Michigan Merit Curriculum (MMC) Credit Requirements

References: Michigan Merit Requirements - 18 credits Michigan Merit Requirements for graduation (MISD)

English Language Arts (ELA) 4 Credits Required: ELA 9, ELA 10, ELA 11, ELA 12	Mathematics - 4 Credits Required: Algebra1, Algebra 2, Geometry, Senior Year Math Experience (1credit each)	Science - 3 Credits Required: Biology (1credit) & Chemistry (1credit) Additional (1credit): Environmental Science, Physical Science, or Earth & Space Science	Social Studies - 3 Credits Required: US History & Geography, World History & Geography, Economics, Civics
World Language 2 Credits (1 maybe substituted for 1 additional VPAA credit)	Visual, Performing, & Applied Arts (VPAA) 1 Credit	Health & Physical Education - 1 Credit Required: (½ credit each) Health, Lifetime Fitness	• Career & Technical Education (CTE) • Electives • Dual Enrollment • Personal Curriculum

Possible Student Schedule(s)

GRADE 9	GRADE 10
ELA 9 Pre Algebra or Algebra I U.S. History & Geography Biology **Other:** Lifetime Fitness, Health, Spanish I, VPAA, Spanish II	ELA 10 Algebra I or Geometry World History & Geography Chemistry or **Physical Science** **(use the 3rd year science option early)** **Other:** Lifetime Fitness, Health, Spanish I, VPAA, Spanish II
GRADE 11	**GRADE 12**
ELA 11 Geometry or Algebra II Civics (½ credit) Chemistry or (Earth & Space Science, Environmental Science, or Physical Science) **Other:** Lifetime Fitness, Health, Spanish I, VPAA, Spanish II	ELA 12 Algebra II or Sr Math Experience Economics (½ credit) **Other:** Lifetime Fitness, Health, Spanish I, VPAA, Spanish II

Grade Levels		
Credits	**Class**	**Grade**
0.0 - 4.5	Freshman	9
5.0 - 9.0	Sophomore	10
9.5 - 13.5	Junior	11
14.0 - 18.0	Senior	12

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English / Language Arts (ELA)

Michigan Merit Requirements: 4 credits

Objectives

Throughout these courses, you will meet the following goals:

- ★ Demonstrate knowledge of foundational and contemporary works of literature.
- ★ Analyze seminal works of literary nonfiction and evaluate their structure and reasoning.
- ★ Analyze the impact of an author's choices regarding how to develop and relate elements of a text.
- ★ Demonstrate increasing sophistication in the routine and process of writing.
- ★ Learn to use Standard English from a variety of grammar lessons.

Essential Course (NWEA Score ≤ 206)

These courses review previously learned skills before introducing students to new skills and concepts. These courses are designed for students who may not have a solid understanding of math skills and concepts.

Essential English Language Arts 9

Prerequisite Courses: None — Grade Level: 9

Estimated time: 120 Hours (over two separate courses A & B) — Credits: 1.0

Course Description:

This course is designed to support the development of strategic reading and writing skills while allowing students to earn their ELA 9th grade MMC credit. This course uses a thematic and contemporary approach, including high interest topics to motivate students and expose them to effective instructional principles using diverse content areas and real-world texts. This course will require students to critically read fiction, poetry, drama, and literary nonfiction, to develop mastery on comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. This course allows students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition.

Standard Courses

These courses review previously learned skills before introducing students to new skills and concepts. These courses were designed for students who have a basic understanding of ELA concepts.

English Language Arts 9

Prerequisite Courses: None — Grade Level:9

Estimated time: 115 Hours (over two separate courses A & B) — Credit: 1.0

Course Description:

This freshman-year English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's The Odyssey, Shakespeare's Romeo and Juliet, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr. and Ronald Reagan. Contemporary texts by Julia Alvarez, Paul B. Janeczko, and Maya Angelou round out the course.

English Language Arts 10

Prerequisite Courses: ELA 9 Grade Level:10

Estimated time: 90 Hours (over two separate courses A & B) Credit: 1.0

Course Description:

This sophomore-year English course invites students to explore a diverse selection of world literature organized into thematic units. While critically reading fiction, poetry, drama, and expository nonfiction, students learn essential reading comprehension strategies and engage in literary analysis and evaluation of both classic and contemporary works. Interwoven in the lessons across two semesters are grammar, vocabulary, and writing lessons that encourage students to strengthen their English language skills. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen's A Doll's House, George Orwell's Animal Farm, and Marjane Satrapi's Persepolis. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor's "A Latina Judge's Voice," Julia Alvarez's "A Genetics of Justice," and the contemporary informational text Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science.

English Language Arts 11

Prerequisite Courses: ELA 10 Grade Level: 11

Estimated time: 115 Hours (over two separate courses A & B) Credits: 1.0

Course Description:

This junior-year English course invites students to delve into American literature, from early American Indian voices through thoughtful contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Nathaniel Hawthorne, Langston Hughes, Martin Luther King, Jr., F. Scott Fitzgerald, Leslie Marmon Silko, Amy Tan, and Naomi Shihab Nye.

English Language Arts 12

Prerequisite Courses: ELA 11 Grade Level: 12

Estimated time: 100 Hours (over two separate courses A & B) Credits: 1.0

Course Description:

This senior-year English Language Arts course invites you to explore a diverse collection of texts organized into thematic units. You will engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, you will learn comprehension and literary analysis strategies. The last semester of this course includes the Senior English Project. The project is designed to assist students in the next step in their life. Students will create a cover letter, resume, and write a short paper about their passion. Tasks will encourage you to strengthen your oral language skills and produce creative, coherent writing. You will read a range of classic texts including the ancient epic Gilgamesh, William Shakespeare's Hamlet, and Oscar Wilde's The Importance of Being Earnest. You will study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Contemporary texts by Seamus Heaney, Derek Walcott, and Chinua Achebe round out the course. In section B, students will complete the senior project which includes the creation of a resume, passion paper, and a presentation.

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Mathematics

Michigan Merit Requirements: 4 credits

Objectives

Throughout these courses, you will meet the following goals:

- ★ Apply quantitative reasoning in order to express relationships between quantities numerically, tabularly, graphically, and algebraically, understanding the limitations of each representation.
- ★ Compare the key features of linear, exponential, and quadratic functions, and use these functions to model and solve problems.
- ★ Write and solve a variety of one- and two-variable equations and inequalities, and systems of one- and two-variable equations and inequalities, and interpret the solutions in context.
- ★ Communicate effectively using graphic, numeric, symbolic, and verbal representations.
- ★ Synthesize and generalize what you have learned about a variety of function families.
- ★ Relate visual data displays and summary statistics to different types of data, including probability distributions.

2020 -2021 Math guidance - course placement

Our math courses developed with three "lanes" in mind, to meet the needs of our students. These lanes are Essentials, Standard, and Honor. Regardless of the label, each course will lead to the student being awarded the appropriate MMC math credit for successfully completing the math course. Each course remains rigorous and relevant and reviews the same mathematics academic standards.

"Double dipping" *-- Some courses can be used to grant more than one credit if the content meets the academic standards of both courses. Since credit is based on student proficiency with the content, how and where they learn the content has no bearing on credit as long as students satisfactorily demonstrate proficiency on district-determined measures. Currently for Success / Link students there are two courses that may be considered for double dipping - Economics (SS & 4th year math) & Chemistry (Science & 4th year math). Currently we will only recognize "double-dipping" for courses students complete with Success / Link Learning.*

Essential Courses (NWEA score ≤ 210)

These courses review previously learned skills before introducing students to new skills and concepts. These courses are designed for students who may not have a solid understanding of math skills and concepts.

Essential Pre-Algebra (** requires a personal curriculum to be developed - contact B. Scoggin - Link Learning only)

Prerequisite Courses: Math 8 Grade level: 9

Estimated time: 117 Hours (over two separate courses A & B) Credit: 1.0

Course Description - This course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Essential Algebra

Prerequisite Courses: None — Grade level: 9

Estimated time: 117 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Essential Geometry

Prerequisite Courses: Algebra 1 — Grade level: 10-12

Estimated time: 118 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of Math Courses triangle congruence, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Standard Courses (NWEA Score 211 -235)

These courses review previously learned skills before introducing students to new skills and concepts. These courses were designed for students who have a basic understanding of math skills and concepts.

Standard Pre-Algebra (** requires a personal curriculum to be developed - contact B. Scoggin - Link Learning only)

Prerequisite Courses: Math 8 — Grade level: 9

Estimated time: 110 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Standard Algebra 1

Prerequisite Courses: None — Grade level: 9

Estimated time: 108 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Standard Geometry

Prerequisite Courses: Algebra 1 — Grade level: 10-12

Estimated time: 115 Hours (over two separate courses A & B) — Credits: 1.0

Course Description - This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruence, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Standard Algebra 2

Prerequisite Courses: Algebra 1 — Grade level: 10-12

Estimated time: 113 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Process standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Mathematical Models with Applications (these courses may be substituted for Algebra 2A & 2B)

Prerequisite Courses: Algebra 1 — Grade level: 10-12

Estimated time: 110 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Providing timely and highly useful content, this two-semester course is a must-have for any high school student. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

Honors Courses (NWEA Score ≥ 236)

These courses review previously learned skills before introducing students to new skills and concepts. These courses were designed for students who have a deep understanding of math skills and concepts.

Honors Algebra 1

Prerequisite Courses: None — Grade level: 9

Estimated time: 115 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This full-year honors course introduces students to linear, exponential, and quadratic functions by interpreting, analyzing, comparing, and contrasting functions that are represented numerically, tabularly, graphically, and algebraically. Technology is utilized within some lessons to further support students in identifying key features as well as displaying images of the functions. The course builds upon the basic concepts of functions to include transformations of linear and nonlinear functions. Students deepen their understanding of quantitative reasoning, piecewise functions, and quadratic functions through performance tasks. The additional performance-based skills allow the honors students to apply more of the concepts taught in the course. The course concludes with students analyzing data through displays and statistical analysis

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Honors Geometry

Prerequisite Courses: Algebra 1 — Grade level: 10-12

Estimated time: 116 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - The course begins by exploring the foundational concepts of Euclidean Geometry in which students learn the terminology of geometry, measuring, proving theorems, and constructing figures. Students then expand on their knowledge of transformations and complete an assignment on identifying point symmetry as well as completing a performance task on tessellations. The course continues with an in-depth look at triangles where students prove theorems, relating congruence and similarity in terms of transformations, and connecting right triangles relationships to trigonometry. Students study set theory and apply probability through theoretical and experimental probability, two-way tables, and combinations and permutations. With lessons pertaining to quadrilaterals, students can identify the various figures based on their key features. Within the circles units, students identify angles, radii, and chords, perform a performance-based task on tangents, and then compute the circumference and area of various circles. Then students study parabolas, ellipses and hyperbolas before modeling and computing two- and three-dimensional figures.

Honors Algebra II

Prerequisite Courses: Algebra 1 — Grade level: 10-12

Estimated time: 125 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - The course begins with a review of concepts that will assist students throughout the course, such as literal equations, problem solving, and word problems. Students then progress to a unit on functions where students compute operations of functions, compose of functions, and study inverses of functions. To build on their algebraic skills, students learn about complex numbers and apply them to quadratic functions by completing the square and quadratic formula methods. Next, students solve linear systems and apply their knowledge of the concept to three-by-three systems. An in-depth study on polynomial operations and functions allow students to build their knowledge of polynomials algebraically and graphically. In the second semester, students study nonlinear functions. Students solve and graph rational and radical functions whereas the exponential and logarithmic functions focus on the key features and transformations of the functions. Expected value and normal distribution concepts expand and deepen students' knowledge of probability and statistics. Students also cover trigonometric functions and periodic phenomena.

Financial Math (potential 4th year math credit)

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 120 Hours (over two separate courses A & B) — Credit: 1.0

Course Description

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions

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Personal Finance (potential 4th year math credit)

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 60 Hours (only 1 semester course) — Credit: ½

Course Description

This one-semester elective prepares students to navigate personal finance with confidence. The course opens with a study of what it means to be financially responsible, engaging students in budgeting, planning, and being a smart consumer. Students learn about the relationship between education, employment, income, and net worth, and they plan for the cost of college. Students then broaden their study to include banking, spending, investing, and other money management concepts before exploring credit and debt. In the final unit of the course, students study microeconomics and entrepreneurship, with an overview of economic systems, supply and demand, consumer behavior and incentives, and profit principles. The course concludes with an in-depth case study about starting a business

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Math Experience (when using "double dip" courses only)

Prerequisite Courses: None — Grade level: 12

Estimated time: — Credit: ½

Course Description

When utilizing the "double dipping" courses to provide ½ credit for a student in each of the two courses (Chemistry or Economics **AND** the senior year math credit), this course should be placed on a student's schedule. A "double dip" course can be used when the student is a senior or beyond and is enrolled in a course which promotes the application of math skills. Currently, there are only two courses where "double dip" is appropriate - Economics and Chemistry.

Specific Course names when a qualified course is used for a "double dip"

4Th year Math Credit (Econ)
4Th year Math Credit (Chem A)
4Th year Math Credit (Chem B)
4Th year Math credit (Physics A)
4Th year Math credit (Physics B)

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Science

Michigan Merit Requirements: 3 credits

Objectives

Throughout these courses, you will meet the following goals:

- ★ Understand the relationships among living organisms
- ★ Describe the functions and processes that control cellular activities
- ★ Describe the composition and properties of matter as well as the changes that matter undergoes.
- ★ Trace the development of the atomic theory.
- ★ Examine the relationship between the elements on the periodic table.
- ★ Describe chemical reactions and interactions and their causes and effects in real-world applications.
- ★ Apply critical thinking, reasoning, and decision-making skills to solve mathematical and non-mathematical chemistry problems.

"Double dipping" *-- Some courses can be used to grant more than one credit if the content meets the academic standards of both courses. Since credit is based on student proficiency with the content, how and where they learn the content has no bearing on credit as long as students satisfactorily demonstrate proficiency on district-determined measures. Currently for Success / Link students there are two courses that may be considered for double dipping - Economics (SS & 4th year math) & Chemistry (Science & 4th year math) & Physics (Science & 4th year math)*

Biology

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 113 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

Chemistry ** (Potential Double Dip Course)

Prerequisite Courses: Biology — Grade level: 10-12

Estimated time: 110 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

Physical Science (potential 3rd year Science credit)

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 108 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

Environmental Science (potential 3rd year Science credit)

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 158 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

Earth & Space Science (potential 3rd year Science credit)

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 150 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

Physics (potential 3rd year Science credit) ** (Potential Double Dip Course)

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 150 Hours (over two separate courses A & B) — Credit: 1.0

Course Description This course focuses on traditional concepts in physics, and encourages exploration of new discoveries in this field of science. The course includes an overview of scientific principles and procedures, and leads students toward a clearer understanding of motion, energy, electricity, magnetism, and the laws that govern the physical universe. As students refine and expand their understanding of physics, they will apply their knowledge in experiments that require them to ask questions and create hypotheses. Throughout the course, students solve problems, reason abstractly, and learn to think critically

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Social Studies

Michigan Merit Requirements: 3 credits

Objectives

Throughout these courses, you will meet the following goals:

- ★ Investigate the founding principles that guided the establishment of the United States government.
- ★ Analyze the civil rights and liberties that are granted to United States citizens, and understand the influence of constitutional amendments and Supreme Court decisions that have developed these rights.
- ★ Understand the structures and procedures of local, state, and federal governments.
- ★ Discover how you can participate in government by voting, running for office, meeting civic obligations, and petitioning your representatives.
- ★ Read complex texts at grade level.
- ★ Increase academic and domain-specific vocabulary.
- ★ Engage in routine writing in response to texts, concepts, and scenarios.
- ★ Use research skills to access, interpret, and apply information from sources you have gathered.

"Double dipping" *-- Some courses can be used to grant more than one credit if the content meets the academic standards of both courses. Since credit is based on student proficiency with the content, how and where they learn the content has no bearing on credit as long as students satisfactorily demonstrate proficiency on district-determined measures. Currently for Success / Link students there are two courses that may be considered for double dipping - Economics (SS & 4th year math) & Chemistry (Science & 4th year math) & Physics (Science & 4th year math)*

Civics

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 50 Hours (1 semester course) — Credit: ½

Course Description - This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy approaches. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

U.S History & Geography

Prerequisite Courses: None — Grade level: 9

Estimated time: 120 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of the U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

Economics ** (Potential Double Dip Course)

Prerequisite Courses: None — Grade level: 11-12

Estimated time: 55 Hours (1 semester course) — Credit: ½

Course Description - Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

World History & Geography

Prerequisite Courses: None — Grade level: 10

Estimated time: 110 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

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Health & Physical Education

Michigan Merit requirements: (½ credit of Health & ½ credit of Physical Education)

Objectives

Throughout these courses, you will meet the following goals:

- ★ Understand how to exercise safely and prevent injuries
- ★ Understand nutrition and weight management
- ★ Learn stress management techniques
- ★ Assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition.

Contemporary Health

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 65 hours (1 semester course) — Credit: ½

Course Description - Available as either a semester or year-long course, this high-school health offering examines and analyzes various health topics. It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships and mental health in the context of the importance of creating a healthy lifestyle. Throughout the course, students examine practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, as well as nutrition, sleeping, and physical fitness plans. Students also examine and analyze harassment and bullying laws. This course takes covers issues of sex and gender identity, same-sex relationships, contraception, and other sensitive topics.

Lifetime Fitness A

Prerequisite Courses: None — Grade level: 9-12
Estimated time: 45 (1 semester course) — Credit: ½

Course Description - Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.

Lifetime Fitness B

Prerequisite Courses: None — Grade level: 9-12
Estimated time: 56 hours (1 semester course) — Credit: ½

Course Description - Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.

World Language

Michigan Merit Requirements: 2 credits

Objectives

Throughout these courses, you will meet the following goals:

- ★ Master common vocabulary terms and phrases
- ★ Comprehend a wide range of grammar patterns
- ★ Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- ★ Generate language incorporating basic vocabulary and a limited range of grammar patterns
- ★ Read, write, speak, and listen for meaning in basic Spanish
- ★ Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- ★ Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Spanish I

Prerequisite Courses: None — Grade level: 9-11
Estimated time: 150 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Spanish II

Prerequisite Courses: Spanish I — Grade level: 10-12
Estimated time: 135 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

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Visual, Performing, and Applied Arts (VPAA)

Michigan Merit Requirements: 1 credit

Objectives

Throughout these courses, you will meet the following goals:

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**** Journalism (Contact B. Scoggin before scheduling)**

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 75 (over two separate courses A & B) — Credit: 1.0

Course Description - If you're the first to know what's going on in your school or town, or the first to post on Facebook or Instagram about your favorite TV shows or favorite celebrities, then you're just the person that every online, in-print, and broadcast news outlet is looking for. And Journalism: Investigating the Truth is the perfect course for you! In this course, you'll learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources. You'll also learn about the history of journalism, how to succeed in the world of social media news, and how to turn your writing, photography, and people skills into an exciting and rewarding career.

**** Speech / Public Speaking (Contact B. Scoggin before scheduling)**

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 85 hrs (over two separate courses A & B) — Credit: 1.0

Course Description - The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use

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Electives

Psychology

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 150 Hours (over two separate courses A & B) — Credit: 1.0

Course Description - This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Sociology

Prerequisite Courses: None — Grade level: 9-12

Estimated time: 65 Hours (only 1 semester course) — Credit: .50

Course Description - Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

**** Real World Parenting** (Contact B. Scoggin before scheduling)

Prerequisite Courses: — Grade level: 9-12

Estimated time: 60 Hours (only 1 semester course) — Credit: ½

Course Description - In this course, students will learn what the word “parent” really means, explore reasons people decide to become parents, and the qualities of good parents. Students will also examine what is required to be considered a successful parent. Students will also learn how being a parent is much more than merely feeding, bathing, and protecting a child. The content explores ideas such as the creation of a positive environment, nurture, fostering education, and serving as a role model.

Career Tech Education (CTE)

In order to award CTE credit, the student **MUST HAVE** completed the program not completed a course or two. CTE credit may only be used for:

- Second credit of foreign language
- Third credit of Science
- Fourth credit of Math
- VPAA

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Dual Enrollment

2021-2022 Dual enrollment protocol and documents (this document contains the procedure to follow as well as documents that are necessary for the parent and student to sign and use for authorization (enrollment) for the college).

Traditional college opportunities

Dual enrollment courses should be considered for every student, provided they meet the following requirements:

a. Currently enrolled in Success as a student. All students 9th -12th grades are eligible but not enrolled in high school for more than four years (unless one of the exceptions provided for in the administrative rule has been satisfied).
b. Have at least one parent or legal guardian that is a resident of Michigan (unless the student is experiencing homelessness).

Kendall College of Art & Design (Kendal College promo videos)

This opportunity for dual enrollment is not designed for the "typical" student since the "flavor" of the courses are truly art & design - with the intention of students furthering their knowledge, expertise - leading to a career in game design and other multimedia fields.

Key Points for Kendall College Program :

a. 2 completely online courses. (See course description here)
    i. Design Learn
    ii. Drawing Learn
    iii. Introduction to Digital 3D
b. Enrollment begins May 2021
c. Classes will begin August 2021
d. Students will be required to attend 2 weekly class sessions (3 hours per week) and commit to approximately 6 hours of coursework each week.
e. There is no additional test required since the students are still high school students.
f. There is a small fee of $200 (scholarships are possible).
g. There are no programs or additional materials the student will be required to purchase.
h. Students will receive (1) VPAA credit for successfully completing each course.
i. Each course is 16 weeks - a whole semester. Students will need to attend a Success course as well as the KCAD course. Envision a student completing a Success course every 4 weeks while also balancing time to participate and complete the projects for the college course for 16 weeks (Aug - Dec).
j. SVLC enrollment process:
    i. Students should be “vetted” for fit into the program - this opportunity is very focused on computer art, graphics, and design - a very focused niche.
    ii. Remind students that they MUST complete the course with a “C” or better. If they receive a grade less than a “C” or drop the course, they must reimburse the school district (State law). Use form to document parents and students are aware of this requirement
    iii. Students should complete the online application (the school code is 230305) (Video - completing the online application)
    iv. Once a student has completed the KCAD application, the student's information (name, email address, home address, phone contact, the interested course, date of birth, and PowerSchool ID) should be sent to Bryon Scoggin.
    v. Recorded informational meeting 10/28/2020

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Personal Curriculums (PC)

Personal Curriculum (PC): The PC is a mechanism that can modify specific MMC credits and/or content expectations based on the individual learning needs of a student. The intent of the PC option is to assure the relevance of the student's course of study and facilitate the achievement of postsecondary goals. The PC **must** align with the high school content expectations and reduce barriers that may limit a student's opportunity to pursue their career pathway and offer a challenging curriculum.

There are 4 types (circumstances) when a PC may be appropriate.

PC A - Remedial/Enrichment - **Who** (General Ed student) **Why** (Use this PC when a student requires additional enrichment or remediation). There are three credit replacing options under this type of PC. up to 1 MMC credit can be replaced at a time under this type of PC - (Choose only 1 of these credits to replace):(1) credit of Social Studies (excluding Civics), or (1) PE/Health credit, or (1) credit of VPAA. THIS ADDITIONAL CREDIT WILL TAKE THE PLACE OF THE CREDIT BEING REMOVED from Social Studies or PE/Health or VPAA. (Think Swapped-out)

PC B - Math requirement reduced to 3.5 - **Who** (All students) **Why** (not aligned EDP). Any Michigan Merit credit math requirement may be reduced to may be modified from (1) credit to 1/2 credit. The student will be required to have 3.5 math credits NOT 4 math credits as required by the MMC.

PC C - Special Education - Content modification - **Who** (Students receiving Special education services) **Why** (To modify content that may be a barrier due to the student's learning disability).
Under this type of PC, academic content may be modified in the area of the disability only. Up to 51% of the academic content may be removed to allow the student to continue to be awarded a high school diploma, less than 51% will result in a Certificate of Completion.

PC C - Transfer student - **Who** (Transfer student - Completion of the equivalent of 2 years of high school content out of state/country or non public school. **Why** (Use this PC when a student does not have MMC credits). Under this type of PC, credits may be substituted.