LAMPHERE HIGH SCHOOL



Course Description Book

2022 - 2023

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.

LAMPHERE HIGH SCHOOL
610 West Thirteen Mile Road
Madison Heights, Michigan 48071

Course Descriptions

TABLE OF CONTENTS

Introduction 2
Graduation Requirements 3

PREPARING FOR POSTSECONDARY SUCCESS

Career Pathways Information 8
4-Year Plan 16
NCAA Athletic Eligibility 17
Registration 19
Articulation Agreements 21

ACADEMIC DEPARTMENTS

Career and Technical Education 22
Business, Management, Marketing & Technology 23
Technology Education & Drafting/CAD 28
English 30
E.S.L. 33
Health Education 35
Mathematics 36
Physical Education 39
Science 41
Social Studies 44
Visual, Performing and Applied Arts 47
World Language 51
CASA 54
Experiential Learning 54
Life Skills Post High School 54
O.T.C. -Oakland Technical Center 55
Test Prep 55
Bishop Foley Courses 56
Non-Discrimination in Educational Opportunity 57
Grievance/Complaint Procedures 57

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

Credits	Subject Area	Description
4 Credits	**English Language Arts**	• Aligned with subject area content expectations developed by the Department and approved by the State Board of Education
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. OR • 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 OR • One credit World Language and One(1) credit Career & Technical Ed. OR • 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:

Dual Enrollment Readiness
Qualifying Assessment and Scores 2021-2022

Assessment	Test Section	Content Area	Minimum Qualifying Score
For the 2020-2021 school year student may qualify with a GPA. of 2.5 or higher			
ACT	Mathematics	Mathematics	22
	Reading	Reading	22
	Science	Science	23
	English	English	18
MME*	ELA	ELA	2100
	Mathematics	Mathematics	2100
	Science	Science	2100
	Social Studies	Social Studies	2100
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
	Mathematics	Mathematics	530
AP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

* MME scores are based on the Spring 2018 administration of the M-STEP exams

***There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

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	Government, U.S. History, World History and Economics.
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

CAREER DEVELOPMENT COMPONENTS				
SELF-AWARENESS ***Who am I?***	**CAREER AWARENESS** ***What Careers Interest Me?***	**DECISION MAKING** ***Where am I going?***	**PLANNING** ***How will I get there? What's my plan?***	**DOCUMENTATION** ***How do I show it?***
 **CAREER PATHWAYS** 				

The following activities occur at each grade level through Career Preparation Seminars and individual activities completed by students:

9th grade	10th grade	11th grade	12th grade
Self-Awareness • Complete 2 self-awareness inventories • Enter assessment results on EDP • PSAT	**Self-Awareness** • PSAT	**Self-Awareness** • SAT • Enter assessment results on EDP • Update strengths, interests	**Self-Awareness** • Enter assessment results on EDP • Update strengths, interests
Career Awareness & Exploration • Update Career Matchmaker suggestions • Review career options • Review Pathways selections	**Career Awareness & Exploration** • Update Career Matchmaker suggestions • Review earnings and education needs for careers of interest • Volunteer experiences	**Career Awareness & Exploration** • Review fit of career choices • Work Experience	**Career Awareness & Exploration** • Update job outlook information • Update resume and references • Develop interview skills • Participate in mock interviews
Decision Making • Review and/or modify long-and short-term goals	**Decision Making** • Review and/or modify long-and short-term goals for realistic goal setting	**Decision Making** • Review and/or modify long-and short-term goals	**Decision Making** • Review and/or modify long-and short-term goals
Career Planning • Update high school courses • Visit colleges	**Career Planning** • Identify post-secondary interests • Explore scholarships and financial aid	**Career Planning** • Prepare college/job applications • Write resume • Visit college of choice • Participate in job shadowing, internships, or work experience	**Career Planning** • Send college applications • Participate in work-based education (Work Experience or Work Base Learning)
Documentation • Update EDP	**Documentation** • Update EDP	**Documentation** • Update EDP	**Documentation** • Update EDP

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.

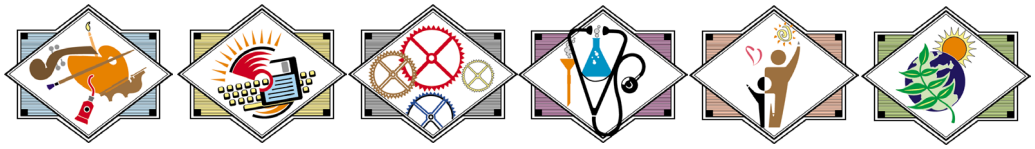
Why are Career Pathways important?
Today's job market demands a highly skilled workforce. Many new jobs require at least two years of education after high school. So, the courses you select in high school can prepare you for further education and employment. Once you have made your initial choice for 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:

Interests:

- Being artistic
- Speaking in front of others
- Working with designs
- Being self expressive
- Working with patterns
- Creating things
- Focusing on projects
- Being flexible
- Using imagination
- Working with people
- Helping others
- Writing
- Frequenting movies, theatre, concerts and art museums

Skills:

- Creating approaches to problems
- Motivating others
- Analyzing needs
- Changing things to achieve goals
- Imagining how things should work
- Gathering and organizing information
- Talking to others effectively
- Being aware of others' reactions
- Evaluating ideas
- Writing
- Planning
- Managing time effectively
- Listening to others

Abilities:

- Coming up with unusual or clever ideas
- Communicating written ideas clearly
- Communicating verbally in a clear manner
- Originating numerous ideas on a topic
- Recalling information
- Coordinating body movements
- Recognizing spatial relationships
- Seeing detail of objects
- Arranging things or actions
- Reading and understanding written information
- Imagining how something will look after it is rearranged
- Distinguishing differences between colors, shades and brightness

Some possible related career choices and courses are

Associate's Degree	**Bachelor's Degree or above**
Announcer	Archaeologist
Artist	Architect
Broadcast Technician	Art/Music Therapist
Commercial Artist	Advertising Agent
Fashion Designer	Cartographer
Graphic Designer	Director
Jeweler	Editor
Multimedia Developer	Illustrator
Photographer	Interpreter
Sound Technician	Journalist
Technical Writer	Music Teacher

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)



Business, Management, Marketing & Technology

Programs of study related to the business environment.

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

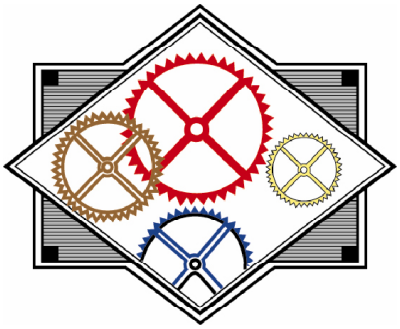
Interests:	Skills:	Abilities:
• Searching for facts and figuring out problems • Working with people and data • Following procedures • Being detail-oriented • Starting up projects • Following a set routine • Communicating with others • Helping others • Focusing on projects • Making decisions • Persuading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

Some possible related career choices and courses are

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

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:

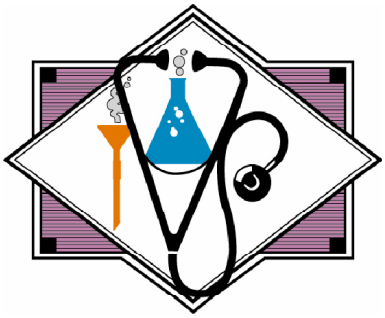
- Communicating ideas verbally
- Seeing details of objects
- Grasping or assembling objects
- Communicating written ideas clearly
- Applying rules to problems to get solutions
- Speaking clearly
- Following given rules to arrange things
- Imagining how something will look after it is rearranged
- Creating 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

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

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:

Interests:

- Working with others
- Communicating
- Giving advice
- Helping others
- Explaining things to others
- Working with hands and/or tools and machines
- Healing people, plants and/or animals
- Searching for facts
- Working with ideas
- Figuring out problems
- Paying attention to detail
- Researching information

Skills:

- Talking to others clearly
- Looking for ways to help others
- Thinking critically
- Listening to others
- Managing time effectively
- Operating and monitoring equipment
- Determining tools to use in certain situations
- Organizing information
- Being aware of others' reactions
- Being coordinated
- Identifying the nature of problems
- Weighing costs and benefits of actions

Abilities:

- Exerting strength to lift, pull, push or carry
- Reading and understanding information
- Communicating clearly
- Listening to and understanding others
- Maintaining a positive attitude
- Having steady hands while making arm movements
- Grasping, manipulating or assembling objects
- Seeing details at close range
- Making sense of information
- Combining and organizing information
- Applying general rules to specific problems to generate solutions
- Making adjustments when controlling machines or tools

Some possible related career choices and courses are

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

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:

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

Some possible related career choices and courses are

Associate's Degree (2 years)	Bachelor's Degree or above (4 years or more)
Civil Services Cosmetologist Culinary Arts/Hospitality Fire Fighter Hotel/Motel Manager Law Enforcement Legal Assistant Psychiatric Aide Public Relations Specialist Recreation Worker Security Administration	Anthropologist Clergy College Administrator Counselor Historian Judge Lawyer Probation & Parole Officer Psychologist Social Worker Teacher

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:

Interests:

- Enjoying nature
- Searching for facts
- Figuring out problems
- Working with things/objects
- Communicating with others
- Explaining things to others
- Working with hands and/or tools and machines
- Helping others and the environment
- Giving advice
- Working with ideas
- Working outdoors

Skills:

- Using known methods to solve problems
- Understanding written sentences
- Gathering and organizing information
- Talking to others clearly
- Looking for ways to help others
- Identifying the nature of problems
- Determining equipment needed for a job
- Maintaining equipment as needed
- Identifying essential information
- Thinking critically
- Listening to others

Abilities:

- Speaking clearly
- Communicating ideas so others will understand
- Reading and understanding written information
- Communicating written ideas clearly
- Predicting when something is wrong
- Combining information to form conclusions
- Making sense of information
- Following given rules to arrange things
- Seeing details of objects
- Listening and understanding information presented by others
- Applying rules to specific problems to come up with solutions

Some possible related career choices and courses are

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

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)

FOUR-YEAR PLAN

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 makingAs 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

	Division I 16 Core-Course Rule 2008 and after	Division II 2005 and after
English	4 years	3 years
Mathematics (Algebra I or higher)	3 years	2 years
Natural/Physical Science (1 year of lab if offered by high school)	2 years	2 years
Social Science	2 years	2 years
Additional Core (English, Mathematics, Natural/Physical Science)	1 years	2 years
Additional Courses (from any area above, world language or nondoctrinal religion/philosophy).	4 years	3 years
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 oe 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
NEW CORE GPA/Test Score Index

Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

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 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

PUBLIC NOTIFICATION OF CAREER AND TECHNICAL EDUCATION OPPORTUNITIES AT LAMPHERE HIGH SCHOOL

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.

Program	Criteria for Admission
Trade & Industrial WBL	Coordinator's Permission
Accounting	None
Business Management & Technology	None
Computer Applications	None
Web Page Design & Computer Coding	Computer Applications or Business Management & Technology II
Marketing	None
Business Management Integration	Computer Applications or Business Management & Technology II
Distributive Education WBL	Business Management & Technology II and Coordinator's Permission
Office Education WBL	Business Management & Technology II and Coordinator's Permission
Radio & TV Broadcasting Technology	None

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	

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	

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	

ACCOUNTING I (1st Semester) **6001** **10,11,12**
ACCOUNTING II (2nd Semester) **6002** **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**
ACCOUNTING IV (2nd Semester) **6004** **11,12**
Prerequisite: ACCOUNTING II
Students may earn college credit through Baker College
This course continues from Accounting II by expanding the student's understanding of accounting systems and develops an understanding of various methods of internal control procedures. Students will develop competence in departmentalized accounting, adjustments, corporation accounting, management and cost accounting. Students will also demonstrate the use of accounting principles through the use of computer software and simulated activities. Course 6004 is the continuation of course 6003.

ADVANCED COMPUTER SCIENCE PRINCIPLES **6023** **11, 12**

Prerequisite: ALGEBRA I

AP Computer Science Principles is a year-long introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems - including the internet - work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

BUSINESS LAW **6022** **11,12**

Business Law is a semester course designed to provide students with a solid foundation in understanding the legal issues related to topics of business law and personal law. Areas of study will include how laws were formed, procedures in civil and criminal cases, making contracts, terminating contracts, responsibilities of minors, being a consumer, purchasing power, purchasing insurance, personal and real property rights, starting a business and leadership skills. Assignments: Most assignments will be completed in class. Class assignments may include, but not limited to: Current events relating to the course of study - Group and Individual Projects - Interactive Notes - Class Discussions/Debates - Mock Trials - Worksheets - Quizzes and Final Unit Tests.

BUSINESS MANAGEMENT INTEGRATION (1st Semester) **6164** **11,12**

BUSINESS MANAGEMENT INTEGRATION (2nd Semester) **6165** **11,12**

This course provides critical understanding of how organizations work and are managed. Some topics include business goals, strategies, structures, technologies, business enviroments, and motivation. Each semester students will complete a Virtual Business Simulation that reinforces different management topics. Course 6165 is the continuation of course 6164.

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.

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.

SPORTS AND ENTERTAINMENT MARKETING (Semester) **6016** **10,11,12**

Why take Sports & Entertainment Marketing? Because you will develop a fundamental knowledge of marketing that relates sports and entertainment industries, and career possibilities available in the industries. You will also develop the necessary entry skills for a career in the sports and entertainment fields. Sports & Entertainment Marketing is a course designed to teach marketing concepts through (applied to) the sports and entertainment industry. Marketing is a tool that has allowed the U.S. economy to become highly successful internationally. The basic functions of marketing - product/service management, distributionn, selling, marketing information management, financing, pricing, and promotion will be covered. In addition to marketing overview, this course is designed to show how advertising, sales, and event marketing and comminications are important.

Major areas that will be covered are: Professional Sports • Theme Parks • TV • Movie Industries • Radio • Concert & Arena Productions • Restaurants & Hotel Industries

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.

Career and Technical Education

Technology Education & Drafting/CAD

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

Description:	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.
Example of Careers in this Cluster:	Architect, Carpenter, Computer-Aided Drafter (CAD), Electrician, General Contractor, Iron/Metal Worker, Landscape Designer, Mechanical Engineer, Preservationist, Surveyor, Urban Planner/Designer
	Suggested Course Sequence:
• CAD/Architecture I/II, CAD/Architecture III/IV, Trade & Industrial Work Based Learning. Home Repair may be taken at any time.	

CAD/ARCHITECTURE I (1st Semester) AC MR VPAA **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) MR VPAA **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 II is a course that will engage students in activities, projects, problem-based learning, and hands-on classroom experiences. Students apply the computer skills learned in first semester to create projects and more advanced two dimensional geometry and solids models that are the foundation of mechanical drawings, by using AutoCAD and Inventor.

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.
CAD/Engineering IV is a continuation of first semester. Students will apply the learned fundamentals to brainstorm more complex ideas, sketches, pictorials, and three-dimensional objects into complete 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.

English

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 **11162/11163 9,10,11,12**

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 **11175** **11**
ADVANCED PLACEMENT LANGUAGE & COMPOSITION B **11176** **11**

Prerequisite: Completion of previous English course with a B+ or better, teacher recommendation and approval by the Honors Addmissions Board.

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, teacher recommendation and approval by the Honors Addmissions Board.
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, teacher recommendation and approval by the Honors Addmissions Board.
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, teacher recommendation and approval by the Honors Addmissions Board.
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.

ESL PRE-ALGEBRA A (1st Semester) 4009
ESL PRE-ALGEBRA B (2nd Semester) 4010
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.

ESL SCIENCE SKILLS A (1st Semester) 3955
ESL SCIENCE SKILLS B (2nd Semester) 3956
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.

ESL PHYSICAL SCIENCE A (1st Semester) 3055
ESL PHYSICAL SCIENCE B (2nd Semester) 3056
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.

ESL SOCIAL STUDIES SKILLS A (1st Semester) 2911
ESL SOCIAL STUDIES SKILLS B (2nd Semester) 2912
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.

ESL U.S. HISTORY & GEOGRAPHY A (1st Semester) 2011
ESL U.S. HISTORY & GEOGRAPHY B (2nd Semester) 2012
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.

ESL WORLD HISTORY & GEOGRAPHY A (1st Semester) 2005
ESL WORLD HISTORY & GEOGRAPHY B (2nd Semester) 2006
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.

ESL COMPUTER APPLICATIONS (1st Semester) 6012
ESL COMPUTER APPLICATIONS (2nd Semester) 6013
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.

Health Education

Health Education at Lamphere High School is required class that is designed to teach students the necessary skills to set personal health goals, gather and understand credible health information, analyze the many influences on our health, reflect on students' health habits, make healthy decisions and advocate for others' health. The focus is on improving the wellbeing of students' minds, bodies, and relationships with others. The curriculum is comprehensive and is centered around topics that are directly relevant to students' lives (sleep, dangers of vaping, nutrition, exercise, dangers of texting and driving, mental wellness, sex ed, etc). The instructor will frequently invite other health professionals into the classroom to present current Health information in meaningful ways. Students will leave with more than a general awareness of disease and illness, as they take with them the confidence and skills necessary to live a healthy and productive life.

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 avaiable 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 - Honors 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 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 $94, 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.

GEOMETRY A (1st Semester) **4051** **9,10**
GEOMETRY B (2nd Semester) **4052** **9,10**
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.

HONORS ALGEBRA II A (1st Semester) **4013** **10,11**
HONORS ALGEBRA II B (2nd Semester) **4014** **10,11**
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.

HONORS GEOMETRY A (1st Semester) **4049** **9**
HONORS GEOMETRY B (2nd Semester) **4050** **9**
Prerequisite: 8th grade Algebra I with a grade of B+ or better and teacher recommendation.
Students will experience a fast pace and in-depth study and investigation of Geometry concepts. This course builds on the study of angles, 2D figures, and lines developed in the middle grades. Topics covered include right triangle trigonometry, transformations, 3D figures, special angles with parallel lines, combining topics into multi-step processes, and additional concepts, such as conics, that will prepare students for Honors Algebra II. A 1st semester grade of B- or better is required to continue 2nd semester.

HONORS PRE-CALCULUS A (1st Semester) **4082** **11,12**
HONORS PRE-CALCULUS B (2nd Semester) **4083** **11,12**
Prerequisite: Algebra II with a grade of A or Honors Algebra II with a grade of A- or better and teacher recommendation. Students who do not meet the prerequisite grades at the end of second semester may be moved out of the honors section.
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 2nd semester. Summer work is required.

PRE-CALCULUS A (1st Semester) **4080** **11,12**
PRE-CALCULUS B (2nd Semester) **4081** **11,12**
Prerequisite: Algebra II
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.

STATISTICS A **14094** **12**
STATISTICS B **14095** **12**
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

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

Social Studies
AP Microeconomics

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
Initial Physical Education credit used to fulfill 1/2 P.E. requirement, must be taken by the end of Junior year.
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
Initial Physical Education credit used to fulfill 1/2 P.E. requirement, must be taken by the end of Junior year.
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.

SCIENCE

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)
		Earth & Space 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*
		Earth & Space Physics*
		Physics*
		Zoology*
12th grade	-	Advanced Placement Biology*
		Applied Physics*
		Botany*
		Chemistry*
		Earth & Space Physics*
		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
(Elective)
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) MR **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) MR **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.

ZOOLOGY (Semester) **3057** **10,11,12**
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: 2021-22)
Prerequisite: Solid math, reading, and work ethic encouraged, Algebra II with an "A" or higher in addition to a Teacher Recommendation/Approval.
Advanced Placement Microeconomics is a one semester college level course. Advanced Placement Microeconomics 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 demanding 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, independent 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 reference 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: 2020-21)
Prerequisite: Strong Science and Reading levels encouraged, "B+" or better in science courses. Teacher Recommendation/Approval
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. Must pass both semesters to receive graduation credit.

ANCIENT CIVILIZATIONS (Semester) **2121** **11, 12**
The purpose of this course is to increase the student's understanding of the past as it affects the present. Students study human origins, the emergence of civilizations, ancient civilizations, and the cultural centers in Europe, Asia, Africa and the Americas. The course is chronologically taught with emphasis on the fundamental themes of history: personal empathy, time and chronology, cause and effect, continuity and change, and belief systems.

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. Class focus is student driven and designed to explore content and events of interest and impact to their generation and the nation.

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**
U.S. GOVERNMENT BLENDED (Semester) **2040B** **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.
** This course offers students and parents the choice of traditional five (5) day class attendance or a blended (mixed online out of class/traditional) format. Blended learning courses adhere to the Board approved curriculum while integrating traditional face-to-face learning and online independent learning components. This combination offers students more flexibility in meeting course standards and provides teachers with greater ability to tailor instruction to meet the needs of each student.

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. Students will investigate several true crime events and apply their investigative knowledge to determine guilt or innocence. 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 recurred 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.

APPS, AUDIO & TV PRODUCTION (Semester) **7003** **9,10,11,12**
Prerequisite: None
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.

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.

DIGITAL PHOTOGRAPHY & DESIGN (Semester) **7007** **9,10,11,12**
This course explores the technical and aesthetic aspects of digital photography. Original photographs will be manipulated within the camera and within the Adobe Photoshop program. Students will also be creating projects focused on graphic design, which includes typography, color theory, digital art and image manipulation. There is a fee for this course to cover the cost of printing photographs and digital artwork. Digital Cameras are provided.

DRAMA I (1st Semester) **9,10,11,12**
DRAMA II (2nd Semester) **9,10,11,12**
This course will introduce students to the various elements of theater production with an emphasis on the fundamentals of acting. Development of vocal techniques, movement, improvisation, and character and scene study are the framework of this class. In addition, students will explore the various “behind the scenes” technical aspects of theater which will culminate in a student selected passion project and a “Festival of One Acts.” Course enrollment priority will be given to upperclassmen students. Drama II is a continuation of Drama I.

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.

INTRO TO DRONE (sUAS) OPERATION **7017** **10,11,12**
Prerequisite: Teacher’s Recommendation
This class is a general introduction to small Unmanned Aircraft Systems. Topics covered include flying multi-colored and fixed-wing drones, indoor flight training, diverse flight systems, maintenance, registration and certification requirements, safety insurance, industry applications, featured systems, emerging technologies and latest FAA policies.

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)  **10,11,12**

Prerequisite: None

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)  **7111** **11,12**
SYMPHONIC BAND (2nd Semester) **7112** **11,12**

Prerequisite: Two successful years of Concert Band, or one year of Concert Band with teacher's recommendation.

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.

YEARBOOK STAFF  **1160** **9,10,11,12**
YEARBOOK STAFF **1161** **9,10,11,12**

Prerequisite: Teacher's Recommendation

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
Digital Design & Photo
Drama I & II
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
Sports & Entertainment Marketing
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.

SPANISH IA (1st Semester) **1221** **9,10,11,12**
SPANISH IB (2nd Semester) **1261** **9,10,11,12**
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.

SPANISH IIA (1st Semester) **1222** **9,10,11,12**
SPANISH IIB (2nd Semester) **1262** **9,10,11,12**
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.

Additional Course Offerings

Center For Advanced Studies And The Arts (CASA)

For all CASA course information, please visit www.casa-online.org **11, 12**

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.

Life Skills Post High School

LIFE SKILLS POST HIGH SCHOOL **12990** **9, 10, 11, 12**
This course is to help students prepare for post-high school goals and independence. It will focus on topics such as budgeting, interviewing, cooking, cleaning, executive functioning and positive social skills. This is for students to learn about the adult tasks that are not taught in academic classes everyday. When we ask graduated seniors what they wish they learned, many times, we hear “budgeting, interviewing skills, how to be a good student”, and so many more topics that this course will cover.

Oakland Schools Technical Campus Southeast

For all OSTC course information, please visit www.ostconline.com **11, 12**

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.

Bishop Foley Courses

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.

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.

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.

PRINCIPLES OF ACCOUNTING **70730** **11,12**
This course is designed to teach students the principles and practices of accounting as they relate to the daily accounting functions of a business operation. Students will be given an overall picture of the complete accounting cycle which includes journal entries, posting to the ledger, preparing a trial balance, a worksheet and financial statements of a business. Content will include sole proprietorship and partnership organizations as well as accounting theory, corporate accounting procedures and cost accounting.
Can be taken as a Senior Math elective. Cannot be counted towards an NCAA math requirement.

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.

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.

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.



Lamphere Printing & Graphics
608 W. 13 Mile Road
(248) 585-9645