

*25 Credits required for Graduation*

**ENGLISH LANGUAGE ARTS DEPARTMENT**

4 Credits Required for Graduation

**ENGLISH 9** – This is a two-semester course, one emphasizing composition and literature and the other emphasizing presentation skills. Literature will be a springboard to build these skills. The writing process, including reflection, will be practiced. Specific areas of content will include grammar, sentence structure, spelling, vocabulary, short stories, drama, novels and speech. Elementary principles of research, basic library and dictionary skills will be offered as well as basic elements of public speaking. This course will emphasize an introduction to standardized testing. Portfolios are required for both semesters. **(Required class)**

**ENGLISH 10** – This class will study vocabulary, active reading, writing, reflection, and research skills. Various genres of literature will be read and analyzed as a basis for further development of communication skills as well as the basic elements of public speaking. Portfolios are required. **(Required class - Prerequisite: English 9)**

**ENGLISH 11 BRITISH LITERATURE** – This course is designed to teach the reading, writing, and critical thinking skills needed at the college level. Students will become acquainted with college-level reading material about which they will write and discuss extensively. The course also surveys British Literature from the Anglo-Saxon period into the 21<sup>st</sup> Century. Further focus on standardized testing will be reviewed. Portfolios are required. **(Required Class. Prerequisite: English 10)**

**ENGLISH 12 AMERICAN LITERATURE** – This course is designed for students who intend to continue their education at a post-secondary liberal arts college. Emphasis is on a survey of American literature, with continued emphasis on the writing process and lengthier expository forms. There will be an intense focus on standardized test performance. Portfolios are required. **(Required Class. Prerequisites: English 11)**

**ADVANCED PLACEMENT ENGLISH 11/12\*** – This course is designed to be a college-level introductory course in reading with the critical analysis of literature and language in alternate years. Though the expectations for each student will be greater, the design of the course offers greater opportunity for individual accomplishment. Writing, including reflection, is emphasized. Students are expected to take the AP exam and a formal AP course exam to earn possible college credit. (Prerequisites: English 10, and English Faculty Invitation or Recommendation) **\*Fulfills online learning requirement.**

**CREATIVE WRITING** – This course will focus on student-generated work. Students will have an opportunity to share works of fiction, both poetry and prose, with peers in workshop sessions. Close attention will be paid to character development, descriptive writing, and thematic pieces. Narrative voice, point of view, and audience will also be addressed. Final exam grades will be based on a polished portfolio of student work. (Prerequisites: English 10/with a recommendation and portfolio)

**SPEECH** – This two-semester elective examines advanced formats and structures in public speaking. Students are required to participate in competitive situations. Instruction in communication, independent research, development and organizational skills is a vital part of the class. (Prerequisite: English 9)

**YEARBOOK PRODUCTION AND NEWSPAPER** – This class produces the school yearbook, *The Eagle*, and the school newspaper, *The Aquila*; all students are expected to participate in the production of both publications. Students will complete page design, write copy, take photographs, sell advertising, and earn money to publish the yearbook. The yearbook is a history of the current school year: the class will work to produce an accurate presentation of the school, emphasizing the unique characteristics of the particular school year. (Prerequisites: 11<sup>th</sup> or 12<sup>th</sup> grade, B average in English and department approval required; sophomores as space allows with approval.)

**ACT PREP** - The first semester of this course is designed to help students improve their ACT score. Various ACT prep materials will be utilized throughout the course. Test structure, question analysis, and test-taking strategies will be studied. Second semester will focus on developing college-prep reading and writing skills. (Juniors only with exception to Sophomores with department permission)

### **WORLD LANGUAGES DEPARTMENT**

2 credits (in the same language) required for graduation for the Class of 2016 and beyond

**Spanish I /French I** – Students will become knowledgeable about the culture of several Spanish/French speaking countries. They will be able to conjugate all regular and some irregular verbs in the present tense. Also, they will use adjectives correctly (placement, noun-agreement, and comparative forms), be able to form adverbs, be aware of cognates, and learn that world languages do not follow English word order. They will be able to have simple conversations about general topics and be able to cope in travel situations such as restaurants, hotels, and transportation. Students will be exposed to light readings, listen to authentic speakers, and perform basic writing tasks.

**Spanish II/French II** – Students will continue learning about culture. They will be able to conjugate regular and irregular verbs in the present, preterit, imperfect, and present perfect tense (including reflexive verbs). Focus will be more on speaking, writing and reading at a level that is more advanced than at the Spanish/French I level. Students will be able to have conversations at a more comfortable level with each other and the teacher. They will also learn to distinguish direct and indirect object pronouns, stress pronouns, and use them in correct placement and context. They will be able to read very simple texts and write simple essays about subjects familiar to them.

**Spanish III/French III** – Students at this level will expand their speaking, writing, listening, and reading skills to a point where they should be quite comfortable in a travel situation. They will hold conversations with partners about general subjects, write essays about their own experiences, and write small summaries about simple passages. They will learn the pluperfect, future perfect, subjunctive, future, and conditional tenses of regular and irregular verbs. They will recognize cognates with ease and know the finer grammatical points of Spanish/French grammar and structure. Students will start reading light Spanish/French literature and contemporary writings of interest to themselves. In that process, they will become more familiar with the Spanish/French culture.

**Spanish IV /French IV** – At this level, students will read literature and write reaction papers, essays, short stories, compositions, poetry, and journals. They will be able to work independently and with each other on advanced grammatical structures, conversations, and joint writings. Students may also be involved in varied projects such as cultural presentations and artistic constructions of cultural contents. Students will be able to express themselves in conversations of a more complex nature. They will feel comfortable with verbs in all tenses when speaking, reading, and writing in Spanish/French.

## **MATHEMATICS DEPARTMENT**

4 Credits required for graduation

Must complete Algebra II and take a math related course senior year

**ALGEBRA I** – Algebra is considered to be the language of mathematics. With Algebra, you can describe patterns of all kinds, discuss unknowns in problems, and quickly graph your ideas. Some of the concepts we cover are: properties of real numbers, solving and graphing linear and some non-linear functions, solving and graphing linear inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, quadratic equation and functions, quadratic equation and functions, polynomials and factoring, rational equations and functions.

**GEOMETRY** – Geometry continues and reinforces the Algebra that students already know and prepares them for future math studies as well. It slowly and carefully develops proof and proof ideas. It integrates synthetic, coordinate and transformational geometry. (Prerequisite: Algebra I.)

**ALGEBRA II** – Algebra II uses concepts from Algebra I and Geometry. It expands the concepts by looking at a variety of topics from lines to logarithms, from systems to statistics, from matrices to trigonometry. It might be described as “what every high school graduate should know about mathematics.” (Prerequisite: Geometry - must pass both semesters)

**ALGEBRA IIA** – This course is equivalent to the first semester of Algebra II but is spread over two semesters. (Prerequisite: Geometry)

**ALGEBRA IIB** – This course is equivalent to the second semester of Algebra II but is spread over two semesters. (Prerequisite: Algebra IIA)

**PRECALCULUS\*** – This class is designed to be the final bridge between high school math and college calculus. It covers the areas of Exponential and Logarithmic Functions, Trigonometric Functions, Analytic Trigonometry, Linear Systems and Matrices, Sequences, Series, Probabilities, and Analytic Geometry. Concepts are presented through examples, applications and the use of technology. This course provides a solid foundation by foreshadowing concepts that will be used in future courses. (Prerequisite: Algebra II-must have passed both semesters.)

**CALCULUS AB\*** - This class covers the content of a college Calculus I course. Functions, Models, Limits, Derivatives, Integration, Inverse Functions, Differential and Parametric equations, Polar Coordinates, Infinite Sequences and Series, Vectors, and Partial derivatives are among the topics studied. An AP test will be offered toward the end of the year in May, where a student may earn college credit. (Prerequisite: Pre-Calculus -must have passed both semesters.)

**PHYSICS\*** - Physics is the study of the Physical World. The goal of physics is to use a small number of basic concepts, equations, and assumptions to describe the physical world. Many of the Mathematical concepts and equations studied by the students in the Math classes they have already taken will be applied in this class. Mechanics, Thermodynamics, Vibrations and Wave Phenomena, Optics, Electromagnetism, Relativity, and Quantum mechanics are some of the areas within physics. (Prerequisite: Algebra II)

**INTRODUCTION TO FINITE MATHEMATICS** - This course is designed to review and expand upon key math skills students need after high school. These are skills that are needed for career bound and college bound students. This course will review and expand upon topics in Algebra I, Geometry, Algebra II, as well as other key areas of math. This course will also include sections covering statistics and finance. Upon completion of this course students should be prepared for general college courses and/or mathematics within their career area. (Prerequisite: Algebra II)

**MATHEMATICS OF ENGINEERING\*** – This is an introductory engineering curriculum built upon a comprehensive set of computer-based exercises using the Infinity Technology Kit. Each experiment is based on VAB (trademark) graphical software that lets students interact with technology while learning. Through ‘Infinity’, students learn how engineering plays a role in the subjects they use every day - music, the Internet, digital imaging, video and more. Students use a hands-on approach to understanding how the math and science that they have learned provide the foundation for modern engineering. (Prerequisite: Algebra II – must have passed both semesters with a “C” or better, may be taken concurrently with Pre-Calc or Calc.)

### **SCIENCE DEPARTMENT**

3 Credits Required for Graduation

**SCIENCE 9** – This freshman course is designed to provide students with the essentials in accordance with the Michigan Merit Curriculum. Students will investigate Earth Science, Geological, Hydrological, Cosmological, Meteorological, and other physical aspects of the world. Students will be able to identify and use scientific principles. Students will develop inquiry and applications skills as they delve into the experimental design process. This course will also strengthen the student’s scientific reflection into the social implications of current scientific research and technology. Students will need a basic calculator for this course. (**Required class.**)

**INTRODUCTION TO ENGINEERING DESIGN** - IED is a high school level course that is for students who are interested in design and engineering. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. The course assumes no previous knowledge. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community. (Science or Computer Credit)

**PRINCIPLES OF ENGINEERING** – Principles of Engineering (POE) is a course that provides an overview of engineering and engineering technology. Students will develop problem-solving skills by tackling real-world engineering problems through theory and practical hands-on experiences. Students will address the emerging social and political consequences of technological change. (Prerequisite: Introduction to Engineering Design and Algebra I)

**ANATOMY AND PHYSIOLOGY\*** – This course will give students the opportunity for an intense and detailed investigation into the human body. Students will learn the complicated interconnectedness of the body systems and how they influence health and disease. Anatomically, students will investigate a variety of species for comparative anatomy purposes. Collectively, this class will provide students with basis for succeeding in introductory college biology and anatomy courses. Dissection of lab specimens is a required aspect of this course. (Prerequisite – “C” grade or better in Biology I and Chemistry I – junior/senior level class)

**ADVANCED ANATOMY AND PHYSIOLOGY\*** – This course continues to build on the basic Anatomy and Physiology course. Students will be required to do some independent study and project based learning for given topics. (Prerequisite: Anatomy and Physiology)

**BIOLOGY** – By participating in lab activities, projects, and outdoor study, students will be involved in a comprehensive study of living things, from the basic unit of life through more complex organisms of the six living kingdoms. (**Required Class** - Prerequisite: Science 9 or 8<sup>th</sup> grade teacher recommendation )

**ADVANCED PLACEMENT BIOLOGY\*** – The AP Biology course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year and includes the same topics. Students will have the opportunity to take the AP exam at the end of the year and qualified students may receive college credit. The scope of this class includes the study of molecules and cells, heredity and evolution, plants and animals, and ecology. Multiple labs are incorporated into this class. (Prerequisites: Biology with an A or B and Chemistry with an A or B)

**CHEMISTRY** – This is an introductory course to Chemistry. Chemistry is the study of substances that make up our world and the changes that occur as these substances interact. Students in this class will study atomic structure, chemical bonding, kinetic theory, the nature of solutions, and the families of elements and their compounds. Basic laboratory skills will be developed in chemical experimentation supporting lecture-discussions. (**Required Class** - Prerequisites: Algebra [may be taken concurrently] and Science 9)

**ADVANCED PLACEMENT CHEMISTRY\*** – This is a continued, more detailed study of modern chemistry including acid/base chemistry, nuclear chemistry, thermochemistry, stoichiometry, and organic chemistry. An extensive amount of time is spent on the various topics relating to organic chemistry such as structure, nomenclature, biochemical compounds, polymer chemistry, and various organic reactions. Students will have the opportunity to take the AP exam at the end of the course and qualified students may receive college credit. Extensive laboratory activities accompany lectures. This course is designed to further prepare students for college-level science courses. (Prerequisite: Chemistry)

**PHYSICS\*** – Physics is the study of the Physical World. The goal of physics is to use a small number of basic concepts, equations, and assumptions to describe the physical world. Many of the Mathematical concepts and equations studied by the students in the Math classes they have already taken will be applied in this class. Mechanics, Thermodynamics, Vibrations and Wave Phenomena, Optics, Electromagnetism, Relativity, and Quantum mechanics are some of the areas within physics. (Prerequisite: Algebra II)

### **SOCIAL STUDIES DEPARTMENT**

3 Credits Required for Graduation

**U.S. HISTORY/GEOGRAPHY (Social Studies 9)** – This course deals with the development of the American nation, as we know it. Emphasis is upon deepening the students' awareness of "why we are like we are." It covers the time from Reconstruction to the present day. Michigan history is incorporated into the course. It will also focus on geography of North, Central, and South America. Concentration will be on the physical elements of geography. Emphasis will be on the influence of people, resources, climate and landforms on the lifestyle and culture of these areas and the world. (**Required class – 9<sup>th</sup> grade**)

**WORLD HISTORY/GEOGRAPHY (Social Studies 10)** – A concise overview of the various regions and people of the world, beginning with prehistoric man and the “seven cradles of civilization.” Emphasis is placed not only on the history of these people but also on the accomplishments they have made toward the forming of civilization, as we know it today. A large amount of reading is required. The class will also focus on geography of North, Central, and South America. Concentration will be on the physical elements of geography. Emphasis will be on the influence of people, resources, climate and landforms on the lifestyle and culture of these areas and the world. **(Required class – 10<sup>th</sup> grade)**

**CIVICS/ECONOMICS (Social Studies 11)** - The class will focus on law and the legal system, criminal law and juvenile justice, and consumer law. Emphasis will be on how the constitution and laws can effect everyday life. This course provides a useful background for those entering the work or business world as well as those going on to college. The overall concept of the course is to give the student an opportunity to familiarize him/herself with the principle laws of economics and to provide the essential tools for reasoning objectively and independently about basic consumer economics problems. **(Required Class)**

**ADVANCED WORLD HISTORY** – This class will present the student with a chronological narrative of world history from the earliest civilization to the present. Students will relate specific content to concurrent and on-going global themes such as trade, technology, gender roles, religious and intellectual thought, politics, labor systems, and environment, with comparisons and exploring change and continuity over time. **(“C” or better in Social Studies 10)**

**PSYCHOLOGY** – This course is a survey of many of the issues of basic psychology. Areas of study include: experimental methods, the nature of consciousness, the unconscious, perception, learning, memory, intelligence, adolescence, personality testing, mental disorders, therapy, mental hygiene and positive mental growth. A great deal of reading and comprehension is required.

**ADVANCED PLACEMENT PSYCHOLOGY\*** -- The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major sub-fields within psychology. Students will be required to take the AP exam at the end of the year and qualified students may receive college credit. (Prerequisite: Psychology)

## **ARTS DEPARTMENT**

### Electives

**ART I FOUNDATIONS OF ART** – Students will be introduced to the elements and design principles of art. A variety of projects, including two-dimensional and three-dimensional art using multiple media will be covered. An introduction to clay in the second semester will also be included.

**ART II DRAWING AND PAINTING** – The first semester of this class will emphasize drawing activities such as pencil, charcoal, pen and ink. Students will be expected to develop creative concepts to use in their own style based on the confines of specific projects. Sketchbooks, still life arrangements, and self-portraits are all part of this class. Some three-dimensional projects such as clay sculpture will be offered in the second semester. Students will be required to bring in outside materials for this class. (Prerequisite – Art I)

**ART III THREE DIMENSIONAL DESIGN AND CERAMICS** – Students will focus on three-dimensional art that will include free form sculpture, paper mache and clay work. Coil, slab, and pottery wheel work will all be utilized. (Prerequisite – Art II or instructor’s permission)

**INDEPENDENT ART** – Teacher discretion will focus on the dependability, enthusiasm, and seriousness to create individual projects. A course study, approved by the teacher, needs to be completed each quarter or semester. Students may be required to purchase their own materials. (Prerequisite – Art III and instructor permission)

**BAND** – Band consists of two modes, Marching Band and Concert Band. During the Marching Band season, students **must** attend a summer camp before school begins, rehearse during the school day, and attend a night rehearsal once a week. The Marching Band performs at parades (Memorial Day), competitions (fall and spring), Holland Tulip Festival, and football games. In concert season, the band is divided into two groups based on ability. The Symphonic Band and Concert Band present concerts at Christmas and in the spring, as well as attending the District Band festival in March. While in a band program, students are expected to be courteous, respectful, attentive, and willing to learn about their instrument while in a group situation. (Prerequisite: Ability to play an instrument at a ninth grade level)

**CONCERT CHOIR** – This class rehearses daily to build a performing organization through the study of reading music, sight-singing rehearsals, and music theory skills in addition to regular singing rehearsals. Vocal technique will be developed through preparing for the several concerts throughout the school year. The majority of music will be confined to pop and classical styles. No audition is required for this ensemble; however, concert attendance and appropriate dress is required.

**VOICES OF COLUMBIA** – Students wishing to participate in this ensemble are chosen through audition and/or selection process by the director. Voices will have greater musical demands as well as a more intense rehearsal structure. The group will perform a wide range of classical (including foreign languages), pop and jazz styles. Additional performance/festival/clinic opportunities may be possible as the group develops. (Prerequisite – Audition)

## **TECHNOLOGY DEPARTMENT**

1 Credit Required for Graduation

**COMPUTER SKILLS** – This class is a required freshman class designed to increase typing speed to the point that the student can efficiently create the following: papers, spreadsheets, desktop publishing, web pages, databases, and presentations. Emphasis is on typing speed and efficiency the first nine weeks and software applications the rest of the year. Flattop scanners and graphics manipulations will also be studied as time allows. **(Required unless student met 8<sup>th</sup> grade testing out criteria).**

**DESKTOP PUBLISHING** – (offered even years 1st semester) Learn to electronically create and edit publications. Software is used to create, format, illustrate, design, revise and print: Newsletters, Flyers, Brochures, Reports, and Advertising Materials. (Prerequisite: Computer Skills)

**WEB PUBLISHING** – (offered even years 2nd semester) Design and creation of web pages on the Internet's World Wide Web with the Web's hypertext markup language (HTML). Hands-on experience authoring HTML and preparing web documents using *Dreamweaver*. Learn about manipulating graphics using *Fireworks*. You should be able to create beginning webpages at the conclusion of the class. (Prerequisite: Computer Skills)

### **APPLICATIONS AND MULTIMEDIA** – (offered odd years)

Further explore the applications you worked on in Beginning Computers: word processing, spreadsheets, databases, desktop publishing, web publishing, presentation software, flatbed scanners, graphics manipulation, and digital photography. Additionally, students will learn how to pull everything together into a multimedia project. Useful for making digital portfolios and presentations and digital informational “brochures”. (Prerequisite: Computer Skills)

### **HEALTH EDUCATION**

.5 Credits Required for Graduation

**HEALTH** – (1 semester) Upon entry into this class, health issues will be classified into three main areas: physical, emotional and social. Within this framework, current health issues and concerns will be studied. Emphasis will be placed on the student’s ability and responsibility to make choices to promote their own good health as well as the health and well-being of others. Major units studied include: decision-making and goal setting, stress management, alcohol and drugs, nutrition, and reproductive health. The reproductive health unit deals with growth and development, the human reproductive system, the process of human reproduction, AIDS, sexually transmitted diseases, and the prevention of pregnancy. (**Required class.**)

### **PHYSICAL EDUCATION DEPARTMENT**

.5 Credits Required for Graduation

**PHYSICAL EDUCATION** – Upon entry into tenth grade physical education, students will be expected to demonstrate satisfactory performance levels in the following areas: object control skills; postural, non-locomotor and body control skills; and rhythmical skills. Remedial instruction will be provided when necessary. In addition, students are to develop and maintain healthy levels of cardio respiratory endurance, muscular strength and selected joint flexibility. Our physical education curricula will involve daily exercise sessions emphasizing lifetime health throughout the life span. Also, cognitive aspects relating to sport activity will be emphasized. A weekly structure of vigorous aerobic- based activity on Tuesday, Thursday, a sport skill instruction on Monday, Wednesday, and Friday in the following three areas: individual sports, team sports, fitness and rhythmic activities will be the focus. Physical education will also expect and emphasize personal and social character trait skills. (**Required class**)

**STRENGTH/CONDITIONING LEVEL 1** – This is designed for the serious student who wishes to improve aerobic capacity and muscle strength, tone, flexibility and endurance. Students will pre-test, set goals, design a personal fitness program, chart progress, and post-test for improvement. Instruction will provide knowledge and experience in various styles, methods, and techniques. Three days a week, students will complete intensive goal-driven strength training workouts. The remaining two days the student will participate in a variety of demanding aerobic fitness workouts. All activity will be based on the components of exercise. Evaluation will include goal achievements, demonstration of independent work ethic, personal and social character trait skills.

**STRENGTH /CONDITIONING LEVEL 2** – This is offered to all students that have successfully completed Level 1. Students taking this class will be evaluated with the same expectations as Level 1. (Prerequisite - Staff approval)

## ADDITIONAL COURSES

**SENIOR TRANSITIONS** – This course is designed to prepare high school seniors for a successful transition from high school to a career or to higher education. In this required class each student will explore their interests and how they relate to a future career choice. Several resources will be used for investigation, such as guest speakers and technology. These resources will provide the students with current information needed to make informed decisions regarding their future. Students will spend the semester preparing an employability portfolio, which highlights their personality, interests, employability skills, future goals and much more. In preparation for the job market, the students are required to participate in a business interview as part of their final exam. During this interview the students will answer several questions about their portfolio and future plans. Through the opportunities in Senior Transitions each students will become more confident about their future options, be prepared for an ever-growing job market and be able to contribute to their community and a global society. Additionally, students will become familiar with many contemporary global issues including world health issues, world religions, Middle East issues, African issues, the environment, world politics, and America's place in a global economy. A variety of contemporary movies are used to reinforce lessons. Also, students are required to research and present a variety of topics regarding global issues.(Seniors only – **Required class.**) \*Fulfills online learning requirement.

**LEADERSHIP** – The objective of this course is to promote democracy and the common good. These objectives will be met by involving the class in activities and projects that are positive and will fulfill the needs of the students and the community. Students will also become better aware of our system of government and will be able to practice those principles as they serve as representatives of the school.

**PRACTICAL LEADERSHIP EXPERIENCE** – In addition to assisting other students with needs (i.e., Career Cruising, new and transfer students, etc.), students granted PL Experience are required to maintain daily attendance as well as read, discuss, and write about John Maxwell's 21 Irrefutable Laws of Leadership and its companion workbook. Each semester, students must present a final presentation to the Independent Study Review Panel for evaluation based on predetermined criteria. Students will also turn in a weekly report, which will be part of the material considered by the Review Panel; material should be presented as an organized professional portfolio. The final grade will be determined by the sponsoring teacher (50%) and the Review Panel (50%). In order for students to receive credit for the Experience, the students must pass both the sponsoring teacher's portion of the grading as well as the Review Panel's grade with no less than a 70% (Requirements for selection in this class: completed application and contract. Limited student enrollment.)

**FRESHMAN TRANSITION** – This class is for traditional students who could benefit from a daily study hour and who have been recommended as needing additional help learning the strategies necessary for becoming a more successful student. PowerSchool reports are handed out each week and gone over with each individual student. Academic skills such as organizational skills, test-taking skills, study skills, note taking from textbooks, etc. will be covered. Since attitude is also important to student success, the class will also include sections in such areas as goal setting, self-esteem, stress management, and test anxiety, as well as practical strategies for interacting with staff and peers. (Prerequisite – Staff recommendation)

**LEARNING DISABILITIES RESOURCE ROOM** – The intent of this class is to help students with specific learning disabilities recognize their strengths and weaknesses, and help them capitalize on those strengths while working toward remediation of their weaknesses. It will also help facilitate successful experiences toward meeting requirements for high school graduation. The class may include English, Social Studies, Science, Mathematics, and Study Skills. (**Students**

**must be certified via an IEP to enter the program)**

**COGNITIVELY IMPAIRED RESOURCE ROOM** – The CI program focuses on students learning about themselves, their interests, capabilities, limitations and goal setting. The students receive job readiness instruction and basic living skills training. Instruction is also given to students working toward a diploma and in need of individual instruction in required classes. **(Students must be certified via an IEP to enter the program.)**

**EMOTIONALLY IMPAIRED ROOM** – This Jackson County Intermediate School District classroom serves eleven county school districts. It is for severely emotionally impaired students. The focus is to assist students in developing emotionally and socially appropriate skills. In addition, students work toward earning a high school diploma. **(Students placement is based on an Individualized Educational Plan through the JCISD).**

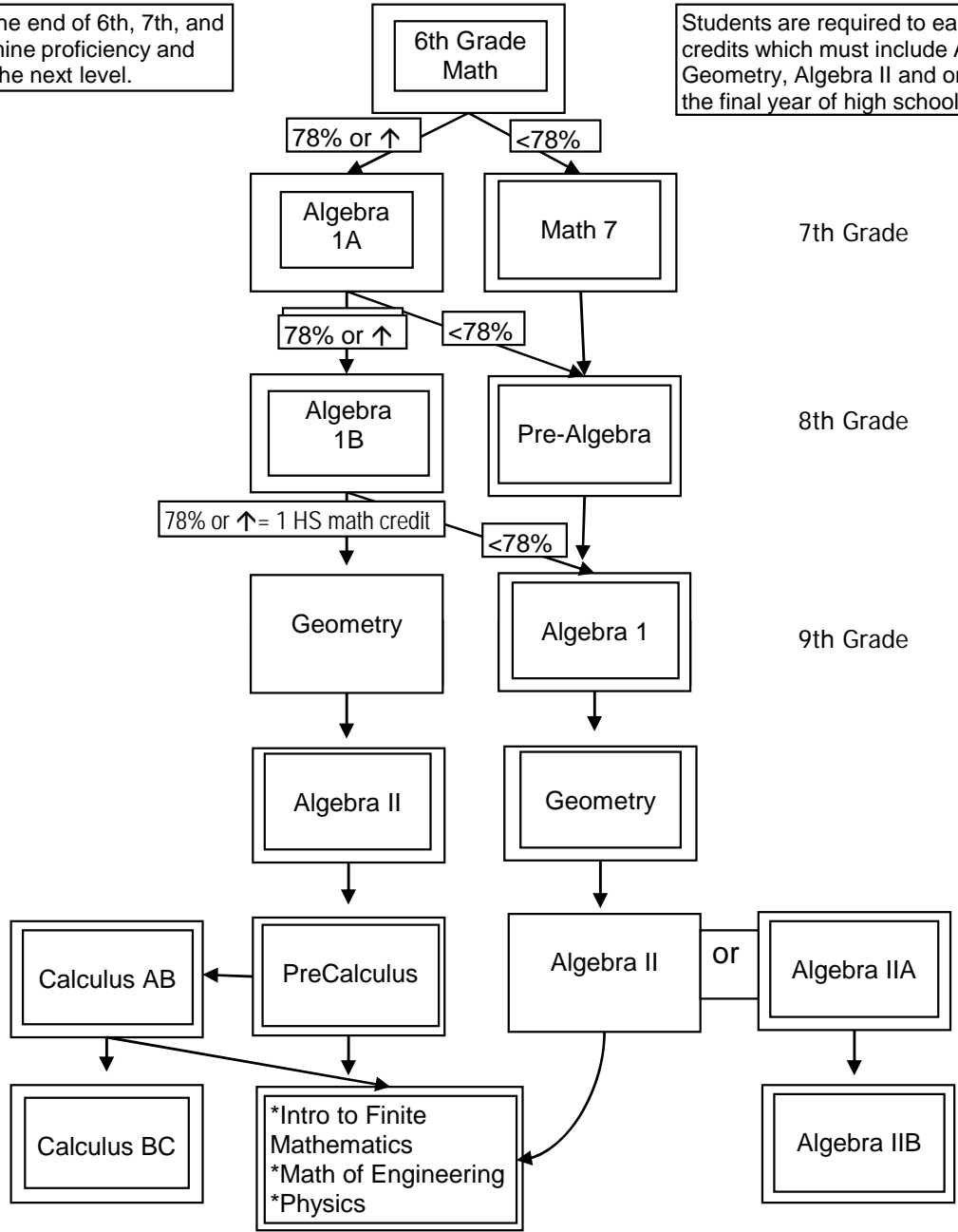
**CAREER CENTER COURSES** –Specific courses are available to juniors and seniors after visitation of the Jackson Area Career Center. See counselors regarding programs details.

\* Denotes weighted courses based on a 5.0 grading scale.

# CSD Secondary Math Flowchart

Assessments are given at the end of 6th, 7th, and 8th grade in order to determine proficiency and appropriate placements at the next level.

Students are required to earn 4 HS math credits which must include Algebra, Geometry, Algebra II and one math course in the final year of high school.



\*The above courses can also be taken concurrently with other required math courses.