricia va a California, Isabela captura un congo, Piratas del Caribe y el mapa secreto
Spanish IB/II A novels: Robo en la noche (past tense version), Noches misteriosas en Granada.
**Prerequisite:** B or better in move from Spn I Hybrid to Spn IIA Hybrid (or approval from the teacher).

**Spanish II (EL) Grades 9 - 12 Credit (1)**
Spanish II students will continue to acquire comprehensible language via interactive stories and reading. Students at this level will continue to develop listening, reading, writing and speaking proficiencies in multiple tenses. Culture will be introduced through reading, Power Point presentations, video, music, PictureTalk and MovieTalk, among other activities.

Spanish IIA novels: El viaje de su vida, Robo en la noche (past tense version), Noches misteriosas en Granada.
Required Classes = (RQ)  Elective Classes = (EL)  District Rank Point (DR)

Spanish IIIB novels: ¿Dónde está Eduardo?, El viaje perdido, Felipe Alou: desde las valles a las montañas, Piratas del Caribe y el Triángulo de las Bermudas, el Nuevo Houdini. Some teachers may require some independent reading to be completed at home followed by weekly quizzes.

**Spanish III (EL) (DR)**
Grades 10 - 12  Credit (1)
Spanish III (intermediate) students continue to acquire language like in earlier levels, through interactive stories, comprehensible listening activities and reading the target language. In level III, students continue to develop and improve their listening, reading, writing and speaking proficiencies using multiple tenses and a variety of language complexities. Students will read at least two short novels per trimester which are created for their evolving reading abilities. Spanish III student abilities will continue to evolve and students will produce more language in writing and speaking. Culture will be introduced through reading, Power Point presentations, video, music, PictureTalk and MovieTalk, among other activities.

Spanish III A novels: Viva el toro, Vida y muerte en la Mala Salvatrucha, La calaca alegre
Spanish III B novels: Los ojos de Carmen, Vida o muerte en el Cusco, Todo lo que brilla
Prerequisite: “C+” or better in Spanish II or approval from Spanish III instructor

**Spanish IV (EL) (DR)**
Grades 11 - 12  Credit (1)
Spanish IV students will continue to acquire language through comprehensible listening activities, conversation, discussion and reading. Spanish IV is a participatory course where students are expected to communicate in the Spanish language. At this level, students will engage in conversation and continue to develop and improve their skills. Students will continue to acquire more complex language structures via classroom listening situations, reading and discussion. Intermediate Advanced students will begin reading selected short stories from around the Spanish speaking world. Students will also learn in the target language about historical events, current issues and art. Culture will be introduced through reading, Power Point presentations, video, music, and pictures, among other activities. For those students desiring to advance into AP Spanish, there is a separate course entitled “Spanish IV Pre-AP”, which will be driven at a more advanced pace. However, the coursework in Spanish IV is considered to be pre-AP as well.

Spanish IVA novels: Hija del sastre, Casa dividida, short stories, selected articles
Spanish IVB novels: Guerra sucia, Todo lo que brilla, short stories, selected articles
Prerequisite: “C+” or better in Spanish III or approval from Spanish IV instructor

**Pre-AP Spanish IV Honors (EL) (DR)**
Grades 11  Credit (1)
This course is designed and paced for students with the intent to advance to AP Spanish. Pre-AP Spanish IV Honors students will continue to acquire language through comprehensible listening activities, conversation, discussion and reading. This course is a participatory course where students are expected to communicate in the Spanish Language. At this level, students will engage in conversation and continue to develop and improve their skills. Students will continue to acquire more complex language structures via classroom listening situations, reading and discussion. Students at this level will begin to touch on some of the six themes of AP Spanish Language and Culture, as well as some of the assessment practices such as interpersonal and presentational speaking and writing through email response, conversational practice and cultural comparisons. Students will also begin reading selected short stories, articles and interpretive texts and audio from various sources.

Spanish Pre-AP IVA novels: Hija del sastre, Guerra Sucia, short stories and selected articles.
Spanish Pre-AP IVB novels: Todo lo que brilla, En busca del monstruo, short stories, selected articles
Prerequisite: C+ or better in Spanish III or approval from Spanish IV instructor, intent to advance to AP Spanish Language and Culture course in the next year.
**AP Spanish (EL) (DR)**  
Grade 12  
Credit (1.5)

AP Spanish students will continue to refine and polish their skills in the areas of listening, reading, speaking, and writing. Spanish language will continue to be acquired through comprehensible reading and interactive listening activities, and developed through presentational writing and speaking. In this AP course, it is expected that students appropriately communicate in the target language. In the second trimester, AP Spanish students begin to practice and improve presentational writing and speaking skills needed to perform on the AP Spanish exam in May. Therefore, the pace of instruction picks up, and a more intensive AP study is required during the second and third trimesters. AP Spanish students are expected to perform at a college level. Students who are committed to the coursework typically place at the 4th and 5th semester of college Spanish (sophomore/junior level) as college freshman.

AP Spanish students will focus on the six AP themes and their sub themes throughout three trimesters of Spanish. All parts of the AP exam will be assessed and practiced in class including presentational writing and speaking, interpretive communication both in print and audio texts, as well as interpersonal writing and speaking.


Required summer work: AP students will be added to a special Schoology group for AP Spanish and required to check in over the summer via Schoology. The summer work will be posted to the group (light reading, various podcasts, discussions, videos) and interactive participation will be required within the context of this group. Grading for assignments posted to this group will be entered and posted in Power School promptly when school resumes in August. No late work will be accepted. Failure to complete or post to assignments will result in a “0” to be entered into the gradebook. No exceptions.

**Prerequisite:** A grade of “B” in Spanish IV B is required to take AP Spanish, or APPROVAL from AP instructor.

**French I (EL)**  
Grades 9 - 12  
Credit (1)

Beginning French students will immediately begin acquiring language through comprehensible language on a daily basis via interactive stories, directed conversation and reading. French I students will develop listening and reading skills. Writing and speaking abilities are allowed to emerge later in the year as student proficiency and confidence build. Level 1 students will begin reading novels in mid 1A. Culture will be introduced through reading, Powerpoint presentations, video, music, PictureTalk and MovieTalk, among other activities. Student participation is a key ingredient to success in the course. Language and culture will be experienced through music, food, cultural experiences and video clips. Comprehensible novels may be assigned as independent reading done at home by the students. There will be weekly quizzes over the independent reading assignments.

Level 1 Required reading: *Pauvre Anne, Les Aventures d'Isabelle, Patricia va en Californie, Les Pirates de Caraibes, Brandon Brown Veut Un Chien, Le Vol des Oiseaux*

**French II (EL)**  
Grades 9 - 12  
Credit (1)

French II continues to expose students to constantly listening and reading in the target language in multiple tenses. Students at this level will also continue to develop writing and speaking proficiencies in multiple tenses. Emphasis is on comprehensible input as a means of developing fluency. Students will read at least two short novels per trimester which are created for their evolving reading abilities. French II students will be asked to accurately recognize and produce more language.

Required reading: *Brandon Brown Dit La Vérité, Le Voyage de Sa Vie, Le Voyage de Sa Vie, Le Nouvel Houdini* (past tense version), *Les Nuit Mystérieuses à Lyon*

**Prerequisite:** C+ or better in French I or approval from French I instructor.
**French III (EL) (DR)**

**Grades 10 - 12**  
Credit (1)

French III students will continue to acquire language through interactive stories, comprehensible listening activities, conversation, discussion and reading. French III is a participatory course where students are expected to communicate in the target language. At this level, students will engage in conversation and continue to develop and improve their skills. Students will continue to acquire more complex language structures via classroom listening situations, reading and discussion. Students will also learn in the target language about historical events, current issues, art and politics. Culture will be introduced through reading, Powerpoint presentations, video, music, PictureTalk and MovieTalk, among other activities.

Required reading: Problèmes Au Paradis, Vive Le Taureau, Un Été Pas Comme Les Autres, Le Voyage Perdu, Brandon Brown et la Conquête de Québec

**Prerequisite:** C+ or better in French II or approval from French III instructor

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**French IV (EL) (DR)**

**Grades 11 - 12**  
Credit (1)

French IV students will continue to acquire language through interactive stories, comprehensible listening activities, conversation, discussion and reading. French IV is a participatory course where students are expected to communicate in the target language. At this level, students will engage in conversation and continue to develop and improve their skills. Students will continue to acquire more complex language structures via classroom listening situations, reading and discussion. Intermediate Advanced students will begin reading selected short stories from around the French-speaking world. Students will also learn in the target language about historical events, current issues, art and politics. Culture will be introduced through reading, Powerpoint presentations, video, music, PictureTalk and MovieTalk, among other activities. Advanced students will begin reading selected excerpts from novels and various short stories from classical literature. Students will also study basic history, geography, art, and politics in the target language.

Required reading: Le Mystère des Faux Billets, Le Petit Prince, Les Yeux de Carmen, Où est passé Martin?

**Prerequisite:** C+ or better in French III or approval from French IV instructor.
International Baccalaureate Program

Spring Lake High School has been accepted as a candidate school for the International Baccalaureate Diploma Program. The IB Diploma Program is an academically challenging and balanced program of education that prepares students for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The program has gained recognition and respect from the world’s leading universities.

The Diploma Program is based on the best educational practices of countries around the world. The curriculum is divided into six required areas of study:

- **Group 1**: Language and Literature
- **Group 2**: Language Acquisition
- **Group 3**: Individuals and Societies
- **Group 4**: Experimental Sciences
- **Group 5**: Mathematics
- **Group 6**: Fine Arts (may be substituted for a course in groups 2, 3, or 4)

All IB Diploma candidates must complete at least three higher level courses and three standard level courses during the junior and senior years. In addition to the IB coursework, IB Diploma candidates complete three additional components of the program:

- **Theory of Knowledge**: A two trimester, interdisciplinary course that explores the nature of knowledge across disciplines and encourages an appreciation of other cultural perspectives.
- **Extended Essay**: Candidates research a topic of their choice within one of the six IB subject groups and prepare a 4,000 word essay. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.
- **Creativity, Action, Service**: A component that encourages students to be involved in activities as individuals and as part of a team that takes place in local, national, and international contexts. Enables students to enhance their personal and interpersonal development.

**Diploma Candidate vs Course Candidate**

A student who chooses not to enroll in the full IB Diploma Program is eligible to take IB courses as "course candidates". Along with the full Diploma Program candidates, course candidates have the opportunity to earn college credit in the higher level courses. For a listing of colleges/universities recognition policies, go to: [http://www.ibo.org/recognition/university](http://www.ibo.org/recognition/university)

**IB Mission Statement**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*
International Baccalaureate Course Descriptions

The following courses will be offered as part of Spring Lake High School’s International Baccalaureate Diploma Program. Students can choose to take any of these courses (with the exception of Theory of Knowledge) independently or students may take these courses as part of the IB Diploma Program.

GROUP 1

**IB English (HL)**  
Grades 11-12  
5 Trimesters

IB Language A: Literature is an advanced, highly rigorous, elective course for motivated students who are prepared for a challenging English language arts curriculum. The course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students. Students will read and thoughtfully analyze literature from different cultures, languages and time periods with an understanding that even through this diversity we recognize universality in the human condition.

This course includes a variety of assessments including oral activities, a major formal oral assessment, written essays up to 1500 words, and a final IB assessment which takes place in May of the senior year.

This Higher Learning (HL) class incorporates the study of thirteen literary works. Works are chosen by the teacher from a prescribed book list. A tentative list of titles is included below:

**Junior Year**
- *Outliers* by Malcolm Gladwell
- Pablo Neruda (selected poems)
- *Persepolis* by Marjane Satrapi
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *The Awakening* by Kate Chopin
- *Catcher in the Rye* by JD Salinger

**Senior Year**
- *Antigone* by Sophocles
- *Twelfth Night* by William Shakespeare
- Carol Ann Duffy (selected poems)
- *1984* by George Orwell
- *A Handmaid’s Tale* by Margaret Atwood
- *Me Talk Pretty One Day* by David Sedaris
- Translated Text (TBD for 2020-2021)
### GROUP 2

**IB Spanish (HL)**

**Grades 11-12**

**5 Trimesters**

**IB Spanish IV - Junior Year**

IB Spanish is part of a modern language program focusing on language acquisition and refinement. It meets the needs of students who have studied Spanish for at least three levels immediately prior to the beginning of this course. It is designed for students who are acquiring a second language. Students will use the language appropriately in a range of situations and contexts for a variety of purposes. All four language skills (listening, reading, writing and speaking) will be developed equally through authentic texts, media and a variety of activities. This course is conducted primarily in Spanish. Recommended: C average in Spanish III or permission of the instructor.

**IB Spanish V - Senior Year**

Students at this level will continue to acquire the Spanish language through the study of authentic materials, with the goal of perfecting their listening, reading, writing, and speaking skills within the context of broad themes selected from the IB syllabus. Students will review complex and essential grammar structures and their usage in context, which will be combined with exposure to real-world samples and various texts from Spanish and Ibero-American literature. Vocabulary acquisition will accompany reading and be modeled in discussion in order to increase reading comprehension. Assessment of students' progress is a feature of the program during this course and will be administered in a variety of forms. Students will be required to create and present video and audio recordings of selected presentations, discussions, debates, and similar activities as required by IB. IB candidates will be prepared to sit for the externally administered written examinations in May. During the summer between the SL and HL courses, students will be required to read a novel in the target language and to journal.

Prerequisite: Spanish SL (Level IV)

### GROUP 3

**IB World History (SL) (even years)**

**Grades 11-12**

**3 Trimesters**

IB World History is designed with the goal of sharpening analytical thinking and writing skills. The ability to research, analyze, and synthesize is critical to gain a further understanding of the subject. Students will work collaboratively and individually during the course of the year as they seek a deeper and more comprehensive grasp of historical reasoning and thinking. Students will also be reading many primary sources and other historians’ interpretations. Students will also research and write a historical research paper.

This course focuses on numerous events from world history in the 20th Century. Students will be given a breadth of historical material but will focus on the following content areas in depth: The move to global war (with an emphasis on Japanese expansion in East Asia, 1931-1941, and German and Italian expansion, 1933-1940), causes and effects of the 20th Century wars (World War I, World War II, Korean Conflict, and Vietnam), and the Cold War (superpower tensions and rivalries).
IB Psychology (SL)  Grade 12  3 Trimesters

IB Psychology is a course that focuses on examining how biological, cognitive, and sociocultural factors influence and explain human behavior. In this course, students will be taught to use diverse methods of psychological inquiry and to analyze and interpret research findings to better understand human behavior. Students will also apply knowledge of research methods in their own studies of human behavior by collecting data, testing hypotheses, applying appropriate measurement instruments, and then analyzing and interpreting data.

Topics in IB Psychology will rotate, but include the following, and always focus on understanding the topic from the biological, cognitive, and sociocultural perspectives:

- Abnormal psychology
- Developmental psychology
- Psychology of human relationships
- Experimental research methodology

Students will produce a variety of artifacts to demonstrate knowledge, but the core assessments in IB Psychology will be:

- Analysis and Critique of Research Articles
- Question and Response (written)
- Essay (formal and informal)
- Written Report of Simple Study (conducted by student)

Ultimately, the goal of the IB Psychology course is to foster understanding of the ways in which psychological research can be used to understand and improve the human experience.

GROUP 4

IB Biology (HL)  Grades 11-12  4 Trimesters

IB Biology is a four-trimester course that will provide academic rigor for the student who is both intellectually curious and motivated to use his or her insight and creativity to design and perform higher level laboratory activities. Students will learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. Throughout this course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.
IB Chemistry (SL) (odd years) Grades 11-12 3 Trimesters

IB Chemistry SL will support the IB Diploma learner profile to develop students who will approach problems with an international mindedness and the means to help create a better world. IB Chemistry standard level (SL) is a full year, 3 trimester, course that will follow the IB guidelines in the Chemistry First Examinations 2016 subject guide.

This includes the following topics;
- Stoichiometry, atomic theory, periodicity, thermochemistry, bonding and reactivity
- Chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry.

The course is designed for students with an interest in a depth study in chemistry. Students will learn the relationships between the topics and develop skills and techniques to explore questions with problem solving skills. Laboratory work will be a component in this class and students will develop the skills for design and data collection, and processing results. This included questioning, claim, evidence and reasoning, and the manipulative skills necessary for the IB internal assessment.

GROUP 5

IB Mathematics: Applications & Interpretations (SL) Grades 11-12 3 Trimesters

The Applications and Interpretations course is taught three trimesters and focuses on important mathematical topics that are interconnected. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course is most similar to the previously offered Math Studies (SL) course.

Mathematical topics include: numbers and algebra; descriptive statistics; sets, logic, and probability; statistical applications; geometry and trigonometry; math models; basic calculus (differentiation).

The course includes significant project work (Internal Assessment) which is required for diploma and non-diploma candidates. Each student will complete a project based on their own research and guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This project is extensive and completed mostly independently (instructor acts as facilitator and provides support). Students will be provided approximately 30 hours of class time, and will need to spend an additional 20-30 hours outside of class working on this IA.

Students most likely to select this course are those whose main interests may lie outside the field of mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course. There is heavy use of the TI-nSpire graphing calculator (GDC) in this course –students are strongly encouraged to purchase their own. Prerequisites: Algebra I, Algebra II, Geometry (Precalculus is preferred).
GROUP 6

Visual Arts (SL) (even years) Grade 12 3 Trimesters

The IB Visual Arts course at Spring Lake High School is designed to offer an opportunity for students to develop their art work in a way that builds a contextual bond locally, nationally and internationally. Students will be highly conscious of their individual process, aesthetic/conceptual choices and their reactions to work in the field of art. Synthesis of skill, documentation of work, process and research will be emphasized in Visual Arts Journals. This course will be a combination of teacher-led instruction, group activities, short and long-term projects and individualized research and reflection. Students will be required to explore various media, techniques and develop a mature, reflective process of creating work with personal meaning, social and historical relevance.

IB Visual Arts will take place over three consecutive trimesters. A variety of assessment methods will be used in the course; some of which are specific and determined by the IBO. All work will culminate in a final electronic submission of finished studio work. IBO requirements include submission of the following: Comparative study with commentary (10-15 screens), Process portfolio (9-18 screens), Exhibition (4-7 pieces) with curatorial rationale (400 words maximum), exhibition text (title, medium, size, and brief outline of intentions of the work) and 2 optional photographs.

IB Music (SL) (even years) Grade 12 3 Trimesters

The IB Music course at Spring Lake High School assists students in developing their knowledge and skill as musicians, both individually and collaboratively. Areas of musical analysis, performance and composition will be explored. Aural perception (listening) is an essential requirement of the course. Musical forms, styles, histories and cultures are investigated. Students create, perform and reflect upon the music of their own country, as well as the musics of the world. Throughout the course, students learn to think, communicate and write critically about music.

IB Music students are required to:
- Perform - in band, choir or as a soloist.
- Analyze, in depth, a master work assigned by the IB Program
- Listen to a wide variety of music and describe what they hear
- Write a Musical Links Paper, compares/contrasts two different styles of music
International Baccalaureate  
Diploma Program Core Requirements

IB Theory of Knowledge-TOK

Prerequisite: IB Diploma Program students only

Theory of Knowledge is an integral part of the IB philosophy and is required for every IB Diploma candidate. The course challenges students to reflect on the nature of knowledge and its relationship to their experiences in and out of the classroom. Students will examine the role of language and thought in knowledge, the requirements of logical rigor for knowledge, and the systems of knowledge. Theory of Knowledge fosters attitudes, which lead students to critically evaluate what they know and what others know. Emphasis will also be placed upon examining moral, political, and aesthetic judgments as they relate to knowledge. Also examined is the relationship between knowledge and truth. This course, which is required of all diploma candidates, is assessed through an oral presentation and an essay on a selected topic. This course will be taught in the spring term of the junior year and the fall term of the senior year.

Extended Essay

Each IB diploma candidate will undertake independent research culminating in an essay of approximately 4000 words. The extended essay provides the student with the opportunity to intensify his/her attention on an area of particular interest. The student is encouraged to draw the connections between that which is studied in an academic environment and that which can be explored through one's own means of investigation and expository writing. The process will begin early in the junior year. Advised by a teacher mentor, the student will research the topic, draft a proposal, outline his/her paper, submit a rough draft, revise it, and submit the final piece in February of their senior year.

Creativity, Action, Service (CAS)

CAS is a fundamental part of the Diploma Program curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Students are required to complete approximately 150 hours of a balanced combination of Creativity, Action, and Service that encourages students to be involved in artistic pursuits, sports, and community service work. The emphasis of the CAS program is experiential learning. Students are required to choose activities that will promote opportunities for personal growth and awareness of the world around them. CAS activities must involve thoughtful consideration such as planning, reviewing progress and reporting, and each activity must include opportunity for reflection on outcomes and personal learning.
### SPECIALIZED AREAS OF STUDY

#### Secondary Assessment Training (RQ)
- **Grade**: 11
- **Credit**: (.5)
This class is designed to make students aware of and comfortable with the features and format of a college entrance exam. Students will learn test-taking strategies and time-management skills. All students will take the equivalent of at least three full length sample SAT exams during the course of this class and record their progress. They will also review all of the math formulas as well as many Algebra I, Algebra II and Geometry concepts. *(Students will be graded on attendance, participation, completion of exams, and some practice material.)*


#### Applied Eng/Comm (School Publications) (EL)
- **Grades**: 10 - 12
- **Credit**: (1.5)
School Publications is a class which produces the yearbook, Avanti. The following content will be covered: theme, organization, design, layouts, sales, cost factors, photography, and copy. Homework assignments will be given involving sales, photography, layouts, copy, and computer work. Grade assessment will be based on the homework assignments, class work, and ad sales contacts. Due to the nature of this class, a student will not be allowed to drop the course at any time during the year or after the first trimester without teacher/principal/counselor permission.

**Prerequisite:** Must be computer literate. By application only.

#### Dual Enrollment (EL)
- **Credit**: (.5 to 1.5)
Eligible students must have a qualifying score from the SAT, ACT or Accuplacer (MCC placement test) and are enrolled in at least 1 high school course. **Students interested in dual enrollment must meet with a counselor to determine eligibility.** In addition, not all college courses are accepted for credit by other institutions. It is the responsibility of the student to meet with a college representative to determine the transferability of a course. Students who wish to be dual enrolled in the first semester must have all paperwork completed by May 17. Deadline for completed paperwork for second semester is November 15. *Please note: An eligible pupil is responsible for payment of the remainder of the costs associated with his or her postsecondary enrollment in excess of the amount that the school district is required to pay.*

**Prerequisite:** Counselor/Principal approval

#### Non-Traditional Study (EL)
- **Credit**: (.5 to 1.5)
One option of nontraditional study is Michigan Virtual High School, an on-line resource that enables Michigan high schools to provide courses not otherwise available to students. Students select a class/es (limit 2) from a large number of courses in a variety of subject areas. Space in the virtual classroom is limited. The enrollment deadline is May 17 for the next academic year. Before making an appointment with the guidance office, interested students should check www.mivhs.org for a list of classes either trimester paced or AP classes. Letter grades will be issued by Michigan Virtual High School and will become part of a student’s permanent transcript. Any courses taken online must be taken for a grade. On-line classes via other institutions follow the same guidelines as Michigan Virtual classes. Another non-traditional area of study is Independent Study. This program is designed to offer students a chance to study a subject area through self-motivation and self-direction. The subject must tie into an actual course that exists in the curriculum. Students will receive a CR or NC for this class. See counselor for additional information. Guidelines are subject to change as a result of possible updates from the Michigan Department of Education.

**Prerequisite:** Counselor/Principal approval

#### Guided Academics (EL)
- **Grades**: 9 - 12
- **Credit**: (.5)
Guided Academics is a class designed to help high school students experiencing academic difficulties. Students are scheduled for this class after being recommended by two or more of their teachers. In the course, students will develop organizational and test taking skills, explore career opportunities, and take part in self-esteem building activities. Guidance from teachers and peers will be promoted. This is a guided instructional period where skills are taught and where students are able to keep pace with their core class load.

All students are entitled to a Personal Curriculum (PC).
Careerline Tech Center

Careerline Tech Center (CTC) provides career education to juniors and seniors in high school and offers the opportunity for students to gain skills and/or prepare for post-secondary education in one of 27 programs. Tech Center classes are free. Programs are offered Monday through Friday and students attend for a half day either in the morning or the afternoon. Interested students and parents can get more information on Careerline Tech Center by visiting the website at www.careerlinetech.org or “like” us on Facebook.

Each year, CTC has an open house in October and again in February for parents and potential students to visit the programs and talk with instructors. In February, 10th and 11th grade students have the opportunity to visit programs at the Tech Center before selecting a program for the following year. CTC has articulation agreements with 21 area colleges and universities. Those agreements give students the chance to earn college credit while still in high school. Direct college credit may be an option for some students. Early college options allow students to enroll, while at the Tech Center, as a college student. All work is completed at CTC and is part of the standard curriculum. College credit is earned and placed on a transcript to follow students to the college of their choice upon high school graduation.

In addition, Careerline Tech Center will offer students in Engineering Design, Electrical, Mechatronics/Robotics and Welding the opportunity to enroll in an early college program in partnership with Herman Miller and Grand Rapids Community College. More information on the early college program is provided on our website.

While Tech Center credit is earned as electives, Tech Center students have the opportunity to receive academic credit (4th Year Math, 3rd Year Science, Visual/Performing Arts and an on-line learning experience). All academic credits may not be available in all programs. Check with your high school counselor.

Careerline Tech Center’s programs are organized by pathways, broad groupings of careers that share similar characteristics and whose employment/education requirements call for many common interests, strengths, and competencies.

**Natural Resources and Agriscience Pathway**

**Environmental & Agricultural Sciences** – This program is designed for students to gain an awareness of environmental, horticultural, and animal sciences. They study ecosystems, water quality, plant identification, landscape design, and animal anatomy and nutrition. The concept of “going green” will be discussed as well as renewable/sustainable energy resources. Students will work with animals in a lab setting.
(Open to juniors and seniors, this is a two year program.)

**Arts and Communications Pathway**

**Graphic Design** – The fundamentals of drawing and design are combined with computer software skills to produce original graphic design work and illustrations. Computers are used to produce high quality projects that are assembled into a portfolio.
(Open to juniors and seniors, this is a one year program.)

**Media Communications** – The focus of this program is production as students learn video production, editing, and broadcasting. Students learn to operate video cameras, sound and mixing boards, and lighting in a production studio and in remote locations.
(Open to juniors and seniors, this is a one year program.)

**Printing & Imaging Technology** – Students learn the three major printing processes from graphic design to digital imaging to final printed product. Operating a print shop, students produce t-shirts, brochures, newsletters, business cards, etc.
(Open to juniors and seniors, this is a one year program.)
Business, Management, Marketing & Technology Pathway

**Culinary Arts**  – Students learn about the hospitality field focusing on culinary and arts. They learn food and beverage production, nutritional values, proper cooking methods, sanitation. (Open to juniors and seniors, this is a one year program.)

**Business Management**  – Students learn the functions of marketing, economics, promotion, distribution, finances, hospitality, running the school store, Port 31. Students collaborate on all areas of the business as a staff. (Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Entrepreneurship & Global Business**  – Students develop a business plan for their own businesses as well as manage a virtual, global business as a class. (Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Pastry Arts & Baking**  - Students learn to prepare cakes, cookies, breads, pies and other baked goods. In addition, there is a focus on customer service, business math and finance. (Open to juniors and seniors, this is a one year program.)

**PC & Network Technologies**  – In PC & Network Technologies, our goal is to expose students to a well-rounded information technology curriculum which will allow them to make educated career and life decisions. Students learn skills in PC hardware and operating systems; network topologies, protocols, and operating systems; and Internet technologies. Successful completion of the program will result in opportunities for program and industry certifications. (Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Web & Game Development**  – Students can expect a fast, project-based environment for learning web, mobile, PC, and Xbox game development. Emphasis is placed on IT Core Fundamentals during year one. Second year students will choose a focus from Jr. Game Developer, Jr. Web Developer or Server Administration. (Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

Engineering/Manufacturing and Industrial Pathway

**Auto Body Repair**  – Students gain skills needed to repair damaged vehicles by learning dent removal, welding techniques, body and frame alignment, panel replacement, surface preparation, estimating skills, and painting. (Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Automotive Technology**  – Students put classroom knowledge and training into action by applying their training to production work in the automotive lab. Among the services learned are tire service, tune-ups, electrical circuits, suspensions, brakes, and electronics. State of Michigan certifications are available to those who qualify. (Open to juniors and seniors, this is a two year program.)

**Building Tech & Construction Management**  – Students study all aspects of the construction industry including blueprint reading, framing, roofing, siding, masonry, and basic carpentry skills. Students gain experience by building the Tech Center project house. "Green" technology in building/construction is taught. (Open to juniors and seniors, this is a two year program.)

**Diesel/Heavy Equipment Mechanics**  – The operation, maintenance, and overhaul of diesel-powered equipment is learned, specializing in heavy equipment, trucking, and automotive applications. Second year students expand their knowledge of diesel-powered engines by working on actual customer equipment. (Open to juniors and seniors, this is a two year program.)

Electrical/Alternative Energy – Students learn residential, commercial, and industrial electricity. Electrical theory, blueprint reading, conduit bending, wiring and lighting are included. Students also learn about renewable/sustainable energy sources. (Open to juniors and seniors, this is a one year program.)
**Engineering Design & Machine Technologies** – Students obtain technology skills in engineering and machining. They build and test prototype parts and assemblies of products, tools, and machines used in the automotive, manufacturing, and construction industries. In addition to using the latest engineering and design software, students gain practical experience working with lathes, mills, and surface grinders. (Open to juniors and seniors, this is a one year program.)

**Mechatronics/Robotics** – Students learn electronics, robotics, equipment controls and sensors, and programming used in electro-mechanical systems. Students design and build vex robotic systems and an electric race car. (Open to juniors and seniors, this is a one year program.)

**Plumbing & Water Systems** – Residential and basic commercial plumbing, layout, and the design of plumbing systems are covered in this program. Students learn soldering and brazing of copper tubing and cutting, threading and grooving of steel pipe for gas and fire protection. Students gain actual experience at the CTC project house. (Open to juniors and seniors, this is a one year program with a second year of extended curriculum.)

**Welding** – Students learn the basics of welding including the design, layout and fabrication of metals, the identification of metal and alloy properties, and fluxcore and plasma arc cutting. (Open to juniors and seniors, this is a two year program.)

### Health Sciences Pathway

**Advanced Healthcare** – In the Advanced Healthcare program, students build on health foundations learned in the first year. Advanced skills include: EKG (pulse points, EKG rhythms), dressing changes (sterile dressing changes, irrigating a wound), catheters, colostomy, pre/post operative care (pulse oximeter, breathing treatments), injection techniques (types of injections, injection sites), intravenous fluids (IV pump), tracheotomy care, and phlebotomy (blood testing, drawing blood). (Open to seniors only, this is a one year program.)

**Certified Nurse Aide (CNA)** – This class will prepare students to become a certified nurse aide. Students learn to document and report on patients, check vital signs, administer medications and/or treatments, apply dressings and bandages, and help keep patients clean. (Open to juniors and seniors, this is a one year program.)

**Dental Careers** – This class will prepare students to become a chairside dental assistant. Students also have the opportunity to explore other careers in the dental field including dental hygienists, dental laboratory technicians, registered dental assistants, and dentists. (Open to juniors and seniors, this is a one year program.)

**Emergency Medical Services** – Students are trained to become emergency medical technicians. Students assess patients involved in different types of medical emergencies and trauma, and study treatment procedures. (Open to seniors only, this is a one year program.)

**Healthcare Foundations** – Students learn basic patient care such as temperature, blood pressure, pulse and breathing rates, and the use of computers in healthcare. Students have the opportunity to become certified in Phlebotomy (drawing blood). (Open to juniors and seniors, this is a one year program.)
Human Services Pathway

**Cosmetology** – In this program, students learn services offered in a salon including hair shaping and styling, manicures, facials, and waxing. There is a fee for students, which covers a mannequin, textbook, hair sheers, razor, and uniform. Classes are taught at Tulip City Beauty College in Holland, Michigan. (Open to seniors only, this is a one year program.)

**Teacher Academy** – This class is for students who are preparing for a career in education. Students explore human growth and development, diversity, ethics and professional responsibility, and health and safety. Students apply knowledge of teaching while delivering instruction through various field placements. (Open to juniors and seniors, this is a one year program.)

**Public Safety & Security Services** – This class trains students in the protection of people. Students are introduced to the role of law enforcement, public safety, and security services in our community. Areas of study include Michigan law, the court system, corrections, emergency procedures (including CPR and first aid), and investigative procedures. (Open to juniors and seniors, this is a one year program.)
STATEMENT OF COMPLIANCE WITH FEDERAL LAW

Spring Lake Public Schools does not discriminate on the basis of race, color, religion, gender, national origin, age, height, weight, marital status, handicap, disability, or limited English proficiency in any of its programs or activities. The following office has been designated to handle inquiries regarding the nondiscrimination policies:

Spring Lake Public Schools  
Director of Curriculum  
345 Hammond Street  
Spring Lake, MI 49456