

2011-2012
Program of Studies
Career Pathways



Waverly High School

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Waverly Community Schools Mission Statement

As the heart of the community our mission is to educate and prepare each student to achieve her or his academic best, develop character, become a lifelong learner and contribute as a citizen of our global society by committing ourselves to excellence in education characterized by:

- a safe environment
- rigorous curriculum
- quality instruction
- attention to individual needs in partnership with the family and our diverse community.

Notice Regarding Non-Discrimination Policy

It is the policy of the Waverly Community Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, marital status, height, weight, or disability in its employment practice as well as in its educational programs, activities, and services. The board reaffirms its policy to comply with Title VI, The Age Act of 1975, The Americans with Disabilities Act of 1990, Title VII or the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Elliot-Larsen Civil Rights Act, and all other applicable federal and state laws and regulations prohibiting discrimination.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Title IX Coordinator

Dr. Debra Jones, Superintendent
Waverly Community Schools
515 Snow Road
Lansing, MI 48917
(517) 321-7265

Inquiries regarding compliance with Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Age Act of 1975, should be directed to:

Section 504 Coordinator

Christine Holman
Waverly Community Schools
515 Snow Road
Lansing, MI 48917



Waverly High School Program of Studies

The world of work is rapidly changing, as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of the Waverly Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Waverly community members have an opportunity to experience success.

The high school program of the Waverly Community Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and vocational courses all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Waverly High School graduates may continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they strive to reach their own individual academic and career goals.

The Academic/Career Plan

All high school students in Waverly Community Schools are part of the career pathway program as they select a career pathway and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, through such measurements as the ACT Explore are integrated with a variety of career exploration opportunities. Career speakers, research projects, job shadowing, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals. Student career folders are developed in the middle school to record students' experience in their career research.

The Waverly High School counseling program continues to offer career exploration opportunities through a career pathway focus. The guidance office provides the student and family with direct access to career resources.

The high school curriculum further expands career related knowledge and experience through a variety of academic courses in a planned sequence that prepare the students for a post secondary connection in their chosen pathway.

During each of their high school years, students meet with school staff to review their career folders, academic experience, and to discuss their educational plans. The guidance counselor, administrators, and teachers are available to assist students as they explore options and make program decisions. The career folder serves as a valuable resource for student planning as documentation for the school and family of the students' career pathway experience.



Arts & Communications



Business, Management, Marketing & Technology



Human Services



Engineering, Manufacturing & Industrial Technology



Health Sciences



Natural Resources

Career Pathways

The Waverly High School program of studies is designed to offer students a *pathway* to success. As students enroll in Waverly High School they will select a career major designed to meet their academic potential and career interest. The career major selection will provide a focus, and the foundation, for the student's learning experience. The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Career Pathway Partnership

The Waverly Community Schools career pathway system represents a commitment to the students in our community. It is critical that the home, schools, and community establish and maintain effective communications in order to assist students in meeting academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences both within the school and the community, we elevate those collaborative partnerships that lead to student success.

The school-to-work program provides a variety of opportunities for Waverly High School students. The Career Center is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

The Waverly Community Schools are committed to a quality instructional program. We are proud of our schools, our teachers, and most of all our students. We wish for all students success during their high school careers and beyond.

The Career Pathways

Arts and Communications Pathway

The fine arts and communications pathway will match your interest in working with people and servicing their needs through a variety of related fields in the arts and communications, and human industries. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade schools, or other post secondary training for career level entry.

Business, Management, Marketing, and Technology Pathway

The business services technology pathway is for the student who is interested in the real world marketplace of ideas, products, and people. Your strong communication and interpersonal skills will serve you well as you consider career opportunities in the business, marketing, and management fields. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Engineering/Manufacturing and Industrial Technology Pathway

The engineering and industrial pathway is for the student who is interested in matching academic and problem solving skills with hands-on learning experiences in related fields of engineering, manufacturing, and industrial systems. The student will be interested in developing skills and technology for design, development, installation, or maintenance of physical systems. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Health Sciences Pathway

The health science pathway is for the student who has an interest in meeting the needs of people in a variety of services relating to the promotion of health as well as the treatment of injuries, conditions, and diseases. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Human Services Pathway

The human services pathway is for the student who is interested in meeting the needs of people in a variety of service industries promoting social services, civil services, child care, education, and hospitality. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Natural Resources and Agri-Science Pathway

The natural resources and agri-science pathway is for the student interested in careers related to natural resources, agriculture and the environment. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Graduation Requirements for the Classes of 2011 and Beyond

Participation in the Michigan Merit Exam is a graduation requirement per Waverly Community Schools Policy 5460

The Michigan Merit Curriculum requires students entering 9th grade in 2007 and after, to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. In addition, the Class of 2016 will need to complete two credits of a language other than English in grades 9-12, or an equivalent learning experience in grades K-12 prior to graduation.

23 Credits are required for graduation.

Michigan Merit Curriculum High School Graduation Requirements

ENGLISH LANGUAGE ARTS - 4 Credits

English Language Arts 9 English Language Arts 11
English Language Arts 10 English Language Arts 12

NO ENGLISH MODIFICATIONS

MATHEMATICS - 4 Credits

Algebra I Algebra II Geometry
One math course in final year of high school

MATH MODIFICATIONS:

-All students complete at least 3.5 math or math-related credits
-All students complete a math or math-related credit in the final year.

ALGEBRA II MODIFICATIONS:

-Complete 2.5 credits, including .5 credit of Algebra II OR
-Complete a two year Career and Technical education curriculum which includes .5 credit of Algebra II content, OR
-Complete Algebra II over two years, with credit given for each year

SCIENCE - 3 Credits

Biology Physics or Chemistry
One additional science credit

NO SCIENCE MODIFICATIONS

PHYSICAL EDUCATION- .5 Credits

HEALTH - .5 Credits

PHYSICAL EDUCATION AND HEALTH MODIFICATIONS:

-Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Language.

SOCIAL STUDIES – 3 Credits

US History/Geography World History/Geography
.5 Credits in Government ..5 Credits in Economics

SOCIAL STUDIES MODIFICATIONS:

-No modification of Government
-2 credits must be earned
-Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit

ARTS MODIFICATION:

-Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

ONLINE LEARNING EXPERIENCE

Course Learning or Integrated Learning Experience

LANGUAGE OTHER THAN ENGLISH - 2 Credits

In grades 9-12; OR an equivalent learning experience in grades K-12 effective for the Class of 2016.

The additional 5 credits can be met in the core or electives areas.

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education, and may be acquired through the Career and Technical Education program, and integrated courses.

Waverly High School

Course Descriptions



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Course Descriptions

Art Education

Art Department Objectives

To help each student understand the creative process.

1. To help each student develop technical competence with visual art materials.
2. To give each student a sound foundation in the elements and principles of design.
3. To help each student develop his/her expressiveness to the extent of his/her ability.
4. To help each student understand the place of visual arts in our society and world culture.

Art-Foundations

Elective 1 Semester

Prerequisite: None

Art-Foundations is a course for the student that has had little or no experience with art practice and for the serious art student that wishes to build a solid foundation in art. The course content includes a variety of exercises, both two-dimensional and three-dimensional, that acquaints the students with the elements of art and the principles of design using a variety of media and techniques.

Drawing practice and skills building are incorporated into each task as knowledge and competence in this area is essential in the planning and execution of each assignment.

Art 2-D

Elective 1 Semester

Recommended: *Art-Foundations or Department Approval*

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art Foundations. This course is for the student that has an interest in performing in a more intentional way than the beginning level student.

Students electing this course can expect further application of the elements of design with a concentration in the use of many two-dimensional materials: pencils, charcoal, pen and ink, paper, paint, etc.

Art 3-D

Elective 1 Semester

Recommended: *Art Foundations, or Department Approval*

Art 3-D is a course that broadens and deepens the knowledge and practice of the three-dimensional media experience in Art Foundations. This course is for the student that has an interest in performing in a more intentional way than the beginning level student.

Students electing this course can expect further application of the elements and principles of design with a concentration in the use of three-dimensional

materials such as: clay, plaster, paper mache', metal, wood, and found objects.

This course may be repeated for full credit with departmental approval.

Art-Advanced

Elective 1 Semester

Recommended: *Art Foundations, Art 2-D, Art 3-D (min. B-) or Department Approval*

Art-Advanced is a course allowing serious art students additional experiences with concepts learned in Art Foundations, Art 2-D, and Art 3-D. Concepts and techniques are developed to a higher level and creativity is encouraged. Opportunities will be provided in a variety of two and three dimensional media. Portfolio preparation is promoted and students are expected to enter a number of art competitions. The student in this course must be highly self-motivated and work at a competence level that clearly illustrates the skills and knowledge gained in previous art education courses. This course may be repeated for full credit with departmental approval.

Art-Portfolio

Elective 1 Semester

Recommended: *Art-Advanced, (min. B- and Department Approval*

Art-Portfolio is a course for the serious art student that intends to pursue a career in the field of art. The student artist will discuss, design, and develop a plan for the semester with the instructor. Students will be required to enter a number of competitions. All work handed in must be "exhibit ready."

Art-Portfolio may be repeated for full credit with departmental approval.

Introduction to Black & White Photography

Elective 1 Semester

Recommended: *Art Foundations or Department Approval*

This course is designed to educate students on operation and techniques of a 35mm camera. Students will study composition, lighting, and thematic development of imagery, as well as gain hands on experience developing and printing black and white prints in a functional darkroom. Students will also experiment with alternative methods of photography, such as pinhole cameras, digital negatives, cyanotypes and pollards. It is recommended that each student have access to a 35mm camera or a standard film camera. A material fee for beyond the normal usage may be charged.

Career and Technical Education

Accounting 101

Elective 1 Semester *Prerequisite: None*

This course includes the fundamental principles of accounting, such as double-entry accounting, cash, expenses, revenue. It also involves financial statements such as balance sheets and income statements. The emphasis of this course will be to understand the accounting cycle for a small, sole-proprietorship.

Accounting 201

Elective 1 Semester

Recommended: *Accounting 101*

This course expands upon already established principles of Accounting 101. The student will complete an accounting cycle for a retail business. As a result, terms such as 'merchandise' and 'inventory' are introduced and incorporated. Accounting concepts which were previously introduced are also reinforced and reviewed.

Accounting 301

Elective 1 Semester

Recommended: *Accounting 101 and 201*

This advanced course expands on topics learned in the first-year course, while adding new topics about management accounting, cost accounting, and financial analysis. This course helps qualify students for jobs and careers at higher levels than one year of study would allow.

Business 1: Personal Finance and Management

Elective or Mathematics Credit 1 Semester

Prerequisite: 10th-12th Grade or Algebra I Credit

This course focuses on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, and Introductory Economics. Along with the material covered in the class, students will also be assessed on the following mathematic skills: fractions, decimals, percents, unit price, simple interest, compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the class is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, an daily work and assignments will also be included.

Business 2: Business Management and Finance

Elective or Mathematics Credit 1 Semester

Prerequisite: Business 1 or Instructor Approval

This course focuses on the basics of business, including but not limited to the following: structure, legal issues, ownership, operations, government and globalization, financial and human resources, advertising and marketing, and economics. Along with the material covered in the class, students will also be assessed on the following mathematic skills: fractions, decimals, percents, unit price, simple interest, compound interest, rate of return, and basic functions and manipulation of formulas. Additionally, the course will cover basic accounting and record keeping required in the business world. The mathematics will connect directly to the material of the course. The grade for the class is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included.

Computer Applications/Keyboarding 101

Elective 1 Semester

Prerequisite: None

This course will begin with reinforcing correct keyboarding techniques for word processing and computer data entry. Using word processing software, the student will create word processing documents with emphasis on school and business communications.

Computer Applications 201

Elective 1 Semester

Recommended: *Computer Apps 101 or Instructor Approval*

The student will learn to format, develop, and use spreadsheets, databases, and presentation software. The course will center on both instructor-designed templates and student-designed templates, projects, and presentations with emphasis on applying these skills in the business and career world.

Computer Media 101

Elective 1 Semester

Recommended: *Grades 10th-12th*

This course is an introduction to the integration of text, graphics, animation, sound, and video under the control of the computer. The emphasis will be student designed media productions applicable to course work, teacher projects, and out-of-school projects. Group, team, and individual projects will be required.

Computer Media 201

Elective 1 Semester

Recommended: *Computer Media 101 and Instructor Approval*

Students may enroll in this class as a continuation of Computer Media 101 and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in Computer Media 101.

Internet Research and Web Design 101

Elective 1 Semester

Recommended: *Grades 10th-12th*

This course is designed to teach students to use the internet for research and as a communication tool by exploring and evaluating search engines, and web sites. In conjunction with internet use, students will also learn to use various software packages as a means of presenting their research. Students will then use these skills to create websites using an authoring program such as Dreamweaver. This course meets the State of Michigan requirement for all students to acquire forty hours of internet use.

Internet Research and Web Design 201

Elective 1 Semester

Recommended: *IRWD 101 and Instructor Approval*

Students may enroll in this class as a continuation of Internet Research and Web Design 101. They will continue working with an authoring program as well as graphics and animation programs. As a final project, students will use these skills to create a business website for a company. Students will learn more sophisticated web development, such as cascading style sheets and writing and understanding codes.

Journalism 101

Elective 1 Semester *Prerequisite: None*

Students will learn the basics of desktop publishing by working on a variety of different projects using desktop publishing software. Instruction will be by teacher lecture, laboratory experience, and both group and individual projects. The student may follow this course with the student newspaper (*The Pleiad*).

Journalism 201

Elective 1 Semester

Recommended: *Journalism 101 or Instructor Approval*

Students will build upon the skills developed in Journalism 101. They will continue desktop publishing projects and the focus will be on producing projects for use outside of the classroom setting. Instruction will be by teacher lecture, laboratory experience, group and individual projects. The student may follow this course with the student newspaper (*the Pleiad*).

Journalism 301-Yearbook

Elective 1 Year

Recommended: *Instructor Approval and Grades 10th-12th*

This year long course will focus on the computer design and layout of Waverly's Iliad. Basic journalism writing skills will also be a focus as students produce yearbook pages. The students will learn several computer programs used in desktop publishing and become familiar with current and past trends in yearbook layout. They will also focus on the business side of production by selling ads and books and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours will be required beyond class time to produce this publication. This course may be repeated for credit as a student moves up the editorial ladder.

Journalism 301-Newspaper

Elective 1 Year

Recommended: *Journalism 101 or Instructor Approval Grades 10th-12th*

Basic journalism writing skills will be the focus throughout this yearlong writing course. Students will also focus on learning the computer design and layout of Waverly's *Pleiad*. Students will become part of a teamwork approach to production in order to meet deadlines. As a student publication, the students will apply to become page editors. Several computer programs used in desktop publishing will be taught to produce the newspaper. The students will also focus on the business side of production by selling ads and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

Leadership

Elective 1 Semester

Recommended: *Grades 11th or 12th*

The students in this class will be provided the opportunity to explore major components of leadership and character development. Also, students will develop critical thinking and problem solving skills that the student can use in college or the workplace (i.e., attitude, preparation, diversity, courage, integrity, etc.)

Work Experience

Elective 1 Semester

Recommended: *Grades 11th or 12th and Instructor Approval*

This course allows a student to apply skills learned at school to the work/career place. Students will enter a work study arrangement with an employer of their choosing, but one related to their career goals. The three-way partnership of the student, the school, and the employer will be accountable to meaningful learning experiences on the job, attendance reporting and learning assessment. The student must enter into a training agreement with the employer.

English

English 9- Essentials 1 Year ***Recommended: Placement Test***

This class is designed for students who are not reading and/or writing at current grade level. The class emphasizes the essential reading and writing skills that students need to be successful in all of their classes.

This year long course will focus on reading and writing strategies and study skills. Students will apply a variety of reading strategies by reading novels, short stories, plays, and poetry. The yearlong theme, “Life is a series of transitions involving growth and change,” acts as an umbrella over the semester and quarter themes.

The writing process will be stressed in this class. The writing framework, which is tied in with the literature, provides students with many different writing strategies and experiences to use the writing process. Sentence structure and paragraph construction will be emphasized. Speech and listening skills will also be included in this class.

English 9 Lit & Comp 1 Year ***Prerequisite: None***

This class is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This class would be appropriate for college-prep students.

This year long course presents literature in thematic units and includes novels, short stories, poetry, plays, and essays. The yearlong theme, “Life is a series of transitions involving growth and change,” acts as an umbrella over the semester and quarter themes.

The writing framework, which is tied in with the literature, provides students with many different writing experiences that include personal writing, subject writing, reflective writing, creative writing, and academic writing. Paragraph construction and full paper development will be emphasized.

Speech and listening activities are integrated into thematic units. Many different speech activities will be included such as impromptu, presentations, and formal speeches.

Honors English 9 Lit & Comp 1 Year ***Recommended Placement Test & Department Approval***

This class is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes.

This year long class functions on the same framework as English 9 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

English 10- Essentials 1 Year ***Recommended: English 9 class & Department Approval***

This class is designed for students who may not be reading and/or writing at current grade level. The class emphasizes the essential reading and writing skills that students will need to be successful in all of their classes. This year long class will focus on reading and writing strategies and study skills. Students will apply a variety of reading strategies by reading several American authors. They will read autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme “The American challenge is to maintain a delicate balance between individual rights and the general welfare of the group.”

The writing process will be stressed in this class. The writing framework, which is tied in with the literature, provides students with many different writing strategies and experiences to use the writing process. Paragraph construction and full paper development will be emphasized. Speech and listening skills will also be included in this class.

English 10 Lit & Comp 1 Year ***Recommended: English 9 class and Department Approval***

This class is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This class would be appropriate for college-prep students. In this year long class, students will become familiar with many of the major writers of American literature through thematic units. Students will read a variety of genres such as autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme, “The American challenge is to maintain the delicate balance between individual rights and the general welfare of the group.”

Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to the past and to modern life. Students will be expected to do several writing assignments based on the literature.

Speech and listening activities are integrated into the units. Students will also do several formal speeches.

Honors English 10 Lit & Comp 1 Year ***Recommended: English 9 class and Department Approval***

This class is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes.

This year long class functions on the same framework as English 10 Lit &

Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

English 11 - Classical Literature

1 year

Recommended: English 9 & 10

This year long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The diverse and challenging units of study will range from Greek philosophy to Shakespeare to modern readings. The literature, including drama, poetry, novels, short stories, and biographies will be explored through reading, writing, oral presentations, and class discussions. Students will complete several writing assignments including literary analysis, persuasive essays, and a research paper.

English 11 - Modern Literature

1 Year

Recommended: English 9 & 10

This year long course focuses on modern literature (1950 to the present) and its relationship to social and political issues. Unit themes include modern lit heroes, science fiction, fantasy, and protest movements: Vietnam and feminism.

The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions and oral presentations.

English 11 - World Literature

1 Year

Recommended: English 9 & 10

This year long course integrates reading, writing, listening, and speaking. The literature will include different genres (both contemporary and classical) that focus on the themes "Heroes" and "Observing Human Inhumanity." The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions, oral presentations, and performance of literature.

English 12

1 Year

Recommended: English 9, 10, and 11

This class is designed for seniors who intend to attend a 2-year or 4-year college. This survey class would be appropriate for students who would benefit from an additional year of direct reading, writing, and grammar instruction. It would also be appropriate for those students who want to pursue a college degree, but won't need intensive instruction in literature or writing, as their college degree program won't require such skills. This course will present diverse literature and will include novels, short stories, poetry, plays, essays, and other non-fiction. This course will cover a wide range of

writing tasks, including essays of various types, as well as some creative and reflective writing. Students who take this course will also benefit from a review of the English grammar and conventions that were covered in English 9, 10, and 11.

Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to their reading. The writing framework will provide students with many different writing strategies and experiences that will allow them to use the writing process. Full essay development will be emphasized and in particular, college-level academic writing will be a focus. Direct instruction and applied practice will be provided in the following areas: sentence structure, punctuation, subject-verb agreement, pronoun-antecedent agreement, verb tense, modifiers, paragraphing, revising, and editing.

College Prep English 12

1 Year

Recommended: English 9, 10, & 11

College Prep English 12 will offer some of the best reading available today. The list includes current best sellers, such as Mitch Albom's *Tuesdays with Morrie* and classics like Fitzgerald's *The Great Gatsby*. The course will focus on several different genres, including novels, biographies, dramas, short stories, essays, and poetry. Students will also have the opportunity to choose a book, for independent study, from a collection of best sellers and Pulitzer Prize winners. Seniors will respond to, discuss, analyze, and write about the literature they read with a quality that can be considered consistent with a graduating senior.

College Prep English 12 is also designed to prepare students for the type of writing they will be expected to do in college classes. During the semester, they will write a variety of expository papers (all 3 to 7 pages long), including persuasive essays, research papers, and literary analyses. Students will also be writing in class essays and updating their academic/professional portfolios.

Advanced Placement (AP) English

1 Year

Recommended: English 9, 10, & 11 and Department Approval

Advanced Placement English has a two-fold purpose; to prepare students for the National Advanced Placement English Literature Test and to provide students with a freshman college English experience. Thus, the materials and assignments will help students develop analytical thinking, writing, and speaking abilities as well as cultivate language habits that will provide life-long learning and enjoyment. This course is designed for the college-bound, advanced senior who wants to be academically challenged in English. Students should be intellectually mature and able to work at an accelerated pace. In essence, this is a college class. If students pass the national AP English Exam, they may earn college credit.

The learning for this class begins in the summer as students read, analyze, and write essays for two or three novels. Other summer work may also be required. During the year, students will write a variety of expository papers (all 3 to 9 pages long), including persuasive essays, research papers, timed in-class essays, and literary analyses. Students will read more than 10 major pieces of literature and do an extensive study of poetry. Students' eligibility for AP English will be determined by their performance in prior English courses and teacher recommendation.

Advanced Oral Communication

Elective 1 Semester

Recommended: English 10

This course is designed for any student who wishes to improve verbal and human interaction skills. This course will integrate writing, critical thinking, and speaking skills. The topics that will be included in this course are: public speaking, debate, personal job interviews, group dynamics, parliamentary procedure, and oral interpretation.

Creative Writing

Elective 1 Semester *Prerequisite: None*

This course is designed to encourage students to communicate through writing. Like music and painting, creative writing can be a tremendous source of personal satisfaction to those who will practice its use. Here, students are familiarized with some of the basic types of writing, such as short stories, essays, and poems. They also analyze some of the component parts of writing such as local color, character sketches, figures of speech, and plot outlines.

British Literature

Elective 1 Semester

Recommended: English 11

This course is designed to give the student a comprehensive survey of English literature from the Anglo-Saxon period through the twentieth century. Concentration will be on major authors in English essay, poetry, drama, short stories, and novels. Relating English literature to English history will be stressed.

Method Acting

Elective 1 Semester

Recommended: Grades 10th -12th

The main focus of this theater course is the development of the actor in the areas of character, concentration, and imagination. This class is for the serious theater student. The acting technique taught is used currently in New York, Toronto, and California. The opportunity to be in several performances will be available.

Workplace English

Elective 1 Semester

Recommended: Gr. 11th or 12th

The class will focus on technical reading and writing skills, oral and written communication skills, teamwork and problem-solving skills, and analyzing literature focused on the workplace. Students will develop these skills while using the computer to create reports, presentations, graphs, charts, and data analysis.

Life Management

Cooking I (Cooking for Singles)

Elective 1 Semester

Prerequisite: None

This is a class designed to help students plan and prepare quick dishes with emphasis on acquiring basic skills in cooking/baking. Various cuisine such as Mexican, Italian, and Oriental will be studied.

Cooking II (Creative Cooking)

Elective 1 Semester

Recommended: *Cooking for Singles or Teacher Approval*

This course is designed to challenge students cooking/baking skills acquired in Cooking I with emphasis on appearance and flavor. A majority of the class will consist of students developing their own recipes.

Life and Human Development

Elective 1 Semester

Recommended: *Grades 11th or 12th*

Life and Human Development will take an in-depth look at the growth and development of human beings. The extent of study will begin with the growth of the baby inside the womb and conclude with death. Under analysis will be an individual's physical, emotional, mental, and social needs during those designated years.

Mathematics

Algebra I

1 Year

Recommended: Placement, Pre-Algebra

Algebra I is a course designed for the college bound student who wishes to fulfill math requirements and meet state and national core objectives, but does not intend to take AP Calculus in high school. A major emphasis will be placed on solving problems in real world situations. The student who completes this course with a C or better will be prepared to take Geometry the following year.

Applied Geometry

1 Year

Recommended: Algebra I

Applied Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course integrates many algebra core objectives with the essential geometry state and national core objectives. There will be emphasis placed upon applying these topics to real world situations. The student who completes this course with a C or better will be prepared to take Geometry or Basic Algebra II the following year.

Geometry

1 Year

Recommended: Applied Geometry or Algebra I

Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting to geometry state and national core objectives. There will be emphasis placed upon applying these topics to real world situations. The student who completes this course with a C or better will be prepared to take Basic Algebra II or Algebra II the following year.

Those students who receive an A or B may choose to take Honors Algebra II.

Honors Geometry

1 Year

Recommended: Placement, Algebra I

This course is designed for the college bound student who ranks high in mathematical proficiency. Basic skills are reviewed and extended with new concepts being developed. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting the geometry state and national objectives. There will be emphasis placed upon applying these topics to real world situations. Those students who complete this class successfully may choose to take Honors Algebra II.

Applied Intermediate Algebra II

1 Year

Recommended: Placement, Applied Geometry

Applied Intermediate Algebra II is a course for those students who wish to continue to meet the state and national core objectives in algebra, with an alternative approach. The essential objectives and basic skills will be emphasized in this course. Among the topics included are functions, geometric figures, transforming graphs, logarithms, exponential graphs, statistics, and solving equations.

Applied Algebra II with Trigonometry

2 Years

Recommended: Algebra II

This is a course for those students who wish to continue to meet state and national core objectives with an alternative approach. The essential objectives and basic skills will be emphasized. This course will begin with a review of Applied Intermediate Algebra II material. It will move into the new course objectives which will include (1) trigonometry and (2) survey of higher mathematics. Many properties are discussed such as logarithms, equations, identities, graphs, polynomials, coordinate geometry, and conic sections. The trigonometry deals with angles and in particular the relationship between the sides and angles of a triangle.

Intermediate Algebra II

1 Year

Recommended: Algebra I and Geometry

This course is designed for the average to above average achiever as demonstrated in Algebra I and Geometry. Basic skills are reviewed and extended with new concepts being developed. Geometry is drawn upon and integrated with previously taught Algebraic concepts. Among the topics included are functions, geometric figures, transforming graphs, vectors, statistics, and logic.

Honors Algebra II

1 Year

Recommended: Geometry

This course is designed for the college bound student who ranks high in mathematics proficiency. Basic skills are reviewed and extended with new concepts being developed. Real numbers are developed as a mathematical system, with some proof included. Other topics developed will be functions, function transformations, algebraic proof, complex numbers, sequences, series, recursions, and limits, logarithms, solving equations, and systems of equations.

Algebra II with Trigonometry

1 Year

Recommended: Honors Algebra II or Algebra II

This course is designed for the college bound student who has average or above average achievement in Algebra II. The course is divided into two main parts: (1) trigonometry and (2) survey of higher mathematics. Trigonometry deals with angles and in particular the relationship between the sides and angles of a triangle. Many properties are discussed as well as logarithms, equations, identities, and graphs. The survey section deals with a variety of topics, including special theorems, polynomials, coordinate geometry, and conic sections.

Honors Algebra II with Trigonometry

1 Year

Recommended: Honors Algebra II or Algebra II

This course is designed for the college bound student who ranks high in mathematics proficiency. Basic skills are reviewed and extended with new concepts being developed. Real numbers are developed as a mathematical system, with some proof included. Other topics developed will be functions, function transformations, algebraic proof, complex numbers, sequences, series, recursions, and limits, logarithms, solving equations, and systems

Honors Trigonometry

1 Year

Recommended: Honors Algebra II or Algebra II

This course is an extension of Honors Algebra II and is intended for those who are college bound and possess a strong background in mathematics. This course contains five main units; trigonometry, special theorems, and functions, polynomials, analytical geometry and preview of calculus.

Advanced Placement (AP) Calculus

1 Year

Recommended: Trigonometry/Analysis

AP Calculus is a course in elementary functions, differential calculus, and integral calculus. The course will deal with the properties and limits of algebraic, trigonometric, exponential, and logarithmic functions. The study of differential calculus will include anti-derivative, application of anti-derivative, techniques of integration, the definite integral, and applications of the integral.

Discrete Mathematics Elective 1 Year

Recommended: Algebra II

Discrete mathematics is a course designed to follow Algebra II or Trigonometry. The goal of this course is to offer a broad overview of all the discrete mathematics topics as outlined by the state and national (MCTM & NCTM) standards. Discrete Mathematics introduces the six unifying themes for a discrete math course as specified by NCTM; modeling, use of technology, algorithmic thinking, recursive thinking, decision making, and mathematical induction. The course contains numerous examples of social

and political relevance using technology, charts, graphs, photos, and actual newspaper clippings.

Music

Piano Lab

Elective 1 Semester

Prerequisite: None

This semester keyboard class is designed for the non-music student. A natural audiovisual approach for learning the music elements of tonal relationship, rhythm, harmony, and other components that make up a total music experience will be the prime emphasis in the class. Instruments provided.

Beginning Guitar

Elective 1 Semester

Prerequisite: None

This course is designed for the student who enjoys music, but is not actively engaged in singing or playing in any of the school's large ensembles. The student will learn to read music, and perform solos, and accompaniments on the acoustic guitar. Instruction will be done in large groups first, then students will have the opportunity to develop at their own speed and explore different kinds of music. Instruments provided.

Beginning Chorale

Elective 1 Year

Prerequisite: None

This is a course that covers basic musicianship for vocal music. Emphasis will be placed on proper voice and tone production, and the principles of sight singing with the enjoyment of serious and popular music. Students will perform in various concerts and festivals during the day and evening as part of the requirement of the class. If enrollment is large, class may be divided into two sections according to voicing.

Intermediate Women's Choir (Visions)

Elective 1 Year

Prerequisite: Audition

This course is designed for advanced vocal music students. Advanced choral literature will be studied in depth and performed in public. Both popular and serious music will be studied. Special ensembles will be organized from Waverly Choir membership. Course work consists of regular rehearsals, practice outside of class, attendance at all concerts, festivals, and rehearsals outside the school day.

Images

Elective 1 Year

Prerequisite: One year of choir, Audition

Waverly Images is a course designed for the promising choral student wishing to experience and perform in a smaller select ensemble. This course will integrate voices in choral literature equivalent to most advanced high school choirs. A major emphasis will be placed on festivals, day and evening performances, theory, and sight-reading skills. Students selected for Waverly

Images will be expected to continue music reading skills and theory comprehension at an intermediate level. All performances will be required. Students selected for Waverly Images will be prepared to audition for Honors Chorale *Reflections*.

Honors Chorale: Reflections

Elective 1 Year

Prerequisite: Audition 1 year of Chorale or Waverly Choir, 9th graders may audition by invitation only

This class is designed for the advanced vocal student who has learned the fundamentals of proper voice and tone production. Presentation of basic choral techniques varies little from Chorale. Students are expected to be able to handle more difficult music. Literature is advanced and ranges from baroque to pop. This class performs about 30 or 40 times a year and some dancing is required. This choir participates in local and state festivals. A strong background of music theory is needed. Course work consists of regular rehearsals, many practices outside of class time, attendance at concerts and festivals is a requirement.

The course of study includes technical development, music theory, history, and appreciation, in many musical styles. Further development of chamber music skills will be stressed. Students will have the opportunity to perform at Solo and Ensemble Festival. Students are responsible for supplying their own instrument. A few school-owned instruments are the exception with the instructor's approval.

Concert Orchestra

Elective 1 Year

Prerequisite: Audition

Concert Orchestra is a course designed for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in orchestra festivals, concerts, and other performances that may arise for this ensemble. Membership is open to high school orchestra students by successful completion of eighth grade orchestra and/or recommendation of the director. Except for string bass players, students are expected to own their own instruments.

Festival Orchestra

Elective 1 year

Prerequisite: Audition

Festival Orchestra is a course designed for advanced instrumental music students. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in orchestra festivals, concerts, solo and ensemble, sectionals, pit orchestra, and other performances that might arise for this

ensemble. Except for string bass players, students are expected to own their own instruments.

Chamber Orchestra

Elective 1 Year

Prerequisite: Audition

This class is open to all students who play an orchestra instrument. Students in this class will be given opportunities to perform music in a chamber ensemble setting. The chamber orchestra will be given opportunities to perform with vocal and jazz ensembles. They will perform at events such as the WEA Gala, Silver Bells in the City, MSBOA festivals, and many other community events. Concurrent enrollment in Concert Orchestra or Festival Orchestra is required for all members of the Chamber Orchestra.

Honors Band/Orchestra

Elective 1 Year

Prerequisite: Membership in Symphonic Band. Auditions may be required.

Students enrolled in Honors Band/Orchestra will be enrolled simultaneously in Symphonic Band and Orchestra, which meet the same hour. These students will perform as the wind and percussion musicians for full orchestra one to two days a week and practice outside of school for both classes, attendance at all concerts, festivals, sectionals, rehearsals outside the school day, and all performances of both organizations.

Concert Band

Elective 1 Year

Prerequisite: Audition

This is a course for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in band festivals, concerts, marching band (and band camp), and pep bands. Other performance opportunities include jazz band, solo and orchestra. Membership is open to high school band students by successful completion of eighth grade band and/or recommendation of the director. Except for a few of the larger instruments, students are expected to provide their own instruments.

Symphonic Band

Elective 1 Year

Prerequisite: Audition

This is a course for the advanced instrumental music student. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in band festivals, concerts, solo and ensemble festival, sectionals, marching band (and band camp), and pep bands. In addition, the top seats in each section perform in the Orchestra for honors credit. Other performance opportunities include jazz band and pit orchestra. Except for a few of the larger instruments, students are expected to provide their own instruments.

Jazz Band

Elective 1 Year

Prerequisite: Audition

This class is open to students who play an instrument in the standard jazz band instrumentation; saxophone, trumpet, trombone, guitar, piano, drum set, bass. Students will learn to perform music from the jazz/swing idiom and will learn the basics of improvisation. Students will be expected to participate in all scheduled concerts, festivals, and civic events. Advanced members of the ensemble may be selected to participate in Jazz Combo. Concurrent enrollment in band required for wind and percussion players; band, orchestra or choir for guitar, bass, or piano players.

Physical Education

The Physical Education program is designed to expose students to a wide range of activities, give students alternatives within those activities, and let students decide what they want to take within those alternatives.

The Physical Education Department feels that physical education can contribute to a student's growth in many ways. These are: learning to work with and help others, enjoy physical activity and learn skills for their leisure time, aid in development and growth of the body and physical coordination, learn to work independently, learn a respect for others rights, and learn to take responsibility for their own actions.

There are many ways that growth and learning in these areas can be encouraged and allowed. Some of the opportunities we present students with are; a chance for active participation, chances to make decisions, independent work time, working in small and large groups, setting their own goals, talking about seeing and thinking how their actions can detract from or enhance the class and class members, planning class activities, setting up and dismantling equipment. Physical fitness as well as proper nutrition is emphasized in each of our offerings.

Included in the content are Physical Activities (i.e. individual, team, and water activities) and units in Physical Fitness, Nutrition, Reproductive Health, Disease, Safety/Accident Prevention, First Aid, and Substance Abuse Education.

Introduction Physical Education

Required 1 Semester

Prerequisite: None

This is a beginning course in physical education. The emphasis is on lifetime activities including both fitness and sports. Fitness activities focus on strength, cardiovascular endurance, flexibility and agility. Sports activities include individual and team aspects.

Health Education

Required 1 Semester

Prerequisite: None

This course is designed to combine comprehensive health education with the practice of skills and activities necessary for good communication, making responsible decisions about managing one's body functions to promote a better quality of life, and appreciation of health as it affects one physically, emotionally, intellectually, and socially.

Movement Fundamental

Elective 1 Semester

Recommended: Introduction to Physical Education

This is a course to develop coordination, strength, endurance and movement fundamentals. Physical fitness through aerobics, weight training, dance style and structure, and tumbling skills will be stressed. In addition, the positive effects of proper nutrition combined with a good exercise program will be emphasized.

Personal Conditioning

Elective 1 Semester

Recommended: Introduction to Physical Education

This course is designed to introduce students to a variety of weight and aerobic exercises. Students will participate in an instructor-led circuit weight training program three days a week. The other two days will consist of a running/flexibility program, and team sports. The class will stress proper technique and the benefits of an aerobic/resistance program. Students will leave with the understanding of the value of an exercise program to their lifelong health.

Advanced Personal Conditioning

Elective 1 Semester

Recommended: Personal Conditioning and Department Approval

This is a course for advanced physical education students. Students and instructor will meet to establish individual goals and expectations. These goals will be constructed into an exercise program tailored to the students needs. The class will be primarily ran in the weight room, with one day a week set aside for evaluation and team sport activities. Students will leave the course with the ability to construct and monitor a program for lifelong health.

Team Sports

Elective 1 Semester

Recommended: Introduction to Physical Education

This is a semester course where the student has the opportunity to participate in a variety of team games and fitness activities. Techniques in skills and strategies will be developed along with the rules. In addition, the positive effects of proper nutrition combined with a good exercise program will be stressed.

Science

Intro Biology

1 Year

Recommended: *Science, 8th grade MEAP Test Grades 9th or 10th*

Biology is the branch of science devoted to the study of living things. Students will build upon the life science knowledge gained throughout grades 5-8. In this course students will investigate and learn about the basic biology concepts as determined by the current State of Michigan Content Expectations for High School Science - Biology, including the characteristics and processes of living organisms in the six difference kingdoms. Laboratory techniques used will be learned and applied in order to observe structure, systems and organisms discussed in class.

Biology

1 Year

Recommended: *Science, 8th grade MEAP Test Grades 9th or 10th*

Biology is the branch of science devoted to the study of living things. Students will build upon the knowledge gained throughout grades 5-8 by thoroughly investigating the characteristics and processes of the six kingdoms of living organisms. Extensive use of laboratory techniques (including microscope work and dissections) will be utilized to observe structures, systems, and organisms discussed in the classroom. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science- Biology, including using, constructing, and reflecting on scientific knowledge. This course is designed for the student who is interested in a more rigorous and indepth study of biology.

Advanced Placement (AP) Biology

1 Year

Recommended: *Biology and Chemistry - Grades 11th or 12th*

This course is designed to be the equivalent of a university level first-year general biology course. The student will be encouraged, but not required, to take the Advanced Placement exam in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college biology. The student may be placed in an advanced course upon entering college.

College Prep Chemistry

1 Year

Recommended: *Biology and a minimum of a "C" in Algebra I and concurrently enrolled in Geometry or higher Mathematics Geometry Grades 10th or 11th*

Chemistry is an intensive class designed for students to prepare for a variety of careers and professions. Chemistry is the study of matter and its relationship to energy, useful materials, technology, and many real-world applications related to physical, earth and life sciences. Chemistry will integrate and reinforce acquired mathematics skills. The content of this course is aligned with the current State of Michigan Content Expectations for

High School Science-Chemistry, including using, constructing, and reflecting on scientific knowledge.

Advanced Placement (AP) Chemistry

1 Year

Recommended: *Chemistry and Algebra II, Physics - Grades 11th or 12th*

This course is designed to be the equivalent of a university level first-year general chemistry course. Students should attain an understanding of fundamental chemical principles and a competence in dealing with chemical problems. This course should contribute to the student's abilities to think clearly and to express their ideas orally and in writing with clarity and logic. The student will be encouraged, but not required, to take the Advanced Placement examination in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college chemistry. The student may be placed in an advanced course upon entering college.

Earth Science

Elective 1 Year

Recommended: *Biology Grades 11th or 12th*

This is a rigorous course that will concentrate on geology, hydrology, and meteorology. Topics will include rock cycle; earthquake and volcano hazards; plate tectonics; geologic history; severe weather; oceans, climate, and climate change; and surface and ground water. Upon completion of this course students will have a working knowledge of the world around them. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Earth Science, including using, constructing, and reflecting on scientific knowledge.

Introductory Physics

1 Year

Recommended: *Biology and Algebra (a minimum grade of a "C" in Algebra I is highly recommended) Grades 10th - 11th*

This course is for students interested in pursuing an application science course. This course is recommended for students who may want to pursue careers as technicians. The course has been designed with a strong emphasis on lab experiences. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Physics, including using constructing, and reflecting on scientific knowledge.

College Prep Physics

1 Year

Recommended: *Chemistry and Algebra II (a minimum grade of "C" in Algebra II is highly recommended) Grades 11th or 12th*

This course is an intensive course prepared for students who intend to take one or more physics courses at the college level. Physics is the theoretical study of matter, forces, energy, and motion. This course will bridge the gap

between the understanding of general statements, theories, or laws and the application of principles to the solution of problems. Laboratory activities will be an integral part of the course. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Physics, including using, constructing, and reflecting on scientific knowledge.

Environmental Science Elective 1 Semester

Recommended: *Introductory Physics, Earth Science, Chemistry or Teacher Recommendation Grades 11th or 12th*

This course is an intensive study into the interdisciplinary field of the study called environmental science. The goal in this class is to integrate the concepts of ecology and geology to come to an understanding of the natural world and the forces that affect it. Topics will also include a study of resource use and alternative energy development, both locally and globally, climate, oceanography and atmosphere and how they influence the environment.

Astronomy Elective 1 Semester

Recommended: *Introductory Physics, Earth Science, Chemistry, or Teacher Recommendation Grades 11th or 12th*

This is a rigorous course in descriptive astronomy. An overview of the field of astronomy will be presented and the basic principles of specialized topics such as measurement techniques, evolution and properties of stars, and the theories of the origin and organization of the universe. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Earth Science/Astronomy, including using, constructing, and reflecting on scientific knowledge.

Social Studies

U.S. History/Geography Essentials 1 Year

Recommended: *Department Recommendation*

U.S. History Essentials is a survey of 20th century U.S. History, but the emphasis in this course will be on the improvement of reading, writing, and organizational skills. A further emphasis of the U.S. History Essentials class will be on the building of social studies literacy. Students will be presented with a variety of reading materials designed to improve reading and writing skills.

U.S. History/Geography 1 Year

Recommended: *Department Recommendation*

U.S. History/Geography is a survey of 20th century U.S. History as an academic focus and the continued building of reading, writing, research and oral presentations skills will both be emphasized. Reading materials in this class will be at the high school level.

World History/Geography Essentials 1 Year

Recommended: *One semester of U.S. History & Geography*

World History/Geography Essentials is a survey of topics in world history and geography starting with the Rise of Islam in 600 AD. The emphasis in this course will be on the improvement of reading, writing, and organizational skills. A further emphasis of World History/Geography Essentials will be on building social studies literacy. Students will be presented with a variety of reading material designed to improve reading and writing skills.

World History/Geography 1 Year

Recommended: *One semester of U.S. History & Geography*

World History/Geography is a survey of topics in world history and geography starting with the rise of Islam in 600 AD. World History/Geography will have an academic focus and continued building of reading, writing, research, and oral communication skills will be emphasized. Reading material will be at the high school level.

Honors World History/Geography 1 Year

Recommended: *One semester of U.S. History & Geography*

Honors World History/Geography is a rigorous survey of topics in world history starting with the rise of Islam in 600 AD with an emphasis on the use of primary documents, above grade level reading materials and the production of quality research papers and projects. Content knowledge will be the main focus of this course.

Government Essentials 1 Semester

Recommended: *U.S. History & Geography, & at least one semester of World History & Geography, 11th grade status*

Government Essentials is a course designed for students in the 11th grade. The goal of the government course is for students to gain knowledge of the federal system of government and politics in order to make decisions about governing our nation, its states and local communities. Various instructional techniques and assessment strategies are employed to deliver lessons in a way that best meets the needs of each learner.

Government 1 Semester

Recommended: *U.S. History & Geography, & at least one semester of World History & Geography 11th grade status*

Government is a course designed for students in the 11th grade. The goal of the government course is for students to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities.

Honors Government

1 Semester

Recommended: *U.S. History & Geography, & at least one semester of World History & Geography 11th grade status*

Honors Government is a course designed for students in the 11th grade. The goal of the government course is for student to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities. This course will require advanced reading, writing, discussion and critical thinking skills.

Economic Essentials

1 Year

Recommended: *U.S. History & Geography, & at least one semester of World History & Geography, 11th grade status*

Economics Essentials is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources. The emphasis of the economics essentials will be on the improvement of reading, writing, and organizational skills.

Economics

1 Semester

Recommended: *U.S. History & Geography and World History & Geography, 11th grade status*

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources.

Advanced Placement (AP) U.S. History

1 Year

Recommended: *Honors U.S. History Grades 11th or 12th*

Through the AP U.S. History course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well prepared students. It will appeal to students who have either a passion for the study of history or academically accelerated students who seek the challenge of an advanced placement course in U.S. History.

Global Studies

Elective 1 Semester

Recommended: *Completion of U. S. History and World History*

Students will learn the basics of the U.S. legal system. Students will participate in several mock trial experiences that will emphasize trial preparation and implementation. Significant class participation is expected.

Topics in United States History

Elective 1 Semester

Recommended: *Completion of U. S. History and World History*

The emphasis of the Topics in United States History will change each semester based on the instructor assigned to teach the course. The assigned instructor will develop the course based on a special topic of interest. Examples of topics might be the Vietnam War and the 1960's, Role of Women in United States History, and Understanding the role of African Americans in the United States: The Great Migration and the Harlem Renaissance. The topics will change each semester so a student could choose to take this course numerous times.

Psychology

Elective 1 Semester

Recommended: *Grades 11th or 12th*

The field of psychology is a scientific study of the behavior of all living organisms. Since the subject is so broad, this course is limited to the study of human behavior with the major emphasis upon the development of the individual personality and his ability to function in his society.

Sociology

Elective 1 Semester

Recommended: *Grades 11th or 12th*

Sociology is a course designed for students in 11th or 12th grade. The goal of the Sociology course is for students to gain an increased understanding of the complex social world of which they are a part. Sociology will place emphasis on understanding the relationships between people, groups of people and various institutions in American and global societies. Sociology will reflect the emphasis on each of the four pillars of the Framework for Social Studies Education in Michigan, Disciplinary Knowledge, Thinking Skills, Democratic Values and Citizenship Participation.

Advanced Placement (AP) Psychology

Elective 1 Year

Recommended: *Grades 11th or 12th*

Through the AP Psychology course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well-prepare students. In psychology we have inherently interesting subject matter, but the student's responsibility is to delve beyond the surface attraction of popular psychology and become true students of the discipline. This approach will make the learning experience quite rewarding.

World Languages

French I Elective 1 Year
Prerequisite: None, but should possess above average study and organizational skills

In French I, students will begin to develop listening comprehension, speaking, and writing skills through the study of situational vocabulary and basic grammatical structures. Through short reading selections students will also begin to develop reading skills. Students will express themselves in the present and near future in both spoken and written forms of the language. Accurate pronunciation and intonation will be encouraged. The geographies and cultures of the contemporary Francophone world will be studied and compared and contrasted with our own.

French II Elective 1 Year ***Recommended: French I***

This course is the continuation of French I. Students will be introduced to more complex conversational exchanges in which native speakers are speaking at a more normal conversational speed. As students develop their listening comprehension skills, their productive skills will also increase. Students will progress from “sentence-level” dialogues to “paragraph-level” conversations. More extensive reading practice will be included as well as a variety of writing opportunities which will improve writing skills. Students will continue a formal study of the grammar and syntax of the language, with special emphasis being placed on the use of the past tenses (*passé composé* and *imparfait*). Continued attention will be given to good pronunciation and intonation. The cultural material will be expanded to include brief historical overviews, as well as presentations of contemporary reality.

Spanish I/II Accelerated Elective 1 year *Prerequisite: None*

This course consolidates the information taught in the Spanish I and Spanish II courses into a single yearlong course. The course is intended for students who:

1. Demonstrate high-average to high level basic skills and wish to take a challenging language course, AND/OR
2. Did not take Spanish I in their 8th grade year (or transferred from another school/district) and wish to complete at least 4 years of language study during high school, AND/OR
3. Already speak Spanish but do not possess the writing or grammar skills necessary in Spanish to enter at level III or above.

Spanish I (First Year) Elective 1 Year *Prerequisite: None*

In first year Spanish, students will begin to develop listening and speaking skills. Reading and writing short phrases and passages will also be emphasized. Students will develop basic conversational skills through topical and situational vocabulary studies and the mastery of basic grammar structures. Students will learn to accurately use present tense verbs. Students will write and perform original skits. Language as communication will be continuously emphasized. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will study the geography and culture of various Spanish-speaking countries.

Spanish II (Second Year) Elective 1 Year ***Recommended: Spanish I***

In second year Spanish, students continue to develop listening and speaking skills. Students continue to develop conversational skills through expanded vocabulary studies, situational vocabulary studies, and mastery of more complex grammar structures. Past and future verb tenses receive greater emphasis. Students begin to develop reading skills that will allow them to interpret short articles and stories based on lesson content as well as culture. As the year progresses, students will write compositions and will also write and perform original skits. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will continue to study the geography and culture of various Spanish-speaking countries.

Spanish III (Third Year) Elective 1 Year ***Recommended: Spanish II***

In third year Spanish, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in Spanish. Writing skills are further developed through original skits, stories, and children’s books. Reading skills are developed by reading several short stories and a novel. Students will periodically converse with native speakers of Spanish. Students will continue to study the geography and culture of various Spanish-speaking countries.

Spanish IV (Fourth Year)

Elective 1 Year

Recommended: Spanish III or Equivalent

In fourth year Spanish, students develop extensive speaking, reading, and writing skills. The course focuses on communication in Spanish rather than translated English. Skills are reinforced and developed through the study of situational vocabulary, idiomatic expressions, a review of grammar structures, and vocabulary expansion. Listening and speaking skills are emphasized through conversation, a series of listening activities, a full length movie, and several contacts with native Spanish speakers. Reading skills are developed through several short stories and a novel. Writing skills are continually developed through grammar exercise, original skits, essays, and short stories. Students produce several short video segments to mark their progress throughout the year. Students will continue to study the geography and culture of various Spanish speaking countries. The class is conducted largely in Spanish.

Advanced Placement (AP) Spanish

Elective 1 Year

Recommended: Spanish IV or Teacher Approval

In AP Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings. Students may elect to take the Advanced Placement Standardized Test in May for college credit.

Special Services

Employability Skills 1 Year *Prerequisite: Special Services Caseload*

This course is designed to assist the student in learning skills necessary to becoming successfully employed. The areas of study include learning how to research careers, researching careers and post high school training, job shadowing, interviewing techniques, application process, effective communication skills, problem solving and working as a team member. The student will learn functional academic skills related to employability.

Basic Life Skills 1 Year *Prerequisite: Special Services Caseload*

This course is designed to assist students in learning skills necessary for living independently. The areas of study include substance abuse awareness, reproductive health, personal health and safety, social skills,

homemaking skills, and family living skills. Students will also learn about setting goals.

Learning Center 1 Year *Prerequisite: Special Services Caseload*

This is a special education course designed to aid students with their mainstreamed courses. School study skills will be emphasized, including time management, test taking skills, listening skills, text usage, problem solving, and appropriate classroom behavior. Tutorial help will also be available for student's mainstreamed classes.

Occupational/Work Education Programs

Career Oriented Work Experience

Work Experience is designed to give students opportunities to use real work settings to begin to develop career relevant skills. The student's job becomes their classroom. A link is established between a career goal, school subjects, and skills associated with an occupation. Emphasis is placed on safety in the work place, transferable skills, work ethic, and career decision making.

Capital Area Career Center

Elective 1-2 Years

Prerequisite: Grades 11th or 12th

The Capital Area Career Center (CACC) in Mason is Waverly's vocational technical education training school. Students from Waverly and ten other school districts in Ingham County attend classes each day at the Career Center.

CACC students create their futures in one of 16 vocational-technical training programs. The skills and knowledge acquired in a CACC program can be transferred to an entry-level job or to post-graduate training in a technical school or college (43% of CACC graduates go on to college).

At the CACC, students learn how to develop a career plan, to set goals for a lifelong career, and how to get and keep a job. A variety of instructional materials are used, including modules (training packets), textbooks, lectures, videotapes, work experience, and hands-on practice. Students learn the skills that business and industry have identified as necessary for each occupation.

Training is conducted in two sections each day; the first session meets from 8:15-10:30 a.m.; the second session meets from noon-2:15 p.m. Students stay at Waverly for half the day and spend the other half at the CACC in Mason. With careful planning, students can continue in a regular curriculum at Waverly and still enroll in a CACC program to receive high school credit and, in some programs, college credit.

There are many other benefits to attending the CACC-whether a student attends for one term, or for one to two years:

Career Planning - Students explore their personal and career potential through career counseling, interest surveys, and computerized decision making exercises.

Job Placement - CACC staff will help students prepare a resume', develop interviewing skills, and make connections with an Ingham County employer.

College Credit - Five CACC programs award successful completion with college credit.

Assessment - An in-depth measurement of a student's abilities, aptitudes, and interests.

Co-op - For students recommended by their program teacher; earn money on the job while applying the skills learned in the classroom.

The Capital Area Career Center's course offerings are:

Auto Body	Health Occupations
Auto Technology	Hospitality Services
Business Careers and Technology*	Laboratory Sciences
Construction Trades	Machine Tool Technology*
Cosmetology	Marketing
Custodial Services	Medical Assistant
Drafting*	Welding*
Electronics	

Interdepartmental Courses

ACT Prep 10/11

Elective 1 Semester

Prerequisite: Grades 10th or 11th

This course is designed to be successful on the ACT. The course covers all areas of the test: English, Mathematics, Reading, Science, and Writing. The subject instruction is the majority of the learning in the class; however, test-taking skill sets specific to the ACT will also be covered. The course instruction and students are divided into two 9-week periods: 1) English, Reading, and Writing; 2) Mathematics and Science. The class begins with a full ACT pre-test and concludes with a full ACT post-test, both of which are mandatory for all students in the class. There will be other portions of practice tests given throughout the course as well. This course is CREDIT/NO CREDIT (no grades assigned), and students must completely meet the requirements in order to earn credit in the class-any missing assignments will result in a loss of credit.

Credit Recovery

Elective 1 Semester

Prerequisite: None

This computer based course is designed to help students on their path to

graduation. Students who have not earned credit in a core class are able to be placed in this course to recoup the credits lost in a previous semester. Students are allowed to work at their own pace.

Independent Study

Elective 1 Semester

Prerequisite: Approved by parents, teacher, counselor/building administrator

Independent Study is an opportunity for willing students to study topics of interest, improve skills, and/or develop projects in depth. The students will establish a study guide with the help of the independent study teacher. This guide will be followed as a plan to complete the study or project.

Business Communications Program

Elective 1 Semester

Prerequisite: Grades 11th or 12th, administrator approval

In this program students will learn how to communicate verbally in a business environment. Students will be placed as interns in high school offices and learn under the direction of a certified staff member and support staff. As an office receptionist the student will communicate daily with students, staff, parents, and visitors to the high school. The main goal is for the student to learn how to think and communicate appropriately in many different situations.

English as a Second Language

Elective 1 Semester

Prerequisite: Limited English Proficiency (LEP)

An independent study, individually designed for students whose native language is not English, and who have limited English proficiency (LEP). This will serve students who are at risk of not succeeding in other classes due to lack of language skills. This course is carried on in a small, seminar setting. Class sizes are approximately two to ten students. Grades are based on an A-F system. This class may be repeated.

Testing Out Michigan Law for Testing Out of Courses

380.1278(a)(4)(a) a school district or public school academy shall also grant a student a credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. **Testing out dates for the 2011-2012 school year will be August 24, 2011 and August 26, 2011.**

Academic Regulations

Credit/No Credit

The following guidelines must be followed:

1. Application for credit/no credit must be made prior to the deadline for changing classes at the beginning of each semester.
2. Final approval of this request will authorize "Credit" or "No Credit" for grades on the permanent record.
3. If a student is electing credit/no credit for a yearlong course, he/she must complete a request form each semester.
4. The decision for credit/no credit is not reversible once it is approved.
5. Freshmen, sophomores, and juniors may take not more than two credits per year on a credit/no credit basis and not more than one course at a time. Seniors may take no more than four credits on a credit/no credit basis and not more than 2 per semester (See Honor Roll guidelines).
6. Teachers will be reminded of this decision one week prior to the end of the marking period so they can record grades accurately.

Dual Enrollment/Released Time Program

For several years Waverly High School has had a procedure whereby certain students have been released from part of their regular high school day in order to attend classes at area colleges. This program is known as the Dual Enrollment/Released Time Program. It is administered by one of the high school counselors who are referred to as the program directors. Generally, students are limited to two hours of released school time while on this program. Transportation to the college and the cost of attending the college are the students' responsibility. For more information, obtain a copy of the program guidelines and an application from the guidance office secretary.

Earning Graduation Credits

Students completing a high school credit before entering high school may receive a credit by: 1) successfully completing Algebra I; and, 2) earning a proficient score on the final course exam, Spanish I and II proficiency.

Career Center

Eligible juniors or seniors may enroll in the Career Center. Credit earned applies to Applied Arts or Vocational Elective requirements. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in Career Center.

AP Classes

In recognition of the district's commitment to run sections of AP Classes that may be smaller than other classes, students signing up for AP Classes must also show a commitment to the extra level of study. Therefore, a student enrolled in AP Classes will not be allowed to drop the class(es) once the Spring enrollment period has ended.

Class Status

To attain Sophomore status, the student must have successfully completed 4 credits.

To attain Junior status, the student must have successfully completed 10 credits.

To attain Senior status the student must have successfully completed 16 credits.

Class Load/Transfer of Credits/Diploma

During each semester of attendance at Waverly High School a student must enroll in six classes unless he has written permission from the principal to do otherwise. Credit for work done at other high schools, as well as credit for work study, Career Center, Lansing Community College, and other institutions will be accepted. Diplomas are awarded at the end of the school year in which an individual completes the requirements.

Grading

Students will be graded and report cards distributed two times a year, at the end of each semester.. The final semester grades are the only grades that are used for transcript purposes. If a student or parent has a concern about a grade they should first consult the teacher before contacting the administration.

Grading Scale

B+ 89-87 = 3.33	A 100-93 = 4.0	A- 92-90 = 3.67
C+ 79-77 = 2.33	B 86-83 = 3.0	B- 82-80 = 2.67
D+ 69-67 = 1.33	C 76-73 = 2.0	C- 72-70 = 1.67
	D 66-63 = 1.0	D- 62-60 = .67
	F 59-00 = 0	

Assessment Methodology/Tests

Assessments will be aligned with the Michigan Framework/High School Content Expectations and the Waverly Assessment Guidelines.

Honor Roll Guidelines

There are three honor rolls, awarded at the semester, defined as follows:

- **4.0 Honor Roll** - student will have a grade point average of 4.0
- **3.5 Honor Roll** - students with a 3.5-3.9 GPA
- **3.0 Honor Roll** - students with a 3.0-3.4 GPA

To qualify for any Honor Roll a student must be a full time student taking a minimum of four graded classes for the period covered by the Honor Roll.

“I” Grade

An “I” grade may be issued if a student’s absences leave a determination at grading time impossible or unfair. “I” grades may be used at any grading time.

“I” grades must be changed within a semester.

Schedule Adjustments

Once courses are selected, adjustment will be made on a limited basis. Schedules may be adjusted if any of the following qualifications are met:

1. Incomplete schedules
2. Duplication of courses

3. Courses in incorrect sequence.
 4. Students who lack a required course for graduation or grade level.
 5. Acceptance to special programs (work experience, child development, etc.)
 6. Re-enrollment in a course in which the student received a failing grade or not credit.
 7. Misplacement due to inappropriate skill level for class
- All students must attend the classes on their current schedule until the classes are rescheduled. Attendance records will be forwarded to the new class.

Top Ten Qualifications

For a student to be eligible for the Top 10, they must be enrolled at WHS from the fall of their junior year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year. A minimum of 4 graded core classes, including foreign language, per semester (for each year of high school), must be taken. Credit Recovery, which is available during summer school and during the school year, is not calculated into a student’s GPA.

Waverly High School Mission Statement

The mission of Waverly High School is to educate and prepare all students to realize their individual potential and to be engaged as ethical contributors and life-long learners in our global society.

We will do this by providing a rigorous and relevant curriculum in a safe learning environment with a caring and committed staff who will work in concert with colleagues, students, families, and the community to achieve this mission.

