

ALMONT HIGH SCHOOL COURSE CURRICULUM GUIDE

2019-2020



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REGISTRATION INFORMATION

1. Students should review a four-year plan of the courses to be taken during high school. This should include courses to meet graduation requirements, career goal requirements, and special interests and needs.
2. Before choosing courses, students should carefully read the section entitled “Course Descriptions.” Questions about the courses should be addressed to the counselor or teachers.
3. Classes should be chosen carefully. Because course selections are limited, students may be required to take the classes that they selected and remain in them for the duration of the school year. Class change requests are not possible in many cases, and a change will be granted only after consulting the counselor and classroom teacher and reviewing records.
4. Any student needing to change a class or classes at the semester must submit their request to do so to the counseling office at least two weeks prior to the end of the semester. Students failing to do so will receive a lower priority and the counseling office may not be able to fulfill their requests.
 - A. Students will have 5 days to make schedule changes after the first semester begins. Any changes made after 5 days will be for academic misplacement only.
 - B. There will be no schedule changes made after the 2nd semester begins unless a student is academically misplaced.

GRADUATION REQUIREMENTS AND POLICIES

1. Attendance: A student must complete 4 years or 8 semesters of high school attendance. Some students may elect to fulfill graduation requirements earlier because of personal, economic, or academic reasons. In such cases, application must be made to the principal in writing by the end of the junior year (at the latest).
2. Full-Time Enrollment: All students must be enrolled in a full schedule of classes each semester. This means that they must have 6 classes scheduled for 3.0 credits each semester to be eligible to graduate. Exceptions to this must be approved in writing by the principal.
3. Credit Requirements for Advancement by Grade: In order for Almont High School students to develop a definite understanding of their high school grade placement based upon earned credits, the following criteria have been established.

	2020	2021	2022
10th Grade Status	 	 	6 Credits
11th Grade Status	 	12 Credits	11 Credits
12th Grade Status	18.5 Credits	17.5 Credits	16.5 Credits

4. Credit Deficiencies: A student with credit deficiencies may attend summer school, an accredited correspondence school or night school. Credits earned must have prior approval by the principal.
5. Failed Courses: Required courses failed must be repeated; elective courses failed do not need to be repeated.
6. Graduation Participation: Seniors must successfully complete all graduation requirements, fulfill all financial obligations to the school, and return all school-books and equipment.
7. Final GPA, Scholastic Ranking, and Honors: Final grade point average and class standing will be computed on 8 semesters of work. Valedictorian and Salutatorian will be determined at the end of the 1st semester of the senior year.

8. **The Personal Curriculum**

The Michigan Merit law allows a parent or legal guardian of a student to request certain modifications to the state high school graduation requirements under limited conditions to ensure all students are effectively and consistently engaged in school regardless of need or disability. For more information regarding a personal curriculum, please contact the high school counselor or go to the following link and click on personal curriculum parent and educator guide.

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html

9. GPA Computation: Grade point average computation is based on:

Regular coursework

A (94-100%) = 4.0
 A- (90-93%) = 3.67
 B+ (87-89%) = 3.33
 B (83-86%) = 3.0
 B- (80-82%) = 2.67
 C+ (77-79%) = 2.33
 C (73-76%) = 2.0
 C- (70-72%) = 1.67
 D+ (67-69%) = 1.33
 D (63-66%) = 1.0
 D- (60-62%) = .67
 E (59% & below) = 0

Advanced Placement and Dual Enrollment GPA

A (94-100%) = 5.0
 A- (90-93%) = 4.67
 B+ (87-89%) = 4.33
 B (83-86%) = 4.0
 B- (80-82%) = 3.67
 C+ (77-79%) = 3.33
 C (73-76%) = 3.0
 C- (70-72%) = 2.67
 D+ (67-69%) = 2.33
 D (63-66%) = 2.0
 D- (60-62%) = 1.67
 E (59% & below) = 0

AP US History, AP Calculus, AP World History, AP Literature and Composition, AP Language & Composition, AP US Government and Politics and all Dual Enrollment courses are graded on a 5.0 scale.

10. Transfer Students: Transfer students are expected to meet all Almont High School requirements. Exceptions may be granted in unusual cases on appeal to the principal.

PERSONAL CURRICULUM

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)
4 English Language Arts (ELA) Credits • Proficiency in State Content Standards for ELA (4 credits)	<ul style="list-style-type: none"> No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II) • 1 math or math-related credit (not required to be aligned with state content expectations) • 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit • Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum	<ul style="list-style-type: none"> 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations	3 Science Credits • 1 Biology credit • 1 Chemistry or Physics credit • 1 additional science credit • All credits aligned to state content expectations
3 Social Studies Credits • ½ Civics credit • ½ Economics credit • 1 U.S. History and Geography credit • 1 World History and Geography credit • All credits aligned to state content expectations	No modification of Civics Minimum of 2 social studies credits prior to modification 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Physical Education and Health Credit • Credit aligned to state guidelines	Credit can be exchanged for an additional English language arts, math, science, or world languages credit Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit • Credit aligned to state guidelines	Credit can be exchanged for an additional English language arts, math, science, or world languages credit Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits(Effective beginning with students graduating in 2016) • Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); Or • Formal coursework or an equivalent learning experience in grades K-12 (1 credit) and completion of a department- approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)	No modification except for students with an IEP and transfer students who have completed 2 years of high school

9th Grade	Additional Information	
<ol style="list-style-type: none"> 1. English 9 2. Algebra or Geometry 3. Biology 4. W. History/Geography 5. Health/Computer Applications 6. VPA/Elective 	<ul style="list-style-type: none"> ● VPA options: Art, 3D art, Digital photography, Varsity Singers, Marching Band/Concert Band ● PE- Students who participate in a school sponsored sport and successfully complete the entire season will receive a ½ credit for Physical Education. Students must complete a PE Exemption Form prior to the start of the season in order to be eligible for this credit. Students who do not participate in a sport may take the ½ credit of PE at any time during their 4 years of high school. Options to choose from are: Team Sports and Strength Training. ● Additional elective options: French I or Spanish I, Spanish 2, Introduction to Engineering Design, Principles of Biomedical Sciences (Available in alternating years), or French Cooking and Culture. ● Teacher Recommended Courses Available: Math Lab ● See Personal Curriculum for modifications to MMC 	
10th Grade	Additional Information	
<ol style="list-style-type: none"> 1. English 10 2. Geometry or Algebra 2 3. Physics 4. Foreign Language 1 5. Elective 6. Elective 	<ul style="list-style-type: none"> ● 2 years of the same foreign language is required or 1 year of foreign language combined with 1 additional year of VPA or a program at the Educational Technology Center must also be completed before graduation. ● See the course curriculum guide to determine elective options available ● See Personal Curriculum for modifications to MMC 	
<p>Online Learning Experience</p> <ul style="list-style-type: none"> ● Online course, learning experience, or experience is incorporated into one or more required credits 	<p>No modification except for students with an IEP and transfer students who have completed 2 years of high school</p>	

Educational Development Plan

11th Grade	11th Grade with EdTech	Additional Information
<ol style="list-style-type: none"> 1. English 11 2. Algebra 2/math elective 3. Science elective 4. Foreign Language 2 5. American History 6. Elective 	<ol style="list-style-type: none"> 1.English 11 2. Algebra 2/math elective 3. American History 4. EdTech 5. EdTech 6. EdTech 	<ul style="list-style-type: none"> ● Students wishing to take music and Ed Tech need to complete American History in the sophomore year. ● See Personal Curriculum for modifications to MMC for EdTech students
12th Grade	12th Grade with EdTech	Additional Information
<ol style="list-style-type: none"> 1.English 12/Capstone 2. Math Elective 3. Government/Econ 4. Elective 5. Elective 6. Elective 	<ol style="list-style-type: none"> 1.English 12/Capstone 2. Math Elective 3. Government/Econ 4. EdTech 5. EdTech 6. EdTech 	<ul style="list-style-type: none"> ● Don't forget that a semester of Physical Education is required at some point in time before graduation. ● See Personal Curriculum for modifications to MMC for EdTech students

Michigan Merit Core Curriculum Graduation Requirements

English 4.0 Credits

English 9	1.0
English 10	1.0
English 11	1.0
English 12	1.0

Mathematics 4.0 Credits

9 th Algebra 1	1.0
10 th Geometry	1.0
11 th Algebra 2 or essentials	1.0
12 th Math related	1.0

State legislation mandates that .5 credit of math or a math related class must be taken during the senior year. Students who successfully complete 2 full years in the same program at the Lapeer Educational Technology Center will receive 1 additional credit in math upon completion of the senior year.

Science 3.0 Credits

Biology	1.0
Physics or Applied Physics	1.0
Chemistry or Additional Science Elective	1.0

Social Studies 3.0 Credits

World History/Geography	1.0
American History/Geography	1.0
Government	.5
Economics	.5

PE/Health 1.0 Credits

*Physical Education	.5
Health	.5

*PE credit can be earned by participating in a school sponsored sport and successfully completing the entire season. Students must complete a PE Exemption Form prior to the start of the season to be eligible for this credit.

Visual/Performing/Applied Arts (VPA) 1.0 Credits

One credit of any of the following combinations of courses: Art, 3-D Art, Concert Band, Jazz Band, Marching Band, Digital Photography, French Cooking and Culture, Publications, Varsity Singers, Web Design and any class taken at the Lapeer Education Technology Center.

Computer Science (AHS requirement) .5 Credit

Computer Applications I	.5
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Foreign Language 2.0 Credits

Spanish 1 or French 1	1.0
*Spanish 2 or French 2	1.0

*The 2nd credit of a foreign language may be substituted with a State approved formal CTE Program/Curriculum or with an additional 1 credit of VPA.

	Class of 2020	Class of 2021	Class of 2022	Class of 2023
Electives Needed to graduate	6	5	4	3.5
Total potential credits	27	26	25	24
Total Credits Needed to Graduate	24.5	23.5	22.5	22

Credits Required to Graduate

Course Type	Class of 2020 Credit(s)	Class of 2021 Credit(s)	Class of 2022 Credit(s)	Class of 2023 Credit(s)
English	4	4	4	4
Mathematics	4	4	4	4
Science	3	3	3	3
Social Studies	3	3	3	3
PE*	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5
Visual Performing & Applied Arts (VPA)	1	1	1	1
Computer Applications	0.5	0.5	0.5	0.5
Foreign Language**	2	2	2	2
Electives	6	5	4	3.5
Total Credits Required to Graduate	24.5	23.5	22.5	21.5

*PE credit can be earned by participating in a school sponsored sport and successfully completing the entire season. Students must complete a PE Exemption Form prior to the start of the season to be eligible for this credit.

**The 2nd year of the foreign language can be replaced with a CTE class or by taking 1 extra credit of a VPA course.

TESTING-OUT POLICY

Any student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ (78%), or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and be counted toward the required number of credits needed for graduation, but may not be used to determine the student's GPA. See your counselor for further information.

COLLEGE CORE

The State universities have agreed that to be eligible for regular admission to a four-year degree program, a high school student must successfully complete the following course requirements:

- English:** Four years are required.
- Mathematics:** Three years are required, including intermediate algebra; four years are strongly recommended.
- Sciences:** Two years are required; three years are strongly recommended.
- Social Sciences:** Three years are required.
- Foreign Language:** Two years are required at some universities; three years are strongly recommended. *

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

- Fine and Performing Arts:** Two years are strongly recommended.
- Computer Literacy:** One year of hands-on experience in using computers is strongly recommended.

***The University of Michigan-Ann Arbor, Michigan State University and Grand Valley State University require two full years of the same foreign language. Several other universities like to see the foreign language on a student's transcript but it is not required. See your counselor for more specific information.**

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

	<u>Division I</u>	<u>Division II</u>
English Core	4 years	3 years
Math Core (Alg. I or higher)	3 years	2 years
Science (1 year of lab)	2 years	2 years
Social Science	2 years	2 years
From English, Math, or Science	1 year	3 years
Additional Core (From English, Math, Science, Social Science, Foreign Language)	4 years	4 years
Total Core Units Required	16	16

The Division I and II Initial-Eligibility Requirements change on a regular basis. Any student interested in playing sports at the Division I or II level is responsible for establishing a 4-year Educational Development Plan which includes completion of the NCAA accepted courses from Almont High School. For a complete list of NCAA Courses visit www.eligibilitycenter.org and enter the site as an NCAA College-Bound Student-Athlete. Navigate to the ‘Resources’ tab, click ‘U.S. Students’ and then ‘List of NCAA Courses.’ Follow the prompts to search for Almont High School’s list by name. Almont High School’s code is 230-065.

Sophomore Year: Registration with the Eligibility Center

Students should register with the NCAA Eligibility Center at the beginning of their sophomore year in high school. Take the ACT and use the code 9999 to have your official scores sent directly to the NCAA Eligibility Center. Check with your high school counselor to make sure you are on track to graduate on time with your class and have the required amount of core courses. At the end of the student’s junior year, establish an account at parchment.com and electronically request that your transcript be sent to the NCAA Eligibility Center from the high school. You need to qualify academically and you will also need to be cleared as an amateur student-athlete.

It is the responsibility of the student and parent for achieving and protecting your eligibility status.

COURSE DESCRIPTIONS

ART DEPARTMENT

Art I

2 semesters

Art I is an introductory skill building class that emphasizes drawing and painting. A series of developmental projects build on each other to encourage mastery. Included are perspective drawing and shading techniques, color mixing theory, and design. We use various media, pencil, charcoal, conte crayon, colored pencil, water color paint, soft and oil pastels.

Advanced Art

Prerequisite: *Two semesters of Art I, 3D Art or One semester of Digital Photography (with signature of instructor for Digital Photography)*

Advanced Art is an in-depth application of the skills learned in Art I and includes drawing, painting, design, pottery, sculpture and digital photography. Many different media will be utilized. Emphasis is placed on improving artistic skills using the creative process to produce high quality projects. Students shift gradually from one dimensional (flat) work to three dimensional objects.

Three Dimensional (3D) Art

1 or 2 semesters

This class reflects the philosophy that students can enjoy art and create three dimensional projects that do not involve extensive drawing. Through diversity of materials and projects students will explore their interests and develop creative skills that will continue beyond high school. The units will include the following: clay, wood, mosaics, metal, found objects, stained glass, leather, and textiles. Sculpture through either addition or subtraction of materials creating three dimensional forms will be emphasized. The teacher will provide instruction in the design, development, and construction of projects in each medium through modeling, individual and group instruction. Due to additional cost, there will be a charge for supplies when a student chooses an optional project. Projects will be evaluated through the effort put forth and quality of outcome.

Digital Photography

1 semester

Prerequisite: 10+

Photography is a visual language. This course is intended to introduce students to the use of the digital camera as a tool to create art and creative design. Learning is assessed through weekly photo shoots, journals, photographer presentation, matting of two best prints, and power point presentation. Students will receive basic instruction, demonstration, and see examples of desired outcomes at the beginning of each period. Students will be allowed to go outside to shoot assignments based on what they are learning.

COMPUTER/DATA PROCESSING DEPARTMENT

Computer Applications I

1 semester

This course is recommended for students with limited keyboarding and computer experience. Students will learn and develop the proper touch-typing technique to maximize keyboarding speed and accuracy. Fundamental word processing skills will be taught including formatting and processing of various documents such as reports, letters, and tables. Students will then learn and utilize the basic functions of Microsoft Word, Excel, Access, and PowerPoint. **Successful completion of this course fulfills the required ½ credit of Computer Science necessary to graduate.**

Introduction to Web Design (Not Available in 2019-2020)

1 semester

Prerequisite: Successful completion of Computer Applications I or permission of instructor.

The purpose of this introductory course is to gain insight into the many facets of true web design. Students will be introduced to the design, creation, and maintenance of web pages and websites. Students will learn how to critically appraise website quality, learn how to design and maintain quality web pages, learn about world-wide web design standards and why they're essential, and learn to create and control images. Programming languages covered include HTML, XHTML and CSS. This is a project-based course that will provide a solid introductory background in web design.

ENGLISH DEPARTMENT
English/Language Arts Flow Chart

9th Grade	English 9
10th Grade	English 10
11th Grade	English 11 or AP Literature & Composition or AP English Language & Composition
12th Grade	Senior Capstone English and English 12 or Senior Capstone English and AP Literature & Composition or AP English Language & Composition

English 9

2 semesters

The general course objective of English 9 is to establish the fundamentals of good English. Important aspects in this course will cover grammar, writing, and literature. Beyond the scope of the fundamentals, English 9 will also study the process of communication, including emphasis on listening skills, verbal and nonverbal communication, group communication, and the art of public speaking.

English 10

2 semesters

The general course objective of English 10 is to further establish the fundamentals of good English by focusing on literature analysis, grammar and composition, and communication skills. Beyond the fundamentals, students will also cultivate skills to read and comprehend literary techniques as demonstrated in films, including theme, symbolism, and characterization.

English 11

2 semesters

The general course objective of English 11 is to study the American experience in literature including topics related to American heritage, the American Dream, the techniques and content of advertising, propaganda, and comedy plus the effects of the media, the “condition” of teenage life, and our responsibilities to the future. Students will explore the influences of their beliefs and hone skills needed to effectively communicate these beliefs. As students examine the American experience, they will also explore the creative process of some of the greatest poets and fiction writers of all time and build their own skills through various, rigorous writing exercises.

English 12

1 semester

Students in English 12 will be exposed to the archetypal human experiences in various societies of the world to help students appreciate the diversity and contributions of cultures other than their own. Using poetry, novels, short stories, and essays from Britain/Europe, Asia, Latin America, South America, and Africa, students will have the opportunity to explore themes and genres through compositions, vocabulary, and grammar work.

Senior Capstone English (1 semester *required* for all seniors)

1 semester

Prerequisite: Senior Status

The Senior Capstone Experience/Senior Project is a student-selected exploration of a topic which results in a 10-page research paper, a 15-hour project or a product, and a set of presentations. The Senior Capstone experience moves students away from departmentalized learning and toward a more interdisciplinary approach. This approach is one which allows students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Capstone Experience, students will have learned more about their topics, their community, and most importantly, about themselves.

Advanced Placement Literature and Composition

Recommendation of the AP Teacher

Not Available 2019-2020

2 semesters

GRADED ON A 5.0 SCALE

This course may be taken either as a junior or senior

AP Literature and Composition course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As they read, students consider a work of structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing to understand literary work will be a heavy part of the workload and focus on critical analysis of literature and include expository, analytical and argumentative essays. The goal of this course is to increase the student’s ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Students will be expected to take the AP English Literature and Composition exam in May.

Advanced Placement English Language and Composition

Recommendation of the AP Teacher

2 semester

GRADED ON A 5.0 SCALE

Prerequisite: Completion of English 10

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts; and in becoming skilled writers who

compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness in writing. It is designed to replace one of the standard English credits earned in 11th grade.

AP Language focuses on rhetorical analysis, incorporating fiction and poetry but primarily focusing on non-fiction. Both AP Language and Composition and the SAT assessment have a strong emphasis on syntax, meaning of words/phrases in context, big picture questions, and reading comprehension as a whole.

The AP Language and Composition course assumes the students already understand and use Standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical convention appropriately and with sophistication, as well as develop stylistic maturity in their prose.

FOREIGN LANGUAGE DEPARTMENT

The study of a second language has been singled out as a strong indicator for success on the university level. Analytical thinking skills increase as the students learn a language beyond their native tongue. In an increasingly bilingual nation, the study of Spanish and/or French is a valuable tool in today's world and work place.

French I

2 semesters

This course is intended as an introductory study of the French language with a focus on mastery of its fundamental concepts and structures. A central focus of the instruction will be using the language in everyday conversational situations. This method allows students to develop an understanding of the language through relating unfamiliar vocabulary and syntax to familiar situations that occur every day. Additionally, students will learn about the culture and relevant history of France and the Francophonic world.

French II

2 semesters

Prerequisite: *French I*

This course is designed to increase and sharpen the speaking, listening, reading, and writing skills of students in the French language. Class participation is mandatory in order to become more proficient in all aspects of the language. Students will participate in student-centered activities and group work. French culture will also be highlighted and experienced.

French III & IV

2 semesters each

Prerequisites: *French I & II*

This is an advanced class that will focus on expanding skills already learned in French I and French II. Speaking, reading, and writing the language will be more equally emphasized. Students will learn through stories, skits, games, writing, class interaction, group work and cultural activities. Bonne Chance!!

Spanish I

2 semesters

Spanish I is designed to introduce basic vocabulary, grammatical structure, and cultural experience to the

beginning students. Students work in partnerships to increase proficiency in the language. Many activities, small projects, skits, and videos are used to supplement the text and help learners of all types to begin to learn Spanish successfully. There is also a strong focus on reading and storytelling to enhance speaking and listening skills. Students will become involved in using the language through speaking, acting and gesturing vocabulary.

Spanish II

2 semesters

Prerequisite: Spanish I

This course is designed to increase listening, speaking, writing, and reading skills in Spanish. Participation is essential to enhance skills and become more proficient in the language. Many student-centered and teamwork activities will be incorporated into each unit. There is also a strong focus on reading and storytelling to enhance speaking and listening skills. Students will become involved in using the language through speaking, acting and gesturing vocabulary.

Spanish III & IV

2 semesters each

Prerequisites: Spanish I & II

This is an advanced class that will focus on improving and expanding the skills students have acquired in Spanish I and II. Speaking, reading, and writing the language will be given equal emphasis. Students will learn through stories, drama, games, writing, and class interaction. There is also a strong focus on reading and storytelling to enhance speaking and listening skills. Prepare to be challenged!

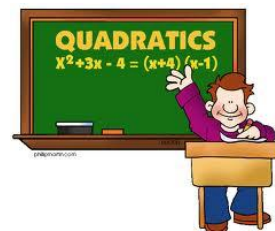
MATHEMATICS DEPARTMENT

Mathematics Flow Chart of Classes

9th Grade	10th Grade	11th Grade	12th Grade
Algebra I	Geometry	Algebra II	Math Electives
Geometry	Algebra II	Pre-Calculus	AP Calculus AB
Algebra II	Pre-Calculus	AP Calculus AB	Dual Enrollment

Mathematics Electives

Pre-Calculus
 AP Calculus AB
 Consumer Math
 Problem Solving 1
 Statistics
 Mathematics of Business Finance



****Students who successfully complete 2 full years (4 semesters) in the same program at the Educational Technology Center will receive 1 credit of additional math at the end of the senior year.**

Algebra I

2 semesters

Algebra I is the study and the breakdown of the real number system. The course begins with a review of basic math concepts such as fractions and operations with negative numbers. Students will be introduced to variables, solving equations and simplifying expressions. The graphing of linear equations in standard, slope-intercept and point-slope form will be emphasized.

Geometry

2 semesters

In this course we will study the properties of geometric figures – triangles, quadrilaterals, trapezoids, circles, and many others. We will study the properties of similar and congruent geometric figures, the properties of angles, arcs, parallel and perpendicular lines. Students will be encouraged to work in groups and to develop their own conjectures and theories. These theories will be tested with hands-on investigative activities. As the course progresses students will be introduced to the concept of deductive proofs and logical arguments. Students will also be introduced to right-triangle trigonometry.

Math Lab

Prerequisite: A score below grade level in math on the NWEA Assessment

Math Lab is a course designed for those students who will benefit from additional practice of basic concepts and foundational math skills. This intervention class is designed to reinforce objectives and skills typically learned in Algebra and Geometry and will help students gain the confidence to perform algebraic problems. Emphasis is placed on filling gaps in learning that have prevented students from fully understanding mathematical concepts.

Algebra II Essentials

2 semesters

Prerequisites: Geometry or Geometry Essentials **and** teacher recommendation

This course will complete the state requirement for Algebra II. Topics covered include analyzing equations and inequalities, graphing linear equations and inequalities, matrices, polynomial functions and rational expressions. Additionally, this class will provide students extra time and teacher assistance in the classroom thereby increasing student success.

Algebra II

2 semesters

Prerequisites: Geometry and Algebra I

Algebra II is an advanced study of algebraic language. Topics covered include analyzing equations and inequalities, graphing linear relations and functions, solving systems of linear equations and inequalities, matrices, polynomials and radical expressions, quadratic functions and inequalities, conic sections, polynomial functions, and rational expressions. If time, logarithmic functions and trigonometric functions will be covered as well.

Pre-Calculus

Prerequisite: *Algebra II* 2 semesters

Pre-Calculus is an advanced study of mathematics. Topics include Functions and their Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Analytic Trigonometry, Applications of Trigonometric Functions, Sequences, and The Binomial Theorem and a preview of Calculus, will be covered. This course gives a thorough grounding in all the essentials necessary for the study of Calculus.

Advanced Placement Calculus AB (Algebra Based) Recommendation of the AP Teacher

2 semesters **GRADED ON A 5.0 SCALE**

Prerequisite: *Pre-Calculus*

The AP Calculus AB course will begin with a study of Limits and Continuity. Following this introduction, students will learn about the Derivative and Integral concepts and how to find the derivatives and integrals of Polynomial, Rational, Trigonometric and Logarithmic functions. The Fundamental Theorem of Calculus and its applications and meaning will be central to the study of derivatives and integrals. Within these contexts, applications of differentiation and integration will be explored. Technology will be used extensively to demonstrate and investigate these concepts in a variety of representations. This course is designed to cover content equivalent to a first semester college Calculus course. Upon completion of this course, students will have the option to take the AP Calculus AB exam in order to earn college credit.

Problem Solving Strategies in Mathematics (Not Available in 2019-2020)

1 semester

Prerequisite: *11+*

This math class is intended for all students regardless of their plans for continuing education after high school. Students solve problems through various strategies such as diagrams, lists, elimination, matrix logic, and looking for patterns amongst others. Finding an answer is only one part of the challenge, the thought process and the explanation of work is just as important. Students will also engage in team-building activities and create their own problems on a regular basis.

Statistics

1 semester

Prerequisite: *Algebra II*

Students will gain experience with numerous aspects of data. They will learn how it can be collected, displayed, interpreted and utilized. Visual displays such as stem and leaf plots, dot plots, histograms, and pie charts will be created by hand and with the use of technology. Students will also sharpen their ability to take large quantities of data and break it down into more useful numbers such as the mean, median, mode, and the standard deviation. Basic probability formulas and simulations will also be explored through hands-on labs using coins, cards, dice, marbles and various other items.

Consumer Math

1 semester

Consumer Math is to help students become more informed and efficient buyers and users of goods and services offered to the American people. Consumer Math will cover topics that help students become more competent in the mathematics required of today's consumer. Students will also become aware of the math used around them and by individuals in various professions. These topics include geometry and elementary statistics.

Mathematics of Business Finance

1 semester

Mathematics of Business Finance studies the math needed in making business decisions and managing business finances. Topics covered include: personnel, purchasing, inventory, sales, marketing, services, accounting and financial management. Students will complete thematic projects that explore important aspects of business finance, such as “Marketing Healthy Treats” and “Business Services.” Students will also gain skills in using the financial features of Microsoft Excel. Connections will often be made to current events and trends as well as the future plans of the students enrolled in the course.

MUSIC DEPARTMENT

Varsity Singers

2 semesters

This is a select performance group that will work on difficult and complex pieces from the classical and popular repertoires. Proficiency in music reading will be expected of all students admitted to the class. There will be numerous performance opportunities for the Varsity Singers including, but not limited to Senior Citizens’ luncheon performances, holiday performances, and school and community events such as baccalaureate, dinner concerts, and fundraising performances, booked engagements at local churches and other venues, as well as some of the same concerts as the High School Chorale. The Varsity Singers will be active in the State of Michigan choral festival program, and attendance at those competitions will be expected.

IMPORTANT NOTICE: These are full-year classes, and generally may not be added midway through the year unless by a student who has transferred from another school district, or with the special approval of the director.

Marching Band

Semester 1

Marching Band provides the opportunity for participation, study, and individual achievement and success. This course includes training in technique, sight-reading, music theory, and appreciation of outstanding band music. We hope to encourage, develop, and guide students toward an interest in music and an appreciation of music. The band performs at all home football games, parades, concerts, festivals, and other public and school performances deemed necessary and important by the band director. In addition, the Pep Band sometimes plays for home basketball games. Participation in performances is required. Students are also required to attend extra rehearsals deemed necessary by the band director. Students who use instruments owned by the school are assessed \$15 per school year for instrument use/repair. This fee is due during the first-marking period of the school year.

Concert Band

Semester 2

In this course students will study music appropriate for high school bands and will work to perfect their musical skills and fundamental technique. The Concert will perform at all Almont High School concerts including the annual Christmas Collage, Pre-Festival, and Spring Spectacular concerts as well as the graduation ceremony. Additionally, the band participates in the annual MSBOA Band and Orchestra Festival and possibly the annual MSBOA State Festival.

Jazz Band (Not Available in 2019-2020)

Recommendation of the Band Instructor

2 semesters

The Jazz Band is an additional music ensemble course offered to students in all grades. This course is open to current and former band students as well as non-band students who pass an entry audition demonstrating their proficiency on certain non-classical instruments such as guitar, bass guitar, string bass, piano, and drum

set. Students electing Jazz Band will study the fundamentals of jazz musicianship including reading lead sheets and jazz charts, improvisation, and jazz technique. Performance opportunities will include performances at the annual Christmas Collage Concert, annual spring Spectacular Concert, and special school events. The Jazz Band may also perform in the community and at the annual MSBOA Jazz Band Festival held in May.

PHYSICAL EDUCATION DEPARTMENT

Health

1 semester

9th/10th Grade

This course focuses on individual wellness (physical, mental and social health) and how choices we make about personal fitness, alcohol, drugs, and tobacco can impact that wellness.

Team Sports

1 semester

This course will consist of learning rules/skills of a variety of sports and officiating skills. May be taken more than one term!

Strength Training

1 semester

This course will focus on strength and conditioning for improving your general health and wellness. The student will learn techniques that he/she can use throughout their life to maintain a healthy and productive lifestyle. May be taken more than one term!

SCIENCE DEPARTMENT

Science Flow Chart of Classes

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Biology	Physics or Applied Physics	Chemistry or Elective Option	Elective

Biology

2 semesters required

This college preparatory science course includes the following biology topics: biochemistry, cells, cell energy, cell division, protein synthesis, genetics, evolution, human body systems, and ecology. Laboratory experiments and demonstrations are keys to this course, along with real-world applications.

Physics

2 semesters required

Prerequisites: 10th grade and a C average in Algebra I or teacher approval

This college preparatory science course includes physics topics such as: steady and accelerated motion, forces, gravity, energy, momentum, rotation, and fluids. Laboratory experiments and demonstrations are key to this course along with real-world applications.

Applied Physics

2 semesters

Prerequisites: 10th grade and recommendation from teacher

Physics topics and their real world applications are covered in this course. Labs, demonstrations, and hands-on

experiments will be an integral part of daily activity. Typical Physics topics (as listed in the course description for Physics) will be covered as well as their connections to other topics such as astronomy, weather, and oceanography. ***This course is not available to anyone having completed Physics.**

Chemistry

2 semesters

Prerequisite: *Biology and Physics*

This is a college preparatory course that includes an introduction to fundamental chemistry. Topics covered include elements, periodic table, moles, electron configuration, bonding molecules, carbon chemistry, empirical molecular formulas, gas laws, reactivities, stoichiometry, equilibria, solutions, and organic chemistry. Laboratory experiments and demonstrations are keys to this course along with real-world applications.

Ecology/Environmental Science

1 semester

This is a very hands-on, field-based science course that makes use of our own school site and locale to closely examine ecological principles and environmental issues. Students will participate in a wide variety of outdoor activities such as plant and animal identification, microorganism identification, pond study, water monitoring, and honey bee ecology. Assessment in this course is very non-traditional with projects and fieldwork skills composing the majority of the course grade.

Kitchen Chemistry

1 semester

Prerequisite: *Biology*

This course is recommended especially for culinary students and future culinary students. Kitchen Chemistry is an elective Chemistry class that will include weekly culinary based labs used to demonstrate Chemistry concepts. This class is designed for students with a desire to gain additional chemistry knowledge but do not intend to have a science or medical degree.

Advanced Physics

2 semesters

Prerequisite: *Physics or AP Physics 1: Algebra based*

This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

Advanced Biology: Microbes and Disease (Not Available in 2019-2020)

1 semester

Prerequisite: *Biology and Chemistry*

This course applies advanced biology concepts and principles through lab work and activities related to the study of microbes and disease. The course will examine what makes the human body such an appealing environment for many disease-causing organisms and how microbe life requirements allow them to be incredibly successful in their existence. It will also investigate the structures and functions of human organ systems as the body works to defend against and recover from microbial infection. Coursework will also include the historical review of disease outbreaks throughout human history and the influence that microbes of the past have made in the way that we conduct our lives today.

Human Anatomy and Physiology

2 semesters

Prerequisite: *Biology and Physics*

Co-requisite: *Chemistry*

Human Anatomy and Physiology is an intensive study of the form and functions of the human body from cellular through systemic organization. It is a course that will be taught in two trimesters, allowing for six major body systems to be examined. Dissection, lab activities, case studies and other related activities will support and enhance the course curriculum. This course will provide advanced level information about the human body as a base for further collegiate study in health occupations or medically-related fields.

Forensic Science

1 semester

Forensic Science is an investigative/inquiry-based class that uses scientific principles to discover and decipher evidence left behind at a crime scene in order to determine the probable course of events that took place. Students will utilize many different hands-on activities to determine the origins and conditions of various types of physical evidence, including fingerprints, bones, insects, tire and foot prints, DNA, hair, fibers, and blood (Human blood will NOT be used as this would put students at risk.) Laboratory investigations and mock crime scenes will be analyzed throughout the course. Forensic science careers will also be highlighted. Upon successful completion of this course, 1/2 science elective credit will be earned. This course is an introduction to Forensic Science, so there are no prerequisites at this time.

Science Laboratory Assistant

1 semester

Prerequisite: *12th Grade, completed application and interview with science staff.*

This course will provide a supervised work experience for one semester for students as an AHS Science Department laboratory assistant. Laboratory assistants will be responsible for lab investigation preparation and mentoring of students in lab exercises during the hour. Assistants will be responsible for inventory and organization of equipment as time allows. The student will develop competency and improved self-confidence when working beside a teacher to manage such responsibilities as are required of the lab assistant. This will be a valuable learning experience to put on a resume as one enters college.

PROJECT LEAD THE WAY (PLTW)

Principles of Engineering and Design (POE) (STEM) (Not available 2019-2020)

2 semesters

Prerequisite: *Introduction to Engineering and Design*

Students will explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then will apply what they know to take on challenges like designing a self-powered car. Principles of engineering is the second course in the Engineering pathway of the PLTW curriculum. The target students are those who have taken the introductory course (IED) and want to pursue a deeper experience in the engineering field. POE's curriculum applies the design process learned in IED and takes it to the next level, bringing a deeper hands-on science approach into the engineering field. Some of the experiences and tools used during the course are listed below.

Principles of Biomedical Science (PBS) (STEM) (Not Available in 2019-1010)

2 semesters

In this introductory course of PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

SOCIAL SCIENCE DEPARTMENT

Social Science Flow Chart

9th Grade	World History/Geography or AP World History/Geography
10th Grade	American History/Geography or AP United States History (Students are encouraged by the social science department to take the American History/Geography in 11 th grade as the coursework is challenging)
11th Grade	American History/Geography, AP United States History, or Social Science Elective
12th Grade	Government and Economics

Social Science Electives

Sociology, AP United States History, Current Events
Psychology A, Psychology B, History of Sports
World Wars, Civil/Criminal Law, Cold Wars and Beyond
AP World History, AP United States Government and Politics

World History/Geography

2 semesters

This course will establish an understanding of those events in history that have contributed in shaping our present culture. The student is shown the growth of various concepts and institutions through the centuries.

American History/Geography

2 semesters

American history is a general course dealing with America's past; discovery and exploration, colonization, expansion, wars, depression, etc.

Government

1 semester

Prerequisite: *Completion of American History/Geography*

This course will stress the origin, development, and organization of our national, state and local government, their relationships with each other, and how each affects the lives of people in our country.

Economics

1 semester

Prerequisite: *Completion of American History/Geography*

This course is designed to help students to better understand, evaluate, and apply the principles of our economic system. Some of the topics discussed are the law of supply and demand, prices, income, etc.

Current Events (Not Available in 2019-2020)

1 semester

This is a social studies elective in which students will study events in the news and develop an understanding of those events within broader geographical, historical, and economic contexts. Domestic and foreign news events will be studied at a level beyond the daily headlines, incorporating concepts from other social science disciplines including civics, world and American history, geography, and economics.

Psychology A

1 semester

Prerequisite: 10+

This course is an introduction to the study of behavior and mental processes with an emphasis on personal growth, assessment, and study skills. Topics for this class include history, careers, psychological and experimental methods, biology's effect on behavior, sensation, perception, learning, memory, problem solving, language, and intelligence.

Psychology B

1 semester

Prerequisite: 10+

This course includes the study of behavior and mental processes with an emphasis on personal growth, assessment, and study skills. This course will briefly recap the necessary psychological methods, introduced in Psychology A in order for students to explore more specialized areas of Psychology. The topics will include development, personality, health, disorders, and therapy.

World Wars (Not Available in 2019-2020)

1 semester

Prerequisite: 10+

This course examines how the United States became one of the two global superpowers. During the trimester students will complete in-depth studies of WWI, WWII, and the Holocaust. The materials used in this course will consist of a variety of primary and secondary resources. Assessments for the class will take the form of presentations, book reviews, and essay tests. The instructor will also integrate the use of technology into the course for research purposes.

Cold Wars and Beyond (Not Available in 2019-2020)

1 semester

Prerequisite: 10+

This course examines how the United States became the only global superpower. During the trimester students will complete in-depth studies of the Korean War, the Vietnam War, military operations of the 1980's, Persian Gulf Wars I and II, Operation Restore Hope, and the War on Terror. The materials used in this course will consist of a variety of primary and secondary resources. Assessments for the class will take the form of presentations, book reviews, and essay tests. The instructor will also integrate the use of technology into the course for research purposes.

Civil/Criminal Law

1 semester

Prerequisite: 10+

This course will explore aspects of both civil and criminal law that directly affect students. The goal of the

course is to make students aware of the need for and origins of laws that impact them personally. Students will actively participate in class by listening to and questioning guest speakers, engaging in class debates, and giving presentations. Topics in Criminal Law range from elements of personal and property crimes to the investigative process of a crime. The Civil Law portion of the class introduces the idea of common law and explores juvenile law, insurance, auto liability, contract law, housing law (rental agreements), and the court system. Rights of citizens/students will also be an important topic that is woven throughout the course in both the criminal and civil aspects of this course.

Sociology

1 semester

Prerequisite: 10+

Sociology is an introduction to human behavior, which is helpful to students striving for a better understanding of their place in society. This course will examine the basic structures and functions of human social groups, communities, and societies. Sociology I will focus on culture, social structure, and the individual. Students should be prepared for class discussion, papers and essays, projects, and test/quizzes to earn credit.

History of Sports (Not Available in 2019-2020)

1 semester

This course serves as an opportunity for students to reflect on how sport has impacted this nation over the course of the past 100 + years. This will not be a course where students watch Sportscenter and learn sports trivia. Rather, students will look at the evolution of modern sport through the following themes: the evolution of modern sport, race and sport, gender and sport, and high school sports. The materials will be from a variety of primary and secondary resources. The students will also read and reflect upon the followings: Eliot Asinof's *Eight Men Out*, and H.G. Bissinger's *Friday Night Lights*. Assessments for this class will take the form of presentations, book reviews, and essay tests. The instructor will also integrate the use of technology into the course for research purposes.

Advanced Placement United States History

Recommendation of the AP Teacher

2 semesters

GRADED ON A 5.0 SCALE

Advanced Placement United States History is a two semester survey of American History from the age of exploration and discovery to the present. The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

Advanced Placement World History

Recommendation of the AP Teacher

2 semesters

GRADED ON A 5.0 SCALE

AP World History is a rigorous, college-level course designed to explore human history from 8000 B.C.E. to the present. We will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. AP World History is open to all students at

Almont High School. The school has an open enrollment policy and encourages all interested students to experience this college-level course. Informally, the primary prerequisites are motivation, time, devotion, and willingness to read, write, and think critically as well as extensively. The purpose of the course, however, extends beyond the possibility of earning college credit by providing students with the opportunity to develop skills and knowledge that will form a useful foundation for college studies. Students who take this course should realize that AP courses are taught and graded based upon college-level expectations; they significantly exceed the demands and expectations for typical high school courses.

Advanced Placement United States Government and Politics

2 semesters

GRADED ON A 5.0 SCALE

Prerequisite: *Completion of American History/Geography or Advanced Placement United States History*

AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments and engage in an applied civics or politics research-based project.

Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including:

- Constitutional Underpinnings
- Political Beliefs and Behaviors
- Political Parties, Interest Groups and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics and the development of connections and application of relevant theories and concepts.

SPECIAL EDUCATION

(Placement to be determined by an Individual Educational Planning Team– IEPT)

The following courses have been designed with the special education student in mind to assist with meeting the MMC graduation requirements or other individual non-diploma options. It is important to note that these courses may or may not be offered during the school year, depending on the needs of the special education population. Every effort will be made to meet the needs of the students within the general education curriculum. Only students currently with an IEP and teacher recommendation will be considered for these courses.

Basic Math

2 semesters (may be offered on a 2 period block)

Basic Math is designed for students not seeking a diploma who require remediation and/or practice with basic mathematic skills. Students will be provided with in-depth, sequential skill building proficiency, vocabulary development, and mathematical knowledge. The content focuses on rational numbers including addition, subtraction, multiplication, division, negative numbers, as well as measurement, and time. Course benchmarks are based on State alternate achievement standards.

Practical Math

2 semesters (Course sequence Example-Practical Math, Developmental Algebra, Algebra 1, Geometry)

This course of study will provide the student with an IEP the foundation to successfully complete Developmental Algebra, Algebra 1, and Geometry courses. Topics covered will give a continued foundation in math concepts to be successful in math courses needed for a diploma. The following topics will be covered through multi-media activities, including hands on activities: Whole numbers, number theory, fractions, decimals, ratio and proportion, percent, introduction to geometry, measurement, graphs and introduction to algebra.

Algebra 1 Essentials-Adapted

2 semesters

This course of study is designed to provide instruction according to the state requirements for Algebra I. It will begin with a review of basic operations needed for success in Algebra I. Students will be introduced to variables, solving equations, and simplifying equations. Students will learn how to graph linear equations using standard, point-slope, and slope intercept form.

Geometry Essentials-Adapted

2 semesters

This course of study is designed to provide instruction according to the state requirements for Geometry. The following topics will be covered: points, lines, angles, proofs, parallel lines, transversal, coordinate planes, triangles, quadrilaterals, transformations, Pythagorean Theorem, perimeter, area, circles, and spheres.

Developmental Algebra

2 semesters

This course of study will provide the student with an Individualized Education Plan (IEP) the foundation to successfully complete Algebra, Geometry and Algebra 2. Topics covered are less than Algebra, which provide more time to learn and practice key concepts and skills. Developmental Algebra will focus on identifying the structure and properties of the real number system, complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; and solve systems of linear equations. Part of the course will provide instruction in solving problems involving percentages, ratios, and proportions calculate statistical measures and probabilities; apply the Pythagorean Theorem; and explain strategies for solving real-world problems.

Transitional Math

2 semesters (seniors only)

This course is designed to develop skills in a variety of mathematical concepts such as measurement, interpreting maps and charts, personal finance, and budgeting. The emphasis is on the application of these skills as they relate to students' individual needs for functioning in adult life roles.

Basic English

2 semesters

This course will focus on the development of practical reading and writing skills for use in everyday life. Students will learn basic grammar and utilize the writing process, as well as exposure to various short stories, and novels to foster reading comprehension. This course also includes reading basic signs, reading schedules, and maps, following directions and filling out frequently encountered forms. This course also focuses on utilizing the reading and writing skills previously gained. Practical reading, writing, and oral communication will

be reinforced. In addition, classic and popular literature selections will be introduced to foster comprehension and appreciation. Course benchmarks are based on State alternate achievement standards.

Reading/Writing Lab

1-2 semesters

This course is designed to provide assistance to students who struggle with reading and writing expectations at grade level. Students will be taught a variety of strategies to assist them with mastering the narrative and informational texts required in each content area course as well as developing basic writing skills necessary for paragraph and essay formats. This course will address the individual needs of the special education student and may be taken as an English elective.

American Literature I & II—Adapted

2 semesters

This course will continue to work on the fundamentals of good English. The study of American Literature from the 1500's to today will be addressed through short stories, essays, and novels of American authors. The areas of grammar and writing will continue to be addressed with specific attention paid to the individual needs of the special education student.

Transitional Capstone

2 semesters

This course of study will provide the special education student with the skills, goals, and choices needed to be able to function independently within their community. The course will focus on personal management, career management, and life management skills. This course may be utilized in lieu of Senior Capstone English and an additional English elective.

General Science (Includes the Earth Science formerly offered)

1 or 2 semesters

This course will develop the vocabulary and conceptual knowledge necessary for understanding and explaining major scientific processes in the following disciplines: human body systems, earth science, physical science, plant life, land animals, and water life. The class will be taught on a rotation to include all disciplines over the course of multiple semesters. Students may repeat this course multiple times. Course benchmarks are based on State alternate achievement standards.

Guided Studies

2 semesters

This course is designed to assist students with their general education courses. Students will have the opportunity to learn skills which will improve their ability to take tests and complete assignments. Individual IEP goals will also be addressed throughout the school year.

Prevocational Work Experience

2 semesters

This course focuses on the skills students need to be successful prior to the transition from school to work. Students will participate in campus-based work experiences to enhance the educational experience. Students will participate in meaningful career exploration; learn and practice positive work attitudes, behaviors, and skills; learn first-hand about employers' expectations; experience a campus worksite which offers authentic

rewards and consequences. Students will learn and practice self-advocacy and problem-solving skills. These opportunities will assist the student to establish goals for the future and to prepare to transition from high school to adult life.

VISION– Work based learning

1-2 semesters

Students must be classified as at least a sophomore to enroll. The VISION experience includes a combination of both classroom instruction and a structured group job experience supported by a job coach. Students are introduced to the world of work in a safe and supported environment. Two days a week students are in the classroom, where they access the vocational curriculum, build a set of marketable skills, view videos showing appropriate responses to problems in the workplace, discuss their worksite experiences, and run a classroom business as funding allows. The remainder of the week they are on jobsites in the community under staff supervision.

VIP/Work Study (Vocational Independence Program)

2 semesters *2 period block

Prerequisite: *Teacher/Transition Coordinator approval*

This course is a year-long, two period block course that is designed to assess employability and engage students in real-life work experiences within the community. Up to two job rotations are explored during the school year, in addition to classroom coursework intended to enhance individual employability. This course is for seniors; however, juniors may be considered with teacher recommendation. Work placement is individual, paid employment with job coach support as needed to ease transition. Ability to work independently is strongly considered prior to enrollment.

SPECIALITY COURSES

Publications:

Not for English credit

2 semesters

This is a year-long, challenging journalism course that can often require an involvement/time commitment beyond the regular school day. Students learn journalistic copywriting, magazine style layout, photographic and artistic design, and financial responsibility. The end product of this ambitious class is the high school yearbook.

Academic Collegiate Transitions

1 semester

Prerequisite: *10th or 11th grade*

This class is designed to make students aware of and comfortable with the features and format of a college entrance exam. Students will learn test-taking strategies and time-management skills. All students will take the equivalent of at least two full length sample SAT exams during the course of this class and record their progress. They will review all of the math formulas, English grammar rules, scientific methods and models and reading comprehension strategies using past SAT exams as practice. Students will be graded on attendance, participation, completion of exams, and some practice material.

Independent Study

1 or 2 semesters

Prerequisite: 11+

Students may take Independent Study in various areas. These are the requirements: (1) The student must have a supervising teacher. (2) Other options within the existing curriculum must be wholly inappropriate (as determined by the student's academic counselor), or completely exhausted. (3) The student must develop, in conjunction with their supervising teacher, a detailed written description of their proposed activities, books to be used, and approximate timetables. (4) Prior to the semester, the course description must be approved by the principal and submitted to the counseling office. (5) At the conclusion of the semester, a summary review of the student's program must again be submitted to the counseling office to become part of the student's permanent record.

LINKS

Prerequisite: 11+, application and teacher recommendation

Autism is currently the fastest growing disability in the United States. Almont Community Schools has seen similar growth in the number of students that have been identified with Autism Spectrum Disorder. To address this need, LINKS class has been developed. The student enrolled in LINKS will be a mentor, role model, and a friend to an ASD student. In this role, the LINK student will be with the assigned ASD student one class period per day, except for "Training Day". Training Day involves online modules and group discussion to assist the mentor with strategies while working with their ASD student. In addition to being a mentor, role model and friend, the LINK will assist with such things as appropriate classroom behavior, organization of assignments, and the ability to focus on what the teacher is saying. An application and interview is required to be involved in LINK. Students will also need to complete a two hour after school training prior to working with the ASD student. The mentor will be required to write a daily journal on a blog website and keep a homework sheet for their student.

Creative Writing

Prerequisite: Junior status This course is not available for English credit. It is for elective credit only.

1 semester (This course can only be taken once)

Creative Writing is a course wherein students explore the creative process of some of the greatest poets and fiction writers of all time and hone their own skills through various, rigorous writing exercise. Examining contemporary and historical artists of the written word, the creative writing student will study poetry, short fiction, drama/screenwriting, the novel, and the process of publishing. This course is literature driven through examples and writing focused through creation and commentary.

French Cooking and Culture:

1 semester (This course can only be taken once)

This class is designed to engage the students in a hands-on learning environment where they can explore, experience and acquire knowledge of French cooking, cuisine, history, civilization and culture. It does not meet the foreign language requirement.

Introduction to Engineering Design (IED) (STEM)

2 semesters

Students dig deep into the engineering design process, applying math, science, and engineering standards to

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

ONLINE COURSEWORK

Section 21F of Public Act 196 of 2014 established that Michigan public school pupils in sixth through 12th grade (with the consent of parent or legal guardian, if the student is under 18) may enroll in up to two online courses during an academic semester. Online courses require hard work and are not “easier” than traditional classes. In fact, they may be more time consuming because students are using a new and unfamiliar method to access the course and materials and will experience different challenges than they have with face-to-face instruction. The profile of a successful online learner would be an individual who has good time management skills, is an effective communicator, has independent study habits, is self-motivated, is academically ready having conquered the basic reading, writing, math and computer literacy skills to succeed in a class and is technologically prepared to open, create, and/or save a document, uses various technology tools and can identify various file formats. Students selecting the online option must do so during the spring scheduling process. See the counselor for the appropriate paperwork.

DUAL ENROLLMENT/EARLY COLLEGE

Eligible student means a student enrolled in at least one (1) high school class in the District for the year in which participation is sought. Students must be an enrolled student in the District. Students become eligible by completing all of the required tests and receiving a score(s) that qualifies for entry into the dual enrollment program.

A student must have completed the requirements for his/her eligibility and is limited to enrollment in a subject area in which s/he has met these requirements. Student eligibility to participate in dual enrollment is a local decision that should include multiple sources of information about whether or not a student is ready for a postsecondary educational experience. In terms of academic readiness, student eligibility for enrollment should be informed by student performance on one or more of the assessments listed in Table 1. The Michigan Department of Education (MDE) supports the use of career and college ready benchmarks whenever possible for this purpose. Table 1 display generally comparable, Minimum Dual Enrollment Qualifying Scores for a number of assessments.

However, there are two classes of assessments represented in Table 1:

- The MME, ACT, SAT, Compass and Accuplacer scores are designed to be indicative of whether or not a student *is ready* to take post-secondary courses and succeed without remediation.
- The EXPLORE, PLAN and PSAT scores are designed to indicate whether or not a student *is on track to be ready* to take post-secondary courses and succeed without remediation and meet the benchmarks set on the assessments in the bullet above.

In light of these differences, the same weight should not be given to scores from the different classes of assessment.

TABLE 1

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
EXPLORE	Mathematics	Mathematics	17
	Reading	Reading	15
	Science	Science	20
	English	English	13
PLAN	Mathematics	Mathematics	19
	Reading	Reading	17
	Science	Science	21
	English	English	15
ACT	Mathematics	Mathematics	22
	Reading	Reading	21
	Science	Science	24
	English	English	18
COMPASS	Mathematics	Mathematics	52
	Reading	Reading	88
	English	English	77
MME	Reading	Reading	1108
	Writing	Writing	1100
	Mathematics	Mathematics	1116
	Science	Science	1126
	Social Studies	Social Studies	1129
PSAT	Critical Reading	Reading	42
	Writing Skills	Writing	41
	Mathematics	Mathematics	44
SAT	Critical Reading	Reading	500
	Writing	Writing	500
	Mathematics	Mathematics	500
ACCUPLACER*	Reading Comprehension	Reading	TBD
	Sentence Skills	Writing	TBD
	Mathematics	Mathematics	TBD

*Accuplacer qualifying scores are typically specific to a state or Institution of Higher Education (IHE). The Department will work with The College Board and Michigan IHEs to build consensus around Minimum Dual Enrollment Qualifying Scores on this assessment.

Number of dual enrollment courses that can be taken:

For each individual eligible student, dual enrollment courses cannot exceed the following limits:

- Not more than 10 courses overall. This limit does not apply to a course if the eligible student does not receive tuition and fee support under this option for that course.
- If the eligible student first enrolls in a course when the student is in grade 9, not more than 2 courses during each academic year in the student's first, second, or third academic year of postsecondary (dual) enrollment, and not more than 4 courses during the student's fourth academic year of such enrollment.
- If the eligible student first enrolls in a course when the student is in grade 10, not more than 2 courses during the student's first academic year of postsecondary (dual) enrollment, not more than 4 courses during the student's second year of such enrollment, and not more than 4 courses during the student's third year of such enrollment.
- (Subject to the 10 course limit above) If the eligible student first enrolls in a course when the student is in grade 11 or 12, not more than 6 courses during either of those academic years of postsecondary (dual) enrollment.

Payment of dual enrollment courses:

- "Eligible charges" means tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in an eligible course. Eligible charges do not include transportation or parking costs or activity fees. Under the law, the total amount of tuition and fee support shall not exceed either of the following:
 1. The total amount of the tuition and fees for the course(s)
 2. The statewide pupil-weighted average foundation allowance, adjusted for the proportion of the school year that the student attends the postsecondary institution.
 3. The student and his/her parents are responsible for the remaining charges.
- If a student in a dual enrollment program fails to successfully complete an eligible course, the student and his/her parents are responsible for reimbursing the District for such charges incurred by the District for such enrollment. In the event reimbursement is not made in a reasonable period of time, the Superintendent is authorized to file claim against the student and/or his/her parents in Small Claims Court for collection.
- In the event that a student withdraws from a college course, the student will be responsible for repaying the school district any funds that were expended by the school district that are not refunded to the school district by the college. The student will notify the high school immediately upon withdrawing from the college course and will be re-enrolled at the high school for a course that fits into his/her schedule.
- This subdivision does not apply to a student who does not complete the course due to a family or medical emergency as determined by the eligible postsecondary institution.

Eligible courses include:

- A course offered by an eligible postsecondary institution that is not offered by the school district. ***If the district offers college level equivalent courses (AP), these courses have precedence over an entry-level equivalent course with similar content.***
- A course offered by the school district but is determined by the board of the school district to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control.

- A course offered by a postsecondary CTE program that is offered for postsecondary credit or is part of a noncredit occupational training program leading to an industry-recognized credential that is not offered through the school district, ISD, area vocational-technical education program in which the eligible student is enrolled.
- The postsecondary course may not be in the area of hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education.

Credit Options

Students are able to elect to take courses for college credit only, for high school credit only, or for both high school and college credit. The student shall designate the type of credit desired at the time of enrollment **and shall notify both the high school and college of the designation.** Once the first class session of the term has been held, the student may not change the option selected during the period of that school year, regardless of the number of courses taken. If the student is taking more than 1 course, the student may make different credit designations for different courses.

Grades

If the student wishes to have the grade from each course entered on the transcript and made a part of his/her GPA either for possible scholarships or participation in collegiate athletics, s/he should so notify the principal at the time of enrollment. For collegiate athletics, the Guide for the College Bound Student Athlete from the National Collegiate Athletic Association (NCAA) requires that all core courses used for collegiate athletic eligibility must indicate a grade and be calculated in to the student's high school GPA. This requirement only pertains to Division I or II collegiate athletes.

Process for Granting High School Academic Credit

When students have elected to receive high school credit for college classes, credit will be awarded for successful completion of courses in accordance with the following guidelines:

- The principal shall require the student to submit a course syllabus or detailed description of each postsecondary institution course taken so that a comparison can be made with existing high school courses.
- If the principal determines that the postsecondary institution course is comparable to one offered by the high school, the equivalent high school credit shall be granted.
- If the principal determines that the postsecondary institution course is not comparable to one offered by the high school, credit shall be granted in a subject area similar to that taken by the student at the postsecondary institution.
- In the event that the student or parents contest the credit, the Superintendent shall determine the appropriate credit. The Superintendent's decision shall be final and binding.
- Students who enroll in a college course for both high school and college credit will receive on their high school transcript the grade issued by the college. While the course will be clearly designated on transcripts as a college course taken for high school credit, **the grade will not be computed in the grade point average, unless the student so requests.**
- Students who are enrolled for 3.5 credits/semester (either exclusively through high school courses or through a combination of high school courses and college courses), may still enroll in postsecondary institution courses for college credit. However, such supplemental enrollment will be at the student's expense.

Criteria for Transportation Aid

All students participating in the postsecondary enrollment option program will be responsible for their transportation to and from their homes and the postsecondary institution or to and from the high school and the postsecondary institution. Students and their parents assume all responsibility and liability related to attendance at a postsecondary institution and must agree to hold harmless the Board of Education, the administration, and the staff for any incidents arising out of participation in this program.

Available Student Services

Students dually enrolled will be entitled to all student services provided to any other high school student (counseling, health, etc.). However, these services will be provided only while the students are on the high school campus and only upon request. It is also the students' responsibility to keep informed of academic and other requirements for all students who attend high school.

Potential benefits are:

- Expanded curriculum offerings;
- Opportunities to study in more depth those areas of special interest or need;
- Opportunities to earn college credits while still in high school;
- Opportunities for financial support for taking college courses while still in high school;
- Opportunities to experience college level work and life prior to making final decisions about whether and/or where to attend college.

Consequences of Failing or Not Completing a Course

- If a student withdraws from a college class within the college's drop and add period, no record of the college course will appear on the transcript. If the student withdraws from the course after the drop and add period, the course will appear on the transcript and will carry a grade of Withdrawn.
- Any course taken for high school credit and completed or recorded as Withdrawn, will be clearly identified on the transcript along with the name of the postsecondary institution where the work was undertaken.

Effect on Completion of Graduation Requirements

Students using college courses for credit toward high school graduation may do so. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the college, students should schedule an appointment with a high school counselor to develop a written schedule showing courses to be taken at the high school and at the college, as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

Information and Encouragement to Use Postsecondary Institution Counseling Services

The high school counselor shall make available any information provided by the college concerning its counseling services. In addition, counselors should encourage students and parents to utilize counseling services available at the college to better ensure successful completion of the college course.

Reporting of Grades

Eligibility for co-curricular and extra-curricular activities will be affected if courses are taken for high school credit. Students will be provided Form 2271 F3 and asked to have their instructor fill it out. This form should be submitted **weekly** to the high school office. Eligibility will also be checked at the end of each college quarter or semester.

Foreign-exchange students are not eligible

STEMM Academy
Baker College Partnership
Science-Technology-Engineering-Math-Medical

Almont High School has formed a partnership with Baker College to develop a cohort of students who will commit to a 5-year experience in high school. Starting during the junior year, students will begin taking college courses at the Lapeer Educational Technology Center that are taught by staff members from Baker College of Flint. Students will complete dual enrollment coursework during both the junior and senior years of high school, and then attend Baker College of Flint during the 5th year to attempt to complete an Associate Degree.

Factors for Admission

To assess college readiness students must have good high school attendance, demonstrate personal and social maturity, demonstrate strong organizational and time management skills and maintain a 3.0 minimum GPA in their academic courses.

Traditional Coursework for First Year

ENG 1010 College Composition I, 3 credits

Emphasizes academic writing by reading and thinking critically to strengthen essential communication skills through the use of the writing process. Various assignments focus on summary and response, analysis and informative writing. Research practices and research writing in APA style are essential to the course.

ENG 1020 College Composition II, 3 credits

Prerequisite: ENG 1010

Continues to develop students' critical thinking and writing skills through reading and argumentative writing. Emphasizes academic writing to articulate the relationships among language, knowledge and power. Various assignments focus on position, argument analysis and argumentative proposal. Research practices and research writing in APA style are essential to the course.

MTH 1110 College Algebra 1, 3 credits

Introduces elements of algebra including graphing, variable expressions, linear equations, polynomial operations and factoring, systems of equations, quadratic equations, rational equations and functions.

MTH 1120 College Algebra II, 3 credits

Prerequisite: MTH 1110

Examines more advanced elements of algebra emphasizing the use of algebra and functions in problem solving and modeling. Key topics include functions, inverse functions, complex numbers, rational functions, logarithms, exponential functions, conic sections, sequences and series. Graphing is by recognition and transformation rather than by plotting points.

SOC 2010 Sociology, 3 credits

Examines social organization, culture and the relationship between society and the individual. The areas studied are social groups, roles and statuses, institutions, social stratification, socialization, social change and social policy.

PSY 1110 General Psychology, 3 credits

Provides a foundation of knowledge in psychology, examining key topics related to understanding human thoughts and behavior. Topics include an exploration of factors that influence thoughts and behavior, psychology as a science, sensation/perception, motivation, emotion, memory, cognition, personality, as well as key figures, research, and theories within psychology. Applying concepts to real-life settings is a focus throughout the course.

Traditional Coursework for Second Year**Technical Track****EGR 1010 Intro Engineering, 2 credits**

Prepares students to communicate technical information in written, digital and oral forms in an effective manner to a variety of audiences. Use of supporting computer software is emphasized.

SCI 2410 Physics, 3 credits

Analyzes classical mechanics. 30 hours of lecture and 20 hours of lab are required.

MTH 1310 Pre-Calculus, 5 credits

Prerequisite: MTH 1110 or MTH 1210

Examines functions, their inverses, graphs and properties. Students solve equations and real-world problems involving polynomial, rational, exponential, logarithmic and trigonometric functions. Topics also addressed are: conic sections, complex numbers, vectors, sequences and series. Limits are introduced.

EGR 1050 Introduction to Engineering and Design, 2 credits

Co-requisite: MTH 1310, **Concurrent requisite:** EGR 1050L

Surveys the profession of engineering across several disciplines. Analysis and design problem-solving examples are used with hands-on activities. A design project introduces the engineering design process. 15 hours of lecture and 30 hours of lab.

TECHNICAL AND HEALTH TRACK WILL BOTH TAKE:**WRI 1150 Workplace Communication, 3 credits**

Addresses professional standards of communication with a focus on 21st century technology. Continues developing students' critical thinking and writing skills to prepare them to be effective communicators in the workplace. Students evaluate the audience before choosing and applying the appropriate communication medium and style. Required elements include an employment portfolio, a group project/presentation and an exploration of communication in the student's individual career field.

SPK 2010 Speech, 3 credits

Develops confidence and skill in many facets of oral communication. Students explore diverse topics and formats, using both organization and research to support themselves during oral presentations.

PSY 1110 General Psychology, 3 credits

Provides a foundation of knowledge in psychology examining key topics related to understanding human thoughts and behavior. Topics include an exploration of factors that influence thoughts and behavior, psychology as a science, sensation/perception, motivation, emotion, memory, cognition, personality, as well as key figures, research, and theories within psychology. Applying concepts to real-life settings is a focus throughout the course.

Health Track

SCI 1210 Human Anatomy and Physiology I, 4 credits

Focuses on the fundamental study of the body with a view toward the structure and function of body parts, organs, and systems and their relationship to the whole body. Laboratory work may include the use of the microscope, experiments/ demonstrations in physiologic principles, and the dissection of animal parts. 40 hours of lecture and 20 hours of lab are required.

SCI 1220 Human Anatomy and Physiology II, 4 credits

Emphasizes the structure and function of the various body systems. Laboratory work will include the dissection of mammal organs. 40 hours of lecture and 20 hours of lab are required.

HSC 2410 & 2411 Microbiology and Microbiology Lab, 4 credits

Introduces basic theories about the composition of living cells. Structure and function of various microbes will be explored. The human diseases caused by these microbes in addition to their treatments will be presented.

HSC 1010 Introduction to Health Professions, 2 credits

Provides students with a foundation for college success, as well as the exploration of various health professions and tools for career planning. Emphasizes concepts of professionalism, health care ethics and confidentiality as well as an introduction to electronic health records (HER) and relevant medical terminology.

CTE Blend

Almont High School has formed a secondary partnership with Baker College of Flint to develop a cohort of students who will commit to a 5-year experience in high school. Starting with the 2nd semester of the junior year, students will choose a program at the Lapeer Educational Technology Center (LETC). After this program ends for the day, students will take a Baker College Course taught by a staff member from Baker college of Flint held at the LETC. Students will have lunch and work on an online class at the LETC until they are picked up by the Almont bus. They will take 2 classes at their Almont High School.

An example of a schedule would be:

Junior Year Hours

1. Ed Tech class
2. Ed Tech class
3. Ed Tech class
4. Baker College Class
5. Lunch and an online class
6. AHS class

2nd semester of the junior year students will take General Psychology 1110 for 3 credits.

Senior Year Hours

1. AHS class
2. Online class
3. Baker College Class & Lunch
4. Ed Tech class
5. Ed Tech class
6. Ed Tech class

Senior year students will take 3 classes at Baker during the fall, winter and spring semesters. Students will take English 1010 (3 credits), English 1020 (3 credits), and Math 1110 College Algebra (3 credits).

5th year

Students will take a minimum of 24 credits @ Baker College all paid for by AHS.

Baker Coursework for CTE Blend

Junior Year

PSY 1110 General Psychology, 3 credits

Provides a foundation of knowledge in psychology examining key topics related to understanding human thoughts and behavior. Topics include an exploration of factors that influence thoughts and behavior, psychology as a science, sensation/perception, motivation, emotion, memory, cognition, personality, as well as key figures, research and theories within psychology. Applying concepts to real-life settings is a focus throughout the course.

Senior Year

ENG 1010 College Composition I, 3 credits

Emphasizes academic writing by reading and thinking critically to strengthen essential communication skills through the use of the writing process. Various assignments focus on summary and response, analysis and informative writing. Research practices and research writing in APA style are essential to the course.

ENG 1020 College Composition II, 3 credits

Prerequisite: *ENG 1010*

Continues developing students' critical thinking and writing skills through reading and argumentative writing. Emphasizes academic writing to articulate the relationships among language, knowledge and power. Various assignments focus on position, argument analysis, and argumentative proposal. Research practices and research writing in APA style are essential to the course.

MTH 1110 College Algebra I, 3 credits

Introduces elements of algebra including graphing, variable expressions, linear equations, polynomial operations and factoring, systems of equations, quadratic equations, rational equations and functions.

LAPEER EDUCATIONAL TECHNOLOGY COURSES (Ed Tech 1.5 Credits/Semester)

Agriscience and Horticulture	Automotive Mechanics	Careers in Education
Collision Repair	Computer Aided Drafting (CAD)	Construction Trades
Cosmetology	Culinary Art	Diesel Technology
Digital Media Arts	Health Science Professions	Health Occupations
IT-Net	Public Safety//Protective Ser.	Marketing & Entrepreneurship
Robotics/Mechatronics	Recreational Vehicle Repair	Res. Electrical, Plumbing & HVAC
Welding & Machining Technology		

**Ed. Tech programs are available to juniors and seniors only.
See your counselor for more information.**

Almont Schools is allotted 3 students/class for all classes at the Educational Technology Center. When we have more than 3 students wanting a class, all names are randomly drawn from a hat to determine placement. The 4th name drawn out will be the first student on the waitlist. The Almont counselor gets to bid for extra placement at the "SWAP" day.

Almont is typically awarded 3-5 slots for the Pre-Engineering and Medical Careers Acceleration Program. Any students who meet the prerequisite criteria will have their name placed in a hat and drawn randomly to get into the program. Any students on the wait list will have their names entered into the "SWAP" with other schools to get into the program.

Educational Technology Specialty Course Pre-Engineering

Seniors Only Pre-Engineering

Prerequisite: *Completion of Pre-Calculus*

The program consists of four courses, offered during the Fall and Winter semesters through the University of Michigan/Flint. The courses are taken at the Lapeer Educational Technology Center. The courses are offered during our 2nd and 3rd hour timeframe and students are responsible for their own transportation to and from the Educational Technology Center.

Fall:

EGR 165: Computer Aided Design (3 credits)

The goal of this course is to familiarize engineering students with fundamental principles of computer aided design and perform basic engineering analysis, such as stress and deflection using solid modeling and parametric design using Pro-Engineer software.

CSC 174: Programming and Problem Solving for Engineers (3 credits)

Introduction to problem solving using both MATLAB. Basic procedural programming concepts including input/output, branching, looping, functions, file input/output, and data structures such as arrays and structures. Basic linear algebra concepts such as matrix operations and solving sets of equations, and numerical methods such as least squares solutions and their use for curve fitting.

Winter:

CSC 175: Problem Solving and Programming I (4 credits)

This course introduces students to the structured programming language C++ which is essential for engineering applications and problem solving. Programming language concepts, arrays, structures, and subprograms will be included.

EGR 102: Introduction to Engineering (3 credits)

This course introduces students to various engineering disciplines, and common engineering science foundations of all branches, teaming, ethics and communication. Fundamental principles of various engineering disciplines will be taught using one central problem from each discipline.

Educational Technology Specialty Course Medical Careers Acceleration Program

Seniors Only

Medical Careers Acceleration Program

The program consists of four courses, offered during the Fall and Winter semesters through the University of Michigan/Flint. The courses are taken at the Lapeer Educational Technology Center. The courses are taken at the Lapeer Educational Technology Center. The courses are offered during our 2nd and 3rd hour timeframe and students are responsible for their own transportation to and from the Educational Technology Center.

These courses may change on a year-to-year basis. Please check the website for the accurate classes offered. www.lapeeredtech.org

Qualifications:

Selected high-ability, highly motivated senior students from the six public high schools in Lapeer County will be eligible to enroll in the Medical Careers Accelerated Program (MCAP). A selection process and criteria will be developed by the school districts in cooperation with the Education & Technology Center and UM-Flint. Applicants are expected to have an interest in post-secondary study in a medical career.

Required academic preparation includes:

Successful completion of 3 credits of HS English; strong writing skills

Successful completion of 1 credit of HS Biology

Successful completion of 1 year of HS Chemistry

Concurrent enrollment in mathematics coursework **beyond** Algebra II

A record of excellent attendance in high school courses

A record of excellent behavior in high school

Fall:

BIO 113: Principles of Biology (4 credits)

Introduction to basic principles of biology relating to cell structure and function, cell reproduction, and mechanisms underlying patterns of inheritance, ecology and evolution, emphasizing guided discovery and critical thinking.

HCR 206: Health Care Applications (2 credits)

Introduction to a wide range of topics in health science with demonstrations of how basic scientific concepts can be applied to solving problems in the field. Hypothetical thought experiments stimulate students' interest in pursuing health careers.

Winter:

BIO 328 Genetics (4 credits)

Prerequisite: *Minimum grade of C- in Bio 113*

Principles of inheritance from molecular through population levels. Gene action, cytoplasm inheritance, parthenogenesis, mutation, and homeostasis. In addition to scheduled class time, students should be prepared to allocate 9+ hours/week of serious study for this course.

PHL 168: Philosophy of Bioethics (3 credits)

Introduction to classical ethical theories and their application to contemporary bioethical issues, such as neuroethics, ethics of nanotechnology, stem-cell research, bioterrorism, cloning as well as a broad range of health care issues such as health system reform, international health research, social inequalities in health and the allocation of scarce resources.