



Harper Creek High School
Course Selection
2024-2025

7454 B Drive North
Battle Creek, MI 49014
Telephone: 269-441-4850
www.harpercreek.net

Table of Contents

[Counseling Staff](#)
[Letter from Principal](#)
[Graduation Requirements](#)
[Certificate of Achievement](#)
[Grading Procedure/GPA](#)
[Class Schedule Worksheet](#)
[Career Pathways](#)
[Career Pathways](#)
[Testing Out Procedure](#)
[Postsecondary- Dual Enrollment Options](#)
[Online/ Blended Learning Program](#)
[Battle Creek Mathematics and Science Center](#)
[Calhoun Area Career Center \(CACC\)](#)
[Academically Talented Youth Program](#)
[Michigan Seal of Biliteracy](#)
[Mission Statement](#)
[Language Arts](#)
[Language Arts](#)
[Math](#)
[Science](#)
[Social Studies](#)
[Elective Classes](#)
[Art](#)
[Business](#)
[Computers](#)
[Family and Consumer Sciences](#)
[Foreign Language](#)
[Industrial Technology](#)
[Language Arts](#)
[Miscellaneous](#)
[Music](#)
[Physical Education](#)
[Science](#)
[Social Studies](#)
[Modified Block Schedule](#)
[Calhoun Area Career Center](#)

Counseling Staff

Harper Creek High School Counseling Team



Amanda May, Counselor
MayA@harpercreek.net
269-441-8424



Devin Hurst, Student Support Specialist
HurstD@harpercreek.net
269-441-8493



Elizabeth Vernon, Counselor
VernonE@harpercreek.net
269-441-8420



Heather Peterson, Secretary to Counseling
PetersonH@harpercreek.net
269-441-8417



Administrative Staff

Harper Creek High School Administrative Team



Ed Greenman, High School Principal
GreenmanE@harpercreek.net
269-441-8412



Leah Peet, Secretary to Principal
PeetL@harpercreek.net
269-441-8410



Joe Yurisich, Assistant Principal
YurisichS@harpercreek.net
269-441-8476



Carly Dingman, Secretary to Principal
DingmanC@harpercreek.net
269-441-8413



Amy Lyn Weller, Secretary to Assistant Principal
WellerA@harpercreek.net
269-441-8411



Letter from Principal

Students and Families:

The Harper Creek High School Core Course Description Guide offers a comprehensive listing of our school's core course offerings which have been designed as a varied and challenging academic curriculum. Careful planning and selection of courses are important to the successful growth and achievement of academic goals throughout a student's high school career.

All students will need to successfully meet the requirements for graduation listed hereafter. It is important for students to develop a multi-year plan for their courses developed around, and consistent with, their Educational Development Plan (EDP). This plan is first developed in middle school and should be reviewed and revised each year prior to selecting courses.

Harper Creek High School's primary goal is to provide our students with the skills and competencies needed to be successful citizens and workers in a technological, multi-cultural and dynamic society. This goal can best be achieved through a collaborative partnership with students and families in rigorous pursuit of high levels of achievement. To do this, students must pass courses in which they are enrolled so that all course options are available to them in each of the following years. Families can support this need by monitoring that students are regularly attending all classes and completing assigned tasks. Successful passing of courses leads to more elective options, including Advanced Placement (AP) courses, advanced subject area courses, dual-enrollment, the Calhoun Area Career Center (CACC), the Battle Creek Area Mathematics and Science Center (BCAMSC), and more.

The elective courses that are taught each year are ultimately determined by how many students sign up to take them during the scheduling process. Due to staffing availability and class size limitations, it is essential that students select classes they intend to attend and complete. There should be no expectations that students can "try out" a class and expect to change it later.

Additionally, it is important for students and families to understand that a high school student cannot "drop" a class. Students are expected to be enrolled and attend a full schedule each semester of each year. If a student does not like a class or has lost the opportunity to earn credit in a class, it is the expectation that they are still required to attend and attempt their best effort.

The high school staff encourages thoughtful selection of courses that meet not only current interests, but prepares students for unknown opportunities and challenges in the future. While success in a rigorous high school curriculum cannot guarantee future success, it will most certainly enable opportunities beyond high school and help prepare our students for a future of their own choosing.

We look forward to the opportunity to partner with you in pursuit of your continued success, both health individually and as a member of our learning community.

Ed Greenman, High School Principal

Graduation Requirements

Regular Diploma

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work for their graduating class, and earn the total number of minimum credits. All seniors will be reclassified at the end of the first semester of their senior year.

A student enrolled in special education may be exempted from the State mandated-test. Such an exemption is made by the IEP Team. The student may still need to earn the required credits indicated by the IEP or in a personal curriculum. For more information about the different methods by which credits can be earned, refer to Policy 5460 in the Board Policy manual, a copy of which is accessible electronically at www.harpercreek.net. Additionally, students will qualify for a diploma when they:

- meet the requirements for graduation through credits earned at HCHS in combination with those earned through the Battle Creek Math and Science Center, CACC or early college, if enrolled in these programs.
- Are in attendance full time at HCHS or enrolled in one of its combined programs.
- Any exceptions to below must be approved by the principal. All graduation requirements cited are the minimum that will be accepted for eligibility for graduation. It is anticipated that most students will exceed these minimums.

Subject	Credits
English Language Arts	4- 1 Credit taken senior year
Social Studies	4 + 20 service hours
Science	3
Mathematics	4- 1 Credit taken senior year
Physical Education/Health (2 years marching band)	1
Computers	1
Fine Arts, Performance Arts, Vocational Education, Practical Arts	1
World Lanugage Experience	2
Personal Finance	0.5
Electives	13
Total Credits to Graduate	33

Certificate of Achievement

Certificate of Achievement

Any student who has an IEP at the completion of his or her 12th grade year may receive a Certificate of Achievement in lieu of a diploma for successfully attending Harper Creek High School. While the criteria for earning the Certificate of Achievement are determined by the IEP, in consultation with teachers and parents, the following guidelines will apply:

Subject	Credit
English Language Arts	2-4
Mathematics	2-4
Science	2-3
Social Studies	2-3
Physical Education and Health	1
Fine Arts, Performance Arts, Vocational Education, Practical Arts	1
World Language	0
Online Learning Experience	1
Career Prep/Employability	1

Grading Procedure/GPA

Grades

Harper Creek High School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher. The school uses the following grading system:

- A Outstanding 90%-100%
- B Above Average 80%-89%
- C Average 70%-79%
- D Below Average 60%-69%
- E Failing 0%-59%
- I Incomplete

Advanced Placement courses* are given the following additional weight provided students complete an AP course and AP exam. Students who complete Battle Creek Math & Science Center courses listed below, will also receive an extra grade point.

- A = 5.0
- B = 4.0
- C = 3.0
- D = 2.0
- E = 0

***This does not include AP support classes.**

Battle Creek Math & Science Center courses approved for 5.0 scale are:

- Analytical Chemistry
- Biotechnology 1 and 2
- Organic Chemistry
- Multivariate Calculus

Grade Point Average

To calculate a grade point average (GPA), assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be $.5 \times 2 = 1$. Then add this to the other grades earned for total points earned. This total is then divided by the total credits earned for the GPA. This can be done by grading period, semester, year, or for a series of school years.

Class Schedule Worksheet

9th Grade	10th Grade
English: English I	English: English II
Math: Algebra I	Math: Geometry
Science: Physical Science	Science: General Biology
Social Studies: American History/Geography	Social Studies: Civics/Econ
P.E.: Physical Education/Health OR Swim/Health	Elective:
Elective:	Elective:
Elective:	Elective:
Elective:	Elective:
Modified Block (40 minute):	Modified Block (40 minute):
Modified Block (40 minute):	Modified Block (40 minute):
11th Grade	12th Grade
English: English III/ Lit & Comp I	English: English IV/Lit & Comp II
Math: Algebra II	Math: Senior Math
Science: Physics or Chemistry or Material Chemistry	Social Studies: Senior Social Studies
Social Studies: World History/Geography	Elective:
Elective:	Elective:
Elective:	Elective:
Elective:	Elective:
Elective:	Elective:
Modified Block (40 minute):	Modified Block (40 minute):
Modified Block (40 minute):	Modified Block (40 minute):

Testing Out Procedure

Testing Out (Board Policy: 5400 Curriculum, Instruction, and Parent/Guardian Involvement 5409 Academic Credits and Graduation)

In accordance with Michigan State Law, Harper Creek Community Schools provides high school students with the opportunity to “test out” of Michigan Merit Curriculum required courses. Students who have demonstrated “Advanced” or “College Ready” designation on recognized MME assessments, PSAT and SAT - the state assessments in English Language Arts and Math - and the MSTEP - the state assessments in Science and Social Studies) and then earn a qualifying score on a Harper Creek Community Schools Test-Out Assessment receive credit for the equivalent course. Credit earned through this route shall be designated on the student’s transcript as the score they received on the provided test. Likewise, students who attempt to test out of a course and do not earn a qualifying score will not receive credit for the course.

A score of at least 77% on the HCCS Test-Out Assessment is considered a passing grade. An unsuccessful attempt to test out of a course will not impact the student’s grade point average for any purpose and will not be noted on the student’s transcript. However, a student may not retake the test nor appeal the test results and will need to take the course in the traditional manner in order to receive credit for the course.

Students cannot take or enroll in a lower course sequence in the same CORE curriculum area as the course for which they “tested out”.

Testing Out applications are due to the Main Office by the first Wednesday of December for tests to be given the second week of December and the first Wednesday of May for tests to be given the second week of May.

According to the Michigan Merit Curriculum Law, Section 380.1278(a)(4)(c), "a school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit."

Credit Awarded to Pupil Not Enrolled in Course 380.1279(b) The board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be based on a “pass” grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board's determination shall apply equally to all such credit for all pupils and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.

Postsecondary- Dual Enrollment Options

Postsecondary-Dual Enrollment Options

Any student in 9th, 10th, 11th, or 12th grade may enroll in a postsecondary (dual) enrollment program providing s/he meets the requirements established by law and by the District. Any interested student should contact his/her counselor to obtain the necessary information. Students are assisted in finding courses, completing applications, and looking up credit transfer information.

Harper Creek High School has included these required considerations to establish the following guidelines for students and for dual enrollment courses. These include, but are not limited to the following:

- Principal approval.
- The student is ready for a college experience.
- Students are responsible for their own transportation.
- Students are on track for attaining credits towards graduation as expected.
- Student attendance records do not indicate a history of truancy (more than 10 days).
- Students must have received a qualifying score on at least one of the following tests: MME, ACT, SAT, PSAT or Next Generation.

Additionally:

- Dual enrollment courses may not replace any courses required or offered by Harper Creek High School. An exception to this is if administration determines there is a scheduling conflict beyond the student's control.
- The dual enrollment course may not be in the subject area of physical education, theology, divinity, or religious education; hobby and recreational courses are prohibited as well.
- Students must take all state and district assessments during scheduled times. This includes, but is not limited to, the M-STEP, PSAT, SAT and final exams.
- If students have previously failed a dual enrolled course, the cost of the course must be paid back before you are eligible to take another.
- The HCHS schedule takes priority over dual enrolled courses. Should a dual enrolled course conflict with a HCHS schedule, it is the student's responsibility to adjust their dual enrolled courses. If students need assistance adjusting dual enrolled schedules, they must contact their college advisor. This also includes planning for post-secondary transferable credits.

There is an allotted amount that HC will pay for the dual enrolled course. Should your course exceed that amount, the student is responsible for the remaining balance. Students who fail to successfully complete their dual enrolled course, drop the class after the college deadline, or fail the class outright, will be responsible for the cost of all expenses related to the class. All students will be expected to return to Harper Creek any books or materials and supplies that the district paid for at the end of each class.

Any student wishing to dual enroll must complete a Harper Creek High School Dual-Enrollment form prior to taking any courses. It should be understood that the final grade will be determined by the post-secondary institution. Additional grading and other information is available on the Harper Creek High School Dual-Enrollment form.

Online/ Blended Learning Program

Online/Blended Learning Program

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

An optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent. The Superintendent shall prepare a plan of educational options for use in meeting special needs.

Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, internet, digital broadcasting, or satellite course work offered by the school or any regionally accredited college or Michigan Virtual High School (MiVHS).

Credit may be granted to the student upon complete evaluation of the program. The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the District graduation requirements.

The Superintendent shall establish administrative guidelines whereby each educational option is properly analyzed, planned, and implemented and complies with all applicable requirements of the State.

Harper Creek High School partners with Michigan Virtual High School to provide online-courses, offered in .5 credit and 1 credit lengths. Students interested in MiVHS classes should be self-motivated learners who are competent in computer/internet skills and able to manage their time well. MiVHS courses must be selected and scheduled the same time as other courses, and students are expected to maintain consistent communication and contact with their assigned HCHS staff member regarding their progress in the MiVHS coursework.

Battle Creek Mathematics and Science Center

[Battle Creek Area Mathematics and Science Center \(BCAMSC\)](#)

The Math/Science Center is located at 171 W. Michigan Avenue in Battle Creek. It provides programs (half-day schedule), to 9th and 10th grade students in the morning, and 11th and 12th students in the afternoon. Harper Creek High School students who are accepted may attend during each year of high school. Students who attend off-site classes need to abide by the off-site campus schedule and not Harper Creek's schedule except in cases as determined by Harper Creek administration, including state mandated testing. For more information, contact the Math and Science center directly at **269-965-9440**.

Address: 171 Michigan Ave, Battle Creek, MI 49017



Calhoun Area Career Center (CACC)

Calhoun Area Career Center (CACC)

The Calhoun Area Career Center is located at 475 E. Roosevelt in Battle Creek and is designed to be an extension of several area high schools. 11th and 12th grade students are eligible for the programs which predominately follow a half-day morning schedule and may run for a semester, a year, or two years. The CACC staff will provide information and tours to students in the 2nd semester of 10th grade. Bus transportation is provided to and from the Harper Creek High School.

Information on scheduling, openings, hours, and application procedures can be obtained from the Guidance Office, or by contacting the CACC at **269-968-2271**.

Address: 475 E Roosevelt Ave, Battle Creek, MI 49017



Academically Talented Youth Program

[ATYP—Academically Talented Youth Program WMU](#)

Students who participate in the ATYP at WMU are eligible for high school credits. Each student received 1 credit per semester for ATYP. Credits for ATYP taken in middle school are applied after the first semester of the 9th grade year. See your counselor for more information.

Michigan Seal of Biliteracy

[Michigan Seal of Biliteracy](#)

The Michigan Seal of Biliteracy is an award presented to students who have demonstrated proficiency in English and at least one other world language by high school graduation.

Program Selection and Parent Involvement

The staff and administration of Harper Creek High School encourage parents to work with their student to develop a four-year plan for high school that will help the student attain his/her educational and career goals. The world that our students will enter is very different from the one we entered as high school graduates and we must strive to educate, empower and equip our students for a future that is dynamic and ever-changing. Although the traditional four-year college education is required for about a fifth of the jobs in the current labor market, labor statistics indicate that more than half of the available 21st century jobs will require training beyond high school. Our students must be prepared to succeed in post-secondary training. Good planning in high school is an important aspect of that preparation.

Standardized Tests

The **PSAT/NMSQT** (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) is administered to 10th and 11th grade students each fall. 9th grade students also take the PSAT 8/9 for additional practice. The tests are given in October and again in April to monitor student growth and academic achievement. All students will conclude their Michigan Merit Examination in their 11th grade year by completing the SAT and the M-STEP.

The state-mandated **M-STEP** summative assessment, also taken in the spring of 11th grade, consists of English Language Arts, Mathematics, Science and Social Studies. This test is required for graduation.

The **NWEA** offers state-aligned, computerized adaptive tests, called Measure of Academic Progress (MAP). These tests accurately reflect the instructional level of each student and measure growth over time. NWEA offers MAP tests in the subjects of Mathematics, Reading, Language Arts and Science. The NWEA test is administered three times per school year: fall, winter and spring.

Language Arts

English I (required) (SCED Code: 01001)

Students in this class will read and gain comprehension skills for literature, stories, poems, and dramas—especially a Shakespeare play— as outlined in the Common Core curriculum. Students will learn about authors’ writing devices, especially with plot and figurative language. Students will write routinely for a range of tasks and audiences, specifically on theme analysis and develop skills for structured paragraph writing.

Prerequisite: None

English II (required) (SCED Code: 01002)

Students will continue to develop reading strategies, writing skills, and speaking and listening competences as outlined in the Common Core curriculum. They will read a variety of complex texts, with introductions to satire, allegory, and the informative research process. Students will expand on their analysis skills and move forward into full essay writing with a continued focus on theme.

Prerequisite: English I

English III (SCED Code: 01003)

Students in this class will continue to read a variety of complex texts. Students will further develop their reading strategies, writing skills, and speaking skills with a specific focus on rhetoric and memoir. Students will also expand on their research skills to produce an argumentative research project.

Prerequisites: English II

English IV (SCED Code: 01004)

Students in this class will read a variety of complex texts, with an emphasis on literary analysis and essay writing. Students will continue to develop their reading and writing strategies, and especially speaking skills, with a focus on sharing informative and argumentative research with the community.

Prerequisite: English III

Literature and Composition I (SCED Code: 01051)

Students in this class will read a variety of complex texts which may include *Night*, *Beowulf*, *Canterbury Tales*, *MacBeth*, and *Frankenstein*. Students will continue to study literature and work to develop their critical analysis skills to prepare for college classes.

Prerequisite: English II with a B or better.

Literature and Composition II (SCED Code: 01052)

Students in this class will focus upon the study of a diversity of literature to effect acquisition of thinking skills and writing effectiveness. These skills and this effectiveness enable students to gain grater control of the world in which they live. Specific thinking skills addressed are those of classifying, analyzing, and synthesis. Texts may include *Their Eyes Were Watching God*, *Things Fall Apart*, *1984*, and *the Great Gatsby*. Note that short stories, poems, and informational texts will be woven into the units and will vary. In addition, supplemental texts may be incorporated for enrichment purposes. Students should prepared for a college-preparatory schedule of reading and writing in this class. Students should expect to be independent readers of text.

Prerequisite: Completion of Literature and Comp I with teacher approval after English III

AP Literature and Composition (SCED Code: 01006)

Students in this class will do critical reading, writing, and analysis of both classical and contemporary literature. Through the close reading of select texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, AP vocabulary and themes; students will incorporate these essential ingredients in their own writing. Students who successfully complete this course will be prepared and expected to take the AP Literature and Composition Exam.

Prerequisites: Completion of Literature and Composition I & II, with instructor approval.

Math

Algebra I (SCED Code: 02052)

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

Prerequisite: None

Geometry (SCED Code: 02072)

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) Trigonometry; and (4) Logic, reasoning and proofs. Use of graphing calculators and computer drawing programs are encouraged.

Prerequisite: Completion of Algebra I with 60% or better

Algebra II (SCED Code: 02056)

This course emphasizes the development of facility with algebraic forms, linear and quadratic expressions, powers and roots, and functions based on these concepts. Logarithmic, trigonometric, polynomial, and other special functions are also studied. Geometric ideas are used throughout the course. Measurement relationships are analyzed from an algebraic viewpoint. Transformations are employed to analyze graphs. Notions of a mathematical system found in geometry (postulates, theorems, etc.) are utilized. Many connections with calculators are made in this course.

Completion of Geometry with 60% or better

Mathematics for Seniors (SCED Code: 02999)

This course was designed to meet the State of Michigan requirements for a senior math class. Students will learn various concepts in personal finance, as well as other topics in probability and discrete mathematics. This course will contain practical applications of mathematics. **Prerequisites: Completion of Algebra I, Geometry and Algebra II; Must be a senior to enroll in this course.**

Pre-Calculus (SCED Code: 02110)

Pre-Calculus topics emphasize the background theory a student must know to be successful in many calculus courses, including analysis of functions, notions of limit, and analytic geometry. Discrete mathematics topics include formal logic, properties of natural numbers, mathematical induction, sequences, combinatorics, and graph theory. There is also manipulative algebra, handling manipulations that have been de-emphasized in the previous years, and careful development of mathematical reasoning and proof.

Prerequisite: Completion of Algebra II with 60% or better

Statistics (SCED Code: 02205)

Students in this course will develop their statistical reasoning as they look at real world data. Students will make use of technology as they apply the statistical techniques to the analysis of data. The Advanced Placement course outline for Statistics will be followed and students will be encouraged to take the A.P. exam. Topics covered include: interpreting and observing patterns in data, planning a study based on data collection and analysis, producing models using probability theory and simulations, and using statistical inference to guide the selection of appropriate models. Students will be required to use a graphic calculator outside the classroom.

Prerequisites: Successful completion of Pre-Calculus with 70% or better

Calculus I (SCED Code: 02121)

This course is the study of calculus with emphasis on the following areas: Functions and Graphs, Limits and Continuity, Differential and Integral Calculus. The Advanced Placement Calculus AB outline will be followed. Students will be encouraged to take the Advanced Placement Exam. It is suggested that students take both Calculus I and A.P. Calculus to best enhance their chances of scoring well on the Advanced Placement Exam.

Prerequisite: Successful completion of Pre-Calculus

A.P. Calculus (SCED Code: 02124)

This course is a continuation of the topics taught in calculus. It is for students who intend to continue their study of mathematics, and for those who will use calculus in other fields of study. This course covers topics including limits, continuity, the definition of derivative, applications of derivatives, rates of change, properties of graphs, The Fundamental Theorem of Calculus, definite and indefinite integration, slope fields, methods of integration, and applications of derivatives. Instruction and practice on these topics help students develop a solid understanding of functions, graphs, limits, differentiation, and integration. Students anchor their understanding with examples demonstrating the relationship between calculus and the world around them through questions in context. Throughout the course students are required to use multiple approaches to the understanding of calculus concepts. Students must be able to express solutions in numerical, graphical, analytical, and written forms. Students who successfully complete this course will be prepared and expected to take the AP Exam.

Prerequisite: Completion of Calculus with a 'C' or better.

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

Science

General Physical Science (required) (SCED Code: 03159)

This course provides an introductory study of the nature of matter and energy and the processes of physical and chemical change as matter and energy interact. Students will develop investigative skills as they explore topics in chemistry and physics based on the State Core Curriculum.

9, 10, 11, 12 Prerequisite: None

General Biology (required) (SCED Code: 03051)

This course fulfills one credit in biological science. Introductory material in genetics, evolution, cell theory, ecology, and biochemistry are covered. Students will engage in laboratory work which stresses understanding of content coverage. This course is aligned with NGSS.

9, 10 Prerequisite: None

General Chemistry (SCED Code: 03101)

(may be used as 3rd required science credit or senior year math related credit if taking Physics or Material Chemistry as science credit)

This class enables students to learn chemistry through experimentation and observation. Concepts, principles, and theories are organized so that students will learn to use them intelligently. Key concepts are introduced at an elementary level and then treated in greater depth. Atomic structure, bonding, the periodic table, ionization energy levels, quantum mechanics, molecular structure, and chemical reactions will be covered. Environmental issues and consumer chemistry will also be covered in this course.

Prerequisites: Successful completion of Physical Science, Biology, and Algebra I

Materials Chemistry (SCED Code: 03101)

(may be used as 3rd required science credit or senior year math related credit if taking Chemistry of Physics as science credit)

This is a science and technology course introducing the concepts and applications of the chemistry of solids materials. Students will learn about the fundamental chemistry of metals, polymers, ceramics and composites through a series of project based units.

Prerequisites: Successful completion of Physical Science, Biology, and Algebra I

Physics (SCED Code: 03151)

(may be used for the 3rd required science credit or senior math related credit if taking chemistry or material chemistry as science credit)

Highly recommended for all high school students, physics covers basic concepts such as the nature of motion, forces, energy, matter, heat, sound and light. Although some mathematics will be used, the course emphasizes the conceptual understanding of physics.

Prerequisites: General Physical Science and successful completion of Algebra I and Geometry

AP Biology (SCED Code: 03056)

AP Biology is a comprehensive survey of general biology that includes biochemistry, cellular biology, molecular genetics and heredity, biotechnology, diversity, structure and function of organisms, ecology, and evolution. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. This course will run 1 block per day all year. Students who successfully complete this course would be prepared and encouraged to take the AP exam.

Prerequisites: Completion of General Biology with a 'B' or better; successful completion of Algebra I, Geometry, General Chemistry or be taking General Chemistry concurrently with the 1st semester of AP Biology.

AP Chemistry (SCED Code: 03106)

AP Chemistry is a two semester, two credit course that includes the following topics taught in a first year college introductory chemistry course: atomic structure and periodicity, chemical bonding, stoichiometry, gas and solution chemistry, kinetics, equilibrium, and thermodynamics. Students who successfully complete this course are recommended to take the AP Exam. For more information, go to

http://www.collegeboard.com/student/testing/ap/sub_chem.html?chem

Prerequisites: Students must have completed General Chemistry with a minimum grade of "B" OR with a grade of "C" AND the recommendation of their General Chemistry teacher. Students must have successfully completed Algebra II

Social Studies

American History and Geography (SCED Code: 04102)

This course is required for all freshmen, beginning with the class of 2012. It is designed to prepare students to understand more fully the historical, political, and economic development of the United States from the Second Industrial Revolution to the present, so that students will be able to fully participate in our democratic society.

Prerequisite: None (Required course for all freshmen)

Civics and Economics (SCED Code: 04161)

Civics and Economics is a required course involving the study of what makes a democratic society function, and what allows an individual to function as a consumer, producer, and responsible citizen. Students will acquire civic and economic knowledge and skills that will foster a commitment to the fundamental values and principles essential to the continuation of a constitutional democracy.

Prerequisite: Completion of American History & Geography

World History and Geography (SCED Code: 04052)

World History and Geography is a required course which takes a global and comparative approach to studying the world and its past. Instruction will focus on allowing students to develop a greater understanding of the development of worldwide events, processes, and interactions among the people, cultures, societies, and environment around the world.

Prerequisite: Completion of American History and Civics/Econ

Senior Social Studies/Personal Finance (SCED Code: 04199)

This course is required for graduation. Instruction will focus on four main pillars; basic financial literacy, financial planning / goal setting, risk management, and wealth building. The course is designed to give students meaningful, long lasting skills and experiences that will transfer with them as they graduate. Students who successfully complete this course will have developed a greater understanding of how to leverage their financial position, including filing federal taxes, using credit, making investments, buying a home, and getting their dream job. Prerequisite: Must be a senior in high school

AP U.S. History (SCED Code: 04104)

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

Prerequisites: Civics and American History with a grade of B or better and/or teacher recommendation

AP United States Government and Politics (SCED Code: 04157)

United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics will include constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; and public policy. Students who successfully complete this course will be prepared and expected to take the AP Exam.

Prerequisite: Civics and American History or teacher recommendation

Elective Classes

Art

Art education encourages students to think spatially, be observant, recognize patterns, and communicate through visual representation. Involvement in art is exciting, creative, and enjoyable. Understanding and participating in the art process is the beginning of cultivating a lifelong appreciation and interest in viewing, producing, and analyzing visual art. The careers and new technology impacting the art field are reflected in everyday life. It is Expression!

Art (SCED Code: 05156)

This course is designed for the beginning student as an introduction to the technical aspects of art. Students will develop skills in drawing techniques, various painting and color approaches, sculpture, printmaking and evaluation. Aesthetic awareness will be introduced through the study of American artists and the different elements of art will be developed through two and three dimensional work.

Prerequisite: None

Art II (SCED Code: 05155)

This course is designed for the beginning student as an introduction to the technical aspects of art. Students will develop skills in drawing techniques, various painting and color approaches, sculpture, printmaking and evaluation. Aesthetic awareness will be introduced through the study of American artists and the different elements of art will be developed through two and three dimensional work.

Prerequisite: None

Art III (SCED Code: 05157)

This class will build on the skills learned in Art I & II and will include study of 20th-21st century artists, acrylic painting, pastel landscapes, multimedia work, calligraphy, and attending art exhibits.

Prerequisite: Art I & Art II

Art IV (SCED Code: 05154)

This class will focus on developing creativity and meaning in art. Projects will include art bookmaking, printmaking, sculptural forms, multimedia work, expressive painting, study of 20th-21st century artists, and attending art exhibits.

Prerequisites: Art I, II & III

Three Dimensional Art (SCED Code: 05165)

This class is designed to introduce students to a cultural and historical approach to various 3 dimensional art and resources. Exploring areas in ceramics, papermaché, metal tooling and textile arts will emphasize craftsmanship, design and color. These units are constructed to develop knowledge of various tool techniques and materials associated with each individual project. There may be an art/supply fee.

Prerequisite: Art I

Art Appreciation/History (SCED Code: 05152)

This course is designed to provide an overview of art through the ages. Students will develop a historical view of art and an appreciation for different artistic styles and movements. This course will include 3 museum field trips, 3 exploratory projects and 3 or more reports on artists, styles, and historical significance.

Prerequisite: Art

Business

Courses in the business department give students the opportunity to learn correct keyboarding skills, learn the principles of business law, acquire a working knowledge of accounting principles, and explore the world of work. Students can explore or prepare to enter the job market.

Accounting I

(counts as senior year math-related class) **(SCED Code: 12104)**

This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization. The use of accounting software and business communication will also be introduced. This course is a must take for anyone interested in majoring in business or marketing in college.

Prerequisite: None

Accounting II

(counts as senior year math related class) **(SCED Code: 12104)**

This course is intended for students who have successfully completed Accounting I. Emphasis will be placed on starting an accounting system for a corporation, handling day-by-day transactions, and ending with transactions involving the end-of-the-month financial statements. A simulation using actual source documents of business papers is completed. Students will also utilize a computer in setting up an accounting system for a business.

Prerequisite: Accounting I

Career and Personal Development (SCED Code: 12001)

This is an elective course for college bound and non-college bound juniors and seniors which utilizes common text, work-based experience, and group discussion. Students will be required to job shadow and bring their experiences back to share with the class. In addition, students will complete a Personal Finance and Budget simulation, which focuses upon checking accounts, savings accounts, personal insurance, medical insurance, budgeting, and investing.

Prerequisite: Own transportation to and from the job shadow site preferred.

General Business (SCED Code: 12055)

counts as senior year math related class

General Business is an elective course utilizing a common text, cooperative learning, and group presentations to give both college-bound and non-college bound students a general understanding of the American business system.

Prerequisite: None

Personal Business Law (SCED Code: 12054)

This course will give students basic knowledge of the principles of business law as they relate to one's personal affairs and to the business world. Course content includes: legal system, contracts, employment laws, insurance, and property ownership. Students are expected to keep a notebook.

Prerequisite: None

Marketing (SCED Code: 12151)

(counts as senior year math related class)

This class is for students with an interest in business and marketing. Enrolled students will learn how the marketing function of business works and the career opportunities available in marketing. Students will create an employment portfolio as a final project to market themselves. Furthermore, all students will join DECA, a nationally recognized Business, Marketing, and Entrepreneurship organization. Through DECA, the students will have the opportunity to participate in marketing competitions at the local, state, and possibly national level (approximately \$60), and fundraising opportunities will be available to help offset the cost of participating in DECA.

Prerequisite: General Business

Marketing II (SCED Code: 12152)

(counts as senior year math related class)

This is a second year course for students with an interest in business and marketing. It continues the study of how the marketing function of business works, as well as career opportunities available in marketing. All students will become second-year members of DECA, a nationally recognized Business, Marketing, and Entrepreneurship organization. Through DECA, the students will have the opportunity to participate in marketing competitions at the local, state, and possibly national level (approximately \$60), and fundraising opportunities will be available to help offset the cost of participating in DECA.

Prerequisite: General Business and Marketing I

Marketing III (SCED Code: 12152)

(counts as senior year math related class)

This is a third-year course for students with an interest in business and marketing. It continues the study of how the marketing function of business works, as well as career opportunities available in marketing. All students will become third-year members of DECA, a nationally recognized Business, Marketing, and Entrepreneurship organization. Through DECA, the students will have the opportunity to participate in marketing competitions at the local, state, and possibly national level (approximately \$60), and fundraising opportunities will be available to help offset the cost of participating in DECA.

Prerequisite: General Business and Marketing II

Marketing IV (SCED Code: 12999)

(counts as senior year math related class)

This is a fourth-year course for students with an interest in business and marketing. All students will become fourth-year members of DECA, a nationally recognized Business, Marketing, and Entrepreneurship organization. As a member of DECA, Marketing IV students are required to compete in a written event at the district, state, and possibly international level (approximately \$60), and fundraising opportunities will be available to help offset the cost of participating in DECA.

Prerequisites: General Business and Marketing III

Computers

Computers and computerized technology permeate our society at work, at home, and at leisure. In order to help students become more comfortable with technology, the district requires one credit in computers for graduation. Currently students can earn that credit by successfully completing computer literacy, computer usage, or the technology credit available through enrollment at the Battle Creek Area Math and Science Center.

Computer Literacy (SCED Code: 10010)

(1 computer credit required, may be used for computer credit)

This course is designed to introduce students to computer applications (Access, Excel, Internet, Movie Maker, Photoshop, Publisher, PowerPoint, Word Processing). Along with these we cover terminology, functions, the historic development of computerized equipment and its impact on society. This course is required for graduation.

Prerequisite: None

Computer Usage (SCED Code: 10001)

(1 computer credit required, may be used for computer credit)

This course is designed for slower typing students and students who have had little to no computer experience. This course is designed to introduce students to computer applications (Access, Excel, Internet, Movie Maker, Photoshop, Publisher, PowerPoint, Word Processing). Along with these we cover terminology, functions, the historic development of computerized equipment and its impact on society. This course is required for graduation.

Prerequisite: None

Cybersecurity (SCED Code: 10020)

This course is designed to increase the awareness of cybersecurity by delivering a basic cybersecurity education in a competitive format that enhances leadership, communication, and cooperation skills among its students. Students will have the opportunity to participate in the CyberPatriot competition created by the United State Air Force. CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association (AFA) to inspire students toward careers critical to our nation's future.

Prerequisite: None

Exploring Computer Science (ECS)(SCED Code: 10012)

(1 computer credit required, this course may be used for computer credit)

This course is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. *Topics include—Human and computer interaction, problem solving, web design, introduction to programming, computing and data analysis, and robotics.*

Prerequisite: None

AP Computer Science (SCED Code: 10019)

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

Prerequisite: Exploring Computer Science

Intro to Programming and Coding (SCED Code: 10152)

Computers have transformed both the world and the workforce in many ways. In order for students to be prepared for careers in the 21st century, students must have a clear understanding of the principles and practices of computer science. This course will introduce the fundamental concepts of computer science, computational thinking and problem solving. An introduction to coding using languages such as, HTML, CSS, JavaScript and Python will be presented. Students will use their coding skills to create animations, stories, games, apps, webpages, and videos.

Digital Multimedia and Publishing (SCED Code: 11151)

This course is an introduction to graphic design, digital photography, web design, video production, multimedia presentations, animation and audio production. The software covered in class includes the Adobe CC suite (Photoshop, Illustrator, Premiere Pro, After Effects, Animate, Dreamweaver and InDesign). Also the Apple digital media tools are covered (iMovie, Photos, GarageBand and Keynote).

Prerequisite: Computer Literacy or approved equivalent.

Web Graphics and Design (SCED Code: 05254)

This course will cover website design, creating web graphics, and various topics related to planning, building and using web sites. The Adobe CC (Dreamweaver, Photoshop, Illustrator, Animate, etc.) software will be covered and used in this class. Some of the topics that will be covered include HTML5 and CSS3, making web graphics, digital photo editing, web site planning, web animation, web video, web audio, ethical and legal issues relating to web sites, and sharing websites online.

Prerequisites: Computer Literacy and approved equivalent.

Digital Video Production (SCED Code: 11149)

This course will cover digital video production in-depth. Topics will include digital video editing using the iMovie and Adobe Premiere Pro software, multimedia projects, planning and writing for video production, audio production, microphone skills, tripod skills, videography, photo and graphics editing for video, lighting skills, studio skills, video for the web, green screen and special effects, and legal issues related to video production. The course will utilize the Mac multimedia lab and the Broadcast Studio. Student projects may include commercials, Public Service Announcements, educational videos, sports videos, school highlight videos, HCTV news productions, and other school videos. **Prerequisites: Computer Literacy or approved equivalent along with the approval of the instructor.**

Family and Consumer Sciences

Family and Consumer Science Education is workforce education which focuses on the quality of life for families and their individual members. It assists students in developing transferable skills that assure success in family, work settings, and the community. Students are prepared for balancing the multiple roles of family members, worker, and citizen.

Culinary Arts (SCED Code: 19252)

(counts as senior year math related class)

This class is designed for the student interested in the food industry as a career, or interested in developing food preparation skills. Students will learn the fundamentals of measuring, basic preparation techniques, equipment and utensil usage, recipe modifications, and employability skills. You must be a senior to receive math credit.

Prerequisite: None

Family Living (SCED Code: 19251)

Family Living will teach students communication skills in a family setting, analyze dating practices which might lead to long term commitments, marriage customs, traditions, and family challenges. Students will be introduced to community resources which can help in everyday problems. Students will develop a family newspaper and scrapbook with information from each chapter reflecting the student's background and heritage.

Prerequisite: None

Future Educator Exploration (SCED Code: 22151)

This course is designed to introduce and encourage Harper Creek students, beginning early in high school, to look toward a future in the educational field through study, as well as through practical classroom experience and cadet teaching, all with a certified teacher in attendance. Curriculum resources and virtual course units from the Michigan Department of Education will be used to keep the experience current and relevant to today's educator workforce needs and requirements. Youth will be encouraged to explore classrooms and instruction prior to attending Career Education Academy and/or college courses for teachers.

Prerequisite: None

Nutrition (SCED Code: 16054)

This course assists students in understanding how their environment, food availability, technology, time, and lifestyle affect their food choices. Students will practice comparisons of recipes to incorporate healthier options. Emphasis is placed on helping students understand dietary needs throughout life. This course is vital in giving students the nutritional information and chemical composition of foods and how that relates to wellness.

Prerequisite: None

Parenting (SCED Code: 19255)

This class is devoted to learning the techniques of child care. Students will study the life of a child from the prenatal stage through the adolescent years in terms of physical, mental, social, and emotional development. A two week unit is included on reproduction and contraceptive methods. Parents will be notified prior to this and will have the option of excluding their student from this unit. A preschool observation is planned, set up, and carried out by students for children in the community. Students will work with elementary children in the community to develop an understanding of their abilities and needs.

Prerequisite: None

Parenting II - Cadet Teaching (SCED Code: 19154)

Parenting II - Cadet Teaching is a class for 10-12 graders to develop skills needed in working with children. Students will work with the high school instructor to learn the developmental skills of the 7-12 year old as well as an elementary teacher. Students will discuss and formulate individual lessons, meet with guest speakers, and discuss issues from the elementary classroom. Students will put together a portfolio of their work and experiences. It is important that the high school student has transportation to and from their elementary site.

Prerequisites: Parenting class, Interview and signed consent from the elementary principal and teacher. (You can pick this form up from your counselor) A TB shot is required

Foreign Language

Students are encouraged to study at least two years of a single foreign language in high school. Please note that passing the middle school proficiency test does not fulfill college entrance requirements.

French I (SCED Code: 24102)

This course is designed to be the first step in a student's French-learning journey. Some students will enter this course with previous experience speaking/learning French and others will not have any previous experience or exposure. The goal of the first portion of the course is to establish basic skills to help all students grow in their abilities. Students and parents should not expect that every student will progress at the same rate all of the time. This course will also involve reading a short novel in French and will provide the opportunity for students to practice literacy skills that are applicable across multiple subject areas. Some students will reach as high of a proficiency level as Novice High. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class.

Prerequisite: None

French II (SCED Code: 24103)

This course is designed to be a continuation of what a student has learned in French 1. There is no expectation that students remember everything that they learned previously in French classes but that they are able to apply the skills that they began to master. Depending on when and where students completed French 1, students will be starting the course with different skills and confidence levels. This is normal and students should not be overly concerned if they feel that they are slightly behind at the beginning of the semester. Students will learn what they need through the natural progression of the course as long as they complete their assignments with integrity and study as they need. Some students will reach as high of a proficiency level as Intermediate Low. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class. **Prerequisite: C or higher in French 1**

French III (SCED Code: 24104)

This course is a combination of French 3 and French 4, and it runs on an alternating curriculum to offer opportunities for French 4 students within the French 3 class. It is intended to help students continue adding skills in speaking, reading, writing and listening through more advanced materials. This course contains traditional units but also has more focus on outside materials in the target language. Many students will be starting out with different comfort levels and abilities in French, this means that there will be an adjustment period at the beginning of the course. Students who are concerned that they are not progressing at the same rate as others should speak to the teacher. Some students may reach as high of a proficiency level as Intermediate High, but most will reach Intermediate Low or Intermediate Mid. Progress of proficiency slows as you grow. French 4 students will interact with materials of a higher level including a more advanced novel. They will also have higher expectations of proficiency as students in their fourth course. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class.

Prerequisite: C or higher in French II

French IV (SCED Code: 24105)

This course is a combination of French 3 and French 4, and it runs on an alternating curriculum to offer opportunities for French 4 students within the French 3 class. It is intended to help students continue adding skills in speaking, reading, writing and listening through more advanced materials. This course contains traditional units but also has more focus on outside materials in the target language. Many students will be starting out with different comfort levels and abilities in French, this means that there will be an adjustment period at the beginning of the course. Students who are concerned that they are not progressing at the same rate as others should speak to the teacher. Some students may reach as high of a proficiency level as Intermediate High, but most will reach Intermediate Low or Intermediate Mid. Progress of proficiency slows as you grow. French 4 students will interact with materials of a higher level including a more advanced novel. They will also have higher expectations of proficiency as students in their fourth course. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class.

Prerequisite: C or higher in French III

Spanish I (SCED Code: 24052)

This course is designed to be the first step in a student's Spanish-learning journey. Some students will enter this course with previous experience speaking/learning Spanish and others will not have any previous experience or exposure. The goal of the first portion of the course is to establish basic skills to help all students grow in their abilities. Students and parents should not expect that every student will progress at the same rate all of the time. This course will also involve reading a short novel in Spanish and will provide the opportunity for students to practice literacy skills that are applicable across multiple subject areas. Some students will reach as high of a proficiency level as Novice High. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class. **Prerequisite: None**

Spanish II (SCED Code: 24053)

This course is designed to be a continuation of what a student has learned in Spanish 1. There is no expectation that students remember everything that they learned previously in Spanish classes but that they are able to apply the skills that they began to master. Depending on when and where students completed Spanish 1, students will be starting the course with different skills and confidence levels. This is normal and students should not be overly concerned if they feel that they are slightly behind at the beginning of the semester. Students will learn what they need through the natural progression of the course as long as they complete their assignments with integrity and study as they need. Some students will reach as high of a proficiency level as Intermediate Low. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class. **Prerequisite: C or higher in Spanish I**

Spanish III (SCED Code: 24054)

This course is a combination of Spanish 3 and Spanish 4, and it runs on an alternating curriculum to offer opportunities for Spanish 4 students within the Spanish 3 class. It is intended to help students continue adding skills in speaking, reading, writing and listening through more advanced materials. This course contains traditional units but also has more focus on outside materials in the target language. Many students will be starting out with different comfort levels and abilities in Spanish, this means that there will be an adjustment period at the beginning of the course. Students who are concerned that they are not progressing at the same rate as others should speak to the teacher. Some students may reach as high of a proficiency level as Intermediate High, but most will reach Intermediate Low or Intermediate Mid. Progress of proficiency slows as you grow. Spanish 4 students will interact with materials of a higher level including a more advanced novel. They will also have higher expectations of proficiency as students in their fourth course. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class.

Prerequisite: C or higher in Spanish II

Spanish IV (SCED Code: 24055)

This course is a combination of Spanish 3 and Spanish 4, and it runs on an alternating curriculum to offer opportunities for Spanish 4 students within the Spanish 3 class. It is intended to help students continue adding skills in speaking, reading, writing and listening through more advanced materials. This course contains traditional units but also has more focus on outside materials in the target language. Many students will be starting out with different comfort levels and abilities in Spanish, this means that there will be an adjustment period at the beginning of the course. Students who are concerned that they are not progressing at the same rate as others should speak to the teacher. Some students may reach as high of a proficiency level as Intermediate High, but most will reach Intermediate Low or Intermediate Mid. Progress of proficiency slows as you grow. Spanish 4 students will interact with materials of a higher level including a more advanced novel. They will also have higher expectations of proficiency as students in their fourth course. The way to become proficient in a language is through comprehensible input. The teacher will give compelling and understandable language. Students will be expected to listen with the intent to understand and participate throughout all class periods and to let the teacher know when they are unclear. Students will be assessed formatively and summatively in Listening, Reading, Writing, and Speaking with the vocabulary learned in class.

Prerequisite: C or higher in Spanish III

Industrial Technology

Many of today's jobs and future jobs are going to require technological skills. The Industrial Technology Department prepares students for careers, 1, 2, or 4 year degrees. We teach students current applications and skills in the technological field. We also teach them how to plan, organize, find technical information, and to learn and develop skills which are currently needed in our technological society.

Basic Auto Care (SCED Code: 20103)

This course is for any students who intend to increase their: ability, knowledge, and skill in caring for and/or operating a motor vehicle. No previous experience with tools or vehicles is necessary. Students will be given vehicle life prolonging tips as well as minor repair and preventative maintenance techniques. This is a "hands-on" class.

Prerequisite: None

Advanced Auto Care (SCED Code: 20104)

This course is for those students who have successfully completed the Basic Auto Care class with C+ grade or higher. Theory, diagnosis and repair of a conventional brake system will be taught. Students are allowed to work on their personal vehicles if desired. This is a hands-on class.

Prerequisite: Basic Auto Care

Design Exploration (SCED Code: 21107)

Through hands-on, project-based learning, students will explore the design process and how it is used to solve engineering and architectural problems. Students will first be introduced to basic technical drawing techniques using a Computer Aided Drafting Design (CADD) program. Then students will gain basic architectural skills and create floor plans for residential structures. A team approach will be used to solve group design problems. This class prepares students for Engineering Design 1 and Architecture 1.

Prerequisite: None

Design Exploration II (SCED Code: 21107)

This course gives the student an overview of residential design and construction processes. Students will be introduced to the basics of the design process for residential construction. Floor plan layout, roof design, foundational support, and construction details will be explored using a computer aided drafting/design (CADD) program. Throughout the semester students will develop a portfolio of presentation drawings including a foundation plan, floor plan, necessary elevations, necessary details, and a professional grade cover page.

Engineering Design I (SCED Code: 21006)

(counts as senior year math related class)

This course introduces the student to the techniques, processes, and fundamentals used in the creating and reading of detailed drawings through the use of projects and an understanding of the design process. Computers drafting techniques will be used to assist students with learning to visualize 3-D objects from 2-D perspectives. Students will also be taught basic industrial standards to create drawings on CAD (Computer Aided Design). Students will develop basic design problem skills, sketching practices, detailed drawings, understanding of dimensioning, and scaled drawings using the plotter or inkjet printer.

Prerequisites: Design Exploration, Geometry, and Computer Literacy

Engineering Design II (SCED Code: 21006)

(counts as senior year math related class)

A continuation of problem-solving using the design process used in Engineering Design I. 3-D Parametric modeling on CADD will be introduced as a tool to aid the students in the design process. Advanced drafting techniques will be further explored through creating technical drawings using industrial standards. Required projects include: assembly drawings, complex working drawings which include sections, auxiliaries, and descriptive geometry.

Prerequisites: Engineering Design I

Engineering Design III (SCED Code: 21007)

(counts as senior year math related class)

This course is offered as an independent study for students pursuing a career in Technical Design: all engineering programs and CADD operators both vocational and college prep. Tolerances for manufactured parts will be covered and implemented into assembly drawings. Students will build on the basic skills they have mastered, using the design process to solve engineering problems and analyze the effects of tolerance in assembly drawings. The student will create a semester project related to their field of interest.

Prerequisites: Engineering Design I and II

Engineering Design IV (SCED Code: 21007)

(counts as senior year math related class)

The final course in the technical design track, offered as an independent study. Students will employ skills mastered previously (through successful completion of Engineering Design 1-3) and The Machinist Handbook to design a project. Students will use the design process to solve engineering problems of increased complexity and analyze the effects of material selection. They will also assess the advantages-disadvantages to fastening vs. attaching parts in assembly drawings. The student will create a semester project related to their field of interest and submit this project to M.I.T.E.S. Job shadowing with this and other areas of interest may be offered.

Prerequisites: Engineering Design I, II, and III

Architectural Design I (SCED Code: 17999)

This course gives the student an overview of residential design and construction processes. Students will be introduced to the basics of the design process for residential construction. Floor plan layout, roof design, foundational support, and construction details will be explored using a computer aided drafting/design (CADD) program. Throughout the semester students will develop a portfolio of presentation drawings including a foundation plan, floor plan, necessary elevations, necessary details, and a professional grade cover page.

Prerequisites: Design Exploration, Integrated Math II , and Computer Literacy

Architectural Design II (SCED Code: 17999)

Students will continue to master the design process through residential architecture. Complex floor plans will be explored along with alternative construction materials, electrical plans, building cost estimation, site plans and presentation drawings. Students will create a unique project, individualized by either modification of an existing design or original creation of a design. Upon completion of the course the students will have developed a complete set of working drawings for constructing a home. A requirement of this class is to submit a project into M.I.T.E.S.

Prerequisite: Architectural Design I

Architectural Design III (SCED Code: 17999)

This course is independent research and is for students highly interested in entering the architectural field as a career. (Including, but not limited to, the professions of Architectural Drafter, Construction Manager, Facilities Manager and /or Architect). Students will be introduced to light commercial construction and design. Students will design or modify a light commercial project. Upon completion of this course, the students will have developed working floor plans, foundation system, and wall sections. A field trip to a job site is usually incorporated into this class.

Prerequisite: Architectural Design II

Architectural Design IV (SCED Code: 17999)

This course is the final course in the architecture design track, offered as an independent study, and is the completion of the Architecture 3 project. Students will continue their studies in commercial and/or residential construction and design. The completion of the Architecture 3 light commercial project will include elevations, site plans, stair and elevator details, and a cover page with common technical notes along with a presentation drawing of the project. Students may do job shadows in their areas of interest. Architectural 4 must be taken in the same year as Architectural 3. A requirement of this class is to submit a project into M.I.T.E.S.

Prerequisite: Architectural Design III

Machine Woods (SCED Code: 13054)

This class is part 1 of Woodlinks level 1. The class is an introduction into wood products manufacturing. The student will learn project planning, material estimating, safe use and application of hand tools, and use of stationary and portable power tools. The students will be required to do 3-4 required projects which will encompass various skills, processes, and techniques used in the construction, assembly and finishing of a product. The student will be introduced to CNC programming and the operation of a CNC router. This course is designed for the student who wants to learn basic woodworking skills, as well as those who are interested in pursuing a career in the wood products.

Prerequisite: None

Advanced Woods (SCED Code: 13054)

(counts as senior year math related class)

This class is part 2 of Woodlinks level 1. This class involves learning more advanced machine skills and techniques through higher-level projects. Students will develop their CNC skills further by learning the Alpha CAM software program and creating a project on the CNC machine. The class will take some field trips to some of the area's wood products manufacturers to gain a better understanding of the industry and its opportunities. Upon completion of the course the student will be eligible to take the Woodlinks Level 1 exam to receive national certification. This certification is recognized by the wood products industry and gives the student opportunity to apply for scholarships exclusively for students wanting to pursue a career in the wood products industry.

Prerequisite: Machine Woods I

Woodlinks Level II (SCED Code: 17006)

(counts as senior year math related class)

This is a Wood Products Manufacturing class. Students will learn cabinet construction, based manufacturing on the CNC machine, work on a group manufacturing project, and be required to plan, construct and finish an advanced level project which they submit to M.I.T.E.S. The student will further their skills in Alpha CAM. Upon completion of this class, the student will take the level 2 Woodlinks exam and an Alpha CAM programming test (passing will result in a certification). These certifications will give the student advanced career opportunities in the wood products industry, opportunities for scholarships reserved exclusively for students pursuing careers in the wood products manufacturing field, and some programs and colleges offer advanced placement or credit toward their programs.

Prerequisites: Machine Woods and Advance Woods

Woodlinks Level III (SCED Code: 17006)

(counts as senior year math related class)

This class is a Wood Product Manufacturing class. This class is offered to those students who have completed the sequence of courses offered in the Wood Products Manufacturing curriculum and who wish to pursue an area of interest in wood products manufacturing as an independent study. Students will be required to submit their project into our M.I.T.E.S. competition.

Prerequisites: Machine Woods, Advance Woods, and Woodlinks II

Language Arts

Creative Writing (SCED Code: 01104)

Students in this class will explore and express themselves in a variety of forms of writing including poetry, personal narrative, and fiction. Students will develop thoughtful reading strategies through mentor texts as well as several choice reading books. Students will create an online portfolio that will showcase what they have learned about the creative writing process as well what they have created throughout the entire semester; students will present their learning and accomplishments with a final class presentation and answer the overall focus question, "What is creativity?"

Prerequisites: Sophomore Status and completion of English II.

Debate (SCED Code: 01153)

Debate provides instruction in the fundamentals of formal and informal debate and public speaking. We will explore different forms of oral communication, techniques of argumentation, effective listening, analysis of the audience, and presentation and evaluation of spoken presentations. The course also includes an emphasis on research, outlining, argument structure, and speech writing.

Prerequisites: B or better in English II and teacher approval

Drama and Theater (SCED Code: 05053)

This class provides students with a basic background in the theater, as well as a chance to develop their performing and speaking/listening skills. Areas covered include history of theater, improvisation, mime, characterization, monologues, group scenes, and analysis of drama. This class fulfills the fine and performing arts requirements, as well as readying students to participate in future theatrical experiences and Drama and theater II.

Prerequisite: Open to 10th-12th graders

Drama and Theater II (SCED Code: 05053)

This class will allow students to apply theater arts skills including performance and technical theater. The class is entirely experiential. Students will be engaged in all facets of theater arts and production.

Prerequisite: C or better in Drama and Theater open to 10th-12th graders

Reading for Enjoyment (SCED Code: 01999)

This course offers students the opportunity to read and explore popular fiction and nonfiction. Through class discussion and research, students will learn how to evaluate their leisure-time reading material and determine its relevance to current issues. The course will include instruction in reading skills and strategies. Students will also focus on analysis of authors' writing skills and strategies in order to appreciate and understand the various aspects of the writer's craft.

Prerequisite: Sophomore Status

Speech (SCED Code: 01199)

This course will provide opportunities for students to develop their speaking and listening skills. Areas covered include interpersonal, interviewing, oral interpretation, and radio and television production in addition to formal speeches.

Prerequisite: None

Film Interpretation (SCED Code:)

This class will provide opportunities to study thematic relationships among various texts, both written and visual. Students will study electronic text to see its similarities to and differences from printed texts. Students will read, write, speak, and listen as they work with plays, art, films, television, and printed texts. Students should expect to read and write extensively.

Prerequisite: Sophomore Status

Yearbook (SCED Code:)

Yearbook is a two credit laboratory and study course. The main purposes are to produce a quality yearbook according to current standards and to teach students those skills required for this production. Students learn journalistic writing style and standards through yearbook related work. The course is open to those students who apply and are selected by the yearbook adviser based on attendance, GPA, and citizenship. Students are required to do fundraising as a part of their grade for this course. Additional hours outside of class are required. Students must enroll in both semesters.

Prerequisites: Sophomore Status and Approval of Instructor

Miscellaneous

Independent Research (SCED Code:)

Independent Research is defined as a section of an existing course. It could also be a pre-approved pilot course with a designated course curriculum; approval of pilot and curriculum required from the building principal and assistant superintendent of instruction. Independent Research will be offered to an individual student on a case by case basis. It must be taught by a highly qualified teacher using only the existing and approved curriculum used in a full section of an approved course. The use of Research projects or specialized curriculum are NOT allowed for Independent Research. Students must be junior or senior status to enroll in an Independent Research course. A student may only be assigned an Independent Research course with approval of the Counselor, Section Teacher, Parent, and Principal. Students are limited to no more than (1) one Independent Research course for their high school transcript and credits.

Library Information Literacy I & II

This course offers students the opportunity to investigate and exercise their information literacy skills through learning about library organization, services, and culture. Information literacy is a field that covers topics like searching and researching, evaluation of informational sources, and digital citizenship. Students will be expected to research, evaluate, and implement different information literacy tools dealing with technology, writing, and library advocacy to complete a number of assignments that will challenge a wide variety of skills. Students will be expected to deliver excellent customer service to every patron in the library while maintaining an organized, friendly, and productive environment. Taking Library Information Literacy II will include advanced versions of the LIL I assignments, training opportunities for new students, and a more rigorous final assessment.

Prerequisites to take Library Information Literacy I: Sophomore status, a cumulative GPA of at least 3.0, and no disciplinary infractions within the last calendar year.

Peer to Peer

The student enrolled in the Peer to Peer program will be a mentor, role model, and friend to an ASD student. In this role, the student will be with their assigned ASD student a minimum of one class period per day, except for training day. In addition to being a mentor, role model, and friend, they will assist the ASD student in such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying. The student will attend LINK staffing meetings to discuss the progress of their ASD student, and contribute ideas on how to more effectively help the ASD student progress toward his/her goals.

Music

The Instrumental and Vocal Music Departments at Harper Creek offer opportunities for students to develop their skills and interest in music. Students will be exposed to many different styles of music ranging from pop to classical. Students are required to participate in all performances and festivals. The bands and choirs also travel from time to time to various festivals and performances. Past travel destinations have included Chicago, Toronto, Mackinac Island, Cedar Point, and several other locations throughout the state of Michigan.

Marching Band

Members of the Marching Band must display dedication and respect to the overall goal of the program. This course requires attendance in co-curricular activities outside of the regular school day. These activities include, but are not limited to, public performances at all home football games, several marching band competitions and parades. Attendance at a weeklong band camp and evening rehearsals in August are also required. Students will perform in a regular concert band setting following the conclusion of the varsity football season.

9, 10,11,12 Prerequisites: Previous participation in band or audition

Concert Band

Concert Band is a band class designed for the developing instrumental musician. Admission open to any current band student or by audition and/or director's discretion. This course includes required public performances in concerts and MSBOA festivals. Students will perform a variety of genres of music from many different time periods. The ensemble will travel in the spring at the district and director's discretion; therefore fundraising is used to help defray the cost to the individual student. Students' continued membership in the ensemble will be based on their performance, citizenship and attitude, as well as their participation in all classroom activities. **9,10,11,12 Prerequisites: Previous participation in band or audition**

Wind Ensemble

Wind ensemble is an audition only band available to any grade level. Admission will be based on instrumental skill, positive citizenship and a strong work ethic. The instructor may dismiss any student who does not demonstrate these qualities. This course includes required public performances in concerts and MSBOA festivals. Students will perform a variety of genres of music from many different time periods. The ensemble will travel in the spring at the district and director's discretion; therefore fundraising is used to help defray the cost to the individual student. Students' continued membership in the ensemble will be based on their performance, citizenship and attitude, as well as their participation in all classroom activities.

9, 10, 11, 12 Prerequisites: Audition and/or Directors discretion

Understanding Music

This course will enable students to appreciate and understand music more fully by providing them with the basic building blocks of music composition. Fundamental music theories will be demonstrated through the analysis of compositions drawn from many music genres including classical, jazz, folk and popular pieces. After the initial focus on basic music theory, the course will move into the practical application of these concepts where students will create a music composition of their own.

10,11,12 Prerequisites: Capable of reading music

Varsity Choir

This class is designed for students who enjoy singing and would like to have some exposure to public performance. Objectives for the class include learning to read music and developing vocal part singing abilities using a balance of sacred, secular, and popular music. A minimum of one concert will be performed each semester. Students are required to participate in all concerts scheduled by the director.

9, 10, 11, 12 Prerequisite: None

Honors Choir

A student accepted into this class must demonstrate high levels of citizenship, positive attitude, and self-motivated study skills. The instructor may dismiss any student who does not demonstrate these qualities. Performances are required and will take place before, during, and after the regular school day. This ensemble will travel to a vocal competition every year at the district's and director's discretion. Fundraising is used to help defray the cost to the individual student. Therefore, students should plan to spend a significant amount of time outside of school to help the class reach its goals for the year.

9, 10, 11, 12 Prerequisites: Audition and/or Directors discretion

Treble Choir

Treble Choir is an audition-only choir available to any grade level. Admission will be based on vocal skill, positive citizenship and a strong work ethic. Students will sing a variety of genres of music from many different time periods. Performances will be required and will take place both, during and after, the regular school day. While performances and participation are the major part of the required grade in this class, members will also be required to learn basic sight reading and theory. There will be periodic testing to evaluate the progress of the members, which will occur during class, and may be in front of the class at the director's discretion. Students continued membership will be based on their performance, citizenship and attitude, as well as their participation in all classroom activities. This class also has the possibility to travel to a festival/clinic. Fund-raising is required to participate in these activities and numerous opportunities will be offered to help the students reach their financial goals.

9,10,11,12 Prerequisites: Audition and/or Director's discretion

Physical Education

The intent of the Physical Education Department is to provide every student with a background in lifetime activities, while learning to improve and enjoy a total fitness program, with an emphasis on cardio-vascular fitness. At the same time, students are encouraged to learn social skills that will enable them to become responsible citizens within the community. A student may only be enrolled in one physical education class per semester.

Physical Education I/Health (required)

This course alternates in the gym for Physical Education and the classroom for Health. Students must pass both components separately and both are required for graduation. The Health component is a classroom setting with reading of a textbook, class work, quizzes, and tests. Units covered are the health triangle, nutrition, fitness, risks to health, and human sexuality. The Physical Education component has daily flexibility activities and sports. The sport units include football, soccer, tennis, basketball, badminton, pickleball, volleyball, and others. **Prerequisite: none**

Swimming I/Health (required)

This course alternates in the pool for Swim I and the classroom for Health. Students must pass both components separately and both are required for graduation. The Health component is a classroom setting with reading of a textbook, class work, quizzes, and tests. Units covered are the health triangle, nutrition, fitness, risks to health, and human sexuality. The Swim I component has daily flexibility, warm ups, stroke instruction and skill practice. The strokes and skills include sidestroke, elementary backstroke, backstroke, breaststroke, freestyle, butterfly, starts, turns, and tuck jump from the diving board.

Prerequisite: None

Swimming II/Lifetime Fitness

This course fulfills the Physical Education requirement for graduation. Swimming II is for students who have experience in swimming like the swim team or lessons of level 5 or higher. This course can be taken first if the student is an experienced swimmer or can be taken after Swimming I. Students should already know some of the strokes. This course will work on improving strokes, learn the five components of fitness, and improve entries, turns and starts. In this course, there are also units on aquatic games, water polo, peer teaching and an introduction into life guarding. This class will require 1-2 swimsuits to get through the semester. This course can be taken more than once.

9,10,11,12 Prerequisites: Swim experience or Swim I. Must be willing to swim daily

Advanced Swim/Lifeguarding- *If interested please talk to your counselor.

This course is focused on training students to become lifeguards. This course is an excellent way for students to get certified and gain employment in our local community. In order to be in this class, students must be able to swim a 500 doing Breaststroke and Freestyle and retrieve a 10 lb brick and swim with it to the wall. In order to get certified the student must successfully pass all skills and pass the written test with an 80% or better. There is a textbook that the student is responsible for knowing all of its contents. Students will have the opportunity to get certified in Lifeguarding (2yrs), First Aid (32rs) and CPR for the Professional Rescuer (2 Yr). **10,11,12 Prerequisite: Swim I or II or signature from instructor**

Beginning Weightlifting and Conditioning

This course is an introductory class to the Bigger, Faster, Stronger curriculum. It is an extensive concentration in weight training and physical conditioning. This class is performance graded using the 9 recognized areas set up in the BFS curriculum. This course is for second semester freshman and sophomores. This course is a prerequisite for Advance Weightlifting. Freshman or Sophomores wishing to take this course must get approval from the Physical Education Department.

9, 10 Prerequisites: PE I/Health or Swim 1/Health

Advanced Weightlifting and Conditioning- * if interested please speak with your counselor

This semester course is designed to promote lifetime fitness. It is an extensive concentration in weight training and physical conditioning using various programs, including Bigger, Faster, Stronger program. Varsity athletes are encouraged to take this class.

11 & 12 Prerequisites: PE I/Health and Beg Weight Training. Approval from Physical Education Instructor

Big 3

America's big 3 sports are football, basketball, & baseball. A daily stretching and cardiovascular/fitness segment would be followed by one of the following units: football (flag/arena), basketball (games & activities), and softball (wiffle ball) or volleyball. These units would rotate throughout the semester. Class is offered to 10th, 11th and 12th grades.

Prerequisite: PE I/Health or Swim 1/Health

Indoor/Outdoor

This class would focus on the sports & units that can be played both indoors & outdoors when weather permits. A daily stretching & cardiovascular/fitness segment would be followed by one of the following units: football (flag/arena), team handball/speedball, soccer, floor hockey/ultimate Frisbee, lacrosse, tennis/pickleball, bocce ball/shuffleboard. Class is offered to 10th, 11th and 12th grades.

Prerequisite: PE I/Health or Swim 1/Health

In the Game

This semester course is designed to promote becoming certified game officials through the MHSAA mentoring program. Students will rotate through the roles of official, coach, and player, learning advanced rules, skills and strategies. The sports covered will be football, volleyball and basketball.

11,12 Prerequisite: PE I/Health or Swim I/ Health and Sports and Fitness

Nets

This class will focus on games/activities that would involve nets. A daily stretching & cardiovascular/fitness segment would be followed by one of the following units: tennis, ping-pong, volleyball, badminton, and others. These units would rotate throughout the semester. Class offered to 10th, 11th and 12th grades.

Prerequisite: PE I/Health or Swim 1/Health

Skills & Drills

This class is designed for advanced self-motivated Juniors & Seniors. In this class students would design their own skill improvement plan. The plan would detail specific skill sets, a prepared plan, and require a skill test bi-weekly through the semester. A student log must be filled out daily to record how the student is working to accomplish their goals. Class is offered to 11th and 12th grades.

Prerequisites: PE I/Health or Swim 1/Health and one other PE elective course.

Team Sports

This semester course is designed to promote team sports and physical fitness. A daily stretching and cardiovascular fitness segment would be followed by one of the team sports. Fundamental skills and strategies will be covered in sports: tennis, football, basketball, softball, volleyball, floor hockey, team handball, lacrosse, ultimate Frisbee, speedball, and games. Class is offered to 10th, 11th and 12th grades.

Prerequisite: PE I/Health or Swim 1/Health

Science

Anatomy and Physiology

(may NOT be used for 3 required science credit)

The course will cover all of the human body systems, both the structures and the functions. All of the body systems will be addressed, as well as how they are interrelated. It will also include a comparative anatomy dissection. Juniors and Seniors with medical, therapeutic, or sports medicine career interests would be the focus group for this course.

Prerequisite: Successful completion of General Biology., concurrently taking or have completed Chemistry

Earth and Space Science

In Earth and Space Science, students will explore large scale earth processes, oceans, natural disasters, severe weather, human interactions with the environment, climate, the solar system, stars and planets. These areas will be addressed through engineering and project based units. **Prerequisite: Successful completion of Physical Science**

Engineering Physics

(may be used for the 3rd required science credit or senior math related credit if taking Chemistry as Science credit)

This course exposes students to major concepts they'll encounter in a post-secondary engineering course of study, while learning the basic concepts of physics. Topics include mechanics, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions. This course is a great choice for a senior math credit, reinforcing algebra and trigonometry skills. This course must be taken concurrently with Introduction to Engineering (40 minute course).

Prerequisite: Successful completion of Algebra II.

Environmental Science

In Environmental Science, students will explore large scale biological processes, oceans, natural disasters, severe weather, human interactions with the environment, and climate that all occur on Earth. Students will explore Earth's resources, including their origin, occurrence, distribution, exploitation, and use. These topics will provide students a deeper understanding into the nature of these resources, which is the first step in helping to solve some of the arising environmental problems. These areas will be addressed through engineering and project based units, in addition to scientific literature. A multi-instructional approach is used that appeals to many learning styles. This approach focuses on solving problems, self-designed student projects, working in small groups on experiments, writing as a means of learning, participating in demonstrations and activities, and using a large variety of written resources and videos. The students will experience many activities that require critical thinking and problem solving skills. The classroom and laboratory activities are designed to have an application to "real life," connecting to current events. The students will use a journal (notebook) to keep a daily record of class events. Class events will include: activities, demonstrations, note-taking, extended labs, article summaries, and reflections. Students will also receive guidance in organizing their journals.

Prerequisite: None.

Forensic Science

(may NOT be used for 3rd required science credit)

Students electing this class will learn how to collect, process, and analyze evidence from scenarios that closely resemble authentic problems encountered by forensic scientists. Scientifically based investigations will include problems related to crime scene management and analysis, fingerprint evidence, ballistics, DNA, hair, fiber, and handwriting analysis, skeletal evidence, and impressions from footprints and tires in addition to other relevant topics. Students will learn how to document their findings in a manner appropriate for presentation within the legal system as they prepare laboratory reports and legal briefs to be presented to a student court and jury. Students will be required to use technology for research and presentations.

Prerequisite: Students must be concurrently completing a third science requirement or have already completed a 3rd science requirement.

Social Studies

The courses are developed around the study of the disciplines of history, civics, economics and geography as students advance through high school.

Honors European History

This class is recommended for college bound students. Material to be covered: The Renaissance through the period of the French Revolution. Industrial Revolution, Economic Expansion and Nationalism, Age of Imperialism, World War I and II, Post War Europe, the Rise and Collapse of Communism. The class is intended to prepare students for college and to pass the Advanced Placement European History exam.

Prerequisites: World History and Geography with a grade of B or better and/or Instructor approval.

Origins of Western Civilization

This course is an elective course recommended for juniors and seniors. Major areas of study include Ancient and Classical civilizations of the Middle East and Europe, the Middle Ages, the Renaissance and Reformation, the Age of Discovery, and the Rise of the European Nation-State. The class will focus on the historical, political, social and economic themes of each of these eras.

Prerequisites: Students must have passed both American History and Civics/Evon (Students may not take this courses if they have already taken the modified block Western Civilization I and/or II)

Psychology

This is an elective which is designed to introduce students to the field of psychology, including the wide array of topics that psychologists may study. Emphasis is placed on the implications of psychology as a science. Course topics include: physiological aspects of psychology, perception and sensation, the foundations of learning and thought, stages of human development, and mental illness and psychotherapy.

10, 11, 12 Prerequisite: Open to juniors and seniors; sophomores may take the course with teacher approval

Sociology

This class is designed to familiarize the student with his/her society, changes in his/her society, ethnic groups, other societies and particularly the ways that people interact with one another. The student will study social problems such as poverty, crime, and delinquency. The student will also study social institutions and the culture in his/her society.

10,11,12 Prerequisite: None

Modified Block Schedule

Courses offered in the modified block will cover all fields of study and will allow students additional support and/or the ability to advance their studies. Courses in the block will be 40 minutes long each semester and students will receive a half credit for successful completion of each course.

Modified Block -Abnormal Psychology

This is a half-credit elective course designed to introduce students to the study of psychological disorders. Emphasis of the course will be placed on the symptomatology, diagnosis, and treatment of different classes of psychological disorders including schizophrenia, mood disorders, anxiety disorders, personality disorders, dissociative disorders, and somatoform disorders. The course will also discuss the role of stress in the development and occurrence of these disorders.

Prerequisites: Sophomore, Junior or Senior Status. Previous credit in Psychology is encouraged but not required.

Modified Block -Alternative Histories

This is a half-credit elective course designed to explore history through the lens of "What if?" By examining historical events in this manner, students will analyze the historical narrative but also engage in conversation with history through comparative writing, persuasive and argumentative essays, and a research paper.

Prerequisites: Class is open to 11, 12 graders that have passed American History and World History with grades of B or better or instructor approval.

Modified Block- Beginning Strings

This course will develop musicians through increased playing time and instruction in alternative music forms beyond the scope of the classroom concert band setting. The strings course contributes to developing a more independent individual through interaction with students from a variety of grade levels and backgrounds. The strings course develops a more well-rounded musician; as no other classes focus directly on string instruments. The strings class will require no new books or materials. The band room and the music we order every semester is already adequate along with online tools.

Modified Block-Black & White Photography- * if interested please speak with your counselor

This class will concentrate on many areas of photography. Students will learn the aspects of black and white photography, including the use and proper handling of the 35 mm camera, developing and printing film, and mounting and preparation of photographs for exhibition. Students will also study the great masters of photography along with the history of photography.

Prerequisite: None

Modified Block-Business Math

Math Students will learn math skills for business success. Units will include: bank services, markup and markdown, payroll, simple interest, taxes, insurance, purchasing merchandise, consumer credit, currency, and mortgages.

Prerequisite: None

Modified Block-Communications Project with Student Advisory Board

In this course students will become stakeholders in school and community issues by becoming part of the student advisory board. They will discuss and research situations, determine if a problem exists, propose solutions, and implement those solutions in their school. Emphasis will be on development of problem solving skills, an understanding of the individual's role in the community, and building student leadership. Application and approval of instructor and principal needed.

Prerequisite: Application and approval of instructor needed

Modified Block—Core Content Supplementary Support

This is to focus on student benchmarks that will help a student to pass the Michigan Merit Curriculum.

Prerequisite: Junior Status and/or teacher recommendation

Modified Block-Current Topics in Science

This class is for students considering a career path in science. Current research topics and career pathways will be investigated. Students will study a variety of research areas as chosen by the instructor and will also investigate career pathways thematically related to those research topics or general area of science. An example of a thematically related topic set is cell signaling (research), and medicinal chemistry (career).

Prerequisites: Biology and one of the following: Physical Science, Chemistry, or Physics. Sophomore, Junior or Senior Status.

DECA Research and Writing Project- * If interested please speak with your counselor.

Students will select a DECA research topic and complete a 30 page written publication, and a ten minute presentation with visual aids that will be judged at the State/International competition. In addition, students must be members of DECA.

Prerequisite: Marketing I

Modified Block— Debate and Forensics

Students will learn research methods, logic, and debate theory. Students will be introduced to critical thinking skills, effective argumentation, and clear speaking skills. Emphasis will be on advanced theories in legislative and policy debate. Oratorical competition will be stressed. A variety of thinking, speaking, reading and writing skills will be introduced in this course. Public speaking skills will be enhanced. Students will be required to orally interpret literature, storytelling, broadcasting, and public speaking. Many of the class projects will be designed so that different needs, skills, and interests may be pursued.

Prerequisite: English II

Modified Block-Expanding Mathematics with Technology

This course uses various types of technology to explore mathematical topics beyond the scope of the required mathematics courses. In this lab-based course, multiple technological applications will be introduced providing students with an understanding of various tools that can be used to enhance real-world problem solving. Students will deepen their understanding of topics introduced in Mathematics II and III including matrices, transformations, and linear programming. For example, students will extend their knowledge of transformations by using them to create animations. Also, linear programming methods along with computer software will be used to solve complex business problems involving multiple constraints. Through this course, students will develop a greater sense of appreciation for the way technology can advance mathematical understanding.

Prerequisite: Algebra II with a grade of C or higher.

Modified Block-Freshman Focus- *If interested please talk to your counselor.

Freshmen Focus is designed to assist freshmen in making the transition from middle school to high school by helping students create and maintain connections within our school staff and community while focusing on self, others, and learning. The student ambassador upperclassmen help students become familiar with our school culture while simultaneously developing meaningful relationships with each freshman.

Prerequisite: None

Modified Block-Fundamentals of Franchising- *If interested please talk to your counselor.

This is an on-line business course, using a mix of classroom instruction/discussion and on-line learning. Students will learn the basics of franchising, retailing, and personal finance, through the use of virtual business simulations. They will explore career pathways in the following fields: Restaurant Management, Sports Marketing, Retailing, and Finance.

Prerequisite: None

Modified Block-Fundamentals of Technology Education

Students will explore technological systems, ranging from information to physical technology as they relate to our world. Students will be involved in numerous hands-on activities such as Co2 powered vehicles, solar powered vehicles, basic drafting skills, bridge building, engineering skills, and aerospace.

Prerequisite: None

Modified Block-HCTV/Digital Media Independent Study Block

This class will include assigned video and digital media projects and skills, including working on the school HCTV video news program. Topics covered may include advanced digital video production, audio production, multimedia and graphics, journalistic writing and ethics, Broadcast studio production skills, news and video writing, and multimedia projects.

Prerequisite: Digital Video Production and/or the approval of the teacher.

Course applications available in the Guidance Office.

Modified Block-Health

This course is designed to inform students of issues in life-long health and wellness. The focus will be on Holistic Health areas including physical, mental, emotional, and social. Other topics will include tobacco, alcohol and drug usage, reproductive health, and HIV/AIDS prevention. **Prerequisite: None**

Modified Block-Intro to Engineering- * if interested please speak with your counselor

Introduction to Engineering is a project based course that will be taken concurrently with Engineering Physics. The course will explore the application of physics and math concepts to projects involving for example alternative energy (wind turbine design), communications (wireless technology), and aerospace (rocket design). The course will integrate the use of technology into the course using Inventor as a design tool.

Prerequisite: Must be enrolled in Engineering Physics.

Modified Block-Intro to Robotics

The robotics course is designed to introduce students to basic robotics through lectures and implementation of LEGO NXTs. Students will start with the LEGO NXT training missions, then move on to challenges, and finally a class competition. By the end of the class, students should be able to design, simulate, build, and program a robot.

Prerequisite: None

Modified Block-Introduction to Video Game Design

Are you ready to get in the game? Introduction to Video Game Design is a fun and engaging course that requires no previous knowledge of programming or game design. This course introduces students to the fundamentals of video game design and provides hands-on experience using "The Games Factory 2" software. Students will create custom computer video games and applications and explore career opportunities in the video game design industry.

Prerequisite: Successful completion of Computer Literacy with 75% or higher, or teacher approval.

Is it Magic or is it Science?

In this class, students will investigate how phenomena are occurring through a science lens of discovery and evidence. Students who want to explore magic tricks and scientific phenomena with curious minds should take this class. This course will explore such concepts as the behaviors of solids, liquids and gasses and involve studying the composition properties, and reaction of substances. Students will be assessed on Physics and Chemistry NGSS standards.

Modified Block-Jazz Band

In Jazz band the students will learn new elements of music not commonly seen in the concert band setting. Students will learn to play more advanced techniques such as improvisation. Along with rehearsal elements of class, students will be taught about jazz as its own genre of music and the contributions jazz has made to music as a whole. Students will be exposed to a variety of new musical venues that will further their own educational horizons .

Prerequisite: A minimum of two years musical experience in another band or choir program is required. Acceptance to the class is based on a simple audition or director's approval.

Jazz/Pop Choir

The High School Jazz/Pop Choir is for high school students who wish to participate in a choir that focuses on jazz and pop music. The choir is audition only and students are expected to have a high level of dedication. Students will be expected to participate in concerts set by the director for various school and civic events. The class will teach you basic choral techniques and work to improve your ear and vocal abilities. Membership is by the director's discretion and students can be removed for not meeting the standards of the class. The choir will be taught basic music theory so that singers can understand what the music is asking them to do during performance. Students will not have after school rehearsals unless requested by the students.

Prerequisites: Audition and/or Director's discretion

Modified Block-Keyboarding and Word Processing

Students will learn proper keyboarding techniques, the formatting of business documents, and advanced Microsoft Word features.

Prerequisite:None

Modified Block-Latino Culture

Students will learn about Latino diversity and the impact of politics on Latino art by analyzing a variety of works of art. *Students will be required to attend a field trip to the Detroit Institute of Arts in Detroit, MI to contrast the Rivera Court with works by the master in the Spanish collection.* Course will be taught in English.

Prerequisite: None

Modified Block-Latino Culture in the United States

Students will study the influence of Latino cultures on the U.S. and the influence of the U. S. culture on Latino immigrants, examining the key cultural elements for different Latino immigrant groups. Course will be taught in English.

Prerequisite: None

Modified Block-Life Skills (SCED Code: 22114)

This class focuses on developing personality, character, self-esteem and working relationships. The importance of health and wellness, as well as employability skills will also be examined. **Prerequisite: None**

Modified Block-Newspaper

The main purpose of this course is to produce a quality newspaper according to current journalism standards. Students will manage all operations in regards to the publication process in the online student newspaper, *Out of the Blue*.. Students will write stories, create the design, take photos, and more.

Prerequisite: English I, Sophomore Status

Modified Block-Political Geography- * if interested please speak with your counselor

Students will come to know the physical layout of each of the continents, United States, Michigan, and Calhoun County. Students will look back in history and research some of the reasons how and why different political boundaries developed. We will also examine current political events to explore ways that political boundaries may change in the future.

Prerequisite: Junior or Senior Status

Modified Block-Postmodern and Existential Literature- * If interested please speak with your counselor

This class will introduce students to the historical roots and development of postmodernism and existentialism in literature over the past two hundred years. The course will begin with a historical perspective of WWI and WWII and examine the impact of these wars upon art, literature, and philosophy. Students will critically analyze numerous postmodern and existential texts. In addition, they will read and write extensively.

Prerequisite: Junior Status

Modified Block-Reading for Enjoyment

This course offers students the opportunity to read and explore popular fiction and nonfiction. Through class discussion and research, students will learn how to evaluate their leisure-time reading material and determine its relevance to current issues. The course will include instruction in reading skills and strategies. Students will also focus on analysis of authors' writing skills and strategies in order to appreciate and understand the various aspects of the writer's craft.

Prerequisite: Sophomore Status

Modified Block- Science of Fitness

In this class, students will dive into the science of exercise, exploring the biomechanics of exercise, the importance of strength and conditioning, and the proper nutrition and recovery methods. We will explore the physiology of exercise, or the way the body operates while exercising. In addition to this physiological approach, students will explore their limits and maximize their performance with the discussion of SMART goal setting for their fitness. For example, students may develop training plans to help them achieve these goals properly.

Modified Block-Science of Literature

In this class, students focus on various non-fiction writing that allows for a more in-depth view of a scientific topic. We will explore topics such as ethics of science, the human impact of scientific discoveries, how technology drives science, how science shapes society, and how society shapes science. The focus is to inform students of topics in science beyond traditional topics covered in state standards. It is also to expose students to the scientific literature that features in-depth discussions of deeper scientific ideas and other non-fiction. Students will also practice ELA skills of reading content for deeper understanding and writing to analyze/review an author's work.

Modified Block-Sports and Fitness

This 40 minute course is designed to promote lifetime sports and physical fitness. It is a continuation of, and addition to the sports covered in Physical Education I. Advanced skills and techniques will be covered in a variety of individual and team sports. Weight training, circuit training, and a variety of physical conditioning will be covered promoting lifetime fitness.

Prerequisites: Physical Education I/Health & Swim I/Health. Sophomore, Junior or Senior Status.

Modified Block-Sports Literature

Sports Literature is an elective course based on the study of sports literature and sports writing. Reading, writing, film, and discussion of current and historical sports events will be used to analyze the element of sports in our culture.

Prerequisite: English I, Sophomore Status

Modified Block-Social Psychology

This is a half-credit elective course designed to introduce students to the field of social psychology. Students in this course will seek to explain their own and others' thoughts, feelings, perceptions, and behaviors. The course will also discuss the role that personal and group interactions can have on behavior. Major areas of study will include interpersonal attraction, personal relationships, conformity and obedience, conflict and cooperation, attitude formation, and persuasion.

Prerequisites: Sophomore Status. Previous credit in Psychology is encouraged but not required.

Modified Block-Statistics

In this 40 minute period course, students will develop their statistical reasoning as they look at real world data. Students will make use of technology as they apply the statistical techniques to the analysis of data. The Advanced Placement course outline for Statistics will be followed and students will be encouraged to take the A.P. exam. Topics covered include: Interpreting and observing patterns in data, planning a study based on data collection and analysis, producing models using probability theory and simulations, and using statistical inference to guide the selection of appropriate models. Students will be required to use a graphic calculator outside the classroom.

Prerequisite: Successful completion of Integrated Math V or Integrated Math IV with Teacher approval

Modified Block- Student Leadership for Freshmen Focus Program

***if interested please talk to your counselor**

Developing leadership, problem solving, public speaking and collaboration skills, Student Leadership will deliver SEL lessons. The Freshman Focus Program is designed to help 9th graders create and maintain healthy relationships within our school community while focusing on self, others, and learning. As mentors, the Student Leaders guide freshmen to become familiar with our school culture while simultaneously developing a sense of belonging.

Modified Block-The Science of Food

What keeps food from spoiling? How does bread rise? How do new foods get developed? Can taste buds be fooled? These questions and many more will be explored in this course as we study the science behind the foods you eat and how they are prepared. There is a lab component to this course. In addition, this course will provide students with an introduction to food science careers.

Disclaimer: This is not a cooking class, it is a lab science course.

Prerequisite: None

Modified Block-The Human Mind- * if interested please speak with your counselor In this course students will learn about the human mind, starting with its anatomy and then further investigating how form dictates function. After learning the anatomy of the brain, students will then go further into the mechanisms of cell communication learning about various neurotransmitters and how the cells react and change with repeated usage, or cell potentiation. We will apply the concepts we learn in investigations regarding several diseases, such as Parkinson's, as well as addiction and depression.

Prerequisite: Biology

Modified Block-Technical Theater

This course is for students who enjoy working with technical equipment related to stage and theater. It will provide students with a basic understanding of the aesthetics and practical application of all phases of technical production. This may include the study of all visual aesthetics, the physical theater, scenic design, scenery construction and painting, property construction and design, costuming, makeup, lighting, and sound engineering. Students will learn how to research and design scenery to build sets and concentrate on the major areas of theater technology, production, and performance.

Prerequisites: Approval of Instructor

Modified Block—Virtual Business

This is an on-line business course, using a mix of classroom instruction/discussion and on-line learning. Students will learn the basics of franchising, retailing, and personal finance, through the use of virtual business simulations. They will explore career pathways in the following fields: Restaurant Management, Sports Marketing, Retailing, and Finance.

Prerequisite: None

Modified Block-Visual History

This course is an elective recommended for juniors and seniors. Students will study historical periods and then compare them to film representations. Students will participate in discussions, writing assignments, and research projects.

Prerequisites: B or better in US history and Civics or instructor approval

Modified Block-Visual Journaling

Students will be introduced to the use of Visual Journaling. Students will learn a variety of techniques and tools. This list will include painting, drawing, stenciling and collage. Students will also learn how to create doors, openings and layers for further visual interest. Students will use the visual journal to respond to and explore a variety of topics including personal experience and thoughts, world events and hot topics.

Prerequisite: None

Modified Block-Western Civilization I

This is a half-credit elective course designed to introduce students to the early history of the world. Students will use historical, political, social, and economic perspectives to better understand early and classical civilizations. Major areas of study will include the Paleolithic & Neolithic Ages, the Ancient Civilizations of Mesopotamia, India, and China, as well as the Classical Civilizations of Greece and Rome.

Prerequisites: Must have passed both American History and Civics/Econ. (Students may not take this course if they have already taken Origins of Western Civilization)

Modified Block-Western Civilization II

This is a half-credit elective course designed to introduce students to new patterns of civilization in Europe and the early modern world. Students will use historical, political, social, and economic perspectives to better understand the transformation of societies into modern nation-states. Major areas of study will include the Middle Ages, the Renaissance & Reformation, the Age of Discovery, and the Rise of European Nations.

Prerequisites: Must have passed both American History and Civics/Econ. (Students may not take this course if they have already taken Origins of Western Civilization)
Students do not need to take park I to enroll in Park II but it is strongly encouraged.

Calhoun Area Career Center

The Calhoun Area Career Center prides itself in providing 20 programs for area 11th and 12th grade students. The Calhoun Area Career Center (CACC), located in Battle Creek, Michigan, offers career and technical education (CTE) for 11th and 12th graders in public and private school districts, throughout the Calhoun Intermediate School District (CISD). Since opening in 1970, over 38,000 students have attended the CACC. Programs have been designed to assist students with integrating academic knowledge and career/technical skills with the flexibility to meet the individual student's needs. The involvement and support of business and industry have been a key component to the Center's success. Employers want students to be prepared in the areas of science, mathematics, and technology; as well as have problems solving, teamwork, and communication skills. The CACC staff believes that ALL students should

graduate from high school with career and technical skills that support success in their chosen career path.

Allied Health

The 21st Century Health Careers Program is designed to introduce high school juniors and seniors to potential career paths in the healthcare industry. The program is a partnership between Bronson Battle Creek, Kellogg Community College, and the Calhoun Area Career Center. Students will receive an introduction to a variety of health career skills including: clinical skills, medical ethics, human anatomy, communication, medical terminology, emergency procedures, and many more. During the two years in the program, students will take three (3) Kellogg Community College classes, for a potential total of eleven (11) college credits. Following the introduction, students spend a portion of each month in a hospital or other medical setting. Students become part of an interesting and challenging team, learning new skills with professionals in the medical field. This program has required prerequisites. Eligible students in Health Careers Prep, Health Occupations and 21st Century Health Careers have the opportunity to participate in the KCC CNA program.

Advanced Allied Health

The Advanced Allied Health Program is designed to continue the exploration of high school seniors' potential career paths in the healthcare industry. Students will be expected to complete training and sit for the National Certification Exam for Clinical Medical Assistant with an offer of further certification (when meeting minimum requirements) in Patient Care Technician, EKG technician, or Phlebotomy. Students will receive training in a variety of health care procedures, including medical asepsis and the OSHA standard, clinical laboratory, urinalysis, the medical record, and much more. Eligible students in Health Careers Prep, Health Occupations and 21st Century Health Careers have the opportunity to participate in the KCC CNA program.

Agriscience

Agriscience is designed for students to develop fundamental knowledge and explore opportunities within the Agriculture, Food and Natural Resources Pathway. The program curriculum includes: Animal Systems, Plant Systems, Food Science and Environmental Science. In addition to receiving training in the above areas, the following content will be taught: Leadership, Lab Safety and Protocol and Business Management & Entrepreneurship. Included in this program are hands-on activities, academics, leadership opportunities, work-based learning and career planning. Students will have the opportunity to participate in the FFA Organization on local, state and national levels. Furthermore, students will travel to various agricultural industries throughout the year. Upon completion students will have gained a basic awareness of agricultural sciences.

Automotive Service Technology

The Auto Service Technology (AST) Program prepares students for entry-level positions in the automotive industry. The automotive areas of brakes and electricity/electronics are emphasized. Instruction is provided in the areas of engine repair, automatic transmission/transaxles, steering and suspension, heating and air conditioning and engine performance. In addition, extensive instruction is given on basic automotive skills such as hand tools, power tools, oxygen/acetylene torch operation, and shop safety. AST utilizes the National Automotive Education Foundation (NATEF) program standards.

Aviation Exploration

Aviation Exploration is designed for students interested in any career in the aviation industry, and offers college credit for their work. The program exposes students to multiple aspects of the industry, whether they want to be an aircraft mechanic, a pilot, air traffic

controller, or work in aviation administration. This broad survey course is their passport into the industry. The program is designed to guide successful students into the joint enrollment program with Kellogg Community College and Western Michigan University College of Aviation for their specific technical studies.

Collision Repair Technology

Students learn basic hands-on skills including sheet metal repair, M.I.G. welding, plasma arc cutting, body repair, sanding techniques, plastic repair, undercoat and topcoat mixing, refinishing techniques, and other collision related tasks. Students will specialize in painting and refinishing using NATEF program standards. Emphasis is placed on the repair of damaged vehicle exteriors.

Computer Aided Design/Computer Aided Machining

The Computer Aided Design/Computer Aided Machining Program will give students an entry-level exploration in careers in the engineering pathway. Students will create and produce products from start to finish (hands on) using advanced technologies such as computer aided design and computer numerical controlled (CNC) machinery replicated in today's Computer Aided Drafting/Computer Aided Machining shops. Students will use the skills they learn with real clients, and build a project that helps others in our community.

Computer Networking

The Computer Networking Program focuses on network hardware and servers in alternating years. The hardware portion of the class teaches students how to build and repair computer hardware, pull telecommunication cables, program Cisco routers and switches, and configure network clients. The server portion of the class teaches students how to manage GNU/Linux servers and program them using C++. Successful students will have the opportunity to take the following industry exams: Cisco Certified Entry Network Technician, LPI Linux Essentials, CompTIA A+, and Network+.

Construction Technology

Students develop practical and intellectual skills needed in construction trades. Students will demonstrate Skill Mastery I in most aspects of Construction Framing I the first year by framing true to scale projects in the lab. Students receive safety training, OSHA testing along with basic knowledge/use of tools. Specific areas of focus include roofing & siding installation and masonry. Second year students will be mainly on a job site building a house for the housing market as they perfect the skills learned in the first year of training. Students will be exposed to several different trades associated with the building trades industry, such as masonry, heavy equipment, electrical, plumbing, HVAC, and others.

Cosmetology

The Calhoun County Cosmetology Program is for students who are interested in all aspects of the cosmetology industry. The course focus is to prepare individuals to cut, trim, and style scalp, facial, and body hair, apply cosmetic preparations, perform manicures and pedicures, massage the head and extremities, and prepare for practice as licensed cosmetologists in specialized or full-service salons. Students will choose to attend the Salon Spa Academy (Tuesday-Saturday, 1-4 p.m.) or Wrights Beauty Academy (Monday-Friday, 12:30-4:30 p.m.), both in Battle Creek. These are off-site programs, and students must provide their own transportation. This off-site program is available to seniors only.

Culinary Arts/Hospitality

The Culinary Arts/Hospitality Program is designed to be a two-year program that incorporates the National Restaurant Association's "ProStart" curriculum. Students will explore potential career paths in the food service industry, with emphasis on technical skills, customer relations, restaurant organization, and the ServSafe sanitation program. Students will complete

career exploration and study projects in the hospitality industry, which includes lodging and travel and tourism. Students who successfully complete the program will receive nationally recognized certificates.

Early Childhood Education

The Early Childhood Education Program provides students an opportunity to explore early childhood education as a career field. It prepares students to work with and educate children from birth through eight years of age. Students will gain skills and knowledge in development, discipline, health, safety, communication, planning, preparing, and presenting activities. The program also provides the students with practical work experience in our preschool and various programs in the community. Upon successful completion of the program, students can earn articulation credits (free college credits) at Kellogg Community College and colleges and universities throughout Michigan. Students also have the opportunity to earn their Child Development Associate (CDA). The CDA requires two years in the program with additional hours working with children from ages 3 to 5 years old.

Education Academy

The Education Academy Program provides students an opportunity to explore education as a career field. In addition to coursework at CACC, students will teach at various K-12 education sites within the Calhoun Intermediate School District. Local educators will act as mentor teachers. Students will examine the multiple responsibilities and roles of K-12 teachers, classroom management, learning styles, instruction, curriculum, and professional skills. This program will assist students with college and career planning. Upon successful completion of the program, students can earn articulation credits (free college credits) at local colleges and universities in Michigan. This program has prerequisites.

Emergency Medical Technician (EMT) Basic

The EMT Basic Program, offered in collaboration with Kellogg Community College (KCC), is the entry point for individuals who are interested in working on the ambulance in the prehospital setting, those interested in a career where they need to be trained as a first responder, or students that may have an interest in becoming a paramedic. Students will learn immediate medical care techniques for the critically ill/injured person, including Airway Management, CPR, AED Auto Rescue/Extrication, Water Rescue and Emergency Childbirth. CPR Certification and EMT Certification are available for students who successfully complete the program and pass the state exams. In addition to classroom and lab time, students will be required to complete the following out of school hours: 40 clinical hours, basic water rescue and extrication training. This program has prerequisites.

Graphic Communications Technology

Students explore and develop skills in all aspects of the graphics industry, from design to completion of printed media. Students use professional graphic software programs to design media, such as calendars, posters, and other printed messages. In addition, students will be introduced to digital media including photography and movies while creating a digital portfolio. Students also learn skills in the production printing stages of pre-printing, printing, and finishing. Successful students will be prepared to enter entry-level careers in the graphics field, as well as obtain advanced placement in related college programs.

Intro to Robotics & Engineering

This program combines robotics and engineering. Students will learn electrical, mechanical and fluid power principles. They will then apply those principles to hands-on projects in the lab. Students will receive safety training in the following areas: general safety, basic electrical safety, basic robot safety and basic lockout-tagout safety. Students will learn to sketch ideas, prepare a project proposal, and do project presentations. During this program, students will create their own portfolio, which will include; a resume, letter of introduction, certificates of completion, awards received, and various student accomplishments. Students will learn how to write robot programs, enter and simulate the program in the software and download and run the program on a robot. Students will also learn to use various types of sensors and end of arm tooling. CACC robots are the same robots used in industries such as food processing, welding, manufacturing, logistics and medical research. Students have the opportunity to earn the following industry-recognized certificates: OSHA-10 general safety, FANUC CERT (Certified Education Robot Training).

Law Enforcement/Criminal Justice

Law Enforcement/Criminal Justice will focus on the major areas of criminal law and procedures, and corrections.

Law Enforcement

Students will explore and prepare for careers in criminal justice, corrections, and related fields. Major areas of study include: Police investigation, crime scene investigation (CSI), corrections, legal issues, security, human relations, police operations, and administration.

Criminal Justice

Students will be taken on a journey through the Criminal Justice process. Students will read and study actual crime reports and learn about a variety of disciplines that make up the criminal law response to crimes. Students will be exposed to law enforcement investigations, including specialty areas within police work and will learn about what happens in a court of law, including the role of the Judge, Prosecutor, Defense Attorney, Expert Witness, and Victim Advocate. The role of Corrections in the traditional sense of incarceration in jails/prisons will be studied, as well as the role of Probation and Parole Agents in their efforts to modify behavior and deter crime. This program is very interactive with a variety of teaching tools. Upon completion students will have a solid foundation on which to consider pursuing one of the many rewarding and satisfying careers in Criminal Justice.

Welding Technology

The Welding Technology Program is a two-year program preparing all students for skills and various processes including; Shielded Metal Arc Welding (S.M.A.W.) Gas Metal Arc Welding (G.M.A.W.) Gas Tungsten Arc Welding (G.T.A.W) and Oxy Fuel Welding (O.A.W). Students spend time in welding booths and transfer skills repairing and fabricating projects. Students may compete in regional and state competitions in using various types of materials, creating metal-working projects and hands-on welding. CACC students will have an opportunity to compete against other schools and career centers throughout the state. Students are eligible to earn articulation credits through several local colleges and universities in Michigan for tasks completed at CACC.

Power Equipment Technology

This program introduces students to the fundamental skills required to enter the exciting field of repairing powered equipment, beginning with an introductory to basic fabrication skills, including welding, soldering, plasma cutting and precision measuring. Students learn to troubleshoot and repair all types of equipment from weed whackers to generators, to riding mowers and semi trucks. This NATEF certified medium and heavy truck repair program covers five key areas of repair: electrical systems, engine repair, steering and wheel alignment, preventive maintenance and inspection, and brake systems (air and hydraulic).