VISION FOR STUDENT LEARNING

The vision of Lamphere High School is to provide a learning community which promotes academic success and prepares students to take an active role in the global society. The LHS team will strive to create a learning environment with high academic and social expectations that encourages respect and student engagement.

SUPPORTING BELIEFS

• We believe that student achievement is enhanced by high expectations.
• We believe that student achievement can be improved by motivation and self-discipline.
• We believe that when students are engaged in their learning, achievement is increased.
• We believe that an environment that fosters mutual respect will increase student achievement.
• We believe that student achievement requires a team effort between administration, faculty, students, parents, and the community.
• We believe that all students can learn, become life-long learners, and leaders in a global society.
# Course Descriptions

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THE LAMPHERE SCHOOLS
31201 Dorchester
Madison Heights, Michigan 48071
INTRODUCTION

This book contains a description of the courses offered at Lamphere High School. Each course description gives the name and number of the course, the grade levels the course is offered, and prerequisite, if any. The courses are arranged by department. Each course, unless stated otherwise, is 1/2 credit. All students are required to take six (6) classes each semester. Courses listed in this description booklet are not necessarily offered every semester. Only courses listed on the registration cards may be offered for that particular school year. Students receive registration cards each spring.

All students have questions from time to time about their schedule, the appropriateness of certain courses, or decisions to make regarding their career plans and continuing their post high school education. The teachers, counselors, and administration want you and your parents to understand that our doors are always open to you if we can be of assistance. Do not hesitate to seek out the service you require.
## Lamphere High School Graduation Requirements

### Minimum 22 Credits Earned

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subject Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Credits</td>
<td>English Language Arts</td>
<td>• Aligned with subject area content expectations developed by the Department and approved by the State Board of Education</td>
</tr>
</tbody>
</table>
| 4 Credits (may be reduced to 3 credits with Algebra 2 CTE option) | Mathematics | • Geometry  
• Algebra 1  
• Algebra 2 (or Algebra 2 requirement met through completion a formal CTE program—not recommended for students planning to attend a 4-year university)  
• 1 additional math or math-related credit **Math or math-related course in the final year** |
| 3 Credits | Science | • Physical Science  
• Biology  
• Chemistry or Physics |
| 3 Credits | Social Studies | • World History and Geography  
• US History and Geography  
• .5 Civics  
• .5 Economics |
| .5 Credit | Health | Usually taken in the sophomore year. |
| .5 Credit | Physical Education | • Fall Physical Ed.  
• Spring Physical Ed. |
| 1 Credit | Visual, Performing, Applied Arts | Please see VPAA courses on page 50 |
| 2 Credits | World Language/Career & Technical Ed./Additional VPAA | • Two credits World Language  
• One credit World Language and One(1) credit Career & Technical Ed.  
• One credit World Language and One(1) credit in Visual or Performing Arts in addition to the current LHS requirement |

On-Line Experience – 20 hours are required for graduation. The On-line experience is embedded into the LHS required curriculum to allow each Lamphere student to fulfill this requirement.

### THE PERSONAL CURRICULUM

The State of Michigan allows the use of a personal curriculum (PC) to modify the Michigan Merit Curriculum requirements in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

Please contact the Counseling Office for more information.
Minimum Graduation Requirements
Students are required to complete a minimum of twenty-two (22) credits, including the Michigan Merit Curriculum and eight full high school semesters of attendance to graduate, unless special permission is granted by the administration to carry a reduced load because of special programs or extenuating circumstances.

State Standardized Testing Requirement
In order to meet graduation requirements for a diploma, all Lamphere High School students are required to take all State or Federal required assessments and are expected to put forth their best effort.

Middle School Credit Policy
Any middle school student that takes a course (i.e. Alg. 1) using the same content expectations and assessments as the high school can receive high school credit for passing that course. This credit for a course may be used to fulfill a course requirement and may be counted toward the required number of credits needed for graduation. The grade the student receives at the middle school will not count toward the high school GPA.

Testing Out Policy
Any high school student who wishes to test out of a course in which he/she is not enrolled may do so by taking an assessment(s) selected by the school district and earning a qualifying score of at least a 77%. Credit for a course earned by a student through this process may be used to fulfill a course requirement and may be counted toward the required number of credits for graduation. The grade will not be included in the student’s GPA calculation. Some areas of the curriculum may not apply. Student will be notified in the spring of Test Out dates.

If a student fails a course due to the district attendance policy, the student may attempt to test out of the course at a later date to regain the credit.

ADULT EDUCATION & SUMMER SCHOOL CLASSES
The Lamphere Board of Education requires 22 credits for graduation: eighteen credits are specific course requirements and four credits are electives. All of the eighteen credit requirements must be completed at Lamphere High School. Adult education classes and summer school classes may be used as part of the five credits required as electives. Specific credits required for graduation will only be accepted to fill a graduation requirement if enrolled in after a student’s class has graduated.
DUAL ENROLLMENT

Effective April 1, 1996, Public Act 160 and Public Act 258 of 2000, created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public and private colleges or universities. The following are some of the eligibility guidelines/standards:

1. Students in grades 9 through 12 may take up to ten postsecondary courses.

2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, EXPLORE ACT, or MME. The following table shows the complete list of scores that help to qualify students for dual enrollment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Test Section</th>
<th>Content Area</th>
<th>Minimum Dual Enrollment Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORE</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>13</td>
</tr>
<tr>
<td>PLAN</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Reading</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>ACT</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>COMPASS</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>77</td>
</tr>
<tr>
<td>MME*</td>
<td>ELA</td>
<td>ELA</td>
<td>2100</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>2100</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>2100</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>2100</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>Critical Reading</td>
<td>Evidence-Based Reading and Writing</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>510</td>
</tr>
<tr>
<td>PSAT 10</td>
<td>Critical Reading</td>
<td>Evidence-Based Reading and Writing</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>510</td>
</tr>
<tr>
<td>PSAT/NMSQU 11 **</td>
<td>Critical Reading</td>
<td>Evidence-Based Reading and Writing</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>510</td>
</tr>
<tr>
<td>SAT**</td>
<td>Critical Reading</td>
<td>Evidence-Based Reading and Writing</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>530</td>
</tr>
<tr>
<td>ACCUPLACER ***</td>
<td>Reading Comprehension</td>
<td>Reading</td>
<td>Check with IHE</td>
</tr>
<tr>
<td></td>
<td>Sentence Skills</td>
<td>Writing</td>
<td>Check with IHE</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Check with IHE</td>
</tr>
</tbody>
</table>

3. 388.155 Rule 5 (2) The acts do not prohibit a district from supporting any pupil regardless of eligibility under these acts. A district may elect to support college level courses or career preparation courses for any pupil if it is in the best interest of the pupil.

4. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school’s regular academic year and must be enrolled in at least one high school class.

5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.

6. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course. Eligible charges do not include transportation or parking costs or activity fees.
RECOMMENDED COURSES FOR COLLEGE

Students are encouraged to begin thinking about their career and/or college plans as early as possible so that the courses they select while in high school will be relevant to such future objectives. Although ninth grade may seem early to know what specific college a student might eventually choose to attend, it is not too early to begin looking at college catalogs to learn what “entrance requirements” are all about.

Core Curriculum Requirements

Successful completion of the following core courses will be required for regular admission to any of the 15 public universities in Michigan:

- 4 years of English
- 4 years of mathematics, including Algebra II
- 3 years of history and the social sciences
- 3 years of science

The following courses are also strongly recommended:

- 3 years of foreign language (Michigan and Michigan State require two years for admissions)
- 2 years of fine and performing arts
- 1 year of computer literacy

No matter what your college major might be, you will be required to take some course work designed to make you a well-rounded, educated person. Such college courses usually include English, the humanities, social studies, math, science, and sometimes a foreign language. Your high school courses should be selected to give you a strong background in the areas listed. Students planning to major in engineering, science fields, computer programming, psychology and business administration should develop good skills in mathematics.

While in high school we recommend that students planning to attend college should include the following course work in their schedules:

**English**

Four full years, classes must develop good writing skills and provide instruction in literature. English 9, 10, 11, and 12 are required. English elective courses fulfill elective requirements.

**Social Studies**


**Mathematics**

4-year sequence of Geometry, Algebra I, Algebra II, and Pre Calculus or minimum of 1 year of Geometry, 1 year of Algebra I, and 1 year of Algebra II.

**Science**

At least 2 years of laboratory science, more if majoring in science or engineering field. Engineering students should include: Chemistry and Physics. Nursing and Allied Health students should include Biology and Chemistry.

**World Language**

Michigan Universities recommend at least 3 years of a single foreign language. Some liberal arts colleges and schools in the Eastern part of the United States require at least 2 years. Michigan State and University of Michigan require two years for admission.

**Technology Education**

Students considering Engineering should try to include one year of Mechanical Drawing.

Usually community colleges (junior colleges) will admit any student who has graduated from high school. Students who finish high school without the necessary background for college work, or whose grade-point average is too low to be admitted to a 4-year college, are encouraged to attend a community college. Credit earned at a community college with a grade of C or better is usually transferable to a 4-year college. (This statement is not true, in general for the trade and technical type courses offered at community colleges.) It is possible to attend a community college for two years and then to transfer the full two years of credit to a 4-year college, where one could then earn a B.A./B.S. degree at the end of two years of additional college credit.
PREPARING FOR POSTSECONDARY SUCCESS

“What are your plans after graduation?” This can be one of the most difficult questions that a high school student has to answer. Thinking of the future can be overwhelming especially when there are hundreds of careers to choose from. Once a career path has been decided upon, having the right preparation to achieve your goal is critical.

In order to help our students prepare for postsecondary success, Lamphere High School has implemented a Career Development Plan for all students. This plan is based on the National Career Development Guidelines and includes the following activities occur at each grade level through Career Preparation Seminars and individual activities completed by students:

<table>
<thead>
<tr>
<th>CAREER DEVELOPMENT COMPONENTS</th>
<th>SELF-AWARENESS</th>
<th>CAREER AWARENESS</th>
<th>DECISION MAKING</th>
<th>PLANNING</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Completes 2 self-awareness inventories</td>
<td>Enter assessment results on EDP</td>
<td>SAT</td>
<td>Enter assessment results on EDP</td>
<td>Update strengths, interests</td>
</tr>
<tr>
<td>PSAT</td>
<td>PSAT</td>
<td>Update assessment results on EDP</td>
<td>Update strengths, interests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREER PATHWAYS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Complete 2 self-awareness inventories</td>
<td>Enter assessment results on EDP</td>
<td>Update strengths, interests</td>
</tr>
<tr>
<td>Career Awareness</td>
<td>Update Career Matchmaker suggestions</td>
<td>Review earnings and education needs for careers of interest</td>
<td>Update job outlook information</td>
</tr>
<tr>
<td>Exploration</td>
<td>Review and/or modify long-and short-term goals</td>
<td>Review and/or modify long-and short-term goals</td>
<td>Review and/or modify long-and short-term goals</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Review and/or modify long-and short-term goals</td>
<td>Review and/or modify long-and short-term goals</td>
<td>Review and/or modify long-and short-term goals</td>
</tr>
<tr>
<td>Career Planning</td>
<td>Update high school courses</td>
<td>Identify post-secondary interests</td>
<td>Send college applications</td>
</tr>
<tr>
<td>Documentation</td>
<td>Update EDP</td>
<td>Explore scholarships and financial aid</td>
<td>Participate in work-based education (Work Experience or Work Base Learning)</td>
</tr>
</tbody>
</table>
What is an Educational Development Plan (EDP)?
An EDP is a written plan, initiated in middle school, which allows students to map out a course of study for their future. It gives students a direction to their final destination of graduation and helps them move from school to work and/or continuing education. The EDP reflects the student’s interests, skills and abilities which are in line with meeting their goals, and documents the experiences, education and accomplishments they want to pursue to successfully attain them. Students use the web-based Career Cruising program to complete their EDPs.

Career Cruising: An Online Career Development Resource
Career Cruising is an interactive career resource designed to help students plan for their future career. It contains self-assessment tools, detailed career information, and comprehensive post-secondary education information. To access Career Cruising, visit www.careercruising.com (username: lhs, password: Lamphere). To access EDPs, students will need the individual username and password issued to them.

EXPLORING CAREER PATHWAYS

What are Career Pathways?
Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. The desired outcomes of Career Preparation are student achievement and ultimate success in a career(s) of choice. Meeting the career-related needs of students calls for alignment with career opportunities in authentic work settings. Career Pathways provide a useful framework to aid both students and educators in making those meaningful connections to the working world. (Excerpted from Michigan Department of Labor & Economic Growth webpage)

How can Career Pathways help me?
By exploring careers and suggested pathways now, you can expand your choices for the future. The courses you select in high school can greatly assist your future career development. Career Pathways will allow you to see how many of the things you study in school, like math, science, language arts and social studies, are important in many careers. When you see a connection between what you are learning in school and the demands of the workplace and college admissions requirements, chances are school will mean more to you. Plus, you will be more motivated because you will be in charge of where you are going—pursuing interests and activities that matter to you.

Why are Career Pathways important?
Today’s job market demands a highly skilled workforce. Many new jobs require at least two years of education after high school. So, the courses you select in high school can prepare you for further education and employment. Once you have made your initial choice for a career pathway, it is essential to get academic, technical and teamwork skills. To be successful in today’s labor market, you need to be prepared with a school and employment record that shows high achievement, good attendance, and that you are driven by a purpose and have goals.

What if I change my mind about a Career Pathway?
When it comes to careers, change is a part of everyone’s job description. It is not unusual for adults today to change their occupations seven or eight times during their working life. The key to good planning is to be aware of your options and to explore new opportunities as your interests and circumstances change; it is important to keep an open mind. In fact, some of your future jobs may not even exist yet.

How can I personalize my Career Pathway?
To make any plan useful, you need to individualize it to your specific interests and skills. In ninth and tenth grade, many of the courses you take will be the same, regardless of your Career Pathway. Starting in eleventh grade, you will have the flexibility to take more elective classes. These elective classes will allow you to gain additional technical skills for your chosen pathway. Technical and occupational programs are available at Lamphere High School and at the Oakland Technical Campus.
How Will I Know If I’m Making the Right Career Pathway Decision?
Making decisions that point you in a certain direction in life are rarely easy. But the good news is that there are always options. Just remember to base your career pathway decisions on your own interests, abilities and talents. Then it will be easier to make decisions about classes to take, leisure time, extracurricular activities, work and volunteer opportunities, and where to go for further education and training. The important thing is to start planning and acting now on your career pathway. You can always change your mind later. In the meantime, your pathway will help you focus your energy and talents on goals that interest and matter to you.

Plan of Action!
Goals are essential to your academic and occupational career. Goals are your road map, giving a destination and a route. Without a concrete career pathway, you may wind up doing things that do not really interest you. Start planning your future now. Check out the Career Pathway descriptions which follow and then complete the four-year school plan using graduation course requirements and electives that support your career pathway.
Arts and Communications

Programs of study related to humanities and to the performing, visual, literary, and media arts.

Statistics show that people who are successful in this pathway have many of the following interests, skills and abilities:

<table>
<thead>
<tr>
<th>Interests:</th>
<th>Skills:</th>
<th>Abilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being artistic</td>
<td>Creating approaches to problems</td>
<td>Coming up with unusual or clever ideas</td>
</tr>
<tr>
<td>Speaking in front of others</td>
<td>Motivating others</td>
<td>Communicating written ideas clearly</td>
</tr>
<tr>
<td>Working with designs</td>
<td>Analyzing needs</td>
<td>Communicating verbally in a clear manner</td>
</tr>
<tr>
<td>Being self expressive</td>
<td>Changing things to achieve goals</td>
<td>Originating numerous ideas on a topic</td>
</tr>
<tr>
<td>Working with patterns</td>
<td>Imagining how things should work</td>
<td>Recalling information</td>
</tr>
<tr>
<td>Creating things</td>
<td>Gathering and organizing information</td>
<td>Coordinating body movements</td>
</tr>
<tr>
<td>Focusing on projects</td>
<td>Talking to others effectively</td>
<td>Recognizing spatial relationships</td>
</tr>
<tr>
<td>Being flexible</td>
<td>Being aware of others’ reactions</td>
<td>Seeing detail of objects</td>
</tr>
<tr>
<td>Using imagination</td>
<td>Evaluating ideas</td>
<td>Arranging things or actions</td>
</tr>
<tr>
<td>Working with people</td>
<td>Writing</td>
<td>Reading and understanding written</td>
</tr>
<tr>
<td>Helping others</td>
<td>Planning</td>
<td>information</td>
</tr>
<tr>
<td>Writing</td>
<td>Managing time effectively</td>
<td>Imagining how something will look</td>
</tr>
<tr>
<td>Frequenting movies, theatre, concerts and art museums</td>
<td>Listening to others</td>
<td>after it is rearranged</td>
</tr>
</tbody>
</table>

Some possible related career choices and courses are

<table>
<thead>
<tr>
<th>Associate’s Degree</th>
<th>Bachelor’s Degree or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Archaeologist</td>
</tr>
<tr>
<td>Artist</td>
<td>Architect</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Art/Music Therapist</td>
</tr>
<tr>
<td>Commercial Artist</td>
<td>Advertising Agent</td>
</tr>
<tr>
<td>Fashion Designer</td>
<td>Cartographer</td>
</tr>
<tr>
<td>Graphic Designer</td>
<td>Director</td>
</tr>
<tr>
<td>Jeweler</td>
<td>Editor</td>
</tr>
<tr>
<td>Multimedia Developer</td>
<td>Illustrator</td>
</tr>
<tr>
<td>Photographer</td>
<td>Interpreter</td>
</tr>
<tr>
<td>Sound Technician</td>
<td>Journalist</td>
</tr>
<tr>
<td>Technical Writer</td>
<td>Music Teacher</td>
</tr>
</tbody>
</table>

Suggested high school course electives:

- **Computer/Business Technology** (Computer Applications, Business, Management & Technology, Marketing, Web Page Design)
- **English** (Creative Writing, Yearbook, Humanities)
- **Foreign Language** (Spanish)
- **Music** (Band, Choir)
- **OTC** (Visual Imaging Technology)
- **Performing Arts** (Art Fundamentals, Ceramics, Drawing/Painting, Jewelry, Speech, TV Productions, Advanced TV & Radio, Band, Choir)
- **Physical Education** (Core & Aerobic Training)
- **Social Studies** (Law, Psychology, Sociology)
- **Technology Education & Drafting** (CAD/Architecture I-IV, CAD/Engineering I-IV)
- **Work-Based Education** (Apprenticeship/OTC, Work Based Learning, Work Experience)
Statistics show that people who are successful in this pathway have many of the following interests, skills and abilities:

<table>
<thead>
<tr>
<th>Interests:</th>
<th>Skills:</th>
<th>Abilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Searching for facts and figuring out problems</td>
<td>• Using math to solve problems</td>
<td>• Adding, subtracting, multiplying and dividing</td>
</tr>
<tr>
<td>• Working with people and data</td>
<td>• Gathering and organizing information</td>
<td>• Communicating information and ideas clearly</td>
</tr>
<tr>
<td>• Following procedures</td>
<td>• Identifying the nature of problems</td>
<td>• Seeing details of objects at close range</td>
</tr>
<tr>
<td>• Being detail-oriented</td>
<td>• Understanding written sentences</td>
<td>• Managing and leading coworkers</td>
</tr>
<tr>
<td>• Starting up projects</td>
<td>• Weighing costs and benefits of actions</td>
<td>• Developing numerous ideas on topics</td>
</tr>
<tr>
<td>• Following a set routine</td>
<td>• Determining how money will be spent</td>
<td>• Figuring out problems</td>
</tr>
<tr>
<td>• Communicating with others</td>
<td>• Thinking critically</td>
<td>• Listening to and understanding others</td>
</tr>
<tr>
<td>• Helping others</td>
<td>• Evaluating outcomes to redirect efforts</td>
<td>• Originating unusual or clever ideas</td>
</tr>
<tr>
<td>• Focusing on projects</td>
<td>• Structuring and classifying information</td>
<td>• Speaking clearly in front of others</td>
</tr>
<tr>
<td>• Making decisions</td>
<td>• Managing time effectively</td>
<td>• Reading and understanding information and presenting ideas</td>
</tr>
<tr>
<td>• Persuading and leading others</td>
<td>• Determining how change affects outcomes in operations</td>
<td>• Organizing problems and selecting methods or formulas to solve them</td>
</tr>
<tr>
<td>• Taking risks, being visionary</td>
<td>• Accounting for expenditures</td>
<td></td>
</tr>
<tr>
<td>• Being competitive</td>
<td>• Working effectively with computers and technology</td>
<td></td>
</tr>
</tbody>
</table>

Some possible related career choices and courses are

<table>
<thead>
<tr>
<th>Associate’s Degree (2 years)</th>
<th>Bachelor’s Degree or above (4 years or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>Accountant</td>
</tr>
<tr>
<td>Building Manager</td>
<td>Actuary</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>Budget Analyst</td>
</tr>
<tr>
<td>Computer Service Technician</td>
<td>Computer Systems Analyst</td>
</tr>
<tr>
<td>Court Reporter</td>
<td>E-Commerce Manager</td>
</tr>
<tr>
<td>Estimator</td>
<td>Economist</td>
</tr>
<tr>
<td>Financial Manager</td>
<td>Finance</td>
</tr>
<tr>
<td>Hotel Management</td>
<td>Market Researcher</td>
</tr>
<tr>
<td>Insurance Adjuster</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Legal Assistant</td>
<td>Purchasing Agent</td>
</tr>
<tr>
<td>Manufacturer’s Representative</td>
<td>Stock Broker</td>
</tr>
</tbody>
</table>

Suggested high school course electives:

- **Computer/Business Technology** *(Accounting, Business, Management & Technology, Computer Applications, Marketing, Business Management Integration, Web Page Design)*
- **Foreign Language** *(Spanish)*

- **OTC (iTeam)**
- **Performing Arts** *(Speech)*
- **Physical Education** *(Activities for Life)*
- **Social Studies** *(Psychology, Sociology)*
- **Work-Based Education** *(Apprenticeship/OTC, Work Based Learning, Work Experience)*
Engineering, Manufacturing & Industrial Technology

Programs of study related to technologies necessary to design, develop, install or maintain physical systems.

Statistics show that people who are successful in this pathway have many of the following interests, skills and abilities:

**Interests:**
- Judging things by yourself
- Being self-expressive
- Working with data/details
- Following set procedures
- Working with hands and/or tools and machines
- Working with forms, designs and patterns
- Searching for facts
- Figuring out problems
- Starting up projects
- Persuading others
- Making decisions
- Taking risks
- Thinking things through

**Skills:**
- Using math to solve problems
- Writing
- Gathering and organizing information
- Using known methods to solve problems
- Understanding written sentences
- Motivating, developing and directing people
- Identifying the nature of problems
- Developing and implementing ideas
- Determining an operating error and fixing it
- Listening to others
- Talking to others effectively
- Thinking critically
- Installing equipment, machines, and wiring

**Abilities:**
- Communicating ideas verbally
- Seeing details of objects
- Grasping or assembling objects
- Communicating written ideas clearly
- Applying rules to problems to get solutions
- Speaking clearly
- Following given rules to arrange things
- Imagining how something will look after it is rearranged
- Creating unusual or clever ideas
- Originating numerous ideas
- Listening to and understanding others
- Combining information to form conclusions
- Adding, subtracting, multiplying or dividing quickly and correctly

Some possible related career choices and courses are

<table>
<thead>
<tr>
<th>Associate's Degree (2 years)</th>
<th>Bachelor's Degree or above (4 years or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Repair Technician</td>
<td>Architect</td>
</tr>
<tr>
<td>Biomedical Equipment Technician</td>
<td>Automotive Engineer</td>
</tr>
<tr>
<td>Building Construction Technician</td>
<td>Biomedical Engineer</td>
</tr>
<tr>
<td>Chemical Technician</td>
<td>Chemical Engineer</td>
</tr>
<tr>
<td>Computer Aided Designer</td>
<td>Chemist</td>
</tr>
<tr>
<td>HVAC Technician</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td>Industrial Electronics Technician</td>
<td>Construction Management</td>
</tr>
<tr>
<td>Industrial Traffic Technician</td>
<td>Electrical Engineer</td>
</tr>
<tr>
<td>Laser Technician</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>Manufacturers' Representative</td>
<td>Safety Engineer</td>
</tr>
<tr>
<td>Robot Technician</td>
<td>Surveyor</td>
</tr>
</tbody>
</table>

Suggested high school course electives:

- **Computer/Business Technology** (Business, Management & Technology, Computer Applications, Marketing)
- **Foreign Language** (Spanish)
- **Mathematics** (Calculus, Statistics)
- **OTC** (Construction Technology, Engineering/Emerging Technology, Transportation Technology)

- **Performing Arts** (Art Fundamentals, Speech)
- **Science** (Applied Physics, Chemistry, Physics)
- **Social Studies** (Law, Psychology)
- **Technology Education** (CAD Architecture I-IV, CAD Engineering I-IV, Home Repair)
- **Work-Based Education** (Apprenticeship/OTC, Work Based Learning, Work Experience)
Health Sciences
Programs of study related to the promotion of health as well as the treatment of injuries, conditions and disease.

Statistics show that people who are successful in this pathway have many of the following interests, skills and abilities:

<table>
<thead>
<tr>
<th>Interests:</th>
<th>Skills:</th>
<th>Abilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with others</td>
<td>Talking to others clearly</td>
<td>Exerting strength to lift, pull, push or carry</td>
</tr>
<tr>
<td>Communicating</td>
<td>Looking for ways to help others</td>
<td>Reading and understanding information</td>
</tr>
<tr>
<td>Giving advice</td>
<td>Thinking critically</td>
<td>Communicating clearly</td>
</tr>
<tr>
<td>Helping others</td>
<td>Listening to others</td>
<td>Listening to and understanding others</td>
</tr>
<tr>
<td>Explaining things to others</td>
<td>Managing time effectively</td>
<td>Maintaining a positive attitude</td>
</tr>
<tr>
<td>Working with hands and/or tools and machines</td>
<td>Operating and monitoring equipment</td>
<td>Having steady hands while making arm movements</td>
</tr>
<tr>
<td>Healing people, plants and/or animals</td>
<td>Determining tools to use in certain situations</td>
<td>Grasping, manipulating or assembling objects</td>
</tr>
<tr>
<td>Searching for facts</td>
<td>Organizing information</td>
<td>Seeing details at close range</td>
</tr>
<tr>
<td>Working with ideas</td>
<td>Being aware of others' reactions</td>
<td>Making sense of information</td>
</tr>
<tr>
<td>Figuring out problems</td>
<td>Being coordinated</td>
<td>Combining and organizing information</td>
</tr>
<tr>
<td>Paying attention to detail</td>
<td>Identifying the nature of problems</td>
<td>Applying general rules to specific problems to generate solutions</td>
</tr>
<tr>
<td>Researching information</td>
<td>Weighing costs and benefits of actions</td>
<td>Making adjustments when controlling machines or tools</td>
</tr>
</tbody>
</table>

Some possible related career choices and courses are

<table>
<thead>
<tr>
<th>Associate’s Degree (2 years)</th>
<th>Bachelor’s Degree or above (4 years or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Equipment Technician</td>
<td>Biomedical Engineer</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Chemist</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>Clinical Laboratory Worker</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>Dietitian</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>Industrial Hygienist</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>Nurse</td>
</tr>
<tr>
<td>Nuclear Medicine Technologist</td>
<td>Nurse Anesthetist</td>
</tr>
<tr>
<td>Occupational Therapist Assistant</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Respiratory Technician</td>
<td>Physical/Occupational Therapist</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>Physician</td>
</tr>
<tr>
<td>Veterinary Assistant</td>
<td>Veterinarian</td>
</tr>
</tbody>
</table>

Suggested high school course electives:

- **Computer/Business Technology** (Business, Management & Technology, Computer Applications)
- **Foreign Language** (Spanish)
- **Mathematics** (Calculus, Statistics)
- **OTC** (Health Sciences)
- **Performing Arts** (Speech)
- **Physical Education** (Core & Aerobic Training, Activities for Life, Weight Training)
- **Science** (Advanced Biology, Botany, Chemistry, Physics, Zoology)
- **Social Studies** (Psychology, Sociology)
- **Work-Based Education** (Apprenticeship/OTC, Work Based Learning, Work Experience)
Human Services
Programs of study related to economic and political systems, social services and personal services.

Statistics show that people who are successful in this pathway have many of the following interests, skills and abilities:

<table>
<thead>
<tr>
<th>Interests:</th>
<th>Skills:</th>
<th>Abilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with others</td>
<td>Learning or teaching in various manners</td>
<td>Conveying ideas verbally</td>
</tr>
<tr>
<td>Communicating</td>
<td>Teaching others</td>
<td>Responding quickly</td>
</tr>
<tr>
<td>Explaining how to do things</td>
<td>Listening to others</td>
<td>Communicating written ideas clearly</td>
</tr>
<tr>
<td>Giving advice</td>
<td>Weighing costs and benefits of actions</td>
<td>Combining information to form conclusions</td>
</tr>
<tr>
<td>Helping others</td>
<td>Being aware of others’ reactions</td>
<td>Making decisions</td>
</tr>
<tr>
<td>Working with hands and/or tools and machines</td>
<td>Persuading others to take different approaches</td>
<td>Knowing when something is wrong or is likely to go wrong</td>
</tr>
<tr>
<td>Persuading others</td>
<td>Looking for ways to help people</td>
<td>Speaking clearly</td>
</tr>
<tr>
<td>Leading people</td>
<td>Writing</td>
<td>Comprehending information</td>
</tr>
<tr>
<td>Working with ideas</td>
<td>Identifying the nature of problems</td>
<td>Seeing details at a distance</td>
</tr>
<tr>
<td>Taking risks</td>
<td>Talking to others effectively</td>
<td>Recognizing problems</td>
</tr>
<tr>
<td>Starting up projects</td>
<td>Understanding written sentences</td>
<td>Explaining why unrelated events occur together</td>
</tr>
<tr>
<td>Searching for facts and figuring out problems</td>
<td>Thinking critically</td>
<td>Imagining how something will look after it is rearranged</td>
</tr>
</tbody>
</table>

Some possible related career choices and courses are

<table>
<thead>
<tr>
<th>Associate’s Degree (2 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Services</td>
</tr>
<tr>
<td>Cosmetologist</td>
</tr>
<tr>
<td>Culinary Arts/Hospitality</td>
</tr>
<tr>
<td>Fire Fighter</td>
</tr>
<tr>
<td>Hotel/Motel Manager</td>
</tr>
<tr>
<td>Law Enforcement</td>
</tr>
<tr>
<td>Legal Assistant</td>
</tr>
<tr>
<td>Psychiatric Aide</td>
</tr>
<tr>
<td>Public Relations Specialist</td>
</tr>
<tr>
<td>Recreation Worker</td>
</tr>
<tr>
<td>Security Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor’s Degree or above (4 years or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropologist</td>
</tr>
<tr>
<td>Clergy</td>
</tr>
<tr>
<td>College Administrator</td>
</tr>
<tr>
<td>Counselor</td>
</tr>
<tr>
<td>Historian</td>
</tr>
<tr>
<td>Judge</td>
</tr>
<tr>
<td>Lawyer</td>
</tr>
<tr>
<td>Probation &amp; Parole Officer</td>
</tr>
<tr>
<td>Psychologist</td>
</tr>
<tr>
<td>Social Worker</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
</tbody>
</table>

Suggested high school course electives:

- **Computer/Business Technology** (Business, Management & Technology, Computer Applications, Marketing)
- **Foreign Language** (Spanish)
- **OTC** (Hospitality/ Culinary Arts)
- **Performing Arts** (Speech)
- **Physical Education** (Core & Aerobic Training, Activities for Life, Weight Training)
- **Social Studies** (Psychology, Sociology)
- **Work-Based Education** (Apprenticeship/OTC, Work Based Learning, Work Experience)
Natural Resources and Agriscience
Programs of study related to the environment and natural resources.

Statistics show that people who are successful in this pathway have many of the following interests, skills and abilities:

<table>
<thead>
<tr>
<th>Interests:</th>
<th>Skills:</th>
<th>Abilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoying nature</td>
<td>• Using known methods to solve problems</td>
<td>• Speaking clearly</td>
</tr>
<tr>
<td>• Searching for facts</td>
<td>• Understanding written sentences</td>
<td>• Communicating ideas so others will understand</td>
</tr>
<tr>
<td>• Figuring out problems</td>
<td>• Gathering and organizing information</td>
<td>• Reading and understanding written information</td>
</tr>
<tr>
<td>• Working with things/objects</td>
<td>• Talking to others clearly</td>
<td>• Communicating written ideas clearly</td>
</tr>
<tr>
<td>• Communicating with others</td>
<td>• Looking for ways to help others</td>
<td>• Predicting when something is wrong</td>
</tr>
<tr>
<td>• Explaining things to others</td>
<td>• Identifying the nature of problems</td>
<td>• Combining information to form conclusions</td>
</tr>
<tr>
<td>• Working with hands and/or tools and machines</td>
<td>• Determining equipment needed for a job</td>
<td>• Making sense of information</td>
</tr>
<tr>
<td>• Helping others and the environment</td>
<td>• Maintaining equipment as needed</td>
<td>• Following given rules to arrange things</td>
</tr>
<tr>
<td>• Giving advice</td>
<td>• Identifying essential information</td>
<td>• Seeing details of objects</td>
</tr>
<tr>
<td>• Working with ideas</td>
<td>• Thinking critically</td>
<td>• Listening and understanding information presented by others</td>
</tr>
<tr>
<td>• Working outdoors</td>
<td>• Listening to others</td>
<td>• Applying rules to specific problems to come up with solutions</td>
</tr>
</tbody>
</table>

Some possible related career choices and courses are

<table>
<thead>
<tr>
<th>Associate's Degree (2 years)</th>
<th>Bachelor's Degree or above (4 years or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Breeder</td>
<td>Agricultural Engineer</td>
</tr>
<tr>
<td>Aquaculturist</td>
<td>Agriculture Extension Agent</td>
</tr>
<tr>
<td>Arborist</td>
<td>Astronomer</td>
</tr>
<tr>
<td>Biological Technician</td>
<td>Botanist</td>
</tr>
<tr>
<td>Environmental Technician</td>
<td>Conservation Officer</td>
</tr>
<tr>
<td>Farm Manager</td>
<td>Geologist</td>
</tr>
<tr>
<td>Food Inspector</td>
<td>Horticulturist</td>
</tr>
<tr>
<td>Forestry Technician</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>Golf Course Management</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Landscaper</td>
<td>Turf Management</td>
</tr>
<tr>
<td>Nursery Consultant</td>
<td>Wildlife/Fisheries Biologist</td>
</tr>
</tbody>
</table>

Suggested high school course electives:

- **Computer/Business Technology** (Business, Management & Technology, Computer Applications)
- **Foreign Language** (Spanish)
- **Mathematics** (Statistics)
- **OTC** (Biotechnology & Environmental Science)
- **Performing Arts** (Speech)
- **Physical Education** (Activities for Life, Weight Training)
- **Social Studies** (Law, Psychology, Sociology)
- **Technology** Education (CAD/Architecture I-IV, AutoCAD)
- **Work-Based Education** (Apprenticeship/OTC, Work Based Learning, Work Experience)
There is no better time to plan for your future than now. To help you along the way, complete the four-year high school plan using graduation course requirements and electives that support your career pathway. The courses you choose in high school build the foundation for college and career decision making. As you gain new experiences, you may need to revise your plan. Remember that this plan should reflect your interests and abilities and should be individualized to meet your needs. Four-year plans should be updated annually with the assistance of your counselor prior to scheduling classes.

9th GRADE: 1ST SEMESTER
English 9
Math Course
Physical Science
US History & Geography

9th GRADE: 2ND SEMESTER
English 9
Math Course
Physical Science
US History & Geography

10th GRADE: 1ST SEMESTER
English 10
Math Course
Biology
World History & Geography

10th GRADE: 2ND SEMESTER
English 10
Math Course
Biology
World History & Geography

11th GRADE: 1ST SEMESTER
English 11
Math Course
Chemistry (full year) or Physics (full year)
Economics (1st or 2nd semester)

11th GRADE: 2ND SEMESTER
English 11
Math Course
Chemistry (full year) or Physics (full year)
Government (1st or 2nd semester)

12th GRADE: 1ST SEMESTER
English 12
Math or Math-related course

12th GRADE: 2ND SEMESTER
English 12
Math or Math-related course

When selecting additional coursework, please refer to the overview of courses needed for graduation.
ATHLETIC ELIGIBILITY FOR DIVISION I & II COLLEGES

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid. The NCAA has three membership divisions—Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. See the Athletic Director for guidelines.

NCAA Initial-Eligibility Rules

For students entering any college or university on or after August 1, 2005, your NCAA initial eligibility will be evaluated under the new rules as described.

For students entering any Division I college or university on or after August 1, 2008, your NCAA initial eligibility will be evaluated under the 16 core-course rule as described.

The New Rule:
• **INCREASES** the number of core courses from 13 to 14. This additional core course may be in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of core-course requirements is listed below.
• **CHANGES** the Division I initial-eligibility index, or sliding scale. See page 8 for the Core GPA/test score sliding-scale index.
• The 16 core-course rule **INCREASES** the number of core courses from 14 to 16 for Division I only. Students must complete three years of mathematics (Algebra I or higher), and four years of additional core courses. The additional core course may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of the requirements is listed below.

Core Units Required for NCAA Certification

<table>
<thead>
<tr>
<th>English Required for NCAA Certification</th>
<th>Division I</th>
<th>Division II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Algebra I or higher)</td>
<td>2008 and after</td>
<td>2005 and after</td>
</tr>
<tr>
<td>4 years</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>3 years</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td><strong>Natural/Physical Science</strong> (1 year of lab if offered by high school)</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Core (English, Mathematics, Natural/Physical Science)</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Courses</strong> (from any area above, world language or nondoctrinal religion/philosophy)</td>
<td>4 years</td>
<td>3 years</td>
</tr>
</tbody>
</table>

TOTAL CORE UNITS REQUIRED

16

14

PLEASE NOTE: For students entering college on or after August 1, 2005, **computer-science courses** may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school’s list of NCAA-approved core courses.

OTHER IMPORTANT INFORMATION

• In Division II, there is no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (Verbal and Math sections only) and the minimum ACT sum score is 68.
• Students first entering a Division I or Division II collegiate institution on or after August 1, 2005, must meet the new 14 core-course rule.
• Students first entering a Division I collegiate institution on or after August 1, 2008, must meet the 16 core-course rule.
The SAT combined score is based on the Verbal and Math sections only. The new writing section will not be used.

For more information regarding the new rule, please go to www.ncaa.org. Click on “Student-athletes and Parents” in the “Custom Home Pages” section. You may also visit the clearinghouse Web site at www.ncaaclearinghouse.net.

### DIVISION I
**CORE GRADE-POINT AVERAGE/TEXT-SCORE SLIDING SCALE**

<table>
<thead>
<tr>
<th>NEW CORE GPA/Test Score Index</th>
<th>Core GPA</th>
<th>SAT Verbal and Math only</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.550 &amp; above</td>
<td>400</td>
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<td>3.525</td>
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</tr>
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</table>
**Definition of a Core Course**

For purposes of meeting the core-curriculum requirement, a “core course” is defined as a recognized academic course (as opposed to a vocational or personal-services course) that offers fundamental instructional components in a specified area of study. Courses that are taught at a level below the high school's regular academic instructional level (e.g., remedial, special education or compensatory) cannot be considered core courses regardless of course content. At least 75 percent of the instructional content of a course must be in one or more of the required areas (as listed below), and “statistics”, as referred to in the mathematics section, must be advanced (algebra-based).

*English*—Core courses in English shall include instructional elements in the following areas: grammar, vocabulary development, composition, literature, analytical reading or oral communication. [Note: A unit represents approximately 180 classroom instructional hours.]

*Mathematics*—Core courses in mathematics shall include instructional elements in algebra, geometry, trigonometry, statistics or calculus.

*Social Science*—Core courses in social science shall contain instructional elements in history, social science, economics, geography, psychology, sociology, government, political science or anthropology.

*Natural or Physical Science*—Core courses in natural or physical science shall include instructional elements in biology, chemistry, physics, environmental science, physical science or earth science.

*Additional Academic Courses*—The two remaining units of additional academic credit must be from courses in the above areas of foreign language, philosophy or nondoctrinal religion (e.g., comparative religion) courses.

**REGISTRATION**

**Selection of Courses**

All students must register for and attend six (6) classes each semester. It is extremely important that you understand the nature of a course before you select it. Study your course description booklet and discuss your intended selections with your teachers, counselors, parents and friends. You should determine not only what the course is about, but whether or not you can successfully meet its requirements. Your goal is to develop the best schedule to fit your needs. **The master schedule will be developed according to your selections and does not allow for changes.**

**Missing Courses**

Certain courses will not be offered every semester. If a course you were anticipating is not on the registration form, check with your teachers or counselor as to when it will be offered.

**Alternates**

Select four alternates and number them in the order of preference. List the course number and course and place a number in front of it. Example: (1) 3031 Chemistry. Failure to select alternates will reduce your chances of getting your desired schedule.

**Asterisk**

An asterisk (*) after a course name indicates a prerequisite is required to select the course. Review the course offering booklet.

**Teacher Permission**

If a small blank exists in front of a course number, ____3032, you must obtain teacher permission to select the course. The teacher must sign the blank. The department head can also sign in place of the teacher.

**Marking the Form**

Use a separate piece of paper as a worksheet in making your class selections. Once you have made your final decisions, write them on the registration form in the lower right corner.

**Signatures**
Parent or guardian, as well as student, must sign on the back side of the registration form.

Repeating a Course
Students who repeat a course in an attempt to raise their grade or improve their skill will be subject to the following rules:

1. All attempts will be shown on the student’s transcript.
2. The highest grade will be used to compute the student’s G.P.A.
3. The student will not receive credit for more than one attempt of the same class.

There are classes that may be taken more than once and are not subject to the above restrictions, unless students are repeating the class in an attempt to raise their grade. These include, but are not limited to, the following classes: band, choir, physical education, Selected Studies art, co-op, and OTC classes. A student must have approval of his counselor to receive repeat credit for any course not listed in the previous sentence.

OAKLAND TECHNICAL CENTER
Juniors and Seniors will find the reverse side of their registration forms set up for OTC. Your counselor’s permission must be obtained to be placed in an OTC program.

Articulation Agreements: Tuition-Free College Credits
Students at Lamphere High School are able to get a “jump start” on college by earning tuition-free college credits while still in high school. This is done through agreements that Lamphere High School has with several colleges to give our high school students credit for coursework that would be duplicated at the post-secondary level. LHS currently offers over 40 courses (see the chart on the following pages) that offer college credits at Baker College, Ferris State University, or Oakland Community College. These courses are also identified in the Course Descriptions with the logo shown here. Students should see their counselor for the required paperwork.

Math Related Courses
Courses will be used to fulfill the fourth year math credit only if they are not already satisfying a graduation requirement. Not all courses are offered yearly. For more information see page 39.

Visual, Performing and Applied Arts Courses
Credit will be awarded for the Visual and Performing Arts credit towards graduation only if credit is not already satisfying a graduation credit. Not all courses are offered every year. For more information see page 51.
LAMPHERE HIGH SCHOOL
Articulation Credit Agreements

Advanced TV & Radio
LHS Courses: 17010/17011
- Baker College
- Davenport University
- Ferris State University
- Washtenaw Community College

Business Management & Technology
LHS Courses: 6010/6011
- Baker College
- Davenport University
- Oakland Community College
- Washtenaw Community College

Accounting (Finance)
LHS Courses: 6001/6002
- Baker College
- Davenport University
- Oakland Community College
- Washtenaw Community College

Marketing
LHS Courses: 6051/6052
- Baker College
- Davenport University
- Ferris State University
- Oakland Community College

CAD/Engineering
LHS Courses: 15051/15052
- Baker College
- Davenport University
- Oakland Community College

CAD/Architecture
LHS Courses: 15045/15046
- Baker College
- Davenport University
- Oakland Community College

For more information, please visit www.creditostc.com
Each year, The Lamphere Schools offers Career and Technical Education programs at Lamphere High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers, counselors, and cooperative education coordinators. The following is a list of programs being offered this year and criteria for admission.

<table>
<thead>
<tr>
<th>Program</th>
<th>Criteria for Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade &amp; Industrial WBL</td>
<td>Coordinator’s Permission</td>
</tr>
<tr>
<td>Accounting</td>
<td>None</td>
</tr>
<tr>
<td>Business Management &amp; Technology</td>
<td>None</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>None</td>
</tr>
<tr>
<td>Web Page Design &amp; Computer Coding</td>
<td>Computer Applications or Business Management &amp; Technology II</td>
</tr>
<tr>
<td>Marketing</td>
<td>None</td>
</tr>
<tr>
<td>Business Management Integration</td>
<td>Computer Applications or Business Management &amp; Technology II</td>
</tr>
<tr>
<td>Distributive Education WBL</td>
<td>Business Management &amp; Technology II and Coordinator’s Permission</td>
</tr>
<tr>
<td>Office Education WBL</td>
<td>Business Management &amp; Technology II and Coordinator’s Permission</td>
</tr>
<tr>
<td>Radio &amp; TV Broadcasting Technology</td>
<td>None</td>
</tr>
</tbody>
</table>

All career and technical education programs follow the district’s policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender/sex, age, disability, height, weight, or marital status in all programs, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs, contact
Career & Technical Education Department Chair
Lamphere High School
610 W. 13 Mile Rd.
Madison Heights, MI 48071
(248) 589-3943
alexanderm@lamphere.k12.mi.us

Inquiries regarding nondiscrimination policies should be directed to:
Director of Human Resources
The Lamphere Schools
31201 Dorchester
Madison Heights, MI 48071
(248) 589-1990
lewisr@lamphere.k12.mi.us
Career and Technical Education

Business, Management, Marketing & Technology

Lamphere’s Business, Management, Marketing & Technology Program incorporates 3 of the National Career Clusters: Business, Management & Administration, Marketing, Sales & Services, and Information Technology.

Careers in the Business, Management, Marketing, and Technology pathway are related to the business environment. The many fields in this pathway include careers in accounting, office administration, business ownership, economics, personnel, hospitality/tourism management, computer/information systems, marketing, sales, and finance.

Students access careers in the BMMT pathway through a variety of ways. Students can gain the necessary skills for employment in Career and Technical Education programs in high school, continue on to community college for further training, or choose the professional route to employment in the BMMT pathway careers by pursuing degrees at the bachelor or graduate degree level.

An overview of each program follows:

### BUSINESS, MANAGEMENT, & ADMINISTRATION

| Description: | Focuses on planning, organizing, directing and implementing the functions and processes of contemporary businesses and organizations. Specific components include management theory, human resources management and behavior, finance, accounting, and other quantitative methods, purchasing and logistics, organization and production and business decision-making utilizing technology at all levels. |
| Example of Careers in this Cluster: | Account Manager, Accountant, Actuary, Administrative Support, Appraiser, Business Consultant, Court Stenographer, Entrepreneur, Financial Planner, Human Resource Manager, Insurance Agent, Adjuster, or Underwriter, Investment Advisor, Public Relations Specialist, Realtor, Restaurant Manager, Sales Representative, Sports & Entertainment Manager |
| Suggested Course Sequence: | Business, Management, & Technology I&II, Business Management Integration, Accounting I&IV, Financial Literacy, Web Page Design, Office WBL, or Work Experience |
### ACCOUNTING I (1st Semester) 6001 10,11,12
Students may earn college credit through Baker College
NECESSARY FOR ANYONE THINKING OF PURSUING ANY BUSINESS MAJOR IN COLLEGE

This course introduces the double entry process of accounting (recordkeeping of business transactions and accounts) and is explored in depth. The eight steps of the accounting cycle are basic fundamentals that are explained, studied, expanded, and used throughout the course. Use of computerized accounting in simulated activities gives the student an opportunity to see the advantages of technology in accounting procedures. This course is designed to provide the necessary accounting skills to those who plan immediate entry into business; a foundation to those who expect to pursue higher education in business and management; and personal skills and knowledge for everyone who is interested in owning and managing their own business. Course 6002 is the continuation of course 6001.

### ACCOUNTING III (1st Semester) 6003 11,12
Prerequisite: ACCOUNTING II

### ACCOUNTING IV (2nd Semester) 6004 11,12
Prerequisite: ACCOUNTING II

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### INFORMATION TECHNOLOGY

| Description: | Focuses on the design, development, support and management of hardware, software, multimedia, and systems integration services. Specific components include network systems, information support, programming, software development, and design and interactive media applications. |
| Example of Careers in this Cluster: | Computer Engineer, Computer Programmer, Computer Trainer, Data Communications Analyst, Network Administrator, Network Technician, PC Support Specialist, Security Administrator, Systems Analyst, Web Developer, Webmaster |

**Suggested Course Sequence:**

Business, Management, & Technology I&II, Web Page Design, T&I or Office WBL, or Work Experience

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### MARKETING, SALES, & SERVICES

| Description: | Focuses on planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. |
| Example of Careers in this Cluster: | Account Executive, Director of Market Development, Franchisee, Marketing Associate, Market Research Analyst, Merchandise Buyer, Regional Sales Manager, Sales Representative, Strategic Planner |

**Suggested Course Sequence:**

Business, Management, & Technology I&II, Marketing I-IV, Distributive Education WBL, or Work Experience
BUSINESS MANAGEMENT & TECHNOLOGY I (1st Semester) 6010 9,10,11,12
BUSINESS MANAGEMENT & TECHNOLOGY II (2nd Semester) 6011 9,10,11,12

Students may earn college credit through Oakland Community College and Baker College

Students have the opportunity to develop and expand their skills in all Microsoft Office Applications (word processing, spreadsheets, database and presentation software). Additional areas of study will include business and financial management, technology skills including the use of scanners and digital cameras, communication disciplines, human resource topics, business marketing practices, business analysis and business accounting practices. Course will include learning activities which utilize a variety of technology resources as the delivery method for instruction, research, assessment, and communication. Course 6011 is the continuation of course 6010.

COMPUTER APPLICATIONS (1st Semester or 2nd Semester) 6030 9,10,11,12

Students may earn college credit through Baker College and Oakland Community College.
Recommended especially for students who are not planning to concentrate in Business, Management, Marketing, and Technology Education.

Students will learn computer fundamentals, gain proficiency in using various application programs, and address key components of living online. Course will include learning activities which utilize a variety of technology resources as the delivery method for instruction, research, assessment, and communication. Knowledge and skills gained in this class will be used in other classes throughout high school.

DISTRIBUTIVE EDUCATION WORK BASED LEARNING (1st Semester) 6061 12
DISTRIBUTIVE EDUCATION WORK BASED LEARNING (2nd Semester) 6062 12

Prerequisite: One semester of Marketing, Accounting, or related class and Coordinator’s permission. Must also be concurrently enrolled in a related class.

Distributive Education Work Based Learning is designed to satisfy the students’ curiosity for work in distribution and prepare them for all level of employment in retailing, wholesaling, and service occupations. It provides the students with an opportunity for practical application of theory and principles learned in distributive education classes. The cooperative plan provides for coordination, correlation, and evaluation of classroom instruction and on-the-job training in order to coordinate the gap between school and employment. One credit hour will be given for each semester of training. The student must be currently enrolled in an appropriate related training class, must complete 300 work hours during the semester, and must complete a summary report. Application in the junior year and enrollment in the senior year is the usual sequence. Course 6062 is the continuation of course 6061.

FINANCIAL LITERACY A (Semester) 6006 11, 12

Financial Literacy for young adults has become an essential component to future financial independence and economic success. The Financial Literacy program is two independent semesters which focuses on proficiency and knowledge of the six national standards from the National Clearing House of Finance. Financial Literacy A focuses on standards one-three: Financial Responsibility and Decision Making, Income and Careers, and Planning and Money Management. The emphasis will be on having students implement the decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, and investors, users of credit, money managers, citizens and members of the global work force. This class will fulfill a math related credit.

FINANCIAL LITERACY B (Semester) 6007 11, 12

Financial Literacy B focuses on the National Clearing House of Finance’s standards four-six: Credit and Debt, Risk Management and Insurance, and Saving and Investing. The course will incorporate topics such as various financial opportunities available in the free market, historical events, economic situations and the tax system. Students will develop a financial plan and understand the meaning of savings and investments. Students will participate in online business and stock investment simulations. This class will fulfill a math related credit.

MARKETING I (1st Semester) 6051 11,12
MARKETING II (2nd Semester) 6052 11,12

Students may earn college credit through Baker College

Emphasis in this course is placed on fundamental understanding and application of knowledge in such areas as mathematics, human relations, distribution and selling. Exploring how marketing impacts business, the content addresses the functional elements of Marketing. Principles, practices, and procedures are taught but without particular identification to a specific kind of business, product, or service. Participation in a co-op program is recommended in order to provide the opportunities to apply newly acquired skills. Course 6052 is the continuation of course 6051. This class will fulfill a math related credit.
MARKETING III (1st Semester)  6053  12
MARKETING IV (2nd Semester)  6054  12
Prerequisite:  MARKETING II
Students may earn college credit through Baker College
This instructional program prepares individuals to apply marketing skills in a retail setting. The core marketing curriculum is taught with emphasis on development and application of entrepreneurial, management, and career sustaining employability skills. Participation in a co-op program is recommended in order to provide the opportunities to apply newly acquired skills. Course 6054 is a continuation of course 6053.

BUSINESS MANAGEMENT INTEGRATION (1st Semester)  6164  10,11,12
BUSINESS MANAGEMENT INTEGRATION (2nd Semester)  6165  10,11,12
Prerequisite:  COMPUTER APPLICATIONS or BUSINESS MANAGEMENT AND TECHNOLOGY II.
This course prepares students to refine and expand their skills in inputting, verifying, organizing, storing, retrieving, transforming, and extracting information. The skill of integrating information will be learned. Employability skills will also be stressed. This course may provide the opportunity to show validation of expertise through a globally recognized industry certification. Course 6165 is the continuation of course 6164.

OFFICE EDUCATION WORK BASED LEARNING (1st Semester)  6091  12
OFFICE EDUCATION WORK BASED LEARNING (2nd Semester)  6092  12
Prerequisite:  One semester of Business Management Integration, Accounting, or related class and Coordinator’s permission. Must also be concurrently enrolled in a related class.
The Program is designed to give seniors interested in a career dealing with business and office technology an opportunity for on-the-job training in one of many local establishments. Employment will be in the business/office occupations typically available in the manufacturing, banking, accounting, insurance, medical, legal, and city government organizations located within the community. It provides for coordination, correlation, and evaluation of classroom instruction and on-the-job training in order to coordinate the gap between school and employment. One credit hour will be given for each semester of training. The student must be currently enrolled in an appropriate related training class, must complete 300 work hours during the semester, and must complete a summary report. Application in the junior year and enrollment in the senior year is the usual sequence. Course 6092 is the continuation of course 6091.

WEB PAGE DESIGN AND COMPUTER CODING (1st Semester or 2nd Semester)  6038  11,12
Prerequisite:  COMPUTER APPLICATIONS or BUSINESS MANAGEMENT AND TECHNOLOGY II.
Students may earn college credit through Baker College and Oakland Community College
Students will learn and use HTML as well as page authoring software to design web pages. Students will be exposed to supporting web design technologies including digital photography, animated gif creation, and basic computer coding.

WORK EXPERIENCE (1st Semester)  5250  11,12
WORK EXPERIENCE (2nd Semester)  5251  11,12
Prerequisite:  Coordinator’s permission
The Directed Work Experience Program is designed to give an exploratory work experience to any interested student. This “earn while you learn program” provides student exposure and training in a wide variety of occupations and businesses. The Work Based Learning coordinator will provide the coordination and evaluation of the student at the various training stations. A 1/2 credit will be given to the student for each semester of work experience completed. The student must complete a minimum of 200 work hours during the semester to receive credit for this class. Application and acceptance to the program must be done prior to the semester for which enrollment is requested. Course 5251 is the continuation of course 5250.
Have you thought about your future? What do you see? Do you see yourself with necessary skills to compete in a technical society, or are you uncertain? The Technology Education & Drafting/CAD programs can prepare you to make the leap into the future... a future with hope and opportunity as well as complexity and competition. Statistics tell us that unskilled jobs are disappearing rapidly and that a changing workplace will be seeking individuals with both technical and basic academic skills. With planning and preparation, you can be ready for the future.

**Architecture & Construction**

<table>
<thead>
<tr>
<th>Description:</th>
<th>This diverse Career Cluster prepares learners for careers in designing, planning, managing, building, and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of Careers in this Cluster:</td>
<td>Architect, Carpenter, Computer-Aided Drafter (CAD), Electrician, General Contractor, Iron/Metal Worker, Landscape Designer, Mechanical Engineer, Preservationist, Surveyor, Urban Planner/Designer</td>
</tr>
<tr>
<td>Suggested Course Sequence:</td>
<td>• CAD/Architecture I/II, CAD/Architecture III/IV, Trade &amp; Industrial Work Based Learning. Home Repair may be taken at any time.</td>
</tr>
</tbody>
</table>

**CAD/ARCHITECTURE I (1st Semester)** 15045 9, 10, 11, 12  
**CAD/ARCHITECTURE II (2nd Semester)** 15046 9, 10, 11, 12  
**Prerequisite: CAD/Architecture I for enrollment in CAD/Architecture II**  
This course that gives students the basic skills of using the AutoCAD software. Emphasis will be on the production of computer-aided drafting of working drawings. Students will learn the fundamentals of architecture by creating two dimensional drawings, including a first floor plan, foundation plan, and a roof plan, as well as additional plans or detail drawings.  
CAD/Architecture II is a continuation of first semester. Students will primarily use the two-dimensional CAD software to further develop their abilities to apply CAD techniques. Students will continue to create additional plans and detail drawings. Students will be introduced to architectural models.

**CAD/ARCHITECTURE III (1st Semester)** 15047 10, 11, 12  
**CAD/ARCHITECTURE IV (2nd Semester)** 15048 10, 11, 12  
**Prerequisite: CAD/Architecture III for enrollment in CAD/Architecture IV**  
This course that is a continuation of CAD/Architecture II. Students will use both two-dimensional and three-dimensional CAD software to further develop their abilities to apply CAD techniques to solve their architecture problems. Students learn and apply computer generated three-dimensional software to create renderings and walkthroughs. Using the internet, students furnish buildings.  
CAD/Architecture IV is a continuation of first semester. It allows students to apply concepts and skills learned in previous Architecture classes to more sophisticated computer applications. Students will be exposed to more advanced architecture projects including commercial and residential buildings.
CAD/ENGINEERING I (1st Semester)  15051  9, 10, 11, 12
CAD/ENGINEERING II (2nd Semester)  15052  9, 10, 11, 12
Prerequisite: CAD/Engineering I for enrollment in CAD/Engineering II
This course that will engage students in activities, projects, problem-based learning, and hands-on classroom experiences. Students acquire the computer skills necessary to create two dimensional geometry and solid models that are the foundation of mechanical drafting. Students learn and apply techniques to create sections and auxiliary drawings.

CAD/ENGINEERING III (1st Semester)  15053  10, 11, 12
CAD/ENGINEERING IV (2nd Semester)  15054  10, 11, 12
CAD/Engineering III for enrollment in CAD/Engineering IV
This course that is a continuation of CAD/Engineering II. Students will learn the fundamentals of converting ideas, sketches, pictorials, and three-dimensional objects into working drawings. Students will learn techniques to develop assembly and presentation drawings. Students will continue to use AutoCAD and Inventor.

COMPUTER ANIMATION & VIDEO GAME DESIGN  16039  9,10,11,12
This course is designed to offer students opportunities in exploring modeling, animation, and video game design through the use of advanced computer technologies. Topics in this course will include three-dimensional computer modeling, animation storyboarding, keyframing technologies, motion capture, material creation and lighting.

HOME REPAIR (1st Semester or 2nd Semester)  5217  9,10,11,12
Prerequisite: None
Students taking this course will learn basic skills in the painting, use of hand and portable power tools, drywall repair, window and door maintenance, ways of preventing heat loss in the home and all the basics of building a structure from the floor up.

TRADE & INDUSTRIAL EDUCATION WORK BASED LEARNING (1st Semester)  5240  12
TRADE & INDUSTRIAL EDUCATION WORK BASED LEARNING (2nd Semester)  5241  12
FALL or SPRING
Prerequisite: Coordinator’s permission
The program provides on-the-job experience in the trade and industrial areas. It is designed to meet the needs of students interested in a career in the mechanical and technical fields. This program deals with a wide variety of occupations in the skilled or semi-skilled trades, crafts, or various occupations dealing with design, production, processing, assembly, and any other occupations that do not fall specifically under the Retailing or Office WBL Programs. The cooperative plan provides for coordination, correlation and evaluation of classroom instruction and on-the-job training in order to coordinate the gap between school and employment. One credit hour will be given for each semester of training. The student must be currently enrolled in an appropriate related training class and must complete 300 work hours during the semester. Application in the junior year and enrollment in the senior year is the usual sequence. Course 5041 is the continuation of course 5040.

WORK EXPERIENCE (1st Semester)  5250  11,12
WORK EXPERIENCE (2nd Semester)  5251  11,12
Prerequisite: Coordinator’s permission
The Directed Work Experience Program is designed to give an exploratory work experience to any interested student. This “earn while you learn program” provides student exposure and training in a wide variety of occupations and businesses. The WBL coordinator will provide the coordination and evaluation of the student at the various training stations. A 1/2 credit will be given to the student for each semester of work experience completed. The student must complete a minimum of 200 work hours during the semester to receive credit for this class. Application and acceptance to the program must be done prior to the semester for which enrollment is requested. Course 5251 is the continuation of course 5250.
LHS students must develop language arts skills that will help to prepare them for the world of work or higher education. Being able to communicate effectively using standard English and to comprehend a variety of written texts and skills are necessary for success. The Lamphere High School English curriculum challenges each student to build language arts skills to the highest possible level while they also broaden their appreciation for the various genres of literature. The English curriculum at LHS is aligned with the state content in Language Arts. Elective courses in the English curriculum fulfill elective credit.

**ENGLISH REQUIREMENTS:**

- **Freshman Year**
  - English 9A & 9B
- **Sophomore Year**
  - English 10A & 10B
- **Junior Year**
  - English 11A & 11B
- **Senior Year**
  - English 12A & 12B

**Recommended Electives for the College Bound Student:**

- Mythology
- Humanities
- Creative Writing

**Other Recommended Electives:**

- Literature to Film
- Yearbook Staff

**Prerequisites for Honors and Advanced Placement Courses:**

- Complete summer reading and writing requirements.

**ACADEMIC READING I A/B**

Student selection based on Explore Test results, STAR Test results, Scholastic Reading Inventory Test results, and teacher input. **Teacher recommendation required.**

This course is designed to prepare students for the literacy demands of their content area classes as well as the SAT test. Students will learn a variety of strategies to accelerate comprehension with a focus on informational text through direct instruction on making inferences and identifying text structures. Note taking skills and study strategies for academic classes will also be covered. Students will examine how they learn, eliminate miscues from their reading and writing processes, and increase their vocabulary through the independent application of strategies.

**ADVANCED PLACEMENT LANGUAGE & COMPOSITION A**

Prerequisite: Completion of previous English course with a B+ or better and teacher recommendation

This college level course engages students in becoming skilled readers of non fiction in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students are taught to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to properly cite sources. Students will also write essays that proceed through several stages or drafts, with revision aided by their teacher and peers. Finally, students will write in both formal and informal contexts to gain authority and learn to take risks in writing for mature audiences.
ADVANCED PLACEMENT LITERATURE & COMPOSITION A 11170 12
ADVANCED PLACEMENT LITERATURE & COMPOSITION B 11171 12
Prerequisite: Completion of previous English course with a B+ or better or teacher recommendation
This course helps prepare students for college level language arts and the Advanced Placement Test in Literature & Composition. Students must accept the challenge of doing college level work in English and devote the time and energy necessary to complete assignments more rigorous and demanding than any other high school English course. Students will read classical and modern literature recommended by the College Board. Writing assignments will develop the students’ ability to interpret and analyze literature from the Golden Age of Greece to this century. Literary selections are chosen from classic and contemporary writers throughout the world. Summer reading is required. Course #1171 is a continuation of Course 1170.

CREATIVE WRITING - College Preparatory (Semester) 1035 9,10,11,12
Students will have the opportunity to study plays, short stories, and poems that model effective writing. Writing terms, techniques, and evaluation methods will be studied. Students will become authors who use the writing process to create and publish their own literary works. An understanding of the basic elements of the writing process and the ability to interact in cooperative learning activities are required before enrolling in this course.

ENGLISH 9A (1st Semester) 1101 9
ENGLISH 9B (2nd Semester) 1102 9
The goal for English Language Arts 9A and 9B is to build a solid foundation for knowledge, skills, and strategies that will be refined, applied, and extended during high school. This will be accomplished by introducing students to a variety of literary genre, writing activities, and language arts exercises. Ninth graders will connect with and respond to texts by analyzing Inter-Relationships and Self Reliance thematic units.

ENGLISH 10A (1st Semester) 1105 10
ENGLISH 10B (2nd Semester) 1106 10
Prerequisite: English 9A and English 9B
The goal for English Language Arts 10A and 10B is to continue to build a solid foundation in writing, speaking, and reading. Tenth graders will connect and respond to texts through critical response and stance. Literary units are thematic and students are to respond to the literature in terms of a world perspective.

ENGLISH 11A (1st Semester) 1109 11
ENGLISH 11B (2nd Semester) 1110 11
Prerequisite: English 9A, 9B, 10A, 10B
The curriculum for English 11 Literature and Composition is based on Common Core State Standards for English Language Arts. It is a study of language, literature, composition, and oral communication with a focus on early American literature and media literacy. Students will use close reading techniques to evaluate, interpret, and respond to a wide variety of texts. They will learn how to conduct research, survey multiple sources, and evaluate the credibility of both the source and the argument in order to present their findings in an extensive research paper. Students will also learn how to write an affective rhetorical analysis essay for the state standardized test, the SAT.

ENGLISH 12A (1st Semester) 1172 12
ENGLISH 12B (2nd Semester) 1173 12
Prerequisite: English 9A, 9B, 10A, 10B, 11A, 11B
This course will consist of eight sections, two per card marking, such as: Non-fiction Reading, Literature to Film, World Literature, Women’s Literature, Visual Literacy, College Writing and Readiness, Great Books, and Shakespeare. This course will provide students with the opportunity to survey different genres of literature to gain proficiency in reading, writing, speaking, and listening while focusing on the dispositional skill of leadership.

HONORS ENGLISH 9A (1st Semester) 1103 9
HONORS ENGLISH 9B (2nd Semester) 1104 9
Prerequisite: Completion of previous English course with a B+ or better or teacher recommendation
In addition to the course goals for English 9A and 9B, Honors English 9 requires students to be advanced readers. Higher order thinking skills and complex relationships exhibited in literature are stressed. Summer reading is required.
HONORS ENGLISH 10A (1st Semester)  1107  10
HONORS ENGLISH 10B (2nd Semester)  1108  10
Prerequisite: Completion of previous English course with a B+ or better or teacher recommendation
Students recommended for English 10 Honors are expected to complete lengthy and rigorous reading and writing assignments. The student enrolled should possess the ability to be critically responsive to literature. Summer reading is required.

HUMANITIES - College Preparatory (Semester)  1025  9,10,11,12
The course is an overview of some of the most important landmarks of Western Civilization, focusing on the Arts as man’s way of recording the history of his time. The student will develop a greater understanding and appreciation of the Arts: architecture, dance, film, landscape architecture, music, opera, painting, photography, sculpture, theatre, and literature. The student will research local cultural events and institutions, participate in projects, and present research to the class in both oral and written form.

LITERATURE TO FILM (Semester)  1078  9,10,11,12
Students will read classic and contemporary novels and plays, view the corresponding films, and improve their writing skills through critiques, analyses, response journals, and comparison/contrast essays.

MYTHOLOGY - College Preparatory (Semester)  1090  9,10,11,12
This course begins with stories of the creation of the world, continues with the Greek Olympian gods, and ends with the stories of the Greek heroes. The study of the most prominent Greek gods and goddesses will lead students in an understanding of the enormous impact of Greek myths on Western civilization. Although the emphasis is on the Greek myths and Homer’s Iliad and Odyssey, myths from other cultures are also included.
ESL - English as a Second Language

The WIDA Access (World-Class Instructional Design and Assessment) has replaced the ELPA (English Language Proficiency Assessment) as the state mandated assessment for English Learners.

ESL NEWCOMER ENGLISH SKILLS A (1st Semester)  1001
ESL NEWCOMER ENGLISH SKILLS B (2nd Semester)  1002
Students at Level 1 (Entering) of English proficiency receive basic instruction in English with bilingual support. Special emphasis is placed on oral language development, decoding, and phonics skills. Basic vocabulary and conversational language are introduced in this course. This course is for elective credit only. Course 1002 is a continuation of 1001.

ESL BEGINNERS ENGLISH SKILLS A (1st Semester)  1003
ESL BEGINNERS ENGLISH SKILLS B (2nd Semester)  1004
Students at Level 2 (Emerging) of English proficiency receive instruction in English with bilingual support. Special emphasis is placed on oral language development to support literacy, reading, writing, grammar and vocabulary for American high school curricula. This course can be taken more than once for elective credit. Course 1004 is a continuation of 1003.

ESL LOW INTERMEDIATE ENGLISH A (1st Semester)  1007
ESL LOW INTERMEDIATE ENGLISH B (2nd Semester)  1008
This course builds a foundation of grammar and vocabulary for the Low Intermediate English Learner (EL). Written assignments at this level include a strong emphasis on sentence structure and paragraph development. Adapted short stories and two novels help students improve their reading comprehension. Focused instruction in listening and speaking reinforce the academic literacy skills needed for success across the content areas. This course is aligned with the Michigan English Language Arts Content Expectations, the Common Core for K-12 English Language Arts, and provides English credit for ELs. Course 1008 is a continuation of 1007.

ESL HIGH INTERMEDIATE ENGLISH A (1st Semester)  1009
ESL HIGH INTERMEDIATE ENGLISH B (2nd Semester)  1010
This course continues to build a solid foundation in listening, speaking, reading, and writing. English Learners (ELs) will work on more complex grammar, study vocabulary, analyze short stories, and read Shakespeare, Greek Myths, and one novel. This course is aligned with the Michigan English Language Arts Content Expectations, the Common Core for K-12 English Language Arts, and provides English credit for ELs. Course 1010 is a continuation of 1009.

ESL ADVANCED ENGLISH A (1st Semester)  1011
ESL ADVANCED ENGLISH B (2nd Semester)  1012
In this ESL Advanced English course, students read poetry, short stories, two novels, and two plays. They must also successfully complete an extensive research paper. Other units of study include advanced grammar, advanced vocabulary building, and expository writing. This course parallels the 11th grade English curriculum and provides English credit for English Learners (ELs). ELs are encouraged to take this course before exiting the ESL program. Course 1012 is a continuation of 1011.

ESL READING AND VOCABULARY SUPPORT A (1st Semester)  1005
ESL READING AND VOCABULARY SUPPORT B (2nd Semester)  1006
This full-year course provides intensive reading and vocabulary support to a specific group of English Learners (ELs) who struggle daily with literacy problems in many of their content area classes. This course focuses on phonics, reading skills, vocabulary building, Standard English sentence structure, listening skills, and grammar. The class is designed to be taken by a student whose WIDA Access score is Level 2 or 3. The course is intended to help strengthen English Language acquisition skills. Students will receive elective credit. Course 1006 is a continuation of 1005.

ESL TUTORIAL A (1st Semester)  1128
ESL TUTORIAL B (2nd Semester)  1129
ESL Tutorial is offered to English Learners who need assistance with homework from any class in their schedule. Students are expected to be self-motivated and to come to class prepared to do homework. Organizational skills and study skills are stressed. This class may be taken more than once for elective credit.
This course is for the English Learner (EL) who may not yet be proficient in the English language. It is designed to help prepare him/her for the rigorous math sequence required for high school graduation. This course covers vocabulary necessary to excel in Algebra 1 and Geometry along with basic math concepts needed throughout the math sequence. Pre-algebra topics include: number operations, fractions, exponents, order of operations, and solving basic equations and inequalities. Pre-geometry topics include naming line segments, classifying polygons, finding area and circumference, and measuring angles. This course provides Math credit. Course 4010 is a continuation of 4009.

This course is intended for English Learners who are at Levels 1 and 2 of English proficiency. This course focuses on teaching vocabulary and concepts for studying science in a U.S. high school environment. Academic language skills continue to be developed in this Newcomer/Beginners’ science course through listening, speaking, reading, and writing activities and assignments. This course can be taken more than once for elective credit. Course 3956 is a continuation of 3955.

This course is for the English Learner (EL) who scored Levels 2-4 on the WIDA Access. ELs learn the basic concepts that are covered in the Physical Science course, but at a pace that is conducive to the needs of the ELs. Hands-on and visual activities help make this course beneficial for ELs. This course provides Science credit. Course 3056 is a continuation of 3055.

This course is intended for English Learners (ELs) who are at a Level 1 or 2 of English proficiency. This course focuses on teaching vocabulary and concepts for studying history and geography in a U.S. high school environment. Academic language skills continue to be developed in this Newcomer/Beginners’ social studies course through listening, speaking, reading, and writing activities and assignments. This course can be taken more than once for elective credit. Course 2912 is a continuation of 2911.

This course is for the English Learner (EL) who scored Levels 2-4 on the WIDA Access. This course is a chronological survey of United States history from 1890 to the present. Emphasis is placed on major events, individuals, ideas, and problems comprising the American Heritage. The geography of the United States is also stressed. This course provides Social Studies credit. Course 2012 is a continuation of 2011.

This course is for the English Learner (EL) who scored Levels 2-4 on the WIDA Access. This course is designed to increase students’ understanding of issues and problems that have occurred again and again in the history of the world. This course covers different themes and helps ELs discover a connection between particular periods and regions of the world as they relate to the human condition. ELs are encouraged to compare and contrast important historical events in world history. Students also study the effect war has had on the boundary lines that divide one country from another. Other geographical topics will include but are not limited to rivers, oceans, land masses, mountain ranges, natural resources, etc. This course provides Social Studies credit. Course 2006 is a continuation of 2005.

This full-year course is designed for English Learners (ELs) whose WIDA Access score is at Level 1 or 2. ELs will learn computer fundamentals at a slower pace than the single semester regular Computer Applications course. ELs will learn the American keyboard, gain proficiency in using various application programs, and address key components of living online. Knowledge and skills gained in this class will be used in other classes throughout high school. Course 6013 is a continuation of 6012.
A general ignorance of basic health principles exists throughout the United States today. This condition crosses income, community, and educational boundaries. Often this is because of lack of factual information or because misleading information about nutrition and health practices is often found in advertising and the media. The result is far too many Americans who do not enjoy the optimum health and physical well being.

Our program is intended to stimulate and to promote life long interest in health and physical fitness. The importance of nutrition and diet, as well as understanding of disease and bodily functions, will be explained. With this information, students will be able to make correct judgements as they develop their fitness life styles.

Students will also be given the knowledge and skills required to act efficiently in a crisis situation.

With the information provided in this course, as well as with the attitudes encouraged and with the skills developed, our students will be well prepared to help others and themselves to lead much healthier lives.

HEALTH EDUCATION I  (Semester)  8050  10,11,12
This is a required one semester course that concentrates on the wide scope of health concerns. The “Skills for Wellness” is the focus of the curriculum. Topics such as nutrition, substance abuse, diseases, personal health, family life education, and human sexuality make up the framework of this course. Students can complete the required half credit anytime during their Sophomore, Junior, or Senior year.
Mathematics

Four (4) credits in mathematics are required for graduation, including a math or math related course during a student's last year at Lamphere High School. These credits must include Geometry, Algebra I and Algebra II. Math related courses are denoted with the MR symbol. The list of math-related courses is available at the end of the “Mathematics” section.

Students may take two mathematics courses in the same semester provided the prerequisite has been met. For example, Geometry and Algebra I can be taken at the same time.

Possible math sequence options for students are listed below:

Enrolled in Algebra I as 8th graders
- 8th Grade - Algebra I
- 9th Grade - Geometry
- 10th Grade - Honors Algebra II
- 11th Grade - Honors Pre-Calculus
- 12th Grade - AP Calculus AB

Enrolled in Geometry as 9th graders
- 9th Grade - Geometry
- 10th Grade - Algebra I
- 11th Grade - Algebra II
- 12th Grade - math elective or math related class
  OR
- 9th Grade - Geometry and Algebra I
- 10th Grade - Algebra II
- 11th Grade - Pre-Calculus
- 12th Grade - Statistics or AP Calculus AB

ADVANCED PLACEMENT CALCULUS AB A (1st Semester) 4031 12
ADVANCED PLACEMENT CALCULUS AB B (2nd Semester) 4032 12
Prerequisite: Honors Pre-Calculus or Pre-Calculus with grades of B or better and teacher recommendation.
Advanced Placement Calculus is a college level course in which qualified high school students may earn college credit. This class is extremely challenging and demanding; anticipate at least 1 hour of homework daily. Students pursuing areas of engineering, medicine, science, and mathematics are encouraged to take this course. To earn college credit, students must pass an examination administered by the College Board in May. This examination will cost at least $87, cost is determined by the College Board. Graphing calculator exercises are included in the daily assignments. Students should be prepared to purchase a graphing calculator. Course 4032 is a continuation of course 4031. Summer work is required.

ALGEBRA I A (1st Semester) 4011 9,10
ALGEBRA I B (2nd Semester) 4012 9,10
Prerequisite: Geometry or Geometry taken concurrently with Algebra I.
This course builds on the study of functions and representations begun in the middle grades. Topics covered include linear relationships, quadratic functions, systems of equations, data analysis, exponentiation, and power functions. Course 4012 is a continuation of course 4011.

ALGEBRA II A (1st Semester) 4020 10,11
ALGEBRA II B (2nd Semester) 4021 10,11
Prerequisite: Algebra I and Geometry or Geometry taken concurrently with Algebra II.
This course builds on topics covered in Algebra I and Geometry. Topics covered include exponential functions, logarithmic functions, rational functions, trigonometric functions, conic sections and statistical applications. This course should be selected by those who have successfully completed Algebra I and Geometry or will be taking Geometry. Course 4021 is a continuation of course 4020.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA MATH LAB A (First Semester)</td>
<td>14000</td>
<td>10</td>
</tr>
<tr>
<td>ALGEBRA MATH LAB B (Second Semester)</td>
<td>14005</td>
<td>10</td>
</tr>
</tbody>
</table>

**Student selection based on math course grades, test scores, and teacher recommendation.**

This course is designed to support students meet the Common Core State Standards set by the state. The curriculum topics for the concurrent core math class will be taught in Math Lab prior to it being taught in the core class. This will provide students with a strong understanding of the concepts using a variety of strategies. Review for upcoming tests and quizzes will be included.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOMETRY A (1st Semester)</td>
<td>4051</td>
<td>9,10</td>
</tr>
<tr>
<td>GEOMETRY B (2nd Semester)</td>
<td>4052</td>
<td>9,10</td>
</tr>
</tbody>
</table>

This course builds on the study of relationships between angles, triangles, quadrilaterals, and circles developed in the middle grades. Topics covered include right triangle trigonometry, transformations of functions, and a study of formal logic and proofs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS ALGEBRA II A (1st Semester)</td>
<td>4013</td>
<td>10,11</td>
</tr>
<tr>
<td>HONORS ALGEBRA II B (2nd Semester)</td>
<td>4014</td>
<td>10,11</td>
</tr>
</tbody>
</table>

**Prerequisite: Algebra I and Geometry with a grade of A- or better and teacher recommendation.**

Students will experience a fast pace and in-depth study of Algebra II concepts. This course builds on the topics covered in Algebra I and Geometry. Topics covered include exponential functions, logarithmic functions, rational functions, trigonometric functions, conic sections and statistical applications. Course 4014 is a continuation of course 4013. A 1st semester grade of B- or better is required to continue 2nd semester. Summer work is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>HONORS PRE-CALCULUS A (1st Semester)</td>
<td>4082</td>
<td>11,12</td>
</tr>
<tr>
<td>HONORS PRE-CALCULUS B (2nd Semester)</td>
<td>4083</td>
<td>11,12</td>
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</table>

**Prerequisite: Algebra II with a grade of A or Honors Algebra II with a grade of B+ or better; teacher recommendation.**

Students will experience a fast pace and in-depth study of Pre-Calculus concepts. This course provides practice in algebra, geometry and trigonometry while advanced topics are introduced. Logarithms, exponentials, trigonometric equations and graphs, functions, conic sections, curve sketches and roots of higher-order polynomial equations are some of the additional topics. This course provides excellent preparation for college entrance exams and for the study of calculus. Graphing calculator exercises are included in daily assignments. Students should be prepared to purchase a graphing calculator. Course 4083 is a continuation of course 4082. A 1st semester grade of B- or better is required to continue in 2nd semester. Summer work is required.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOMETRY MATH LAB A (First Semester)</td>
<td>14054</td>
<td>9</td>
</tr>
<tr>
<td>GEOMETRY MATH LAB B (Second Semester)</td>
<td>14055</td>
<td>9</td>
</tr>
</tbody>
</table>

**Student selection based on math course grades, test scores, and teacher recommendation.**

This course is designed to support students meet the Common Core State Standards set by the state. The curriculum topics for the concurrent core math class will be taught in Math Lab prior to it being taught in the core class. This will provide students with a strong understanding of the concepts using a variety of strategies. Review for upcoming tests and quizzes will be included.

<table>
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</thead>
<tbody>
<tr>
<td>PRE-CALCULUS A (1st Semester)</td>
<td>4080</td>
<td>11,12</td>
</tr>
<tr>
<td>PRE-CALCULUS B (2nd Semester)</td>
<td>4081</td>
<td>11,12</td>
</tr>
</tbody>
</table>

**Prerequisite: Algebra II, C+ or better.**

This course provides practice in algebra, geometry, and trigonometry while advanced topics are introduced. Logarithms, exponentials, trigonometric equations and graphs, functions, conic sections, curve sketches and roots of higher-order polynomial equations are some of the additional topics. This course provides excellent preparation for college entrance exams and for the study of calculus. Graphing calculator exercises are included in daily assignments. Students should be prepared to purchase a graphing calculator. Course 4081 is a continuation of course 4080. A passing grade 1st semester is required to continue in 2nd semester.
Prerequisite: Algebra 2

This course provides students with an in-depth study of statistics. Topics covered include, but are not limited to: graphical displays of data, summarizing and comparing distributions, exploring bivariate and categorical data, methods of data collection, planning and conducting surveys and experiments, relative frequency, combining independent random variables, normal distribution, sampling distributions, confidence intervals, tests of significance with means and chi-square. This course is meant to prepare students for college; many degrees require a statistics course. Students should be prepared to purchase a graphing calculator or app.
LHS Math Related Courses

Courses will be used to fulfill the fourth year math credit only if they are not already satisfying a graduation requirement.
Not all courses are offered yearly.

**Science**
- Applied Physics
- Chemistry
- Earth and Space Physics
- Physics

**Career and Technical Education**
- Accounting I, II, III, IV
- Financial Literacy A & B
- Home Repair
- Marketing I, II, III, IV
- CAD/Architecture I, II, III & IV
- CAD/Engineering I, II, III & IV

**Social Studies**
- AP Microeconomics

**Oakland Technical Campus Courses**
Must complete two semesters of any class at OSTC. (Senior Year)
Physical Education

Today, obesity is an ever increasing health issue for Americans. Here at Lamphere, our Physical Education program strives to be fitness based and the importance of healthy activities are continuously stressed. Mental and social growth and development, combined with the physical aspect emphasized here, will help lead Lamphere students to full and complete living, now and into adulthood.

PHYSICAL EDUCATION REQUIRED PROGRAM

(1/2) Credit Requirement

Students must fulfill the requirement by the following procedure:

1/2 credit
• Successful completion of Physical Education I or Physical Education II

Brief Description of Activities Offered
The type of activities offered are different in Physical Education I and Physical Education II.

A. Physical Fitness
Activities will include, fitness promoting activities like rope jumping, running, exercises, introduction to weight training, etc. Specific tests of fitness will be regularly administered.

Objectives:
  a. To develop qualities essential to good health.
  b. To develop and to maintain the components of physical fitness: cardiovascular capacity, muscular endurance, flexibility, and strength.
  c. To develop an awareness of the importance of physical fitness.
  d. To minimize the dangers of injury to muscles.
  e. To stimulate students to improve their fitness level.
  f. To develop an “exercise habit” as a carryover activity

B. Individual Activities
Activities may include jogging, weight training, aerobics, bowling, tennis, badminton, swimming and a health related fitness program. The class size and facilities available will determine participation in these activities.

To meet the needs of a carry over of lifetime skills, fitness will be incorporated in every activity.

Objectives:
  a. To acquire knowledge and an understanding of the activity, rules, and safety factors of the various activities.
  b. To develop skills necessary for participation in the activities.
  c. To promote interest and enjoyment in the activities as leisure time activities.
  d. To develop total body fitness.
  e. To promote sportsmanship, etiquette, and in some instances, competition.
ACTIVITIES FOR LIFE (Semester) 8032 10,11,12
This course will further expose the student to a number of individual activities that may be done throughout one’s life. Sports that are highlighted are ones that can be enjoyed recreationally as well as competitively. The class will also emphasize the importance of life long fitness and ways to attain it. There is a fee for activities offered outside of the building.

CORE & AEROBIC TRAINING (Semester) 8035 10,11,12
The emphasis of this course is to begin a significant improvement of ones personal fitness. It will be geared toward aerobic exercise as well as muscle toning. Proper nutrition guidance and the impact on fitness will be researched and experienced. Daily workouts will begin light and work up to a higher level. Students that are interested in improving personal health and overall fitness should consider this class.

PHYSICAL EDUCATION A (1st Semester) 8010 9,10,11,12
Recommended 9th Grade
Fulfills 1/2 P.E. requirement
Physical Education I is a required course. A variety of activities appropriate for autumn, along with swimming, accompany a fitness-based program.

PHYSICAL EDUCATION B (2nd Semester) 8011 9,10,11,12
Recommended 9th Grade
Fulfills 1/2 P.E. requirement
A variety of activities appropriate for spring, along with swimming, accompany a fitness-based program.

TEAM SPORTS (Semester) 8024 10,11,12
The Team Sport class is geared for the student that is interested in pursuing team based activities on a higher competitive level. Team play, strategies, skill refinement and general fitness will be emphasized. Successful completion of the required P.E. classes is strongly suggested.

WEIGHT TRAINING (Semester) 8030 10,11,12
The Weight Training program is designed to introduce the student to the basics of proper weight training techniques and methods. The class consists of cardiovascular fitness, flexibility and strength training. Goal setting and record keeping are emphasized as an important part of the program. The student will be tested monthly on his/her fitness levels with improvement as the goal.
All students are required to take three credits of science courses for graduation. Students are required to take one Biology credit, one credit of either Chemistry or Physics, and one science elective for their third credit. All freshmen are required to take Physical Science (two semesters), and all sophomores are required to take Biology to cover the MME content expectations. If students choose to take the Physical Science bypass test, with a score of 77% or better, he/she must take Biology.

**General Science Background:**

9th grade - Physical Science  
10th grade - Biology credit  
11th grade - Chemistry credit  
or Physics credit (Physics or Applied Physics)  
12th grade - science elective

**Careers in Medicine, Allied Medical Fields, Engineering, Science and Conservation:**

9th grade - Physical Science  
10th grade - Biology  
Botany*  
Zoology*  
11th grade - Advanced Placement Biology*  
Applied Physics*  
Botany*  
Chemistry*  
Physics*  
Zoology*  
12th grade - Advanced Placement Biology*  
Applied Physics*  
Botany*  
Chemistry*  
Physics*  
Zoology*

* indicates a prerequisite must be met prior to taking this class

**ADVANCED PLACEMENT BIOLOGY (1st Semester) 3045 11, 12**  
**ADVANCED PLACEMENT BIOLOGY (2nd Semester) 3046 11, 12**

(Prerequisite: Junior or Senior standing only. Successful completion of one year of the following courses: Biology with a “B” or better in both semesters, and Chemistry with a “B” or better in both semesters (or taken concurrently), Teacher’s Recommendation required.

AP Biology is a yearlong course that is designed to be taken by students after the successful completion of both semesters of high school biology and high school chemistry classes. AP Biology includes topics that are regularly covered in a college introductory biology course and differs from the high school biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work performed by students, and the time and effort required of the student. AP Biology is a course that aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to prepare students for the Biology College Board Advance Placement Exam.

**APPLIED PHYSICS (1st Semester) 3063 11,12**  
**APPLIED PHYSICS (2nd Semester) 3064 11,12**

(Required or elective if Chemistry has been completed.)

Prerequisite: Physical Science and Algebra I, each with a passing grade in both semesters (Physical Science taken at the same time and/or Algebra I taken at the same time do NOT meet prerequisite criteria.)

This course is a laboratory-based course, which deals with many of the topics usually covered in a physics program and focuses on the principles that underlie current technology in the world today. The hands-on approach used in this program will make learning both useful and fun. A good math background is preferable. Applied Physics is a one-year course and satisfies the physics sciences credit requirement for graduation.
BIOLOGY (1st Semester) 3041 10,11,12  
BIOLOGY (2nd Semester) 3042 10,11,12  
(Required)  
Physical Science with a passing grade in both semesters is highly recommended.  
Biology is a study of living things, how they work, their dependence upon each other, and their effect on one another. Students selecting this course will be required to develop an understanding of inter-relationships of biological processes. Biology is a one-year course and satisfies the biology science credit requirement for graduation.  

BOTANY B (2nd Semester) 3059 10,11,12  
Prerequisite: Biology  
Botany is a course that includes such topics as plant physiology, morphology, form and function, propagation, identification and classification. Students will learn the basic function and parts of plants. Students will learn to identify various annuals and perennials as well as Michigan trees. Students will learn how to grow, care for, and propagate both flowers and vegetables. The class will have plenty of hands-on activities, which will allow students to apply botanical and horticultural knowledge. Botany is a one-semester course that is offered during the spring semester only.  

CHEMISTRY (1st Semester) 3031 10, 11, 12  
CHEMISTRY (2nd Semester) 3032 10, 11, 12  
(Required or elective if Physics or Applied Physics has been completed with a passing grade)  
Prerequisite: Algebra 1 must be completed prior to taking Chemistry with a grade of C or better. (Algebra I taken at the same time does NOT meet prerequisite criteria.)  
Chemistry is a college-prep course that studies changes in matter. Included are the meaning and use of the mole, atomic theory and structure, the periodic table, chemical nomenclature, bonding, chemical reactions and equations, stoichiometry, and solution chemistry. These concepts are illustrated in the laboratory, in which experiments are done to observe the behavior of matter under controlled conditions. Chemistry is a one-year course and satisfies the chemistry science credit requirement for graduation.  

EARTH AND SPACE PHYSICS (1st Semester) 3066 10,11,12  
EARTH AND SPACE PHYSICS (2nd Semester) 3067 10,11,12  
Prerequisite: Physical Science, Algebra 1  
Earth and Space Physics is a one-year course that satisfies the third-year science credit requirement for graduation. It is appropriate for students who are attempting to earn a third science credit or as an elective for students who have already taken the college-preparatory Chemistry or Physics courses. This course investigates Earth and Space science with a physics theme. Topics covered include Earth’s layers and atmosphere, energy resources, understanding the sky, the solar system, stars and their life cycles, the Milky Way and galaxies, constellations, and the universe as a whole.  

PHYSICAL SCIENCE (1st Semester) 3049 9  
PHYSICAL SCIENCE (2nd Semester) 3050 9  
(Required)  
Prerequisite: None  
This introductory course exposes the students to the major concepts of Physical Science including Chemistry, Physics, and Earth and Space Science. Emphasis placed upon scientific skills, concepts, and processes. Laboratory investigations and practical applications to daily life are an integral part of the curriculum. If a student chooses to take the bypass test in order to go on to a more advanced science class, and passes with a 77% or better, he/she should take General Biology. Physical Science is a one-year course and can be used as a science elective for their third science credit towards graduation. For ESL Physical Science course see English as a Second Language section (pg. 35)  

PHYSICS (1st Semester) 3061 11,12  
PHYSICS (2nd Semester) 3062 11,12  
(Required or elective if Chemistry has been completed)  
Prerequisite: Currently enrolled in or completed Pre-Calculus  
Physics is a college preparatory course for the students desiring a greater understanding of matter and the changes that occur when energy is applied to matter. Basic and advanced physics concepts are presented. The student will learn to develop skills in laboratory work, handle scientific equipment, and build an understanding of physics. Areas of study are kinematics, forces, energy, waves, buoyancy, electricity, and relativity. Physics is a one-year course and satisfies the physics science credit requirement for graduation.
Prerequisite: Biology with a passing grade in both semesters

Zoology is a course that includes such topics as animal physiology, morphology, and function, identification and classification. This will include a comparative study of both the invertebrate and vertebrate animals. Zoology is a one-semester course that is offered during the fall semester only.
Social Studies

Three credits of Social Studies are required for graduation.

Social Studies Requirements:
Freshman Year - U.S. History and Geography A & B or Honors**
Sophomore Year - World History and Geography A & B or Honors**
Junior/Senior Year - Economics (one semester) or A.P. Microeconomics
U.S. Government (one semester) or A.P. U.S. Government**

The following electives are available for Juniors and Seniors:
**Advanced Placement U.S. Government
**Advanced Placement Microeconomics
**Advanced Placement Psychology
Current Issues
Independent Studies in the Social Studies
Law
Psychology I & II
Sociology

**Instructor’s permission required

ADVANCED PLACEMENT MICROECONOMICS (1st Semester) 2034 11, 12
(Offered during even school years. ie: 2019-20)
Prerequisite: Strong Math and Reading levels encouraged, above average reading level, Algebra I with an
“A-” or better and/or Algebra II with a B+ or higher in addition to Teacher’s Approval/Recommendation
Advanced Placement Microeconomics is a one semester college level course. Advanced Placement Microeconom-
ics will offer the student an understanding of basic economic concepts, factor markets, product markets, business
firms and the role of government. Students are encouraged to take the AP exams in May, which are administered by
the College Board. Students who are successful in the exam qualify for college credit at many universities. Summer
assignments may be required for this course.

ADVANCED PLACEMENT PSYCHOLOGY A (1st Semester) 2078 11, 12
ADVANCED PLACEMENT PSYCHOLOGY B (2nd Semester) 2079 11, 12
Prerequisite: Teacher’s Recommendation
Advanced Placement Psychology is a two semester college level course introducing students to the systematic and
scientific study of behavior and mental processes of human beings and animals. This is a rigorous and demand-
ing course, intended to provide the scope and level of academic accomplishment expected in a college/university
setting. The curriculum for this course places a heavy emphasis on essential readings, writing assignments, inde-
pendent projects, and frequent tests intended to prepare students for the AP Exam to be held in May. Students will
also develop critical thinking, note taking, study, and test taking skills that will help them be successful in college.
A variety of methods will be implemented in order to convey information and encourage student participation. This
course will promote student awareness of and respect for the psychological diversity of human beings with refer-
ence to biological, social, and cultural influences. Summer assignment may be required for this course.

ADVANCED PLACEMENT U.S. GOVERNMENT A (1st Semester) 2060 11, 12
ADVANCED PLACEMENT U.S. GOVERNMENT B (2nd Semester) 2061 11, 12
(Offered during odd school years. ie: 2019-20)
Prerequisite: Strong Science and Reading levels encouraged, B+ or better in Science courses. Teacher rec-
mendation/approval and writing level recommended
Advanced Placement U.S. Government is a two semester college level course in which the students will study the
general concepts used to interpret U.S. politics. They will become familiar with various groups, beliefs, and ideas
that make up U.S. political reality and understand the form and function of our government system. The students will
study the U.S. political tradition, the right and responsibilities of U.S. citizenship, and they will make comparisons
between U.S. government and governments of selected countries. The optional Advanced Placement examination
for college credit will be given at the end of the 2nd semester. Summer assignment may be required for this course.
CURRENT ISSUES (Semester) 2015 11, 12
Students will discuss and study local, national, and international events, which are in the news today. Emphasis will be placed on exploring the “whys” and “hows” of current movements, controversies, problems, and events by studying their geography and background. Students will also explore, via discussion and class debate, various sides to the controversies and possible solutions.

ECONOMICS (Semester) 2031 11, 12
The major purpose of this one semester course is to introduce students to knowledge of micro/macroeconomics that will help them make decisions in their role as citizens. Students apply fundamental economic concepts to their understanding of the American economic system and emerging global economy. While acquiring new knowledge about economics, students practice skills of locating, interpreting, organizing, analyzing, and reporting information. Emphasis is placed on activities which foster application of economic knowledge to making decisions about personal and public matters. As part of their study of economics, students deepen their understanding of democratic values as they pertain to the American legal and economic systems.

U.S. GOVERNMENT (Semester) 2040 11, 12
This required course will delve into the three major concepts upon which the U. S. system of government operates: power, conflict, and compromise. Materials which illustrate the nature and inter-relationships of these concepts will be selected using issues that currently confront all levels of government, the U. S. Constitution and the fundamental principles of liberty. Students will participate in several hands on projects, including Citizenship Project, as a means of demonstrating their understanding of the American political process. A key focus of this course will be the U.S. Constitution and its supporting values.

LAW (Semester) 2070 11, 12
The purpose of this one semester elective course is to introduce students to knowledge of law that will help them make decisions in their role as productive citizens. Students increase their knowledge of various types of law including criminal and civil as well as an introduction to criminology and forensics. Emphasis is placed on activities, which foster the application of legal knowledge to making decisions about personal and public matter including mock trials and presenters from various legal fields.

PSYCHOLOGY I (Semester) 2080 11, 12
This one semester elective course deals with perception, intelligence, states of consciousness, personality, and adjustment. The student will be introduced to psychological findings in the areas of growth and development, and abnormal functioning. Various psychological theories will be studied such as behavioral, humanistic, cognitive, psychoanalytic, and sociocultural.

PSYCHOLOGY II (Semester) 2081 11, 12
Prerequisite: Psychology I
This one semester elective course deals with human development, stress and conflict, gender differences, learning and memory, and sociocultural influences on aggression, violence, attitudes, and beliefs. Emphasis is placed on active student involvement surrounding the issues of human behavior.

SOCIOLOGY (Semester) 2100 11, 12
Sociology is the study of man in various human groups in human societies. This one semester elective course will be concerned with the basic ideas and principles of sociology, as well as, some of the tools used by the sociologist in pursuit of his studies. Students will practice the skills of sociological investigation by gathering data, interpreting it, and reaching conclusions.

U.S. HISTORY AND GEOGRAPHY A (1st Semester) 20559 9
U.S. HISTORY AND GEOGRAPHY B (2nd Semester) 20569 9
This course is a chronological survey of United States history and appropriate events in Michigan history from 1890 to the present day. Emphasis is placed on geography, major events, individuals, and problems comprising the American heritage.
HONORS U.S. HISTORY AND GEOGRAPHY A (1st Semester)  20579  9
HONORS U.S. HISTORY AND GEOGRAPHY B (2nd Semester)  20589  9
Prerequisite: Teacher's Recommendation
In addition to the course goals for U.S. History and Geography, emphasis is placed on higher order thinking skills. Students will study the political, social, economic, diplomatic, and cultural history of the United States. Summer assignment may be required for this course.

WORLD HISTORY AND GEOGRAPHY A (1st Semester)  2007  10
WORLD HISTORY AND GEOGRAPHY B (2nd Semester)  2008  10
The purpose of this two semester required course is to increase students' understanding of issues and problems that have recurrent over time. A thematic approach offers a way to connect the study of particular periods and regions of the world to exploration of enduring aspects of the human condition. Students are encouraged to think more coherently, systematically, and comparatively about the past.

HONORS WORLD HISTORY AND GEOGRAPHY A (1st Semester)  2009  10
HONORS WORLD HISTORY AND GEOGRAPHY B (2nd Semester)  2010  10
Prerequisite: Teacher's Recommendation
In addition to the course goals for World History and Geography, emphasis is placed on higher order thinking skills. Students will be expected to complete more rigorous reading and writing assignments. Summer assignment may be required for this course.
Visual, Performing and Applied Arts

The Performing Arts department consolidates the areas of Art, Television, Speech, and Music into an organizational unit.

ADVANCED SPEECH (Semester) 7002 9,10,11,12
Prerequisite: Speech and Teacher’s Recommendation
The Advanced Speech student will further develop skills in individual interpretive reading, storytelling, and original oration. The student will be involved in both the theoretical and actual aspects of debate and encouraged to enter competition on an inter-school basis. The class may be repeated for credit with instructor’s permission.

ADVANCED TV AND RADIO (Year long course) 17010/17011 10,11,12
Prerequisite: Teacher’s Recommendation and TV Productions
Create your own programming and manage a student-driven website. This course focuses on theories, methods, and techniques used to plan, produce, and distribute audio and video programs and messages, and that prepares individuals to function as staff, producers, directors, and managers of radio and television shows and media organizations. Includes instruction in video; planning, scheduling and production; writing and editing; performing and directing; personnel and facilities management; marketing and distribution; media regulations, law, and policy; and principles of broadcast technology.

ART FUNDAMENTALS I (Semester) 7021 9,10,11,12
Prerequisite: Interest in Art
This course is an introduction to the principles and elements of design, art techniques, and materials. Art work will be primarily two dimensional. Students will be exposed to works of historical and contemporary artists. There is a fee for this course to help cover the cost of materials.

ART FUNDAMENTALS II (Semester) 7022 9,10,11,12
Prerequisite: Art Fundamentals I
This course is an extension of Art Fundamentals I; stressing the principles and elements of design. Students in this course will learn advanced techniques in different mediums and design principles. Students will be exposed to works of historical and contemporary artists. There is a fee for this course to help cover the cost of materials.

CERAMICS I (Semester) 7023 10,11,12
Prerequisite: Interest in Ceramics
This course will explore the basic methods for the treatment of clay as a three dimensional medium. The main emphasis will be placed on pinch, coil, and slab methods of construction. This course will also include the proper application of glazes. Students will be exposed to the works of historical and contemporary ceramic artist. There is a fee for this course to cover the cost of materials.

CERAMICS II (Semester) 7024 10,11,12
Prerequisite: Ceramics I
This course is a further exploration of clay, using hand construction and wheel throwing techniques. There will also be experiments in glaze formulation. Students will be exposed to the works of historical and contemporary ceramic artist. There is a fee for this course to cover the cost of materials.
CHOIR (1st Semester) 7160 9,10,11,12
CHOIR (2nd Semester) 7161 9,10,11,12

Prerequisite: Interest in the study of vocal music and the desire to sing and perform newly learned musical material.

This course is a concert-style vocal music ensemble where students will learn and improve their vocal and ear training skills, and learn to sing in a variety of musical styles, while working as a team to create music. The ensemble will learn and perform two, three, and four-part literature from several genres and historical periods. Evening performances are scheduled each semester, for which attendance is expected of all students.

CONCERT BAND (1st Semester) 7120 9,10
CONCERT BAND (2nd Semester) 7121 9,10

Prerequisite: Previous experience playing a wind, brass, or percussion instrument in a school music ensemble.

This course will teach students to apply the fundamentals of instrumental music performance in the ensemble setting, making use of fine band literature from all periods of history. Several evening concert performances are scheduled throughout the year, which students are expected to attend. Through successful participation in this course, students will have access to many other optional musical opportunities, including marching band, jazz band, solo performances, festivals, and competitions.

Course Notes: This is a year-long course. Students must enroll for both A (fall) and B (spring) sessions.

DRAWING & PAINTING I (Semester) 7027 10,11,12
Prerequisite: Art Fundamentals I

This class will cover the techniques of drawing and painting with a variety of media: charcoal, ink, pencil, watercolor, and acrylic paints. The subject matter will include the areas of still life, human figure, abstractions, and perspective drawing. There is a fee for this course to cover the cost of materials.

DRAWING & PAINTING II (Semester) 7028 10,11,12
Prerequisite: Drawing & Painting I

This course involves a deep concentration in drawing and painting. Subject matter will stress still life and nature. Oil and acrylic paints will be used for most assignments. There is a fee for this course to cover the cost of materials.

JEWELRY I (Semester) 7030 10,11,12
Prerequisite: An interest in jewelry and metal work

This course consists of the making of simple jewelry pieces such as pins, pendants and rings. Some of the basic techniques used will be sawing, filing, sanding, soldering and polishing of metals. Materials used in this class will be copper, brass, nickel silver, and sterling silver. There is a fee for this course to cover the cost of materials.

JEWELRY II (Semester) 7031 10,11,12
Prerequisite: Jewelry I

This course is a continuation of Jewelry I. Students set stones in sterling silver and explore advanced metalsmithing techniques. There is a fee for this course to cover the cost of materials.

SELECTED STUDIES – ART (1st Semester) 7033 10,11,12
SELECTED STUDIES – ART (2nd Semester) 7034 10,11,12
Prerequisite: Teacher’s Recommendation

This course will offer a student an opportunity to do in-depth study in his area of interest. The student and instructor will design the program together. Students working in the area of ceramics jewelry, oil, and/or acrylics will be charged a general fee for all extra materials.

SELECTED STUDIES - PERFORMING ARTS (Semester) 7070 10,11,12
Prerequisite: Teacher’s Recommendation

This course will offer a student an opportunity to do in-depth study in his area of interest. The student and instructor will design the program together.
SPEECH (Semester)  
Prerequisite: None
7001  9,10,11,12
This is a survey course designed to develop students’ oral communications skills. Students will develop the skills to write, prepare, and deliver a variety of speeches. The course includes units in communication skills, listening skills, group communication, persuasive speaking, group speaking, demonstrations, oration, and debate.

SYMPHONIC BAND (1st Semester)  
SYMPHONIC BAND (2nd Semester)  
Prerequisite: Two successful years of Concert Band, or one year of Concert Band with teacher’s recommendation.
7111  11,12  7112  11,12
This is an accelerated course of study in which band music of the highest quality, and from all periods of history, is selected for performance. The course will continue to develop students’ ability to apply the fundamentals of instrumental music performance in the ensemble setting, building upon skills learned in Concert Band. Several evening concert performances are scheduled throughout the year, which students are expected to attend. Through successful participation in this course, students will have access to many other optional musical opportunities, including marching band, jazz band, solo performances, festivals, and competitions.

Course Notes: This is a year-long course. Students must enroll for both A (fall) and B (spring) sessions.

TELEVISION PRODUCTION (Semester)  
Prerequisite: None
7003  9,10,11,12
This course offers students the chance to experience production, editing, and presentation of this media with “on-the-job” learning activities. The students will have the opportunity to work behind the scenes and in front of the camera to better understand the production process. Using digital editing techniques, the student will explore television marketing and advertising, music, video, filmmaking, and news casting genres.

YEARBOOK STAFF  
Prerequisite: Teacher’s Recommendation
1160  1161  9,10,11,12
In this course students will produce and publish the school’s annual publication – Raminisce. Working as a team, the staff will use skills in the areas of layout design, cover/color/type selection, photography, feature writing, public relations, and business/advertising to meet deadlines. Students should realize that responsibility and commitment are necessary to maintain high standards of excellence. Extra time after school, on weekends, or during vacations may be required to achieve staff goals. Opportunities may be afforded for qualified staff members to attend workshops and conferences offered at colleges during the school year and the summer. This course may be repeated for credit. This is a full year course. Permission from the Yearbook Adviser is required.
LHS Visual, Performing and Applied Arts Courses

Credit will be awarded for the Visual and Performing Arts credit towards graduation only if credit is not already satisfying a graduation credit.
Not all courses are offered every year.

Visual and Performing Arts
Advanced TV and Radio
Art Fundamentals I & II
Ceramics I & II
Choir
Concert Band
Drawing & Painting I & II
Intro. To Drone (sUAS) Operation
Jewelry I & II
Social Media Event Broadcasting
Speech
Symphonic Band
Television Production
Yearbook

Career and Technical Education
Business Management & Technology
Business Management Integration I & II
Computer Animation and Video Game Design
Computer Applications
Home Repair
Marketing I, II, III & IV
CAD Architecture I, II, III & IV
CAD Engineering I, II, III & IV
OSTC Programs
Webpage Design and Computer Coding

CASA Courses
AP Studio Art
World Languages

Today’s students need the knowledge and skills to compete in the 21st century on a global and economic level; therefore, the study of World Language is a worthwhile addition to the high school course selection for all Lamphere students.

The study of languages helps many students appreciate foreign cultures while learning to be proud of their own heritage and traditions. With our growing understanding of others and a proficiency in languages, countries outside of the United States have become an important part of our economy. In the future, our students may be among those traveling abroad for business as well as pleasure.

Lamphere High offers six levels of language study: all of which are conducted primarily in the target language and include a variety of learning activities to meet the needs of diverse learners. Beginning with the first level of Spanish, these courses emphasize the development of all four language skills—listening, reading, speaking and writing. Proficiency is developed using authentic communication and real world tasks allowing students to work collaboratively with peers both within and beyond the classroom. Each course provides the opportunity for understanding language and culture through the expression of students’ own ideas, connecting information to other disciplines, and by comparing one’s own to the target culture. Proficiency will be demonstrated through a variety of performance based assessments that have application beyond the classroom. Our advanced courses give students a chance to increase their proficiency towards a more detailed sophisticated level of language with greater flexibility, complexity, and accuracy.

The State Board of Education recommends all students, beginning with the graduating class of 2016, to complete two credits of a world language other than English prior to graduation or demonstrate a two-year equivalent proficiency. Students are required (1) to demonstrate holistic proficiency at the Novice High level on the ACTFL Proficiency Scale; (2) demonstrate basic knowledge of cultural practices, products, and perspectives of the culture(s) in which the language is used; (3) gain cultural knowledge as well as knowledge in other curricular areas using the world language; (4) demonstrate an understanding of the nature of language and culture through comparisons of the language and culture studied and their own; and (5) use the language both within and beyond the school setting.

Beginning World Language study is open to all grade levels, but it is recommended that college bound students begin the study of language in their Freshman year.

All World Language classes are based on a full year program and students should register for both semesters.

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<tr>
<th>Course</th>
<th>Code</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH IA (1st Semester)</td>
<td>1221</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>SPANISH IB (2nd Semester)</td>
<td>1261</td>
<td>9,10,11,12</td>
</tr>
</tbody>
</table>

Prerequisite: None

This beginning class introduces students to the Spanish language and the culture of the Spanish speaking world with emphasis on producing meaningful, authentic communication. To develop proficiencies in listening, speaking, reading and writing, students will be expected to actively communicate about familiar topics, focusing on themselves, their communities and the world in which they live. This is a full year class.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>SPANISH IIA (1st Semester)</td>
<td>1222</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>SPANISH IIB (2nd Semester)</td>
<td>1262</td>
<td>9,10,11,12</td>
</tr>
</tbody>
</table>

Prerequisite: Spanish I

Level II Spanish reinforces the basic communication skills by beginning with a complete review of level I. Students then begin building on prior knowledge to increase their proficiency in listening, speaking, reading and writing. Topics of interest include visiting a restaurant, talking about daily routines and shopping for clothes. Students will also demonstrate an understanding of the relationship between the products and perspectives of the Spanish speaking world by participating in holidays, festivals, and cultural activities. This is a full year class.
SPANISH IIIA (1st Semester) 1223 9,10,11,12
SPANISH IIIB (2nd Semester) 1263 9,10,11,12
Prerequisite: Spanish II
This intermediate course continues to develop students' language skills by producing meaningful, authentic communication and further develops cultural understanding. To increase proficiency in the domains of listening, speaking, reading, and writing, students actively communicate about topics helpful when traveling abroad. Students engage in meaningful interactions to become familiar with life in Latin American countries, while gaining a better understanding of their role as a citizen in a global society. Continued daily participation allows students to grow in their efforts to communicate more effectively in Spanish and demonstrate a curiosity about Spanish language and Hispanic culture. This is a full year class.

SPANISH IVA (1st Semester) 1224 10,11,12
SPANISH IVB (2nd Semester) 1264 10,11,12
Prerequisite: Spanish III
This pre-AP intermediate level course is intended to further students’ progress in the development of the four language skills while deepening their insight into various aspects of the cultures of Spain and Latin America. The level IV curriculum emphasizes the understanding of culture through the study of language in meaningful communicative contexts to develop intermediate levels of proficiency in the four skills. Students demonstrate an understanding of the relationship between the products and perspectives of the Hispanic society by participating in holidays, festivals, and cultural activities. Through authentic texts, media, and interviews students acquire information and recognize distinctive viewpoints of the different Hispanic cultures. By comparing culture with one’s own, students recognize the importance of understanding and respecting other cultures in the world community. Through continued growth and interest in the language and cultures studied students use the language both within and beyond the school setting. This is a full year class.

SPANISH VA (1st Semester) 1225 12
SPANISH VB (2nd Semester) 1265 12
Prerequisite: Spanish IV, Teacher’s Recommendation
This advanced level course is intended to challenge students to become global citizens of the world by comparing one’s own language and culture with that of the Spanish speaking world. Achieving advanced proficiency in both Spanish language and culture is the goal reached through in-depth study of six overarching themes. Students will be exposed to realistic, contemporary settings through engaging texts, authentic cultural experiences, and multimedia materials from throughout the Spanish speaking world and asked to synthesize various sources into meaningful spoken and written presentations. Activities to prepare students for the Spanish AP Language and Culture Exam will be incorporated throughout the year. A complete review of important concepts of Spanish grammar, language pitfalls, and test taking strategies will be presented and reinforced throughout the course. Students will have the opportunity to showcase their skills by producing podcasts/videos highlighting Spanish language and culture, as vendors in the Spanish market and by choosing to take the AP Exam at the end of their study. This is a full year class.

If enrollment is low, this course will be offered simultaneously with Spanish VI using an alternating curriculum so that students may enjoy a unique experience at this advanced level of language study.

Under special circumstances, the instructor may offer this class as an independent study program under the heading SPANISH--SELECTED STUDIES.

SPANISH VIA (1st Semester) 1226 12
SPANISH VIB (2nd Semester) 1227 12
Prerequisite: Spanish V, Teacher’s Recommendation
This advanced level course is intended to challenge students to become global citizens of the world by comparing one’s own language and culture with that of the Spanish speaking world. Achieving advanced proficiency in both Spanish language and culture is the goal reached through in-depth study of six overarching themes. Students will be exposed to realistic, contemporary settings through engaging texts, authentic cultural experiences, and multimedia materials from throughout the Spanish speaking world and asked to synthesize various sources into meaningful spoken and written presentations. Activities to prepare students for the Spanish AP Language and Culture Exam will be incorporated throughout the year. A complete review of important concepts of Spanish grammar, language pitfalls, and test taking strategies will be presented and reinforced throughout the course. Students will have the op-
portunity to showcase their skills by producing podcasts/videos highlighting Spanish language and culture, as vendors in the Spanish market and by choosing to take the AP Exam at the end of their study. This is a full year class.

If enrollment is low, this course will be offered simultaneously with Spanish V using an alternating curriculum so that students may enjoy a unique experience at this advanced level of language study.

Under special circumstances, the instructor may offer this class as an independent study program under the heading SPANISH--SELECTED STUDIES.
Experiential Learning

EXPERIENTIAL LEARNING 10000 11, 12
Prerequisite: Approval of instructor and completed EDP
This one hour course is designed for students who have identified a career goal (on their EDP) of Education or a career goal related to the curriculum being mentored (for example a teacher assistant course in which a pupil learns teaching techniques and how to tutor or mentor other pupils in that content area). Student will be assigned to tutor, teach or mentor other students. The curriculum is outlined in the course syllabus. Student will be regularly assessed and the final exam will be an essay assessment reflecting his/her experience.

TEST PREP

TEST PREP (1st semester) 4100 11
This class is designed to make students aware of and comfortable with the features and format of college entrance exams. Students will learn test-taking strategies and time-management skills. All students will take the sample tests during the course of this class and record their progress.
Oakland Schools Technical Campus Southeast

For all OTC course information, please use the Link given.

www.ostconline.com

CASA

For all CASA course information, please use the Link given.

www.casa-online.org/
PRINCIPLES OF BUSINESS MANAGEMENT 70740 10,11,12
This course will introduce students to the world of business and will prepare them for productive interaction with the business world and the economy. Students will learn the process of acquiring employment, the basics of personal finance and investing, business finance, and general business management. Students will become familiar with creating and designing formal business plans.

MARKETING 70922 11,12
This course will introduce the student to the process of planning and executing the conception, pricing, promotion and distribution of goods and services. Students will learn how to take the product from conception to consumption using a step-by-step process in the marketplace. Other concepts that are covered are branding, packaging and labeling and product development.

FUNDAMENTALS OF COMPUTERS I 70701 9,10
Students will begin to understand the development of the microcomputer, where it has gone and where it is going now. Keyboarding will introduce the student to the terminology, concepts, and functions of the computer as they develop the mastery of the alphabetic and numeric keyboard. An introduction to the Microsoft Suite applications (Word, Excel, PowerPoint) will also be covered throughout the semester. Students will be introduced to career exploration options. This is an overview course to establish essential computer skills to complete assignments in other high school departments.

WEB DEVELOPMENT 70912 9,10,11,12
This project-based course introduces the students into the development of webpage design. Students will learn the infancy of how WebPages were built using HTML (Hypertext Markup Language). Students will then improve their skills using the most current web page creator, Adobe Dreamweaver. Students will build WebPages with many multimedia aspects to enhance their own WebPages. The student will be exposed to button creations, image rollovers, and the use of tables in development. How to apply text, sound, and other graphical elements will also be studied.

PERSONAL FINANCE 70750 10,11,12
This course will introduce students to practical personal finance. This course will cover money management, banking, and consumer credit. Students will navigate resource management while analyzing major future decisions. Students will acquire an understanding of financial security concepts as well as risk management.
NON-DISCRIMINATION IN EDUCATIONAL OPPORTUNITY

It shall be the policy of The Lamphere Schools not to discriminate on the basis of religion, race, color, marital status, age, national origin, ancestry, sex, disability, height or weight in educational programs, activities, or services. All students and staff will have an equal opportunity to participate in, and benefit from, all academic and extra-curricular activities and services. Inquiries concerning equal opportunity on the basis of religion, race, color, marital status, age, national origin, ancestry, sex, disability, height or weight should be directed to:

Director of Human Resources
31201 Dorchester
Madison Heights, MI 48071
(248) 589-1990

GRIEVANCE/COMPLAINT PROCEDURES

A grievance or complaint is a charge by a student or staff member that there has been a violation, misinterpretation or inequitable application of an established school policy or regulation such as harassment or discrimination.

Informal Procedure
The person who believes he/she has a valid basis for complaint shall immediately report the incident to the building administrator. The administrator will request that the nature of the complaint be put in writing and signed by the complainant. The building administrator will investigate the complaint and reply to the complainant within three (3) school days. If this reply is not acceptable to the complainant, he/ she may initiate formal procedures according to the steps listed.

Formal Procedure
Step 1 - A written statement of the grievance shall be presented to the Director of Human Resources, within five (5) business days of receipt of the principal's reply. He/she will further investigate the matters of the grievance and reply in writing to the complainant within five (5) business days.

Step 2 - If the complainant wishes to appeal the decision of the Director of Human Resources, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Director of Human Resources' response to the grievance. The Superintendent will investigate to formulate a conclusion, and respond in writing to the grievance within ten (10) business days.

Step 3 - If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent’s response in Step 2. In an attempt to resolve the grievance, the Board of Education will meet with the concerned parties and their representatives within fifteen (15) business days of the receipt of such an appeal. The Board Secretary shall send a copy of the Board’s disposition of the appeal to each concerned party within ten (10) business days of this meeting by certified mail.

The above grievance procedure is intended to comply with the requirements of Title IX, Section 504, Title VI, and any other federal and/or state civil rights statute which requires the appointment of a compliance coordinator and the adoption of a grievance procedure to resolve discrimination complaints.