

AVONDALE HIGH SCHOOL

CURRICULUM GUIDE 2024-2025





Avondale High School

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School Code 230-130

Dear Parents/Guardians,

Providing your child with a high-quality educational experience in a safe, nurturing environment is the goal of the Avondale School District Board of Education and staff.

We invite you to share this responsibility by monitoring your student's academic progress and gaining a clear understanding of the standards we have for our students - standards that are vital to advancing the learning process.

We ask that you take time to review the important information and expectations contained in this curriculum guide with your student. Working together, we can ensure that every student achieves.

Best wishes for a successful school year.

Sincerely,

Douglas Wilson

Principal

Avondale High School

Mission Statement

The Avondale School District, will cultivate innovation, foster strong relationships, and engage ALL students in real-world experiences to inspire and empower tomorrow's leaders and responsible citizens.

Vision Statement

The Avondale School District, in partnership with the community, prepares ALL students to be lifelong learners and to achieve success in a globalized society.

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Graduation Requirements

Class of 2028 & Beyond

English - 4 Credits	
ELA Pathway determined by level entering 9th grade; students MUST take an ELA class every year during high school	
Mathematics - 4 Credits (Math Pathway determined by level entering 9th grade; students MUST take a Math class every year during high school)	
Algebra I (State Requirement)	1 Credit
Geometry (State Requirement)	1 Credit
Algebra II <i>OR</i> Honors Algebra II (State Requirement)	1 Credit
Math <i>OR</i> Math Related Elective	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics <i>OR</i> Chemistry	1 Credit
Science Elective <i>OR</i> Counselor Planned Career & Technology Education Program Completion	1 Credit
Social Studies - 3 Credits	
U.S. History <i>OR</i> Honors U.S. History	1 Credit
Civics <i>OR</i> AP Government	½ Credit
Economics <i>OR</i> Honors Economics * <i>Financial Literacy requirement integrated in Economics</i>	1 Credit
World History <i>OR</i> AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education <i>OR</i> 4 Years of Marching Band <i>OR</i> 4 Seasons of a Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education - 1 Credit	
Completion of any AHS CTE course (1 Credit). This includes successful completion of a program at Oakland Schools Technical Center (OSTC)	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or other approved World Language	1 Credit
French 2, Spanish 2, German 2, or other approved World Language <i>OR</i> Career & Technology Education Program Completion <i>OR</i> Additional Visual, Performing, & Applied Arts Elective	1 Credit
Electives	6.5 Credits

High School classes taken in Middle School and successfully passed can count toward requirements and credits.	0 Credits
State Assessments	0 Credits
All Juniors are required to take the state-mandated Michigan Merit Examination (MME) including the SAT, ACT Workkeys, and M-STEP prior to graduation.	

Total - 26 Credits

Class of 2028 & Beyond	
Grade Level Designation is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0-5.875 Credits
Tenth Grade	6-11.875 Credits
Eleventh Grade	12-18.875 Credits
Twelve Grade	19+ Credits
Total:	26 Credits

Class of 2027

English - 4 Credits	
ELA Pathway determined by level entering 9th grade; students MUST take an ELA class every year during high school	
Mathematics - 4 Credits (Math Pathway determined by level entering 9th grade; students MUST take a Math class every year during high school)	
Algebra I (State Requirement)	1 Credit
Geometry (State Requirement)	1 Credit
Algebra II OR Honors Algebra II (State Requirement)	1 Credit
Math OR Math Related Elective	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics OR Chemistry	1 Credit
Science Elective OR Counselor Planned Career & Technology Education Program Completion	1 Credit
Social Studies - 3 Credits	
U.S. History OR Honors U.S. History	1 Credit
Civics OR AP Government	½ Credit
Economics OR Honors Economics *Financial Literacy requirement integrated in Economics	1 Credit
World History OR AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education OR 4 Years of Marching Band OR 4 Seasons of a Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education - 1 Credit	
Completion of any AHS CTE course (1 Credit). This includes successful completion of a program at Oakland Schools Technical Center (OSTC)	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or other approved World Language	1 Credit
French 2, Spanish 2, German 2, or other approved World Language OR Career & Technology Education Program Completion OR Additional Visual, Performing, & Applied Arts Elective	1 Credit
Electives	5.5 Credits
High School classes taken in Middle School and successfully passed can count toward requirements and credits.	0 Credits
State Assessments	0 Credits

All Juniors are required to take the state-mandated Michigan Merit Examination (MME) including the SAT, ACT Workkeys, and M-STEP prior to graduation.

Total - 25 Credits

Class of 2027	
Grade Level Designation is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0-5.875 Credits
Tenth Grade	6-11.875 Credits
Eleventh Grade	12-17.875 Credits
Twelve Grade	18+ Credits
Total:	25 Credits

Class of 2026

English - 4 Credits	
ELA Pathway determined by level entering 9th grade; students MUST take an ELA class every year during high school	
Mathematics - 4 Credits (Math Pathway determined by level entering 9th grade; students MUST take a Math class every year during high school)	
Algebra I (State Requirement)	1 Credit
Geometry (State Requirement)	1 Credit
Algebra II OR Honors Algebra II (State Requirement)	1 Credit
Math OR Math Related Elective	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics OR Chemistry	1 Credit
Science Elective OR Counselor Planned Career & Technology Education Program Completion	1 Credit
Social Studies - 3 Credits	
U.S. History OR Honors U.S. History	1 Credit
Civics OR AP Government	½ Credit
Economics OR Honors Economics *Financial Literacy requirement integrated in Economics	1 Credit
World History OR AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education OR 4 Years of Marching Band OR 4 Seasons of a Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education - 1 Credit	
Completion of any AHS CTE course (1 Credit). This includes successful completion of a program at Oakland Schools Technical Center (OSTC)	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or other approved World Language	1 Credit
French 2, Spanish 2, German 2, or other approved World Language OR Career & Technology Education Program Completion OR Additional Visual, Performing, & Applied Arts Elective	1 Credit
Electives	4.5 Credits
High School classes taken in Middle School and successfully passed can count toward requirements and credits.	0 Credits
State Assessments	0 Credits

All Juniors are required to take the state-mandated Michigan Merit Examination (MME) including the SAT, ACT Workkeys, and M-STEP prior to graduation.

Total - 24 Credits

Class of 2026	
Grade Level Designation is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0-4.875 Credits
Tenth Grade	5-10.875 Credits
Eleventh Grade	11-16.875 Credits
Twelve Grade	17+ Credits
Total:	24 Credits

Class of 2025

English - 4 Credits	
ELA Pathway determined by level entering 9th grade; students MUST take an ELA class every year during high school	
Mathematics - 4 Credits (Math Pathway determined by level entering 9th grade; students MUST take a Math class every year during high school)	
Algebra I (State Requirement)	1 Credit
Geometry (State Requirement)	1 Credit
Algebra II OR Honors Algebra II (State Requirement)	1 Credit
Math OR Math Related Elective	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics OR Chemistry	1 Credit
Science Elective OR Counselor Planned Career & Technology Education Program Completion	1 Credit
Social Studies - 3 Credits	
U.S. History OR Honors U.S. History	1 Credit
Civics OR AP Government	½ Credit
Economics OR Honors Economics *Financial Literacy requirement integrated in Economics	1 Credit
World History OR AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education OR 4 Years of Marching Band OR 4 Seasons of a Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education - 1 Credit	
Completion of any AHS CTE course (1 Credit). This includes successful completion of a program at Oakland Schools Technical Center (OSTC)	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or other approved World Language	1 Credit
French 2, Spanish 2, German 2, or other approved World Language OR Career & Technology Education Program Completion OR Additional Visual, Performing, & Applied Arts Elective	1 Credit
Electives	3.5 Credits
High School classes taken in Middle School and successfully passed can count toward requirements and credits.	0 Credits
State Assessments	0 Credits

All Juniors are required to take the state-mandated Michigan Merit Examination (MME) including the SAT, ACT Workkeys, and M-STEP prior to graduation.

Total - 23 Credits

Class of 2025	
Grade Level Designation is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0-4.875 Credits
Tenth Grade	5-10.875 Credits
Eleventh Grade	11-16.875 Credits
Twelve Grade	17+ Credits
Total:	23 Credits

Academic Policies and Information

- **MICHIGAN MERIT EXAMINATION** - After achieving 11th grade status, students MUST take the state-mandated MME, including the SAT, ACT WorkKeys, and M-STEP tests to graduate.
- **EIGHT SEMESTERS** - Students must have four years (eight semesters) of attendance. A semester of full-time attendance is defined as a semester of six or more classes. Students may graduate early with approval by the principal. Please see your school counselor for more information.
- **COMMENCEMENT** - Students who have not completed graduation requirements by published deadlines in May of their senior year will not participate in commencement exercises. Students may still earn a diploma when graduation requirements are complete. However, students who no longer attend Avondale High School must finish their requirements by July 31 during the summer after their class graduates if they wish to receive an Avondale High School diploma. Students who finish their requirements after that date must attend a separate adult education program.
- **COURSE REQUESTS** - Parents/guardians should work with students to plan a course of study, keeping in mind graduation requirements, college admissions, and possible career pathways. Please note prerequisites and selection criteria. All final course requests will require a parent/guardian signature to process.
- **TEACHER REQUESTS** - Administrative policy does not allow counselors to accommodate teacher requests. We believe that students need to be able to learn from a variety of teachers and adjust to the expectations of any teacher, no matter which “style” suits the student best. This is great preparation for college and/or employment. If a student has already taken a class with a particular teacher and failed, however, we will try to adjust the schedule so that the student has a different teacher.
- **SCHEDULE CORRECTIONS CHANGES** - Students should ONLY request a schedule correction change if the schedule contains errors, the student has already taken the class, for medical reasons (i.e. P.E.), when a teacher initiates a schedule change based on their assessment of a student’s skills, or due to other extenuating circumstances that are approved by an administrator. All correction changes must be made within the first 5 days of a semester. Other correction changes are NOT permitted or are only permitted on rare occasions. This includes Advanced Placement classes. If there are extenuating circumstances (i.e. injury that makes P.E. impossible), please contact your student’s counselor.
- **PERSONAL CURRICULUM** - The Michigan legislature provides an opportunity for students to slightly modify the state graduation requirements. This modification is called a Personal Curriculum (PC). While a PC can be requested at any time during a student’s high school experience (with the exception of Civics, English, and World Language), it should be used in limited circumstances after students have had the opportunity to succeed in the Michigan Merit Curriculum. See the [Parent and Educator Guide on Personal Curriculums](#) for additional information. A student over 18, parent/guardian, or school personnel can request consideration for a PC for one of four reasons:
 1. The student is interested in earning additional credits in Math, Science, English Language Arts, or World Languages.
 2. The student demonstrates a need to reduce the Algebra II requirement in the Michigan Merit Curriculum.
 3. The student is transferring from out-of-state or nonpublic schools after completing two years of high school.
 4. The student has an Individualized Education Plan (IEP).

- **SEMESTER GRADES** - The school year is divided into two semesters. Each semester, grades are determined through converting Standards Based Assessments to a FINAL SEMESTER GRADE, which will be recorded on the transcript and become part of the student's GPA.
- **LOSS OF CREDIT** - There are three ways students lose credit:
 1. **Failure to Meet Class Requirements** - Students earning a grade lower than a D- (60%) will not receive credit.
 2. **Dropping a Class** - Students who drop a class after the count day will receive a grade of F (Withdraw Fail) and will not receive credit for that class. This will appear on the transcript as an "E" and is calculated in the GPA.
 3. **Failure to Meet Classroom Eligibility** - Students who do not provide consistent evidence of in-class learning based on minimum student engagement and attendance.
- **ACADEMIC CONTRACT** - Students who are behind in required graduation credits will meet with their counselors and an Academic Contract will be developed to ensure that supports are put in place for students to succeed academically.
- **PARENT PORTAL** - Parents/legal guardians may access a student's weekly grades on Parent Portal. Progress reports are available on Parent Portal every 4-5 weeks. Report cards will only be available on Parent Portal at the end of each semester. Information is provided each year for parents to sign up for Parent Portal access. Parents/legal guardians who do not have internet access may request an appointment with the counseling office to pick-up a printed transcript/report card.
- **GRADE POINT AVERAGE** - Grade point average is calculated each semester. This is done by dividing the total number of grade points earned by the total number of subjects taken, including those courses a student has failed and not repeated. Student transcripts will reflect both weighted and unweighted GPAs. Any Honors class taken will add 0.5 points to the student's GPA. Any AP or College class taken will add 1.0 point to the student's GPA. In other words, a 3.5 GPA would be boosted to a 4.0 in an Honors class and a 4.5 in an AP class.

A	=	4.0	C	=	2.0
A-	=	3.7	C-	=	1.7
B+	=	3.3	D+	=	1.3
B	=	3.0	D	=	1.0
B-	=	2.7	D-	=	0.9
C+	=	2.3	E	=	0.0

G	=	Credit
H	=	No Credit
I	=	Incomplete / No Credit

- **PARENT-TEACHER CONFERENCES** - Parents/legal guardians are invited to meet with teachers to discuss student progress during two scheduled conference days, one in the fall and one in the winter/spring. If necessary, parents may call a student's counselor to request a staffing, which is a longer scheduled meeting that includes the student's teachers.
- **STANDARDIZED TESTING** - The following standardized tests will be given in high school:
 - **GRADES 9 and 10** – Freshmen take the **PSAT 8/9** and sophomores take the **PSAT 10** in the spring, which consists of assessments in English Language Arts and Mathematics in alignment with the **SAT**.
 - **GRADE 11** – In the fall, juniors may voluntarily take the **PSAT/NMSQT**, which measures critical reading, writing, and mathematic problem solving skills for a fee. Scores earned during junior year are used to qualify for the National Merit Scholarship program. The test is given on a Saturday and is not a school related requirement.

- In April, juniors are required to take the Michigan Merit Exam, which includes the SAT (ELA and Mathematics), the ACT WorkKeys, and the M-STEP (Science and Social Studies assessments).
 - **NOTE:** Only juniors will be given the free **SAT**. However, any student (grades 9-12) may choose to take the **SAT** or **ACT** as many times as they wish at a national test site at their own expense.
- **UNIVERSITY REQUIREMENTS** - Each university has its own set of admissions requirements and has full authority for admissions decisions. These are based on the level of achievement required and other indicators of potential for academic success. Students should plan their courses to include at least four academic subjects per year. After admission, colleges may revoke admission based on fewer academic courses and/or lower grades. Additionally, students will need to communicate with potential colleges/universities to determine if multiple years of a world language in high school is required/highly recommended for admissions.

Supplemental High School Credit Options for Advancement or Credit Recovery

- **MIDDLE SCHOOL CLASSES** - Avondale High School students may count designated courses taken before high school to satisfy the Michigan Merit Curriculum (MMC) requirements and to earn high school graduation credits. Courses designated at the Middle School level and GATE are those courses in which the course content and course assessments are identical to the high school. Successful completion of these courses at the Middle School level and GATE will count toward the MMC requirements and the credits earned will not count as part of the 26 credits needed for graduation. Students who are taking high school/college courses prior to attending 9th grade at the high school will receive letter grades on their transcripts unless there is a request by the caregivers for them to receive a G (passing) or an H (no credit). This request will need to be sent in writing to the student's counselor by the end of the semester/trimester. **NOTE:** All grades (even letter grades) and G/H's will not be calculated into the high school GPA if they were taken prior to the start of the student's 9th grade year. Additionally, students will need to communicate with potential colleges/universities to determine if multiple years of a world language in high school is required/highly recommended for admissions.
- **TESTING OUT** - Michigan law provides opportunities for high school students to demonstrate a student's understanding of the subject area content expectations or guidelines of a particular course (MLC Sec. 380.1278(A)(4)(C)). Students that successfully complete and score well on a single test or series of tests created by the subject area department will earn credit for the appropriate classes. Test out dates and sign-ups will be published at the end of each school year. Students are required to satisfy the Michigan Merit Curriculum (MMC). This legislation mandates that these students receive high school graduation credit for "testing out" of a course at a level of content mastery determined by the subject area department.
 - The following are the levels of **CONTENT MASTERY** for testing out:
 - Scores below 77% will **NOT** demonstrate proficiency and students will be required to take the course for high school graduation credit.
 - Scores 77% or higher will demonstrate content mastery of the course and students will be given both Avondale High School and Michigan Merit Curriculum credit for that course.
- **TESTING OUT POLICY/DEADLINE** - The intent of "testing out" is to provide exceptionally able students options beyond what they might have if required to take courses in which they have already mastered the material.
 - Students *may not* take a test out for a class they have already taken and failed, or a repeat of a previous test out attempt.
 - Test out dates and sign-ups will be published at the end of each school year. The test out forms for testing out must be filled out and submitted to the high school counseling office before the posted deadline. The test out form is available on the Counseling section of the high school webpage. Test outs

will be scored as soon as possible after the test date and students will be notified as soon as results are available.

- Teachers *will not* provide any instruction to prepare students for these tests.
 - Each department *will* provide a syllabus so that students know what the test will cover and any additional items (research paper, demonstrations, portfolios, etc.) that will be required as part of the comprehensive evaluation. The syllabus will include a list of reading materials and a copy of the curriculum.
 - Students will be notified regarding review materials and test dates. Students can pick up materials the first week after school is out in June and they must return all materials on the day of the test.
 - If a student passes a test out, they will receive a “G” on their transcript, credit for the class, and the counselor will adjust their schedule as needed.
- **PHYSICAL EDUCATION OPT-OUT** - This graduation requirement may be fulfilled by completing four completed years of Marching/Band OR four completed seasons on a Avondale High School athletic team. Students that are opting out would need to successfully pass the **written** AHS Physical Fitness Assessment.
 - A December and August opt-out date will be provided but only for the written portion of the Physical Fitness Assessment.
 - It is recommended that students complete the Physical Education opt-out as soon as possible when entering high school so they are able to take other Physical Fitness classes while in high school.
 - Students will have one additional opportunity to pass the written portion of the opt-out if the first attempt is not successful. This will need to be scheduled with the staff member facilitating the opt-out.
 - **CONTENT MASTERY/SEMESTER GRADE** - The semester grade in a course is determined by the teacher based on evidence-based proficiency by the student. Each of the courses will have a “content mastery” assessment. This assessment will cover the entire content of the course. This assessment may be the final exam and could be one assignment, such as a written test or a presentation. The “content mastery” could also be a series of assessments throughout the semester. Each department may set its own criteria for “content mastery.” The student who earns a failing grade in the course may only attempt the “content mastery” assessment(s) once.
 - **SUMMER SCHOOL** - Summer school classes allow students to advance or recover lost credit in a class taught by a classroom teacher. Students may take summer school classes in any program in Michigan for credit. The summer school must submit grades directly to Avondale High School before credit will be applied. Parents/legal guardians will be responsible for any fees associated with summer school.
 - **ONLINE CLASSES/21f ENROLLMENT** - The Michigan Legislature took action in 2013 to expand student access to digital learning options through Section 21f of the State School Aid Act. As a result, students enrolled in a public local district or public school academy in grades 6-12 are eligible to enroll in up to two online courses during an academic term - or more if parents/guardians, students, and school leadership agree that it is in the best interest of the child. Experience with this learning format will better prepare our students for what will likely be in their field of study after high school as well as in the world of work. Online learning holds great promise as an instructional approach to expand and customize learning opportunities for students. We recommend you review the [Parent Guide to Online Learning](#). The Guide examines how online learning supports next generation learning models, poses practical planning questions, provides a preparation checklist, offers advice for parents, and includes an online learner readiness rubric. This guide will help you support your student. In order to accommodate your student’s academic interests and needs, they will have the opportunity to choose an online course from an approved online provider. The online courses take place within the school day during a designated hour within your student’s schedule. The course period is overseen by a certified teacher to assist as needed. Each course has a certified instructor who guides/instructs your student through the specific content and assignments that are assigned through an approved online provider.

- **21f COST** - The district is responsible for covering the cost of the online classes and for any expense associated with online courses if they are taken within the regularly scheduled school day. However, if a student drops or changes their course, there are fees that are not covered by the district (refer to the student contract for specific information). The district is responsible for the enrollment/tuition fees and any associated learning kits or textbooks. There are rare exceptions where there may be a cost that exceeds the state allowable formula. In those cases, the difference would be paid by the family.
- **21f CREDITS/GRADES** - The district will grant appropriate academic credit for successful online course completions and must count that credit toward completion of graduation and subject area requirements. All online courses that are taken through our approved list of courses will generate a grade, which could generate credit if the student passes the course. The course will show up on the transcript and will contain a designation as part of the title indicating that the course was completed online. All online courses must be courses that are not offered by Avondale School District, or courses that are offered but are determined to not be available to the student due to a scheduling conflict beyond the student's control.
- **21f Approved Providers** - [Michigan Virtual](#) and [BYU](#) (Only With Prior Counselor Approval)
- **REPEATING CLASSES** - If a student is repeating a class for any reason (i.e., failure of a required class or to improve a poor grade), the student will be enrolled in an in-person class. A student's transcript provides a history of academic work. When a student repeats a class, the transcript must reflect both the original grade and the grade from the second attempt. When a student repeats a class of taking it originally, only one attempt at the class will earn credit. The highest grade will earn credit and be calculated in the GPA. After the student retakes the class, the high school counselor will add "REPEATED" to the course description for the lower grade and remove the grade from the GPA and credit calculation. 8th graders who take a high school course and perform poorly may decide to retake the course in 9th grade. In this case, the grade earned in middle school will be removed.

SPECIAL PROGRAMS



- **ACCELERATED PATHWAYS** - Accelerated Pathways is an opportunity for any student who has been accepted into the program to develop, in conjunction with a Gifted and Talented trained counselor, a pathway through high school that supports their academic strengths, socio-emotional needs, and personalized plans to pursue interests. This pathway allows for the parents/guardians and students to design a four year program that is personally crafted to allow the student to be challenged in their selected subject areas and to design the progression of their classes for the future. Progress meetings will occur annually to update any needs or modifications to the plan.
- **ENHANCED DUAL ENROLLMENT** - Students may qualify for programs which result in a program of study geared toward professional technical certifications or earning the Michigan Transfer Agreement Stamp on their college transcript. Students who are looking at this as a possible pathway should request an appointment with their counselor.
- **DUAL ENROLLMENT** - High school students in the state of Michigan have the opportunity to dual enroll in college courses in Michigan post-secondary institutions when certain criteria are met. Dual enrollment provides an increased variety of options to students. Avondale School District will financially support dual enrollment for any student in grades 9-12 who has achieved an adequate score on a standardized test in the subject area in which they want to take a course that is not offered at AHS. Based on a formula determined by the state, the district determines the amount of financial assistance. This fixed amount may only be used towards tuition. Due to limits in state funding and rising tuition costs, this fixed amount may not fully cover the total cost of tuition.

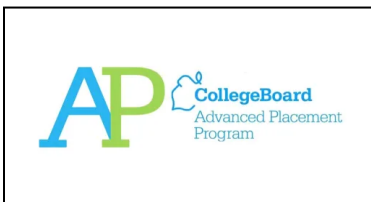
Students are responsible for any tuition fees over the fixed amount, activity fees, parking fees, books, supplies, and/or transportation.

- Students may enroll in a college as a guest student according to the policies of that school, but Avondale School District will not pay for any portion of the tuition. College credits earned as a guest student may be included on the student's high school transcript and used for high school credit ONLY if the student communicates this to their high school counselor no later than the 1st day of Avondale High School's fall or winter semester. The student must also provide evidence of successful completion of the course to their high school counselor as soon as the final grade is available. **NOTE:** *If the family fails to communicate with the AHS counselor prior to the deadline, the course will not be included on the high school transcript or count toward high school/MMC graduation requirements.*
- Students may earn both high school and college credit OR only college credit.
 - If choosing high school credit, the course(s) and grade(s) earned will appear on the high school transcript and will factor into their GPA. After the student successfully completes the college course(s) and submits a grade report to their high school counselor, the credit will be applied toward high school graduation requirements at the following rate: 1-4 college credits = 0.5 high school credit; 5-8 college credits = 1.0 high school credit. Students who drop a course after count day will receive an "E" on their high school transcript and will factor into their GPA. **NOTE:** *Student transcripts will reflect both weighted and unweighted GPAs.*
 - If choosing college credit only, the course(s) and grade(s) earned will not appear on the high school transcript, will not factor into their GPA, and will not be used to meet high school/MMC graduation requirements.
- **CONDITIONS OF DUAL ENROLLMENT:**
 - College courses should be related to a student's career pathway and/or the degree the student wishes to obtain.
 - AP classes take precedence over college courses.
 - If a student indicates that the college course is used for high school credit and meeting high school/MMC graduation requirements:
 - The course and grade will be placed on the high school transcript.
 - Credit will be given thus affecting the high school GPA.
 - If a student indicates that the college course is used for college credit only:
 - The course and grade will not be placed on the high school transcript.
 - No credit will be given thus not affecting the high school GPA.
 - The college class will not count towards meeting high school/MMC graduation requirements.
 - College courses must be courses that are not offered by Avondale School District, or courses that are offered but are determined to not be available to the student due to a scheduling conflict beyond the student's control.
 - College courses listed on the Avondale High School Dual Enrollment Application and eligibility letter must match the course(s) that the student registered for and enrolled in at the postsecondary institution.
 - If there are any registration issues that arise with the approved dual enrollment course(s), there must be direct communication by the parent/guardian to the high school counselor regarding the matter no later than the 1st day of Avondale High School's fall or winter semester. **If the family fails to communicate with the high school counselor prior to the deadline, the range of consequences may include but are not limited to: financial responsibility for the class, termination of the class, credit designation on the high school transcript, and/or disciplinary actions based on AHS's Academic Integrity Policy.*
 - Students must have taken and received adequate scores on the ACT or SAT in the subject area in which they wish to dual enroll, according to the Michigan Department of Education.
 - There are courses within subjects for which there are no qualifying scores, such as computer

science and foreign language courses not offered by the high school. In this case, students must place into Composition I (ENG 1510) based on ACT, SAT, or college placement test scores. Scores for the EXPLORE/PLAN or PSAT may be used to predict eligibility prior to taking the ACT or SAT.

- If the student fails to complete a district-paid postsecondary course regardless of the credit specification, they are responsible for the fees/tuition not refunded by the postsecondary institution. The student must repay to the school district any funds that were expended by the school district for the course that are not refunded to the school district by the postsecondary institution. If the student does not repay this money, the school district may impose sanctions against the student as determined by school policy (*MCL 388.514(9)* & *MCL 388.1904(9)*).
- The enrollment process for college courses must be completed with fidelity.
- **ENROLLMENT PROCESS FOR DUAL ENROLLMENT:**
 - The student will make an appointment to meet with their high school counselor to obtain information about dual enrollment applications.
 - The student will present the completed Avondale High School Dual Enrollment Application and designated college application to the counselor **by June 1 (fall semester) or December 1 (winter semester)** for review and approval.
 - The counselor will complete the academic portion of the application and communicate with the building principal for final approval.
 - The counselor will communicate approval to the student and provide a voucher letter and a calculation sheet to the student. It is the student's responsibility to complete all steps required by the college or university by the specified deadline.
 - The counselor will send a copy of the letter, calculation sheet, and the approved dual enrollment application to the Avondale School District business office.
 - The student will provide their high school counselor with a copy of their college course registration by the end of the first week of each semester.
 - The college will invoice the Avondale School District for the approved amount. The balance (if any) will be charged directly to the student.
 - The student will submit their final grade to their high school counselor before the end of each semester to verify course completion. The class will be placed in the student's academic record. If the student has chosen to use the class for both college and high school credit, it will appear on the transcript and be calculated into the student's GPA.
 - All college classes taken will be given a 1.0 weight in the academic history.
- **NOTE:** Students that violate the AHS Code of Conduct or breach the Dual Enrollment agreement may be subject to discipline and removal from the Dual Enrollment program.

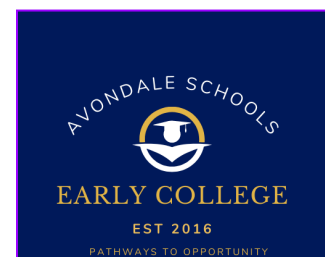
- **ADVANCED PLACEMENT COURSES -** Advanced Placement Courses are available for students who desire an



advanced curriculum. AP examinations are administered nationally each spring to interested students. Students pay a fee to take an AP test. They may earn college credit based on the score. Avondale High School offers sixteen (16) Advanced Placement courses. These courses include AP Language and Composition, AP Literature and Composition, AP Biology, AP Chemistry, AP Physics 1, AP Environmental Science, AP Pre-Calculus, AP Calculus AB, AP Statistics, AP U.S. History, AP Government, AP World

History, AP Art, AP Computer Science Principles, and AP Computer Science A. *Course grades are weighted for college admissions and scholarships only.* **NOTE:** Advanced Placement courses may be dropped/changed until June 1 of the scheduling year.

- **AVONDALE EARLY COLLEGE PROGRAM (EMC) -** Avondale Schools Early College Program is designed to meet the needs of students who are interested in being challenged or who may need support to get to college. An early college



program extends high school by one year in order to earn BOTH a high school diploma and an Associate's Degree, 60 college credits, or a technical certificate at NO COST to the student. Students/families may incur a cost if there is a violation of the Avondale/EMC contract. Avondale currently has post-secondary partnerships with Rochester University and Oakland Community College. Students can apply in 9th or 10th grade. Students who are selected will begin college classes in 10th or 11th grade depending on the program. Beginning classes may be taught at Avondale High School or online. **Eligible students must complete an application through the counseling office, have a qualifying grade point average, earn a qualifying score on college placement tests, and be on track to graduate from high school.**

- **21ST CENTURY PATHWAYS** - An Avondale exclusive program for 9th and 10th grade students. Students must complete an application to be considered for the program. This program focuses on career readiness, career planning, soft skills, and exploring different careers through career fairs, guest speakers, and research.



- **OAKLAND SCHOOLS TECHNICAL CAMPUS (OSTC)** - OSTC (Oakland Schools Technical Campus) is an extension of high school and brings students customized, self-directed learning that guides them toward a future career at a state-of-the-art technical campus. At OSTC, students can find career direction, fulfill high school graduation requirements, earn college credits, join student organizations, and make new friends. Each career cluster provides concentrated learning through different career options. **Students and parents/guardians will be required to attend a least one OSTC Open House prior to acceptance into the program.**

See the full OSTC program description and enrollment process at the end of this guide.

ACADEMIC HONORS

- **HONORS FOR SENIORS**

- **Summa Cum Laude** – A senior who has earned a weighted grade point average of 3.900 to 4.000 at the end of seven (7) semesters; wears purple, gold, and white honor cords.
- **Magna Cum Laude** – A senior who has earned a weighted grade point average of 3.750 to 3.899 at the end of seven (7) semesters; wears purple and gold honor cords.
- **Cum Laude** – A senior who has earned a weighted grade point average of 3.500 to 3.749 at the end of seven (7) semesters; wears gold and white honor cords. A senior who has earned a weighted grade point average of at least a 3.250 at the end of seven (7) semesters is also able to “graduate in gold” and wears one gold honor cord.
- **Commencement Speakers:** The Valedictorian and one other speaker will be selected from the Salutatorian and the eight Top Scholars. Speakers will be chosen by audition by a school committee to speak at commencement. Criteria for selection: (1) Speeches must be submitted ahead of time to the committee. (2) Speeches are to be no longer than 3-4 minutes. (3) Speakers will be selected on effective and appropriate content and delivery.
- **Valedictorian and Salutatorian Identification:** The Valedictorian and the Salutatorian will be identified based on weighted Grade Point Average (GPA). The student with the highest **weighted** GPA will be recognized as the Valedictorian, and the student with the second-highest weighted GPA will be acknowledged as the Salutatorian.
- **Top Ten Identification:** In addition to the Valedictorian and Salutatorian, the top eight students with the highest **weighted** GPAs will be named Top Scholars. These students will receive special recognition for their exceptional academic achievements.
- **Honors Diploma Consideration:** Students who receive an Honors Diploma will also have the



opportunity to be included in Top Scholars recognitions. If any students outside the initial group of valedictorian, salutatorian, and top eight scholars earns an Honors Diploma, they will be considered for recognition as a Top Scholar. **(Note that the GPA requirement for an Honors Diploma will increase to a weighted GPA of 3.8.)**

- **AVONDALE HIGH SCHOOL HONORS DIPLOMA** - Criteria for granting an AHS Honors Diploma:
 1. **3.80 cumulative weighted GPA.**
 2. Minimum ACT Composite score of 24 or minimum SAT Composite score of 1100.
 3. Complete minimum of 4 AP/Dual Enrollment classes.
 4. Take a minimum of 3 AP Exams.
 5. A review of discipline reports.
 6. Volunteer a minimum of 20 hours per year during high school. Hours must be earned through an approved placement and documented. This may be in conjunction with NHS volunteer hours.
 7. Participate in at least 4 consecutive years of extracurricular activities during high school (Theater, Robotics, Athletics, an approved club). This does not have to be the same activity each year.
 8. Students must apply by the last day of the 1st semester of their senior year. Incomplete applications will not be processed. The link for the application will be on the AHS website under Counseling. Students must upload all verification documents to be reviewed by AHS Staff.

Recognition: Upon successful completion of the program, students will be granted an Avondale Honors Diploma. Designation and recognition will also be made during the Senior Convocation and the Commencement Ceremony Program. ***Avondale High School Administration has the right to waive any one of the above criteria based on reviewed individual circumstances.***

The Goal: Every Student Is Future Ready (Xello)

It is essential that every student discovers their unique pathway for after high school. Using an investigative, discovery-based online learning system that opens their minds to exciting possibilities, this search can be enjoyable and successful. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to form a vibrant, visual roadmap that's easy to update and share. These activities also help students become aware of the options available to them and how to prepare to take advantage of them.



Pathways for all students

Xello helps students discover the pathway that's right for them, whether it involves a trade, college, university, entrepreneurship, or other training. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to create a visual roadmap that's easy to update and share.

Immersive experience

This online program is student friendly. It contains engaging original content, high quality photos, lessons, and activities. It provides students an immersive experience that is very personal for each student.

A living, shareable portfolio

Students record their accomplishments, challenges, goals, and dreams to develop a rich understanding of who they are and where they're headed. Be it images, videos, documents, links, and more, storytelling and sharing stories doesn't get easier.

MICHIGAN CAREER PATHWAYS

Career Pathways are groups or families of occupations that share common characteristics such as knowledge requirements, skill sets, and/or goals. Searching by pathway can help you focus on your career goals. **Xello** also has links to the 16 National Career Clusters. You can click on the blue 16 Career Clusters button on the Explore Careers page to learn more about each cluster. Each cluster profile contains a brief description, links to the profiles of the specific pathways related to that cluster, links to occupation profiles in **Xello** related to that cluster, information on related college majors, and a four-year sample high school course plan designed to help you prepare for post-secondary education in the cluster or pathway of your choice.

- ❖ **Arts and Communications.** Careers related to the humanities, the performing, visual, literary, and media arts. Examples: musician/composer, graphic designer, architect, interior designer, fashion designer, journalism, foreign service, public relations, commercial artist, TV or film producer, advertising designer, technical illustrator/writer, website designer, dancer. *Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories?*
- ❖ **Business, Management, Marketing, and Technology.** Careers related to all aspects of business including accounting, business administration, finance, information processing, and marketing. Examples: bookkeeper, insurance agent, financial manager, budget analyst, marketing and sales development, labor relations, manager, entrepreneur, loan officer, legal secretary, hotel manager, computer programmer, travel agent. *Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet?*
- ❖ **Engineering, Manufacturing, and Industrial Technology.** Careers related to the various technologies necessary to design, develop, install, and maintain physical systems. Examples: construction, computer analyst, architect, mechanic/technician, information specialist and packaging, electrical and computer engineers, chemical engineer, geographer, surveyor, plumber, electrician, air traffic controller. *Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits or woodworking?*



- ❖ **Health Sciences.** Careers related to the promotion of health as well as the treatment of injuries and disease. Examples: dental assistant, dental hygienist, veterinary technician, respiratory therapist, physical therapist, medical office clerk, pharmacy technician, nurse, chemist, pharmacist, physician/surgeon. *Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?*
- ❖ **Human Services.** Careers in child care, civil service, education, hospitality, and social services. Examples: flight attendant, child care worker, legal assistant, police officer, lawyer, teacher, counselor, human resource manager, chef, customer service, police detective, social worker, librarian, firefighter. *Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children?*
- ❖ **Natural Resources and Agri-science.** Careers related to natural resources, agriculture, and the environment. Examples: landscaper, florist, horticulturist, golf course manager, naturalist, botanist, marine biologist, farmer, landscaper, conservation agent, forester. *Are you a nature lover? Are you practical, curious*

about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment?

Which Classes Should I Take?

- **Explore Careers.** Students should regularly explore career options as they come across interesting people and ideas in their lives. Arrange to do a “job shadow” or interview someone who does interesting work that you are considering.
- **Explore Your Interests.** As you plan your classes, refer to Career Pathways recommendations for you after taking an interest inventory/assessment in Xello. As you look at the career options that most interest you, try to take classes listed that will help you prepare for a future in your preferred pathway.
- **Set Some Goals.** We expect students to set long-range educational and career goals with their counselors or by using Xello. Teachers and administrators are also eager to talk with students about their future plans.
- **Use Course Planner.** Students will select classes each year online using *Course Planner*, a component of Xello. Students without computer access at home will be able to complete this process at school.
- **Explore Colleges.** For students choosing to continue their education after graduation, representatives from various colleges, universities, trade schools, and branches of the military will meet with interested students during the fall of each year to explain their programs and entrance requirements and to outline the admissions process.
- **Prepare for Employment.** When a student applies to or interviews for a job, college or scholarship, a student can request a Job Hunting Handbook from a counselor which has great tips to help gather information requested on applications, develop resumes, prepare for interviews, and follow-up to potential employers.



COURSE OFFERINGS



CAREER & TECHNICAL EDUCATION

Business & Finance



MIND YOUR BUSINESS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: None.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

How many times have you been told to Mind Your Business? Well, now you can! Step into this course specifically designed to prepare

high school students to transition into the workforce and independent living by teaching them how to apply the overlapping principles of business and self-management. Experts at minding their business know how to plan, budget, and manage their time AND money wisely. Areas of study include types of income, business plans and budgeting, banking, commercial and consumer credit, credit laws and rights, business and personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, long term financial planning, the ins and outs of credit, mortgages, personal and business loans, taxes, and more! Mind Your Business places great emphasis on problem solving, reasoning, representing, connecting and communicating information in order to make data-driven decisions in both business and personal situations. *As part of the Career and Technical Education Business Pathway, students will have the opportunity to obtain at least one and up to four industry recognized, permanent certification/credentials at no monetary cost to the student.*

BUSINESS COMMUNICATIONS: MODERN MESSAGING

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: None required but Mind Your Business is strongly recommended.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

In today's fast-moving world of Tweets, TikToks, Snaps, and Instas, clear and effective communication is more important than ever. Getting your point across and/or achieving your desired outcome is not just hit or miss, it is a skill that builds upon itself the more you practice it! In addition to traditional communication techniques, we'll learn how to harness the power of social media and other modern messaging tools to make our messages more effective and set the stage for success. Students will author and publish a digital portfolio of pro-quality deliverables, including a wide variety of business documents, interactive presentations, blog pages, video messages, infographics, financial reports, social media artifacts and more. Students will move beyond the Google ecosystem and model workplace communication via the industry standard Microsoft 365 Suite and learn best practices for business etiquette. *As part of the Career and Technical Education Business Pathway, students will have the opportunity to obtain at least one and up to four industry recognized, permanent certification credentials at no monetary cost to the student.*

ACCOUNTING

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12



Prerequisite: None.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

Accounting students learn business, entrepreneurial, and accounting skills. Emphasis is on recording, analyzing, and problem-solving the financial activities of a business using spreadsheets and automated accounting software. Highly recommended for students who plan to work in business or study business in college and very helpful in everyday life. *Students will have the opportunity to obtain at least one industry recognized, permanent certification credential at no monetary cost to the student. This course may be eligible for college credit. See your counselor for information.*

MARKETING

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-12

Prerequisite: Teacher Recommendation

The Marketing class offers high school students a hands-on learning experience in the fundamentals of marketing and business operations by designing, launching, and running the school store. This course provides students with practical knowledge and skills in marketing principles, customer service, inventory management, and financial planning. Students will learn key marketing concepts such as market research, branding, promotion, and sales strategies. They will apply these concepts by developing marketing plans and campaigns for the school store. Throughout the course, students will gain experience in managing inventory, setting prices, handling transactions, and providing excellent customer service. The course also emphasizes teamwork, leadership, and entrepreneurship, as students will work collaboratively to ensure the success of the school store.

Engineering, Architecture, & Construction

INTRODUCTION TO ENGINEERING AND DESIGN

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

Students dig deep into the engineering design process, applying math, science, and engineering standards. Students will use Fusion 360 and Solidworks as a tool to create 3-D drawings and increase their knowledge and understanding of the graphic language used in industry. Students will be working towards industry certifications in both softwares.

PRINCIPLES OF ENGINEERING

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Introduction to Engineering with a "C" or higher.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

Students need to have strong math skills in either Algebra II or Geometry. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. *This course may be eligible for college credit. See your counselor for additional information.*



DIGITAL ELECTRONICS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Principles of Engineering with a "C" or higher.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. *This course may be eligible for college credit. See your counselor for additional information.*

ENGINEERING DESIGN AND DEVELOPMENT

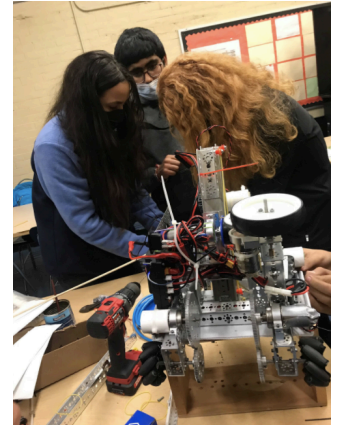
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Digital Electronics OR Principles of Engineering with a "C" or higher.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career. *This course may be eligible for college credit. See your counselor for additional information.*



CIVIL ENGINEERING AND ARCHITECTURE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: None.

This course satisfies the Visual, Performing, and Applied Arts graduation requirement.

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. *This course may be eligible for college credit. See your counselor for additional information.*

APPLIED TECHNOLOGY AND ROBOTICS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12



Prerequisite: None.

This encompassing course introduces students to the basic steps to problem solving and the role of technology in society. Students will become familiar with the engineering process by following industry standards in the areas of design and problem solving. Students will be challenged with hands-on projects that apply information from various areas of design and technology. Projects throughout the semester will allow students to create a robot from the design and testing stages to a finished project.

INTRODUCTION TO BUILDING TRADES AND ELECTRICITY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: None.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

Students will develop a basic understanding of the various aspects of the building trades industry. Focus will be placed on the seven core systems of construction including foundations, flooring, walls, roofing, building envelope, mechanical, and finish work. Green building construction techniques will be discussed and utilized. Students will gain basic skills and hands-on experience in working with the tools and materials used in construction. Industry careers, safety, and applied math concepts will be incorporated throughout the course. Electricity is designed for students who want to discover and develop their talents, aptitude, interests, and individual potential related to the industrial and technical fields for electrical occupational careers. The course integrates hand-on problem solving experimentation, demonstrations, and construction of control circuits in residential dwellings, as well as safety, proper repair and installation techniques according to the National Electrical Code Handbook. Installing “home run” circuitry from the service panel to various rooms will be emphasized with blueprints and mock wall and ceiling trainers. Work ethics, procedures, and safety will also be emphasized.

Biomedical Sciences

PRINCIPLES OF BIOMEDICAL SCIENCE I

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: Successful completion of Biology OR teacher recommendation.

This course satisfies the 3rd year Science elective requirement.

Students will practice how to think creatively and critically to innovate in science and gain practical experience with experimental design and the design process. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Over the course of the year, students are challenged in various scenarios including analyzing evidence found at a crime scene—and-diagnosing and proposing treatment and care for patients in a family medical practice.

PRINCIPLES OF BIOMEDICAL SCIENCE II

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

GRADES 9-10-11-12 (NCAA Approved)

Prerequisite: Principles of Biomedical Science I with a “C” or higher.

This course satisfies 3rd year Science Elective requirement.

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local & global medical problems.

PHARMACY TECH RX

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 12 (11 by placement) (NCAA Pending)

Prerequisite: Biology and Chemistry with a “C+” or higher.

This course satisfies the 3rd year Science elective requirement.

This comprehensive course is designed to provide students with the knowledge and skills necessary to pursue a



career as a Pharmacy Technician in the state of Michigan. Through a blend of theoretical instruction and practical hands-on experience, students will develop a strong understanding of pharmacy operations, medication handling, patient interaction, and regulatory compliance. The class will contain components of Anatomy and Physiology and OSHA 10 certification. Upon successful completion of the course and meeting state-specific requirements, students will be eligible to apply for Pharmacy Technician licensure in the state of Michigan. Additionally, students will be prepared to take the Pharmacy Technician Certification Exam (PTCE) to become nationally certified pharmacy technicians. CPR Training Required.

Information Technology & Cybersecurity



WEB DESIGN AND DIGITAL TECHNOLOGY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This course satisfies the Visual, Performing, and Applied Arts graduation requirement.

This Web Design and Digital Technology course is a one (1) year class that covers digital technology that is used across all industries for tasks of all types. Students will be creating content

that will be used in partner businesses. Students will research community and industry needs and generate digital content through the use of several devices including but not limited to Drones, 360 Fly Cameras, 3-D Google Cardboard, and other devices that are accessible to the students. Students will create content and develop websites using software like WordPress and Joomla! Along with creating pages utilizing HTML, PHP, XML, and other experiences from business partnerships. Students will be required to communicate through digital channels including email, messaging, shared drives, cloud computing, and other forms of written or printed communication.

COMPUTER PROGRAMMING I (AP CSP)

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

This course is an introduction to the design, implementation, and understanding of computer programs. Students will learn to write computer code using logical reasoning, algorithmic thinking, and structured problem solving. The course will cover the basics of computer technology, programming, hardware interaction with software, programming using the Object-Oriented Languages of Python and Java, writing apps for the Android platform for mobile games. Students will participate in numerous group projects through a PBL environment established in the classroom setting to give authentic experiences to enhance learning. In addition, our business partnerships will offer work-based learning opportunities throughout the year. Students will be required to communicate through digital channels including email, messaging, shared drive, cloud computing, and other forms of written or printed communication. This course covers CIP code 11.0201 for state CTE authorization in all 12 segments and may be articulated with your chosen college for college class credit. This course is also aligned with the **AP CSP** assessment. Students who take this course may choose to take the AP assessment.

COMPUTER PROGRAMMING II (AP CSA)

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Computer Programming I (inclusive of Video Game Design) with a "C" or higher.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

This course is a one year course and is a continuation of Computer Programming I and Video Game Design and creates a more challenging environment for the student. Students will develop greater skills in Java and Android Applications using Android Studio, work with XML, PHP and other industry-standard tools. Students will be

challenged in a PBL environment to design and implement programs, user interfaces, and Web-based databases, along with other business partner challenges. This course is aligned with the **AP CSA** curriculum framework. This course is also a state authorized program covering CIP code 11.0201.

SYSTEMS ADMINISTRATION / ADMINISTRATOR

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisites: Networking and Security and Web Design and Digital Technology with a "C" or higher.

Students will learn about operating and maintaining computer systems for use in an organization and gain knowledge of operating systems and their efficient use and deployment for efficient operations. Students will use simulated and live labs to learn about various servers and clients and will be prepared to take an industry certification exam that will prepare them for entry level or above positions in IT. This course may run as an independent study course with instructor guidance.



CYBERSECURITY AND HACKER TECHNIQUES

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisites: Computer Programming I (CSP) and Networking and Security with a "C" or higher.

Students must be approved by the instructor and school administrators prior to placement in this course.

This course is designed for students that have a desire to pursue a career as a Certified Information Systems Security Professional or Certified Ethical Hacker. The course investigates the tools and techniques of hackers and how to protect systems from attacks. Students will work on live machines investigating what tools are necessary to make an attack and the countermeasures when the attack has been mounted. Coursework will be preparing students to take the CEH certification exam through CompTIA. Students will take the Microsoft MTA CyberSecurity Certification Exam at the end of the course. **NOTE: Students will be required to sign a contract along with their parents (in the case of minors) understanding the seriousness of the course and the legal implications of abuse with the tools they will be using.**

COMPUTER FORENSICS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Cybersecurity and Hacker Techniques with a "C" or higher.

Students must be approved by the instructor and school administrators prior to placement in this course.

Students will study the techniques that law enforcement and other agencies use to extract data from computers, phones, and other electronic devices. Students will do hands-on labs extracting data and studying the legal methods for preserving data for use in court cases. In addition, students will work on live computers to follow proper procedures to ensure data integrity. **NOTE: Students will be required to sign a contract along with their parents (in the case of minors) understanding the seriousness of the course and the legal implications of abuse with the tools they will be using.**

COMPUTER NETWORKING AND SECURITY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: None required but Computer Programming I is helpful.

The Computer Networking & Security course will prepare students for careers in setting up, installing, and troubleshooting, and maintaining computer networks along



with learning about computer security and prevention of security breaches in systems. Students will be equipped to take the TestOut Network Pro and TestOut Security Pro certification tests which are industry standard tests for employment. The TestOut certification tests will be free to any participant in the class. This course will be articulated with colleges that may offer college credit for successful course completion.

NETWORKED GAME DESIGN

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Networking and Security with a "C" or higher.

Students will be introduced to the game design process, elements of game play, creating game documentation, and scripting. Students are also introduced to industry leading software (the latest version of the Unity Game Engine software) where they will develop numerous aspects of their games including building environments, creating graphical user interfaces, working with physics, working with cameras, and inserting/editing lighting into the scene. At the end of the course, students will take on the roles of game designers, creative directors, graphic designers, and game testers in planning, assembling, and marketing a video game using the tools learned throughout the year.

DRONE PILOT LICENSE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

The CTE FAA Part 107 Drone Pilot License Course is meticulously designed to prepare students for the FAA Part 107 Remote Pilot Certification, enabling them to legally operate unmanned aerial systems (UAS) or drones for commercial purposes. This comprehensive course covers all the necessary knowledge and skills required to navigate the complexities of drone operation, ensuring adherence to FAA regulations and promoting safe and effective UAS flight practices. This course is highly technical. Students will be interviewed prior to acceptance in the class so that they understand the rigor and expectations of enrollment in the course.

To take the FAA exam, students need to be 16 years old and proficient in the English language.

PENETRATION TESTING

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Cybersecurity and Ethical Hacking

Course Description: The Penetration Testing (Pen Testing) class at Avondale High School offers an in-depth exploration of network security, ethical hacking, and penetration testing techniques using Marcraft Labs materials. This year-long course is designed for students who have successfully completed the prerequisite Cybersecurity and Ethical Hacking class. The curriculum provides hands-on experience in identifying, analyzing, and mitigating security vulnerabilities in computer systems and networks.

Key Components:

- **Comprehensive Training:** Students will learn advanced techniques for ethical hacking, including vulnerability assessment, penetration testing methodologies, and the latest tools and software used by professionals in the field.
- **Hands-On Labs:** Utilizing Marcraft Labs materials, students will engage in practical exercises and simulations that replicate real-world scenarios, enhancing their problem solving and technical skills.
- **Legal and Ethical Considerations:** Emphasis will be placed on the legal and ethical aspects of penetration testing. Students will gain an understanding of the legal implications and responsibilities associated with cybersecurity practices.
- **Certification Preparation:** The course will also prepare students for relevant industry certifications, providing them with a competitive edge in the field of cybersecurity.

Legal Liability Document: Participants in this class are required to sign a legal liability document, affirming that they will not use the skills learned and developed in this class for any malicious activity. Violation of this agreement will result in school discipline and potential prosecution for any illegal activities.

Expectations:

- Active participation in all class activities and labs.
- Adherence to ethical standards and legal guidelines.
- Commitment to continuous learning and skill development.

This Penetration Testing class equips students with the necessary skills and knowledge to pursue careers in cybersecurity, ensuring they are well-prepared to protect and secure information systems in an increasingly digital world.

Radio & Television Broadcasting Technology



INTRODUCTION TO RADIO & TELEVISION

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

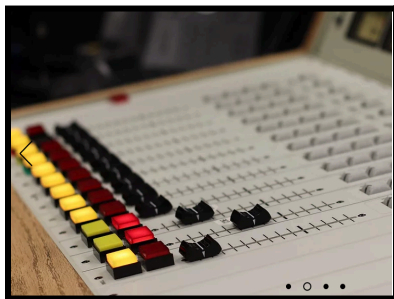
This course satisfies the Visual, Performing, and Applied Arts graduation requirement.

This course is designed to introduce students to the world of broadcasting and digital media production. In this class, students will have the opportunity to be a part of the district's own radio station, 89.5 FM WAHS. Over the year, students will produce their own live radio shows and record podcasts and announcements for the station. In addition, students will operate digital cameras meant for TV production, streaming, and editing video. There will be visits from professionals in the radio, photography, television, music, and broadcast engineering industry to give students career guidance. At the end of the year, students will have a digital portfolio that exemplifies their best audio and video work for a career in the broadcast media industry.

RADIO PRODUCTION (II-IV)

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12



Prerequisite: Introduction to Radio & Television with a "B" or higher.

This course satisfies the Visual, Performing, and Applied Arts graduation requirement.

Students will take on an Executive Member role of 89.5 FM WAHS including Music, News, Sports, or Social Media Director to help build the station's influence and commitment to the listening community. This will be your chance to make executive decisions that influence the station's future and purchase state of the art equipment. Students will have chances to broadcast the football and basketball games, DJ dances, and create promotional giveaways using their own creations. This class is designed for those who are serious about audio production and want to explore careers in the radio broadcasting industry, voice over acting, podcasting, and documentary/film narration. Enrolled students are responsible for producing a weekly live radio show that is committed to a central theme and provides quality entertainment. Everyone will work together to find sponsors for the station, promote Radio Club, help other students with after school radio shows, and plan live interviews.

Please see the course sequence below for proper scheduling:

- **INTRODUCTION TO RADIO & TELEVISION**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: None

- **RADIO PRODUCTION II**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: Introduction to Radio and Television with a "B" or higher OR instructor approval/application.
- **RADIO PRODUCTION III**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: Radio Production II
- **RADIO PRODUCTION IV**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: Radio Production III

VIDEO PRODUCTION (II-IV)

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

*Prerequisite: Introduction to Radio & Television with a "B" or higher.
 This course satisfies the Visual, Performing, and Applied Arts graduation requirement.*

Students will have an exciting opportunity to expand their knowledge and skills in the world of video editing and production. This course is meant for students who are serious about filmmaking and video editing as a career. Individuals will have the opportunity to create their own documentaries, short films, screenplays, live streams, and compete in video production competitions. Students will also have a chance to record commercials for the district, sporting events, graduation ceremonies, and help with the live morning announcements stream.



Please see the course sequence below for proper scheduling:

- **INTRODUCTION TO RADIO & TELEVISION**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: None
- **VIDEO PRODUCTION II**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: Video with a "B" or higher OR instructor approval/application.
- **VIDEO PRODUCTION III**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: Video Production II
- **VIDEO PRODUCTION IV**
LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)
Prerequisite: Video Production III

Extended Work-Based Learning Opportunities

WORK-BASED LEARNING I EXPLORATION/ADVANCED STUDIES IN CTE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12



Prerequisite: Application and interview selection process.

This course is for CTE students that are juniors or seniors and have had at least one year of CTE instruction that covers all segments or proficiencies of an approved CTE content area. Students in this course will have two hours of release in the school day to work and train at an approved CTE internship partner facility. At this time, Avondale has

partnerships with businesses in Auburn Hills and throughout Oakland County. Students may intern in areas of their CTE concentration. Partner companies will have a course of study pre-approved based on the area a student is working in. Students will have a 40 minute seminar once weekly to process the experience, develop a portfolio, resume, and spend time reviewing and refining work-based skills as well as creating a viable plan for after high school. Students will receive 1 credit per semester that will be used toward attaining graduation requirements. Both paid and unpaid internships are available depending on the placement company. **Students must be 16 years old before the school year begins. Student must provide their own transportation to the partnering company site.**

WORK-BASED LEARNING II EXPERIENCE AND SKILLS/ADVANCED STUDIES IN CTE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 12

Prerequisite: Application and interview selection process.

This course is for CTE students that are seniors and have had at least one year of CTE instruction that covers all segments or proficiencies of an approved CTE content area AND one prior year in a work based learning experience. Students in this course will have two hours of release to go to an approved CTE internship partner. Partner companies will have a course of study pre-approved based on the course of study the student has previously completed. This course is designed to continue extended study in a work-based content area. **Student must provide their own transportation to the partnering company site.**

ENGLISH

HONORS ENGLISH 9

LENGTH OF COURSE: YEAR (Class cannot be dropped after the June 1st deadline or after first semester)

Grade: 9 (NCAA approved)

Prerequisite: Signed Honors Statement. Summer reading optional.

Honors English 9 is similar in content to the regular English course curriculum, but it is covered at a faster pace and deeper level. Students focus on close reading, analytical thinking, and writing skills. Students study narrative, fiction, and informational text; they write a personal narrative, an informational essay, an argumentative essay, and literary analysis essays. Students reflect regularly about their own thinking and how they process what they read and write. The course is designed to challenge and develop skills in composition, critical thinking, vocabulary, grammar, usage, and reading.

ENGLISH 9

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approved)

Prerequisite: None.

English 9 is designed to build on the skills developed in middle school while developing new skills in reading and writing. Students focus on close reading, analytical thinking and writing skills. They study narrative, fiction, and informational text; they also write a personal narrative, an informational essay, an argumentative essay, and literary analysis essays. Students reflect regularly about their thinking (metacognition) and how they process what they read and write. *An honors option is available. Students must complete honors level work and assessments in their English 9 classroom to receive honors credit on their transcript. Full year commitment required. Contracts listing out the requirements must be signed by parents and students within the first few weeks of school.*

HONORS ENGLISH 10

LENGTH OF COURSE: YEAR (Class cannot be dropped after the June 1st deadline or after first semester)

Grade: 10 (NCAA approved)

Prerequisite: Summer reading required. Signed Honors Statement.

Honors English 10 is similar in content to the regular English course curriculum, but is covered at a faster pace and deeper level. Attention is given to close reading, analytical thinking, and continuing to develop writing skills. Honors English 10 units of study include poetry, informational, argumentative, film study, and narrative text. Students draft their own poetry and write an informational, argumentative, and literary essay, respectively. Skills and practice for reading and writing portions of the PSAT and SAT continue in Honors English 10. Students will have opportunities to practice higher level thinking, reading, and writing skills due to an increase in rigor, inquiry, and reflection.

ENGLISH 10

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 10 (NCAA approved)

Prerequisite: English 9 or Honors English 9.

English 10 builds upon the concepts and ideas first taught in English 9, as students strive to increase in maturity and complexity of their writing. Attention is given to close reading, analytical thinking, and continuing to develop writing skills. English 10 units of study include poetry, informational, argumentative, film study, and literary essay, respectively. Skills and practice for reading and writing portions of the PSAT and SAT continue in English 10. *An honors option is available. Students must complete honors level work and assessments in their English 10 classroom to receive honors credit on their transcript. Full year commitment required. Contracts listing out the requirements must be signed by parents and students within the first few weeks of school.*

AP LANGUAGE AND COMPOSITION

LENGTH OF COURSE: YEAR (Class cannot be dropped after the June 1st deadline or after first semester)

Grade: 11 (NCAA approved)

Prerequisite: Signed AP Statement. Summer reading may be required.

This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become 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 purposes, audience expectation, and subjects as well as the generic conventions and the resources of language that contribute to effectiveness in writing. The purpose of the AP Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. It is expected that each student who takes this course will take the AP exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

AP LITERATURE AND COMPOSITION

LENGTH OF COURSE: YEAR (Class cannot be dropped after the June 1st deadline or after first semester)

Grade: 12 (NCAA approved)

Prerequisite: Signed AP Statement. Summer reading may be required.

This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. It is expected that each student who takes this course will take the AP exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

ENGLISH COURSES

Grades: 11 and 12

In order to satisfy the 11th and 12th grade requirements for English, students must take one credit of English in 11th grade and one credit of English in 12th grade. Four DIFFERENT courses are needed to fulfill this requirement.

WRITING SEMINAR

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: English 10 or Honors English 10.

This course requires students to develop skills in adhering to the English department standards focusing on contemporary reading and writing tasks. Students will complete a formal writing post-secondary plan essay (or personal narrative) and will conduct interest driven research within a writing portfolio focused on subjects that matter to them and their audience. Students will participate in novel studies examining current issues. Students will publish a variety of assessments mirroring writing and reading tasks they will see post high school to extend their argumentative, analytical, and stylistic writing skills.

WRITING CENTER I

LENGTH OF COURSE: SEMESTER

Grades: 11-12

Prerequisite: English 10 or Honors English 10 OR recommendation process.

Students enrolled in the Writing Center will participate in weekly seminars to assist them in becoming pedagogically informed and well-practiced peer consultants. During the seminar period, students are expected to: read important theoretical works about mentoring writing, the writing process, and ensuring that the Writing Center remains an inclusive, safe space for all students. Students are expected to respond to these in formal and informal ways, observe the work of other consultants to improve their practice, and reflect on their work using provided teacher and student feedback data. Consultants are expected to assist students at any skill level with any writing assignment at any stage of the writing process. Consultants must be able to conduct individual, small group, and whole-class sessions. Consultants will maintain a reflexive portfolio that charts and measures their growth as a tutor during the trimesters they are enrolled in the course.

WRITING CENTER II

LENGTH OF COURSE: SEMESTER

Grades: 11-12

Prerequisite: Writing Center I and instructor approval.

Returning consultants build on the theoretical and practical foundations constructed during your first semester of working in the Writing Center. At this stage, Consultants are working on issues of voice and identity during Consulting sessions and taking on advocacy roles within the school and community about best practices in writing and consulting.

WRITING CENTER III

LENGTH OF COURSE: SEMESTER

Grades: 11-12

Prerequisite: Writing Center II and instructor approval.

This is an independent position that builds on the passions of the Consultant to create a legacy project while continuing to develop the practice of consulting and advocacy.

PUBLIC SPEAKING

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: English 10 or Honors English 10.

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized

speeches and participate in group discussion with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

CREATIVE WRITING

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: English 10 or Honors English 10.

This course is designed to guide students in creative writing through experience in three genres: short story, poetry, and creative non-fiction. The course includes analysis of literary models (professional writings in each genre), individual and class criticism of work in a workshop mode, and lecture on and discussion of literary techniques in each genre.

INTRODUCTION TO PHILOSOPHY

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved for other subject, not for English core)

Prerequisite: English 10 or Honors English 10.

Introduction to Philosophy is an elective, survey course designed to familiarize students with the major areas of the discipline of philosophy. Reading major works of philosophy in this course will allow students to engage with the major questions and approaches from each discipline. Introduction to Philosophy will be a highly participatory class and will require students to engage in debates, and open discussions in large and small groups. Students will learn how to approach and construct strong arguments, and how philosophy can be used to approach ethical challenges.

LITERATURE IN CURRENT EVENTS

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: English 10 or Honors English 10.

This course focuses on current issues and events through a variety of non fiction texts. Students identify and seek to understand current issues in society both local and global. Students will analyze a variety of texts including: articles, podcasts, documentaries, and news sources. Students will choose a nonfiction book that relates to a current issue of their choice in order to educate themselves and others more fully on that problem. Students will reflect regularly about their reading, writing, and world view. Students are expected to effectively communicate their views and reading in small and large group settings This course aims to prepare students for their lives post-high school in a globalized world.

TOPICS IN FILM STUDIES

LENGTH OF COURSE: SEMESTER

Grades: 11-12

Prerequisite: English 10 or Honors English 10.

Topics in Film Studies is a course intended to familiarize students with the particulars of film history as well as to provide them with a chance to analyze film as a visual art form. This course should appeal to any and all students who love to watch movies and discuss them. Writing will be emphasized in each unit. In the first part of the course, students will receive an education on the history of film from its initial inception through to the contemporary films of today. During that examination, students will view and appreciate via analysis important films from the various eras of film history. Instruction will be supplemented by viewings of significant films in history and through scholarly articles that explore the nuances of each point in time and how the films were affected. The second part of the course will focus on specific styles, topics and/or genres of film as works of art.

GRAPHIC NOVELS

LENGTH OF COURSE: SEMESTER**Grades: 11-12***Prerequisite: English 10 or Honors English 10.*

The Graphic Novel course allows students to explore the often-under looked genre of the graphic novel. The first unit will focus on the evolution of the “comic,” the first graphic novels, and comic books as well as modern adaptations of these historical texts. Students will then analyze sub-genres of graphic novels, including graphic memoirs, comic books, novel adaptations, and international takes on the graphic novel. Students will not only read and analyze graphic novels, but they will reflect on their own thinking (metacognition) and produce a graphic novel of their own to explore the process that graphic novelists undergo to publish their work. Students will explore the overarching ideas of how the interplay of text and art creates a unique medium, and how graphic novels allow minority groups to explore their identities in new ways.

GENDER LITERATURE AND SOCIETY**LENGTH OF COURSE: SEMESTER****Grades: 11-12 (NCAA approved)***Prerequisite: English 10 or Honors English 10.*

This course will get students thinking about the role that gender plays in literature and life. The course looks at literature that includes stereotypes, gender equality, gender variance, and culture and gender roles. Through reading we can have experiences that can broaden our own perspective and understanding of the world. Courses texts range from novels, memoirs, poetry and the media. Students will write creatively and analytically about the texts and the issues they present. This course offers students a community in which they can broaden their understanding of the past, present and future through literature.

MULTICULTURAL LITERATURE**LENGTH OF COURSE: SEMESTER****Grades: 11-12 (NCAA approved)***Prerequisite: English 10 or Honors English 10.*

This course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. Course texts will involve a variety of writing pieces including novels, short stories, memoirs and poems. The authors will encompass voices from across the globe that explore a variety of genres and cultural venues.

PERFORMANCE LITERATURE**LENGTH OF COURSE: SEMESTER****Grades: 11-12***Prerequisite: English 10 or Honors English 10.*

The Performance Literature course aims to explore the relationship between literature and performance art. The main focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance. Students will participate in acting out literature of different types, slam poetry, story telling, comedy, screenplays, etc. The course will explore model texts, and students will engage in creating their own performance literature.

SCIENCE FICTION/FANTASY**LENGTH OF COURSE: SEMESTER****Grades: 11-12 (NCAA approved)***Prerequisite: English 10 or Honors English 10.*

This course will focus on Science Fiction and Fantasy novels, short stories, comics, movies, and more. Science Fiction has changed greatly through the years as people changed, and some even predicted things of the future.

Students will analyze the changes in Science Fiction texts throughout the years and relate them to the current events at the time; they will think about how the stories reflect the people of the time and why certain themes or ideas are present. Students will also relate the fiction elements to non-fiction reading, especially scientific readings.

CRIME/DETECTIVE FICTION

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (*NCAA approved*)

Prerequisite: English 10 or Honors English 10.

Have you listened to Serial? Interested in crime? Crime/Detective Fiction has students focus on darker fiction, especially detective novels, mystery stories, and crime. Students will look at novels, graphic novels, short stories, detective films, and podcasts within the genre of noir. We will discuss specific elements within the genre, including gender, victim vs. perpetrator, psychology, and the legal system while also reading non-fiction texts to better inform us of the plot and character in the fiction texts.

YOUNG ADULT LITERATURE

LENGTH OF COURSE: SEMESTER

Grades: 11-12

Prerequisite: English 10 or Honors English 10.

This course focuses on the specific category of young adult literature. Young Adult Literature will allow students to have a place to discuss issues that are specific to this moment in their life – in becoming an adult. In this course students will explore what it means to be a young adult, and experience the coming-of-age stories of dealing with real life issues along the way. Students will be required to read and critically analyze young adult fiction and nonfiction text. The text for this course will range from novels, short stories, poetry, graphic novels, and more. Students will also be required to discuss and write about the real life issues that are in young adult literature by critically thinking and analyzing how the characters in these stories navigate through these issues. While students are exploring the genre of young adult literature, they will also reflect and redefine their own coming-of-age stories.

JOURNALISM FOUNDATIONS

LENGTH OF COURSE: SEMESTER

Grades: 9-10-11 (*pending NCAA approval*)

Prerequisite: None.

Journalism focuses on assessing, creating, and presenting different types of news and information for an audience. Students will learn interview skills, photojournalism and smart phone reporting. Students will learn to create a variety of common journalism genres including but not limited to: human interest features, community news, opinions, sports, hard news, briefs and photo stories. Students electing to take this class should be comfortable with technology and using smartphone applications for audio recording and photography. Students who enjoy collaboration, are curious about their community and social issues will enjoy this authentic writing experience. Writing may be published on the student news website. *Students can fulfill the 11th grade English credit when taken as a junior.*

ENGLISH ELECTIVES - Cannot be used to satisfy English graduation requirements.

AVONDALE BUZZ STUDENT NEWS WEBSITE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Journalism Foundations with a "B" or higher OR staff recommendation.

Students will continue to build journalism skills of interviewing, photography, and writing. Students will write: hard news, features, opinion stories. Students will create print, and video products for publication for Avondale Buzz Student News Website. Collaboration, meeting deadlines and out of class assignments are part of the grading expectations. *This course can count towards a student's elective credits but it will not count towards the English requirements.*

YEARBOOK PRODUCTION I

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Journalism Foundations with a "B" or higher and application and selection process OR staff recommendation.

This yearlong course introduces students to a wide variety of basic journalism practices. Students will develop skills in interviewing, newswriting, feature writing, design, photography, graphics, business management, and marketing, sales, advertising, digital imaging and desktop publishing. Students will fund and produce the yearbook and must be able to finish work before deadlines and spend extracurricular time on the yearbook. *This course can count towards a student's elective credits but it will not count towards the English requirements.*

YEARBOOK PRODUCTION II

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Yearbook I with a "B" or higher.

This is a yearlong laboratory course designed for experienced journalism students who will manage and produce the yearbook. Students will develop advanced skills in interviewing and writing, design, photography, graphics, business management, marketing, sales, advertising, and desktop publishing. Students will fund and produce the yearbook and must be able to finish work before deadlines. Students are required to sell ads to fund the program and to spend extracurricular time on the yearbook. *This course can count towards a student's elective credits but it will not count towards the English requirements.*

FINE ARTS

INTRO TO 2D MEDIA

LENGTH OF COURSE: SEMESTER

Grades: 9-10-11-12

Prerequisite: None.

This course is an introduction to the design fundamentals in art where students investigate a range of 2D art media and techniques. This course will explore the 2D art mediums of Drawing, Painting, and Mixed Media. Fundamental drawing skills will be explored and developed as well as an introduction to painting mediums and mixed media in a 2D format. No previous art experience required.

DRAWING & PAINTING 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. A focus on developing skills in drawing and composition using a variety of drawing techniques, as well as observational drawing will be emphasized. Painting techniques and materials such as acrylic and watercolor with a focus on self-expression and creativity will also be covered. For those students considering art school in any discipline, this is a great first step.



DRAWING & PAINTING 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Drawing & Painting 1.

This course will help to further develop your ability and confidence to represent the world around you through a variety of drawing media, such as graphite, color pencils, ink, charcoal, and pastels. Painting techniques and materials such as acrylic and watercolor with a focus on self-expression and creativity will continue to be covered.

DRAWING & PAINTING 3

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Drawing & Painting 2 with a "C" or higher OR instructor approval.

This is an advanced level 2D art course building on the fundamentals learned in Drawing & Painting 2. Students are expected to apply those previous skills to more challenging themed assignments. Emphasis is placed on creative problem solving and exploration of experimental techniques in search of a personal choice and style. Work must be of high quality. This course is highly recommended as a prelude to AP Art & Design or AP Drawing as portfolio quality pieces will be developed.

MIXED MEDIA 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course will explore a variety of 2-dimensional and 3-dimensional mixed-media art forms and techniques while developing personal style and voice through a variety of visual concepts and materials such as paper collage, print-making, recycled materials, altered books, weaving, and more. Contemporary and historical artworks will be explored.

MIXED MEDIA 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Mixed Media 1.

This course will further your exploration of mixed media materials and techniques and their uses throughout history and the contemporary art world. Students will build on the fundamentals learned in Mixed Media 1, as well as learn new and more complex mixed media art skills. Emphasis is placed on creative problem solving and exploration of experimental mixed media techniques. Contemporary and historical artworks will continue to be explored.

MIXED MEDIA 3

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Mixed Media 2 with a "C" or higher OR instructor approval.

This is an advanced level art course building on the techniques and problem solving skills learned in Mixed Media 2. Students are expected to apply previous skills to more challenging assignments. Emphasis is placed on creative problem solving and exploration of experimental mixed media techniques with a personal choice style. Work must be of high quality. This course is highly recommended as a prelude to AP 2D Art & Design as portfolio quality pieces will be developed.

INTRO TO DIGITAL MEDIA

LENGTH OF COURSE: SEMESTER

Grades: 9-10-11-12

Prerequisite: None.

In this course students investigate a range of digital media and techniques as they engage in the art-making processes of creating digital artworks, which include Photography and Graphic Design media. This course gives students an understanding of the foundations of digital photography, digital arts, and graphic design. Beginning with an introduction to the different digital image formats, students will explore and use Adobe Photoshop and Illustrator to

create a variety of different artworks. No previous art experience required.

DIGITAL PHOTOGRAPHY 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course offers experiences in digital photography through exploration of various compositional principles as well as digital photo editing. Projects will include creative use of the camera controls including depth of field, shadows and light, alternative camera angles, portraits, still life, and compositions based on the design principles. The history and invention of photography will also be covered.

DIGITAL PHOTOGRAPHY 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Photography 1.

This course builds on the concepts learned in Digital Photography 1 and provides students the opportunity to expand their understanding regarding photographic processes within the larger context of contemporary art, photography, and digital media. Emphasis is placed on creative problem solving and exploration of experimental photography techniques with a personal style.



DIGITAL PHOTOGRAPHY 3

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Photography 2 with a "C" or higher OR instructor approval.

This is an advanced level course that builds on the concepts learned in Digital Photography 2 and provides students the opportunity to advance their understanding regarding photographic processes within the larger context of contemporary art, photography, and digital media. The course will emphasize the process involved in generating an individual voice, experimentation, refining a working process, considering methods for presentation of photographs, and reflecting on current issues in contemporary art. This course is highly recommended as a prelude to AP 2D Art & Design as portfolio quality pieces will be developed.

GRAPHIC DESIGN 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course explores various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. This class teaches the basics of Graphic Design through an illustrative and corporate view using computer programs such as Adobe Photoshop and Adobe Illustrator. Typography, logos, packaging, digital drawing, and website creation will be explored. The importance of digital citizenship in design (especially the concept of copyright and fair use) will be emphasized.

GRAPHIC DESIGN 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Graphic Design 1.

This course builds on previous learned concepts in Graphic Design 1 and provides students the opportunity to expand their understanding regarding the process of proposing, designing, and producing digital and printed graphic design products as well as understanding the impact and role that visual art/graphic design has on society and culture. Students review and build on what they learned in the introductory course regarding composition, layout, digital art & illustration, typography, packaging, website creation, collaborative project creation, and more.

GRAPHIC DESIGN 3

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Graphic Design 2 with a "C" or higher OR instructor approval.

This is an advanced level art course building on the techniques and problem solving skills previously learned in Graphic Design 2 and provides students the opportunity to advance their understanding regarding what they learned about composition, layout, digital art, illustration, typography, packaging, website creation, collaborative project creation, and more. This course is highly recommended as a prelude to AP 2D Art & Design as portfolio quality pieces will be developed.

INTRO TO 3D MEDIA

LENGTH OF COURSE: SEMESTER

Grades: 9-10-11-12

Prerequisite: None.

This course is an introduction to the design fundamentals in art where students investigate a range of 3D art media and techniques. Students will engage in the art-making processes with a focus on hand-crafted three-dimensional artworks exploring Ceramics and Metals (Jewelry). This course is designed to explore the basic properties of clay and handbuilding methods, as well as traditional metalsmithing techniques. Safety in the studio and proper use of tools and power equipment will be emphasized. No previous art experience required. Students that have been successful in Metals or Ceramic classes are not able to sign up for this course.



CERAMICS 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This class is an introduction to the design fundamentals in 3D art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course will focus on hand-crafted three-dimensional objects as they relate to form and surface through use of clay and glaze. Basic hand-building methods will be explored, such as pinch pots, relief tiles, coil pots, soft slab, and hard slab construction. The history of ceramics as well as the basic chemistry of clay and glazes will also be studied. Safety in the studio and proper use of materials will be emphasized.

CERAMICS 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Ceramics 1.

This course builds on the fundamentals learned in Ceramics I where students continue working with clay and glazes in the creation of decorative and functional ceramics as well as an introduction to wheel thrown pottery. Emphasis is placed on creative problem solving and exploration of new and experimental techniques. Contemporary and historical aspects of ceramics, as well as the chemistry of clay and glazes will be studied.

CERAMICS 3

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Ceramics 2 with a "C" or higher OR instructor approval.

This is an advanced level course building on the skills and techniques previously learned in Ceramics 2 where students continue working with clay and glazes in the creation of decorative and functional ceramics as well as wheel thrown pottery. Emphasis is placed on creative problem solving and exploration of experimental techniques in search of a personal choice and style. High quality work is expected. Contemporary and historical aspects of ceramics, as well as the chemistry of clay and glazes will continue to be studied. This course is highly recommended as a prelude to AP 3D Art & Design as portfolio quality pieces will be developed.

METALS 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This class is an introduction to the design fundamentals in 3D art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course is designed to familiarize students with basic and traditional metalsmithing techniques involved in the design and creation of one-of-a-kind jewelry and metal objects using methods such as sawing, forging, wire working, cold connections, and torch soldering. Students learn how to be creative with original designs from nature and other sources. Design inspiration from contemporary and historical fine art jewelry will be encouraged. Safety in the studio and proper use of tools and power equipment will be emphasized.



METALS 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Metals 1.

This course builds on the fundamentals learned in Metals I where students will continue to study the materials and processes involved in jewelry making and metalsmithing. Students will work with metals as well as other materials. Emphasis is placed on creative problem solving and exploration of experimental techniques. Fabrication, cold connections, wire working, stone setting, torch soldering, chemical etching, colored enameling, and forging are some of the methods used.. Contemporary and historical aspects of jewelry will continue to be studied.

METALS 3

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Metals 2 with a "C" or higher OR instructor approval.

This is an advanced level course that continues to build on the skills and techniques learned in Metals 2 where students will continue to study the materials and processes involved in metalsmithing. Emphasis is placed on excellent craftsmanship, complex metalsmithing techniques, and creative problem solving. Artworks may include sculptural pieces as well as wearable art in search of a personal choice and style. High quality work is expected. Contemporary and historical aspects of jewelry will also continue to be studied. This course is highly recommended as a prelude to AP 3D Art & Design as portfolio quality pieces will be developed.

AP DRAWING PORTFOLIO

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

*Prerequisite: Drawing & Painting 2 or 3 with a "C" or higher, department approval, and signed AP Statement.
Students must conference with their art teacher prior to registering.

This is a rigorous and individualized college equivalency course of study for students interested in developing a

portfolio of 8 to 15 or more high quality art works with sustained investigation including inquiry, research, planning, practice, production, and presentation. The Drawing Portfolio is intended to address a wide range of approaches and media. Mark-making, line quality, light and shadow, rendering of form, composition, surface variety of means, including but not limited to painting, drawing, mixed media, etc. Abstract, observational and inventive works may be submitted. Students are expected to produce a portfolio for submission to the Southeastern Michigan Scholastic Art Awards, the College Board AP exam, and participate in a one-person exhibition at the end of the year.

AP 2D ART & DESIGN PORTFOLIO

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

*Prerequisite: Drawing & Painting 2 or 3, Mixed Media 2 or 3, Photography 2 or 3, OR Graphic Design 2 or 3 with a "C" or higher, department approval, and signed AP Statement. *Students must conference with their art teacher prior to registering.*

This is a rigorous and individualized college equivalency course of study for students interested in developing a portfolio of 8 to 15 or more high quality art works with sustained investigation including inquiry, research, planning, practice, production, and presentation. In the 2D portfolio, students will demonstrate their understanding of Design Elements and Principles as applied to a 2-dimensional surface. Areas that fall within the 2D portfolio include but are not limited to painting, illustration, graphic design, printmaking, digital imaging, collage, photography, etc. Students are expected to produce a portfolio for submission to the Southeastern Michigan Scholastic Art Awards, the College Board AP exam, and participate in a one-person exhibition at the end of the year.

AP 3D ART & DESIGN PORTFOLIO

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

*Prerequisite: Ceramics 2 or 3, Metals 2 or 3, OR Mixed Media 2 or 3 with a "C" or higher, department approval, and signed AP Statement. *Students must conference with their art teacher prior to registering.*

This is a rigorous and individualized college equivalency course of study for students interested in developing a portfolio of 8 to 15 or more high quality art works with sustained investigation including inquiry, research, planning, practice, production, and presentation. This portfolio is intended to address engagement with physical space and materials. In the 3D portfolio students should demonstrate their understanding of design principles as they relate to depth and space. These issues can be explored through additive, subtractive and fabrication processes. Approaches may include but are not limited to sculpture, metal work, jewelry, ceramics, fashion & body adornment. Students are expected to produce a portfolio for submission to the Southeastern Michigan Scholastic Art Awards, the College Board AP exam, and participate in a one-person exhibition at the end of the year.

THEATRE PRACTICE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Instructor Approval.

Students will create two productions from concept to stage. Learning how to design and run all elements of the production. The first production will perform at the SouthEastern Michigan Fringe Festival in January, and possibly in other local festivals in February. Attendance at the festivals is mandatory for the class. The Second Production will be a showcase event that will perform in May of the school year. Attendance is mandatory for the shows. Students who have been in Theatre Practice/Production before and members of the Avondale Theatre Company with at least two productions completed can be in the course.

ACTING

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

Acting I introduces students to the fundamentals of the acting process and onstage techniques, with an introduction to the Stanislavski and Meisner acting techniques. There is a major emphasis placed on developing the skills and freedom necessary to react spontaneously and honestly moment to moment. In class work will include, but is not limited to, stage directions/positions, acting exercises, improvisations, viewpoints, ensemble building activities, monologues, and scenes. No audition or acting experience is required.

SYMPHONIC BAND

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None. Signed Band Agreement.

Symphonic Band is a performing ensemble designed for grades 9-12 students with intermediate skills on their respective instruments. Membership in this ensemble will be open to all students. Music for this ensemble will be chosen to present a challenge to all members. Instrumental performing techniques are studied along with basic music theory appropriate for this level musician. Students will perform in a minimum of four concerts each year and will participate in the Michigan School Band and Orchestra Association (MSBOA) District XVI Band and Orchestra Festival and District XVI Marching Festival. Although not required, students are encouraged to participate in the MSBOA District XVI Solo and Ensemble Festival each year. Students in the Symphonic Band and Wind Ensemble combine to form the Yellow Jacket Marching Band for all home football games, marching festivals, competitions, exhibitions, and parades throughout the area. Participation in all performances, rehearsals, and summer band camp is required. Members of the drumline and color guard are fully enrolled members of either Wind Ensemble or Symphonic Band.



WIND ENSEMBLE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: Successful completion of Band in the previous year with a "C" or higher, audition with the director, and signed Band Agreement.

Wind Ensemble (band) is a premier performing ensemble and is designed for students possessing advanced-level instrumental musical abilities. This ensemble is constructed to be the top high school performing ensemble and membership will be determined by audition and needs in instrumentation. A student must audition each year to enroll in this ensemble. Advanced musical skills, commitment instrumental techniques and music theory will be studied to enhance student proficiency in order to perform the advanced level music chosen for this band. This band will perform at least five times during the year, and will participate in the Michigan Schools Band and Orchestra Association (MSBOA) District XVI and State Band and Orchestra Festivals and District XVI Marching Festival. Students in this ensemble participate in the MSBOA District XVI Solo and Ensemble Festival each year. Students in the Symphonic Band and Wind Ensemble combine to form the Yellow Jacket Marching Band for all home football games, marching festivals, competitions, exhibitions, and parades throughout the area. Participation in all performances, rehearsals, and summer band camp is required. Members of the drumline and color guard are fully enrolled members of either Wind Ensemble or Symphonic Band.



MIXED CHORUS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: None.

This performing chorus is designed for 9th-12th grade students starting in high school choir for the first time. Music for this class will be chosen to present a challenge to all members. This class is constructed to be a continuation of what students learned in middle school. Knowledge of music theory and experience are necessary. Students will perform in a minimum of three concerts each year and will participate in the Michigan School Vocal Music Association (MSVMA) District XVI Choir Festival. Although not required, students are strongly urged to participate in the MSVMA District XVI Solo and Ensemble Festival each year. Participation in all performances is MANDATORY. Students will be asked to purchase their own uniform.

CONCERT CHOIR

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Audition.



Concert Choir is a performing chorus, designed for 11th and 12th grade students possessing advanced level music skills. This choir is designed to be the top high school performing organization and will be limited in membership. Advanced musical skills, sight-reading techniques and basic theory will be studied to enhance student proficiency in order to perform the advanced level of music chosen for this choir. Students will perform in a minimum of three concerts each year and will participate in the MSVMA District XVI Choir Festival. Although not required, students are strongly urged to participate in the MSVMA District XVI Solo and Ensemble Festival each year. Concert Choir may travel each year to a festival of music held outside the state of

Michigan or in Canada. Students will be required to participate in all performances. Students are asked to purchase their own uniform.

WOMEN'S CHORUS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12

Prerequisite: Audition.

This course is open to a select group of advanced female singers who audition successfully. Advanced vocal techniques plus musical works of a demanding nature are studied, ranging from early periods through contemporary. Knowledge of music theory and previous singing experiences are necessary. Advanced musical skills, sight-reading techniques and basic theory will be studied to enhance student proficiency.



MATHEMATICS

PRE-ALGEBRA *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9

Prerequisite: None.

Students will build their math knowledge and be better prepared for their next level math classes. Because math builds on previous years, many students are unsuccessful not because they don't understand the concepts that they should be learning now, but because they are missing concepts from earlier grades. Students will also be in a learning community that succeeds and builds confidence.

ALGEBRA I - YEAR 1 *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approved)

Prerequisite: Department placement based on prior math grades and standardized test scores.

The Algebra I (Year 1 and Year 2) curriculum covers the same material as Algebra I, but it is covered over two years. Algebra I - Year 1 includes the study of linear equations, which focuses on solving, graphing and applying the equation forms to authentic situations.

ALGEBRA I - YEAR 2 *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 10 (NCAA approved)

Prerequisite: Department placement based on prior math grades and standardized test scores.

The Algebra I (Year 1 and Year 2) curriculum covers the same material as Algebra I, but it is covered over two years. Algebra I - Year 2 includes the study of quadratic equations, which focuses on solving, graphing and applying the equation forms to authentic situations. Students also will further develop their understanding of exponents and radicals, and systems of equations.

ALGEBRA I

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approved)

Prerequisite: None.

Algebra I includes the study of linear and quadratic equations, which focuses on solving, graphing and applying the equation forms to authentic situations. Students also will further develop their understanding of exponents and radicals, and systems of equations.

APPLIED ZOOLOGICAL CONCEPTS IN ALGEBRA *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approval pending; Algebra I & Science Elective credit)

Prerequisite: Department placement based on prior math grades and standardized test scores.

Students will explore living organisms through a mathematical lens, including the evolution of organisms and the explanations math can provide about animal behavior. Applications may include veterinary science, evolutionary biology, animal physiology, and zoology. Within these scientific contexts, students will develop their understanding of Algebra I including specific applications of linear and quadratic functions.

GEOMETRY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10 (NCAA approved)

Prerequisite: Algebra I.

Geometry focuses on the applications of plane, solid and coordinate geometry, with an introduction to trigonometry.

Topics include angles, lines, and the properties of polygons with an emphasis on triangles and quadrilaterals. The course also includes transformations of polygons, a study of circles and their characteristics, and a study of solid figures to generate applications of surface area and volume. Geometric proofs are explored to support mathematical reasoning, logic, and constructions. Real-world connections are emphasized.

HONORS GEOMETRY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10 (NCAA approved)

Prerequisite: Algebra I with a "B+" or higher and signed Honors Statement.

Honors Geometry focuses on the Euclidean approach to the study of geometry with its different axioms and theorems. While studying plane, analytic, solid and coordinate geometry, students will apply deductive arguments to generate proofs supporting the assorted modeling, classification, combination, subdivision, and changing of shapes. A substantial introduction to trigonometry and its applications is included. High-level mathematical reasoning and logic are expected as students explore, apply and prove geometric and trigonometric concepts.

ALGEBRA II

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11 (NCAA approved)

Prerequisite: Algebra I OR placement based on prior math grades and standardized test scores.

This second course in algebra covers units similar to those in Algebra I but in more depth and at an increased pace including operations with real numbers, quadratic equations and systems, logarithms, irrational numbers, complex numbers, matrices, conic sections, probability, statistics and sequences.

ALGEBRA 2 - YEAR 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 11 (NCAA approved)

Prerequisite: Department placement based on prior math grades and standardized test scores.

The Algebra 2 (Year 1 and Year 2) curriculum covers the same material as the Algebra II curriculum over two years. Year 1 includes linear, quadratic, polynomial, rational, logarithmic and exponential functions with an emphasis on how and when to apply this knowledge to real-world situations.

ALGEBRA 2 – YEAR 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 12 (NCAA approved)

Prerequisite: Department placement based on prior math grades and standardized test scores.

The Algebra 2 (Year 1 and Year 2) curriculum covers the same material as Algebra II, but it is covered over two years. Year 2 will emphasize on practical uses for Area, Trigonometry, Statistics, Probability, Conic Sections, Matrices, and sequences. Algebra 2-Year 2 satisfies the senior math class requirement.

HONORS ALGEBRA II / COLLEGE ALGEBRA

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11 (NCAA approved)

Prerequisite: Algebra I with a "B+" or higher OR teacher recommendation. Signed Honors statement.

Students will expand their understanding of linear and quadratic functions. They also will use applications and learning experiences to apply systems, exponential functions, logarithms, irrational and complex numbers, and probability and statistics. The components of this course include College Algebra as students apply the concepts to real-world situations where they can use mathematical findings to draw conclusions and make recommendations.

COLLEGE ALGEBRA

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: Algebra I, Geometry, and Algebra II.

This course extends the study of functions learned in Algebra II to applications of linear, quadratic, radical, exponential and logarithmic functions. Students also will investigate pre-calculus concepts including matrices, and sequences.

TRIGONOMETRY

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: Geometry OR Algebra II.

Students use the trigonometric concepts learned in Geometry and Algebra II in an applications-based setting. They will learn and apply the trigonometric identities to create processes and investigations that generate conclusions, as well as further questions for investigation. They will use the primary concepts of trigonometry, including the Law of Sines and the Law of Cosines, the Unit Circle, and graphing, throughout their applications.

AP PRE-CALCULUS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA Approved)

Prerequisite: Algebra I, Algebra II, and Geometry OR department placement. Signed AP Statement.

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

STATISTICS

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: Algebra I or placement based on prior math grades and standardized test scores.

This course covers descriptive statistics, stressing tables and graphs, probability, and binomial distribution to normal distribution.

MATH IN THE MEDIA

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approval pending)

Prerequisite: Algebra I.

This course introduces students to the application of math in the media. Contemporary news events will be assessed through the lens of mathematical concepts. Students will use algebra, probability, pattern recognition, math modeling, graphing, geometry, statistics and logic to analyze data in media reports. This course will emphasize the applications of mathematics in current events, law, health, society, and politics.

AP CALCULUS AB

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: AP Pre-Calculus or department placement. Signed AP Statement.

This course covers more material and moves more quickly than calculus. Topics include functions, limits, derivatives, integration, applications of derivatives and the definite integral, and the techniques of integration. Students are expected to take the AP Test in the spring.

AP CALCULUS BC

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: AP Pre-Calculus or department placement. Signed AP Statement.

AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Students will use big ideas of calculus - modeling change, approximation and limits, and analysis of functions - as a cohesive area of study. Students will use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. It includes the content and skills learned of AP Calculus AB, and applies them to parametrically defined curves, polar curves, and vector-valued functions. Students will also develop additional integration techniques and applications, as well as an understanding of infinite sequences and series.

AP STATISTICS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: Algebra I OR department placement. Signed AP Statement.

AP Statistics is the equivalent of a two semesters/year long, introductory college statistics course. In this course, students will develop strategies for collecting, organizing, and analyzing data. This class will prepare students for the AP Statistics Exam held in May. By doing well on the AP Exam, students may receive college credit, advanced placement, or both. All students will be expected, but not required, to take the AP Exam. This framework defines content students must know and skills students must master in order to learn and retain an understanding of statistics they can apply in academic and everyday endeavors.

PHYSICAL EDUCATION AND HEALTH

HEALTH

LENGTH OF COURSE: SEMESTER

Grades: 9-10

Prerequisite: None.

This course covers a variety of topics of current health concerns. Course content includes health and wellness, communication skills, nutrition, stress management, mental health, substance use and abuse, reproductive health, skills for violence free relationships, and AIDS/STDs.

BASIC PHYSICAL EDUCATION

LENGTH OF COURSE: SEMESTER

Grades: 9-10

Prerequisite: None.

This course orients students to the importance of a continuing physical education program which affords them the opportunity to maintain a level of activity/fitness conducive to living a longer, healthier, and more enjoyable life. This course includes units in physical fitness, team sports, individual sports and skills, lifetime sports, and Red Cross beginner and intermediate water safety skills. **NOTE:** *This graduation requirement may be fulfilled by completing four completed years of Marching/Band OR four completed seasons on a high school athletic team. Students that are opting out would need to successfully pass the AHS Physical Fitness Assessment.*

TEAM SPORTS

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Basic Physical Education.

This class is for students who have an interest in a particular activity. The class focuses on skill development, rules,

and individual or team effort. Tournament competition will follow skill development. The program offers basketball, soccer, floor hockey, volleyball, wiffle ball, and ultimate frisbee.

ADVANCED STUDIES IN TEAM SPORTS

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Basic Physical Education and Team Sports with a "C+" or higher OR instructor approval.

This class is for students who have an interest in a particular activity. The class is skill development building off of Team Sports I. The class includes skill development, rules, and individual or team effort. Tournament competition will follow skill development. The program offers flag football, soccer, volleyball, floor hockey, and basketball. *May be taken more than once for credit.*

STRENGTH AND CONDITIONING

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Basic Physical Education.

Students will design an individual goal-oriented program with the aid of the instructor. Typical goals are weight loss or gain, improved flexibility, strength, or sports specific fitness. These goals will be achieved through a combination of weight training, aerobic activity, and skill performance.

ADVANCED STUDIES IN STRENGTH AND CONDITIONING

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Basic Physical Education and Strength Conditioning with a "C+" or higher OR instructor approval.

Students will design an individual goal-oriented program with the aid of the instructor. Typical goals are weight loss or gain, improved flexibility, strength, or sports specific fitness. These goals will be achieved through a combination of weight training, aerobic activity, and skill performance. *May be taken more than once for credit.*

LIFETIME FITNESS

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Basic Physical Education.

This class will utilize low to high impact aerobic movement and exercise in an effort to reach a student's target heart rate. Weight training will be used. Activities will include aerobic, yoga, and cardio-based workouts. *May be taken more than once for credit.*

SCIENCE

BIOLOGY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approved)

Prerequisite: None.

Biology is designed to use life skills of communication, critical thinking, and investigation to introduce high school freshmen to the fundamental principles, processes, and diversity of life. Students will dive into the fascinating realms of cells, genetics, ecology, and evolution, gaining a deeper understanding of the intricate web of life that surrounds us.

BIOCHEMISTRY *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: YEAR

Grades: 9-10 *(NCAA approved; Chemistry credit)*

Prerequisite: None.

Biochemistry looks at the relationship between Biology and Chemistry, and covers both inorganic and organic chemistry concepts. Formula writing, molecular nomenclature, inorganic reactions, atomic structure, thermochemistry, solutions, and acids and bases are all covered from an inorganic perspective, while organic concepts such as naming, protein folding, and other biological reactions are also covered. There is an emphasis on learning through discovery and experimentation, and application of relevant concepts to solve real world problems.

CHEMISTRY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12 *(NCAA approved)*

Prerequisite: Biology and Algebra I.

Chemistry is a foundation course in the theory of matter and its structure and reactions. Concepts are clarified with mathematical explanations and problems having measurable results. The language of chemistry through formula writing and equation reactions is fundamental to the understanding of chemical theory. Students study atomic and molecular structure including bonding and the periodic nature of elements. Laboratory experiences, writing and reporting are part of this study.

PHYSICS

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12 *(NCAA approved)*

Prerequisite: Biology and Geometry. This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

Physics is a brand of science that studies the physical world. The course focuses on inquiry and discovery including the engineering process and design. There is also a laboratory component that emphasizes inquiry of natural phenomena and related laws. The course covers motion, forces, momentum, work, energy, waves, optics, circular motion, gravitation, static electricity, circuits and aspects of earth space science.

ANATOMY AND PHYSIOLOGY

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12 *(NCAA approved)*

Prerequisite: Biology.

Anatomy and Physiology introduces basic concepts and principles important to an understanding of the human body. This course will present essential information dealing with the structure and function of human anatomy. Those pursuing careers in the medical field will acquire basic information to be integrated into future classes. Those seeking careers outside the biomedical field will gain knowledge and understanding of the human body that will prove valuable for life and health. Laboratory experiences, writing, and reporting will be incorporated into evaluations.

GENETICS AND BIOTECHNOLOGY

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12 *(NCAA approved)*

Prerequisite: Biology with a "B+" or higher OR instructor approval.

Genetics and Biotechnology is an advanced biology semester course for students who want to understand how the use of scientific technology is being integrated with the understanding of genetic material to improve human societies now and in the future. Students will explore current issues in genetic research through case studies, independent research, and discussions from both a scientific and bioethical viewpoint. They will have the opportunity to investigate DNA biotechnology through laboratory experiences.

FORENSIC SCIENCE

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: Biology and Chemistry/Physics.

Forensic Science is a course that specializes in hands-on activities that stimulate the use of critical thinking skills. Students will incorporate knowledge from every science discipline and discover that what they have learned in science class actually applies outside of school. This course caters to all students, especially those who enjoy science in a “real world” context. This course will also appeal to students who enjoy solving mysteries.

SURVIVAL

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Biology.

Survival is a hands-on course that challenges students to look at the impact of nature on their lives when the comforts of civilization have been removed. It engages the students to problem-solve situations that arise from interacting with nature as most species do every day. Students will learn and engage in environmental, geographical, and physiological situations that will challenge them both mentally and physically every day.

MICHIGAN'S ENVIRONMENT

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12 (NCAA approved)

Prerequisite: Biology.

An environmental science course based on how humans have affected our state. It will focus on water, land, and energy resources and how we use them. Students will identify the impacts of population and lifestyle on the climate and human health, as well as demonstrate how citizens can affect environmental policy.

AP BIOLOGY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: Biology and Chemistry. Signed AP Statement.

AP Biology is the equivalent of two semesters of introductory college biology. It will focus on four big ideas: (1) the process of evolution drives the diversity and unity of life. (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. (3) Living systems store, retrieve, transmit and respond to information essential to life processes. (4) Biological systems interact, and these systems and their interactions possess complex properties. The strong emphasis on the lab component is necessary to fully understand AP Biology and pass the AP exam. *This course may be eligible for college credit. See your counselor for more information.*

AP CHEMISTRY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: Algebra II and Chemistry. Signed AP Statement.

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. It requires an intense commitment by each student. Summer review and practice of chemistry basics is required. The AP Chemistry examination includes questions based on experiences and skills that students acquire in the lab. This lab component is necessary to fully understand chemistry and pass the AP examination. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor for more information.*

AP PHYSICS 1

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12 (NCAA approved)

Prerequisite: Biology and Algebra II OR instructor approval. Signed AP Statement.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

Physics and Chemistry are not required but highly recommended. AP Physics is the equivalent of one semester of introductory algebra based college physics. AP Physics 1 covers kinematics, dynamics, energy, momentum, circular motion and gravitation, rotational motion and simple harmonic motion. The course has a strong emphasis on experimental design and implementation. Students are expected to take the AP test in the spring. This course may be eligible for college credit. See your counselor for more information.

AP PHYSICS 2

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (pending NCAA approval)

Prerequisite: AP Physics 1. Signed AP Statement.

This course satisfies 1 credit of the fourth math-related elective graduation requirement if taken in the senior year.

AP Physics 2 is the equivalent of one semester of introductory algebra based college physics. AP Physics 2 covers Thermodynamics; Electric Force, Field and Potential; Electric Circuits; Magnetism and Electromagnetic Induction; Geometric and Optics; and Quantum, Atomic and Nuclear Physics. The course has a strong emphasis on experimental design and implementation. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor for more information.*

AP ENVIRONMENTAL SCIENCE

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: Biology and Chemistry. Signed AP Statement.

This course is designed to be the equivalent of an introductory college course in environmental science. The goal is "to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them." It is important to prepare students to become environmentally literate adults by showing how interconnected our world is. Not only does it encompass all of the major science disciplines, it shows how economics, sociology, and our values impact our world in real time. *This course may be eligible for college credit. See your counselor for more information.*



SOCIAL STUDIES

UNITED STATES HISTORY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approved)

Prerequisite: None.

This course traces the political, economic, and social development of the United States from the close of the Civil War to present. Major themes discussed are Reconstruction, Westward Expansion, Industrialization, Urbanization, Immigration, the U.S. as an evolving world power, the United States in two World Wars, the Great Depression, the Cold War, the economic and social development of U.S. Society after World War II, the Civil Rights Movement, the

Korean and Vietnam conflicts, social change during the Vietnam Era, post-Cold War challenges at home and abroad, and the New Global Economy. *An honors option is available. Students must complete honors level work and assessments in their U.S. History classroom to receive honors credit on their transcript. Full year commitment required. Contracts listing out the requirements must be signed by parents and students within the first week of school.*

HONORS UNITED STATES HISTORY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9 (NCAA approved)

Prerequisite: Signed Honors Statement.

This is a rigorous course intended to prepare students for Advanced Placement and college courses. There will be an emphasis on reading and analyzing historical novels and original documents. This course traces the political, economic, and social development of the United States from the close of the Civil War to the present. Major themes include Reconstruction, Westward Expansion, Industrialization, Urbanization, Immigration, the U.S. as an evolving World Power, the United States in two World Wars, the Great Depression, the Cold War, the economic and social development of U.S. society after World War II, the Civil Rights Movement, the Korean and Vietnam Wars, social change during the Vietnam Era, post-Cold War challenges at home and abroad, and the New Global Economy.

CIVICS

LENGTH OF COURSE: SEMESTER

Grade: 10 (NCAA approved)

Prerequisite: None.

This one-semester course deepens students' knowledge of government, with a particular focus on national, state, and local government in America. Five questions guide students' study: (1) what are civic life, politics, and government? (2) What are the origins and foundations of the American political system? (3) How does the government, established by the Constitution, function to embody the purposes, values, and principles of American constitutional democracy? (4) What is the relationship of the United States to other nations and its role in world affairs? (5) What are the roles of citizens in American society? Students engage in investigations, analysis, and arguments about civic life in the United States and the role of the United States in the world.

ECONOMICS

LENGTH OF COURSE: SEMESTER (will count as 0.5 credit for Economics and 0.5 credit for the additional Financial Literacy requirement)

Grade: 10 (NCAA approved)

Prerequisite: None.

This required course builds economic literacy in students. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their prior knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. In addition to their study of macroeconomics, students study how interactions of buyers and sellers impact prices and supplies, as well as the role of trade-offs and incentives in consumer and business decisions. Using a variety of media, they compile, analyze, and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy. This class will also count as an additional .5 credit that will cover the required Financial Literacy state standards.

HONORS ECONOMICS

LENGTH OF COURSE: SEMESTER (will count as 0.5 credit for Economics and 0.5 credit for the additional Financial Literacy requirement)

Grade: 10 (NCAA approved)

Prerequisite: Signed Honors Statement.

This is a rigorous course intended to prepare students for Advanced Placement and college courses. There will be an emphasis on reading, problem-solving and analyzing original documents and data. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. In addition to their study of macroeconomics, students study how interactions of buyers and sellers impact prices and supplies, as well as the role of trade-offs and incentives in consumer and business decisions. Using a variety of media, they compile, analyze and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

WORLD HISTORY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: None.

This course introduces students to the study of world history in order to construct a common memory of where humankind has been and what accounts for present circumstances. Building upon foundations from middle school social studies, this course begins with a period of expanding and intensified hemispheric interactions (circa 1250 C.E.) and continues to the present. Within each historical era, students work at three interconnected spatial scales to study world history through several lenses: global, interregional, and regional. Through a global and comparative approach, students examine world-wide events, processes, and interactions among the world's people, culture, societies, and environment.

SOCIOLOGY

LENGTH OF COURSE: SEMESTER

Grades: 11-12 (NCAA approved)

Prerequisite: None.

Sociology is the study of human behavior from the point of view of the group or society. The purpose of the course is to show how society influences the individual. Topics covered are basic sociological ideas such as norms and roles, cultures, socialization, and group dynamics. Students are expected to choose and complete selected projects.

AP UNITED STATES GOVERNMENT

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12 (NCAA approved)

Prerequisite: US History with a "B" or higher OR Honors US History with a "C" or higher. Signed AP Statement.

This class is designed for high-achieving college-bound students. The academic level is similar to a college political science course. Students will be required to do extensive reading, writing, and critical thinking concerning political issues. AP United States Government is designed to provide students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. It is expected that each student who takes this course will take the AP U.S. Government exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

AP U.S. HISTORY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: US History OR Honors US History. Department placement. Signed AP Statement.

The Advanced Placement course in United State History is a demanding college-level course designed to provide students with the skills and knowledge necessary to deal critically with issues in American History. Students will learn to interpret and analyze historical documents. They will develop the ability to arrive at conclusions on the basis of an

informed judgment and to present ideas clearly and persuasively in an essay format. It is expected that each student who takes this course will take the AP American History exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

AP WORLD HISTORY

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: Department placement. Signed AP Statement.

Students of AP World History: Modern will study and explore important events, people, and developments from around the modern world. Students will examine the key concepts of continuity and change, crafting historical arguments, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis. In this Advanced Placement course, students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary and secondary source documents, and the development of critical analysis in writing and discussion is a staple of this class. We will practice Short Answer Questions (SAQ), Document Based Question (DBQ), and Long Essay writing (LEQ) in preparation for the AP exam. The goal is to provide students with the opportunity to earn college credit while preparing those students for the challenges of the university. It is expected that each student who takes this course will take the AP World History: Modern exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

SPECIAL PROGRAMS

ACADEMIC CENTER (BY COUNSELOR PLACEMENT ONLY)

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9,10,11,12

Student placement will be determined by AHS Staff prior to the upcoming semester. The Academic Center provides a location and an atmosphere for study and assisted learning. The goal of the Academic Center is to provide the opportunity for students to complete academic work, to access teachers for learning supports, and to gain assistance to improve their understanding of various subject matter and skills. The center is staffed by certified high school level teachers. Students are expected to bring academic materials with them every day to do their work in the Academic Center. Computers, including internet access are also available for students to use in the Academic Center. If academically appropriate, students may be enrolled in more than one Academic Center per semester.

21f ONLINE COURSES

LENGTH OF COURSE: SEMESTER

Grades: 9-10-11-12 (NCAA approved per online course approval)

Prerequisite: None.

Avondale High School uses an approved online provider. Only 21f compliant classes are available to students. The available online classes are listed and the website contains the syllabi for online courses. Any online course in which a student chooses to enroll must be for credit, consistent with graduation requirements, and of sufficient quality or rigor. If not, Avondale High School may deny the student and parent/guardian request to enroll in the online course.

- o **21f Approved Providers - [Michigan Virtual](#) and [BYU](#) (Only With Prior Counselor Approval)**

LEADERSHIP 101

LENGTH OF COURSE: SEMESTER

Grades: 9-10-11-12

Prerequisite: None.

This course examines the role of leadership in society. Students will have the opportunity to understand, examine,

and develop their own leadership styles. Students will use a variety of methods, including individual and group projects, to study a range of leadership skills including communication, organization, character, planning, and other valuable leadership abilities and qualities. Students will practice their leadership skills in community service such as mentoring elementary students. Students will design service projects to serve our school and community. Students may be required to spend some after-school time on class service projects.

INDEPENDENT STUDY

LENGTH OF COURSE: SEMESTER

Grades: 11-12

Teachers in all departments may provide the opportunity for students to challenge their intellectual, artistic, and other abilities by providing instruction in numerous areas. Students interested in independent study will work with a cooperating teacher to devise a course of study for a semester in a particular field. The proposed course is then submitted to an independent study review committee by the published deadlines (**April 30 for fall, November 1 for winter**) to review and grant approval or denial.

HIGH SCHOOL TRANSITION

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grade: 9

Peer mentoring is a required freshman course that is focused on the intentional development of the social/emotional, academic, and community building aspects of our ninth graders through the guidance of upperclassmen mentors. The curriculum will include one-on-one meetings between mentors and mentees that build community, accountability, and the creation of weekly growth goals. In addition, intentional time will focus on academic skills development, mindfulness, restorative practices, and community building.

AHS CULTURE, CLIMATE, AND CURRICULUM COACH

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12

Prerequisite: Application and interview selection process.

Through this class, you, as a mentor, will help to create deep relationships, cultivate culture, hold accountable, and help develop relevant curriculum by mentoring a small group of 9th graders. There is an application process for this class. This class will be responsible for peer mentoring, a required freshman course that is focused on the intentional development of the social/emotional, academic, and community building aspects of our ninth graders through the guidance of upperclassmen mentors. The curriculum will include one-on-one meetings between mentors and mentees that build community, accountability, and the creation of weekly growth goals. In addition, intentional time will focus on academic skills development, mindfulness, restorative practices, and community building.

STUDENT LEADERSHIP

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12

Prerequisite: Application and interview selection process.

This class will challenge and teach students interpersonal skills, quick problem-solving, responsibility, how to gain and receive trust from a team, planning and time-management skills in a hands-on environment. Coursework relates to leadership skill training and carrying out the affairs of Student Government / Avondale culture-building events such as Spirit Week planning, fundraisers, assemblies, the Homecoming Dance, Homecoming Parade, Sharing and Caring Week, 8th Grade Invasion, Avondale Elite, and Spring Fest.

LINKS

LENGTH OF COURSE: SEMESTER

Grades: 10-11-12

Prerequisite: Application process.

This class is a semester course designed to facilitate awareness of individuals with special needs, the systems they require for placement in general education classes, and the benefits of peer-to-peer support in the least restrictive

environment. LINKS students will be supporting students with autism or cognitive impairments in a variety of settings throughout the school day per teacher discretion. Students may provide support to students in general education classrooms through academic support and providing positive interactions.

MULTILINGUAL MENTORSHIP
LENGTH OF COURSE: SEMESTER
Grades: 10-11-12

Prerequisite: Application process.

Students will act as mentors to multilingual students who need language support. Fluency in an additional language is preferred, but not required. During their enrollment in the course, mentors will work in an ESL classroom to develop mentoring skills. They will also be assigned a specific mentee classroom based on the needs of the mentee and the specific skills and languages of the mentor. The mentor will support their multilingual classmates in developing their understanding of various content areas. Mentors are expected to assist students at any skill level in any class placement. Mentors must be able to support individuals and small-groups of their multilingual peers. Mentors will maintain a reflexive portfolio that charts and measures their growth as a mentor during the semesters they are enrolled in the course.

ENGLISH LANGUAGE DEVELOPMENT 1
LENGTH OF COURSE: YEAR
Grades:9-10-11-12

Prerequisite: Placement based on WIDA scores

For students who are newest to the United States and/or in the earliest stages of learning English as a new language. In this class, students will develop basic interpersonal communication skills (BICS), and cognitive academic language proficiency (CALP). ELD 1 is designed so students can engage in short conversation, use basic English language structures and simple sentence patterns, read short adapted text, and write phrases and short sentences. Immediate needs of communication and acculturation will be met in a setting that nurtures and refines beginning language acquisition. **(Note: Prospective students would score between 1 and 2 on the WIDA Screener or WIDA Assessment. In this class, students will earn their English credit, and multiple curricula, including Brainspring and Lift 1 will be utilized.)**

ENGLISH LANGUAGE DEVELOPMENT 2
LENGTH OF COURSE: YEAR
Grades:9-10-11-12

Prerequisite: Placement based on WIDA scores

In this class, students will continue to develop basic interpersonal communication skills (BICS), and cognitive academic language proficiency (CALP). ELD 2 is designed for students who are somewhat able to communicate ideas in writing, but need improvement to basic writing style and grammar, demonstrate basic understanding of the verb system or word order, and have a minimal ability to convey ideas in writing and speaking, but may understand more than they can express. Reading comprehension and overall fluency in both expressive and interpretive language skills are addressed.

(Note: Prospective students would score in the 2 range on the WIDA Screener or WIDA Assessment. In this class, students will earn their English credit, and multiple curricula, including Brainspring and Lift 2 will be utilized.)

ENGLISH LANGUAGE DEVELOPMENT 3

LENGTH OF COURSE: YEAR

Grades:9-10-11-12

Prerequisite: Placement based on WIDA scores

ELD 3 is designed for students who are able to communicate ideas in writing, but need improvement in writing style and grammar, demonstrating understanding of the verb system or word order, and improving their ability to convey ideas in writing and speaking. Reading comprehension and overall fluency in both expressive and interpretive language skills are addressed. This class incorporates a multi-sensory, systematic, structured, sequential, phonics based, direct instruction approach to teaching at risk readers. One of the goals of this class is to build a strong literacy foundation for academic success. Students are identified for this class based on WIDA, NWEA and other district assessments as applicable. **(Note:Prospective students would score in the 3 range on the WIDA Screener or WIDA Assessment, and additional data such as NWEA or others may also be used to determine placement. Students in ELD 3 may or may not be enrolled in general education English Literature and Comprehension classes. Students will earn English or Elective credit; the determination is made by the ESL Department. Multiple curricula, including Brainspring and Lift 2 will be utilized.)**

ENGLISH LANGUAGE DEVELOPMENT 4

LENGTH OF COURSE: YEAR

Grades:9-10-11-12

Prerequisite: Placement based on WIDA scores

The focus of this class is based on students' language proficiency needs as identified by the annual WIDA Assessment and/or additional data. Students in this class are enrolled in general education English Literature and Comprehension classes. Reading comprehension and overall fluency in both expressive and interpretive language skills are addressed. The overall goal for this class is to support students in developing and/or honing the skills required to meet exit criteria on the WIDA assessment. **(Note:Prospective students would score in the high 3 or 4 range on the WIDA Screener or WIDA Assessment. In this class, students will earn Elective credit, and multiple curricula, including Brainspring and Lift 2 will be utilized.)**

ENGLISH LANGUAGE ACADEMIC CENTER

LENGTH OF COURSE: YEAR

Grades:9-10-11-12

Prerequisite: Placement based on WIDA scores

This class helps students who are English Learners to be more successful in their academic classes. Students work on individual assigned work with tutorial assistance. Emphasis is placed on improving English language development while gaining the necessary language to complete assignments and effectively access subject area information. Students become familiar with note taking, test preparation, personal organization, and time management. **(Note: Students in this class earn 0.125 elective credit.)**

Language Support and Content Math Classes

Students will learn grade level content standards for the course as well as language development in listening, speaking, reading and writing. Content and language objectives will be the goal of all lessons.

Prerequisite: Placement based on WIDA scores

EL Geometry - Classes will follow Geometry class curriculum

EL Algebra 1 - Classes will follow Algebra 1 class curriculum

EL Algebra 2 - Classes will follow Algebra II class curriculum

MTSS LEVELED INTERVENTION *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: SEMESTER TO YEAR

Grades: 9-10-11-12

Students will be placed in these leveled instructional intervention classes based on NWEA scores and prior grades. Classes will focus on growth in executive functioning, organization, and skills progression to develop a strong foundation for future academic success. This class will primarily support students from an English and Math perspective.

AARI (Adolescent Accelerated Reading Initiative) *(BY COUNSELOR PLACEMENT ONLY)*

LENGTH OF COURSE: SEMESTER

Grades: 9-10

Students will be placed in this instructional intervention class based on NWEA scores, prior grades, and/or testing. The Adolescent Accelerated Reading Initiative (AARI) class is a semester-long intervention program designed to enhance the reading skills of high school students. This course focuses on accelerating reading comprehension, fluency, and critical thinking abilities through a structured and supportive learning environment. Students enrolled in AARI will participate in a variety of targeted reading activities and exercises tailored to their individual needs. The curriculum includes engaging and diverse reading materials, interactive discussions, and practical applications to improve literacy skills. Instruction is personalized and includes both individual and group work, with an emphasis on fostering a love for reading and lifelong learning.

SPECIAL EDUCATION

Students with a special need defined in an IEP can participate. This support is direct and incorporates remedial instruction. Students receive academic support, accommodations, modifications and all other appropriate measures needed for class success.

ALTERNATIVE EDUCATION

The Avondale Schools Diploma & Careers Institute (ASDCI) is a tuition-free learning environment for students ages 15-22 years old. Our unique environment is designed to help students pursue their high school diploma online while still providing valuable counseling, mentoring, special education, and English Language Learners services to our students. At ASDCI, we believe that, as young adults, high school students should take a more central role in their education. Each student has unique characteristics, interests, and abilities; and we believe that each student can succeed in a robust educational program that provides them with the independence, flexibility, and autonomy that they aspire to, and deserve. This program is open to any student with administrative approval, but will be particularly useful for students that are in need of credits for graduation. Once students select ASDCI for their learning environment, students will be required to finish their high school courses at ASDCI. Students will not be allowed to transfer back to Avondale High School.

WORLD LANGUAGE

FRENCH I

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: None.

Students will work toward proficiency in listening, speaking, reading and writing. The goal is to prepare students to interact independently in French speaking countries. Students will also be introduced to the daily living and institutional cultures of the French speaking world.

SPANISH I

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: None.

This course will focus on developing the four language skills of speaking, listening, reading and writing. Students will engage in a variety of activities to practice and promote language learning. This course includes an overview of the geography and other cultural insights of the Spanish speaking world.

GERMAN I

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: None.

This class develops practical language skills – speaking, listening, reading, writing – with activities that will teach students to use the language quickly and imaginatively. Cultural insights and situations are incorporated into each unit with an emphasis on all of the German speaking countries.

FRENCH II

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: French I.

Students continue to work toward proficiency in the four language skills: listening, speaking, reading and writing. Study will focus on the cultural practices of the French speaking world and will also include a multi-disciplinary project on the city of Paris.

SPANISH II

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: Spanish I.

Students will continue to work toward proficiency in the four language skills: listening, speaking, reading and writing. Students will examine the cultural practices of the Spanish speaking world.

GERMAN II

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 9-10-11-12 (NCAA approved)

Prerequisite: German I.

Students focus on increasing proficiency in listening, speaking, reading, and writing skills in this course. The class uses dialog and activities to promote and practice the learning of language. They are designed to develop real-world understanding of language use. The culture of German speaking countries and the geography of Germany and Europe are further explored.

FRENCH III

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12 (NCAA approved)

Prerequisite: French II.

Students continue to work toward proficiency in the four language skills of listening, speaking, reading, and writing through the spiraling of language functions. The study of cultures continues.

SPANISH III

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12 (NCAA approved)

Prerequisite: Spanish II.

Students continue to work toward proficiency in the four language skills of listening, speaking, reading and writing. Students will engage in a variety of activities and projects throughout the course to develop, practice and promote language use and understanding at this level.

GERMAN III

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 10-11-12 (NCAA approved)

Prerequisite: German II.

Students continue to learn language functions and build skills in all four areas of proficiency: Listening, reading, writing and speaking. A variety of activities and projects are designed to promote real-world understanding of language use. This course also focuses on an increased understanding of grammatical concepts as students develop a heightened awareness of the everyday culture and language of the German speaking countries.

FRENCH IV

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: French III.

Students will work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. French speaking Canada, Africa, Switzerland and Belgium serve as the culture projects for this course.

SPANISH IV

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: Spanish III.

This course includes the development of grammar skills, vocabulary reading, and writing. It will explore the influence of outstanding individuals from Spanish speaking countries. Much of this course is conducted only in Spanish.

GERMAN IV

LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)

Grades: 11-12 (NCAA approved)

Prerequisite: German III.

This course integrates the four language skills as students continue to achieve proficiency in the German language. Students will work to increase vocabulary and to strengthen understanding of grammatical concepts of the language to create authentic projects and language used in real-world situations. Emphasis will be on discussion topics of current interest, German language programming and cultural aspects of all of the German speaking countries.

FRENCH V**LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)****Grade: 12** (*NCAA approved*)*Prerequisite: French IV.*

Students will continue to work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. French speaking Canada, Africa, Switzerland and Belgium serve as the culture projects for this course.

SPANISH V**LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)****Grade: 12** (*NCAA approved*)*Prerequisite: Spanish IV.*

This course includes completion of essential grammatical skills, increased vocabulary, and emphasis on reading for comprehension and enjoyment. This course is conducted in Spanish.

GERMAN V**LENGTH OF COURSE: YEAR (Class cannot be dropped after first semester)****Grade: 12** (*NCAA approved*)*Prerequisite: German IV.*

Students will continue to work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. Students will create authentic projects utilizing language used in real-world situations. Emphasis will be on discussion topics of current interest, and cultural aspects of all of the German speaking countries.

OSTC Oakland Schools

TECHNICAL CAMPUSES

Programs offered at Oakland Schools Technical Campus are designed to prepare JUNIOR and SENIOR students for entry-level skills in various trades and technical education pathways. Students spend a half day at Avondale High School taking general education subjects and 2.5 hours (half day) at the OSTC Campus training in their technical education program.

Although students have limited access to the Royal Oak and Clarkston campuses, transportation is provided to the Northeast Pontiac campus **only**. Most programs are designed as a two-year sequence, and students are selected to attend when they apply during their tenth or eleventh grade. The Oakland Schools Technical Program also offers an early college experience through Oakland Community College for select programs.

See your High School counselor or the Oakland Schools Technical Campus website (www.ostconline.com) for a description of programs offered at other Oakland Schools Technical Campus locations, as well as the direct link to their online application. **Students and parents/guardians will be required to attend a least one OSTC Open House prior to acceptance into the program.**

Students may fulfill their Algebra II, their fourth senior-year math, and their second world language requirement through an exchange option within an OSTC program. Students must discuss this with their counselors for approval prior to the beginning of the program. Students that do not finish the full year program at OSTC are not considered a completer, which means they will not receive the exchange credits listed above and will be required to take the needed credits at the high school.

NORTHEAST PROGRAMS

AUTOMOTIVE TECHNOLOGY

Students have the opportunity to gain skills through intensive hands-on and quality instruction, while working alongside master ASE (Automotive Service Excellence) technicians in a full-service, interactive automotive lab designed to simulate current industry standards. Students will gain core and fundamental skills through advanced diagnosis and repair strategies in safety, customer service, engine repair, automatic trans/transaxle, manual drivetrain and axles, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, engine performance, diesel engine theory, and work ethic. The Maintenance Light Repair (MLR) track is a 2-year program that provides students with a fundamental skill set, preparation for a post-secondary program, a concentration on gaining entry-level certifications, and or entry-level internship opportunities. The Master Automotive Service Technology (MAST) track is an Advanced 2 ½ year program that provides students with a postsecondary curriculum, a concentration on gaining professional certifications, paid career and internship opportunities, industry sponsorship, and up to one year of college credits toward a 2-year degree. The MAST curriculum is currently only offered at the NE Campus.

COLLISION REPAIR AND REFINISHING

This program prepares students to repair, restore, and refinish vehicles to showroom condition using the same advanced painting, welding, and repair equipment used by automotive professionals. Students also get a chance to create custom modifications using artistic design techniques. In this Automotive Service Excellence (ASE) certified program, students will learn the skills necessary to earn certifications from the Automotive Lift Institute (ALI), S/P2 Safety Training, State of Michigan, ASE, and National Automotive Technicians Education Foundation (NATEF). This program also has an Oakland Technical Early College option, which requires an additional application.

COMPUTER PROGRAMMING

Students will experience information technology topics in web development, application development, and computer programming. They will learn to write code to power game design, business application development, and explore programming with robotics. Students will program in advanced languages such as Java and HTML5. Within these programming experiences, students can earn certifications including: Certified Internet Webmaster (CIW), Oracle - Java Foundations, and Microsoft Technology Associate (MTA). This program also has an Oakland Technical Early College option, which requires an additional application.

CONSTRUCTION TECHNOLOGY

Students are provided with the opportunity to gain skills to work in all areas of the construction field including:

- Carpentry
- Interior/exterior finishing
- Electrical
- Plumbing
- Masonry
- Heating, ventilation, air conditioning and refrigeration (HVAC/R)
- Home repair, building, and grounds maintenance

Students will build and maintain residential and commercial construction projects, operate power tools and heavy equipment for demolition and construction, and read blueprints for rough and finished carpentry, masonry, electrical, and plumbing. This program of study will also prepare students who are interested in entering a post-secondary program in construction management. Students can earn Level 1, 2, or 3 in the JATC certification. This certification is recognized by all United Brotherhood of Carpenters (UBC) throughout the country. Students are able to earn certification through the Joint Apprenticeship Training Committee (JATC) in residential and commercial construction, OSHA 10-Hour Training Program, and OSHA 30-Hour Training Program.

COSMETOLOGY

Students will receive extensive hands-on instruction working alongside professionals in a full-service, interactive salon and spa using advanced salon techniques to provide hair, nail, and skincare services, and to create artistic designs using the latest technology, trends, and brand name products. Core skills include entrepreneurship, salon ecology, safety and electricity, general anatomy, and chemistry. Technical skills include hair care and treatments, esthetics, nail technology, hair cutting, and hair coloring. This course uses an advanced integrated curriculum in academics, technical, and workplace skills. Successful completion of the Cosmetology program allows the student to apply for State licensing exams (which requires postsecondary attendance). Students are also able to earn their Customer Service and Sales National Certification. This program requires 2 summer-school sessions, attendance during both junior and senior year, and a 5-hour block during their senior year (from 11:20 AM – 4:20 PM).

CULINARY ARTS/HOSPITALITY

Students cook alongside professional chefs to create amazing gourmet cuisine using a broad background of skills and knowledge. Students utilize industry-based tools, equipment, and technology and are trained in business procedures. Student teams operate a restaurant and provide catering services, crafting and presenting delicious gourmet creations while preparing for competitions and events. Students become proficient in the use of point-of-sale systems and communicating with guests. Training is provided in cooking, menu design, staffing and scheduling, food preparation, and financial management, as well as fundamentals of the travel, tourism, and hospitality industries. National industry certification opportunities include Servsafe Food Handlers, Servsafe Manager, and Servsafe Allergens. Articulation agreements do exist for some local college culinary programs.

ENGINEERING, ROBOTICS, AND MECHATRONICS

This intensive and hands-on program will prepare students with skills necessary for college or university programs or to move directly into employment opportunities. Students will learn high-tech engineering technologies to invent, revolutionize, build, and creatively solve the needs and demands of a technologically advancing world. Students will design and build powerful robotic, hydraulic, pneumatic, electrical, electronic, and mechanical systems and learn to creatively solve complex engineering and design challenges using advanced CAD/CAM and CNC technologies. The

curriculum also includes core foundational skills for design processes, power, machines, quality insurance, and fabrication. Students have the opportunity to earn the International Society of Certified Electronics Technicians (ISCET) certification, the Fanuc Robotics certification, the OSHA 10 General Industry certification, and a Certified SOLIDWORKS Associate credential. This program also has an Oakland Technical Early College option, which requires an additional application.

ENTREPRENEURSHIP AND ADVANCED MARKETING

No matter what you choose to do in life, it is essential to have strong business, leadership, and marketing skills! In this program, designed for beginners to the advanced, students learn valuable leadership, entrepreneurship, and marketing skills that will provide them with a successful foundation for any career, in addition to the knowledge necessary to manage and run their own business. This program is packed with several engaging projects, virtual simulations, field trips, job shadows, and guest speakers. Students can also earn national industry certifications and even an associate's degree for free! Certifications include Microsoft Office Specialist (Word, PowerPoint, Excel, Access, and Outlook), Entrepreneurship and Small Business, and Customer Service & Sales, and Retail Management. This program also has an Oakland Technical Early College option, which requires an additional application.

HEALTH SCIENCES

Students will make a difference by providing quality care alongside experts in many different healthcare professions. They will apply health care skills that they master in class in a variety of clinical environments. Students will develop a professional work ethic and the ability to provide compassionate patient care. Students are provided the opportunity to learn the core and foundation skills (temperature, pulse, respirations, blood pressure, etc.) for health fields such as medical assisting, laboratory, medical office technology, dental assisting, optical technology, nursing, and pharmacy. Also, students will gain an understanding in all areas of the health core curriculum, including safety, anatomy and physiology, asepsis, ethics, medical terminology, pharmacology, illness prevention, and office procedures. Additional training opportunities are available in phlebotomist, EKG technician, sports safety, radiology aide, surgical technical aide, respiratory therapy aide, occupational therapist, physical therapist, dietary aide, and medical records and billing. Students are able to complete the state requirements and sit for their state board exam to become a Certified Nurse Aide (CNA). Students have the opportunity to become CPR and First Aid certified through the American Heart Association, as well as a Patient Care Technician (PCT) certification.

MACHINING

This intensive and hands-on program will prepare students with skills necessary for college or university programs or to move directly into employment opportunities. Students will use advanced equipment and innovative techniques to create many technologically-advanced machined projects. Students will invent, design, and build high-tech precision parts and tools that are used worldwide. Certified professionals will teach students how to program and operate industrial CNC machines to create products from engineering blueprints and specifications. The curriculum also includes core foundational skills for design processes, power, machines, quality insurance, and fabrication. Students have the opportunity to earn the OSHA 10 General Industry certification, the National Institute for Metalworking Skills (NIMS) certification, and the HAAS certification. This program also has an Oakland Technical Early College option, which requires an additional application.

WELDING

This intensive and hands-on program will prepare students with skills necessary for college or university programs or to move directly into employment opportunities. Students will learn to control fire, electricity, and heat to design, dismantle, and fabricate a wide range of products. Students will use advanced equipment and techniques to join, cut, bend, and manipulate metal as they develop the skill, confidence, work ethic, and stamina necessary for a high-paying career anywhere in the world. The curriculum also includes core foundational skills for design processes, power, machines, quality insurance, and fabrication. Students have the opportunity to earn the OSHA 10 General Industry certification and American Welding Society professional certifications. This program also has an Oakland Technical Early College option, which requires an additional application.