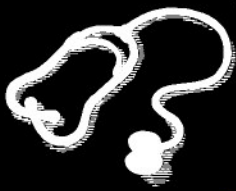




**West Ottawa  
High School  
Course  
Descriptions  
&  
Career  
Pathway  
Guide  
2010-2011  
(Revised)**



**West Ottawa High School  
North Building: 3685 Butternut Drive  
South Building: 3600 152<sup>nd</sup> Avenue  
Holland, MI 49424**

**Notice of Non-Discrimination Policy**

**West Ottawa Public Schools  
Statement of Assurance of Compliance with Federal Law**

The West Ottawa Public Schools complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the West Ottawa Public Schools that no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

If any person believes that the West Ottawa Public Schools has in some way discriminated on the basis of the foregoing, he/she may bring forward a complaint, which shall be referred to as a grievance, to the local coordinator at the following address:

**Assistant Superintendent for Student Services  
West Ottawa Public Schools  
1138 136<sup>th</sup> Avenue  
Holland, MI 49424  
(616) 738-5780**

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**WOHS Graduation Requirements:**  
Classes of 2011, 2012, 2013, & 2014

English I, English II, English III, English IV (4 credits)  
Algebra, Geometry, Algebra 2, Math Elective Senior Year (4 credits)  
Biology, Chemistry, Physics (3 credits)  
U.S. History, World History, Government, Economics (3 credits)  
Health & Physical Education (1 credit)  
Visual, Performing & Applied Arts (1 credit)

***Note: Be sure to review the NCAA curriculum requirements if you wish to play sports in college. These are listed at the end of this Career Pathways Guide. More information is available from the Athletic Director or your counselor, or go to [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org).***

**Courses currently approved for credit under the  
VISUAL AND PERFORMING APPLIED ARTS (VPAA) CATEGORY  
(1.0 credit required)**

AP studio Art	Theater I
Ceramics	Broadcast Journalism
Digital photograph and Computer Graphics	Marketing I
Digital Video Productions	Marketing II
Drawing and Painting	School Store Management
Introduction to Art	General Metals
Jewelry and Fiber Design	Forensics
Printmaking	Home Design
Product Design	Interior Design
Sculpture	CAD +
Creative Foods (Foods 2)	3-D World
Fashion Design 1	MPH-Mechanisms, Pneumatics, & Hydraulics
Home Design	Wood Manufacturing
Interior Design	Principles of Technology
Band	
Orchestra	
Choir	
Music Theory	

**COURSES CURRENTLY APPROVED FOR SENIOR YEAR MATH RELATED CREDIT  
Any math class will count or any of the following:**

Accounting I	Accounting II
Personal Computers	Advanced Personal Computers
Personal Finance	Advanced Personal Finance
Visual Basic I/II	Programming in C++
General Metals	Advanced Metals
Principles of Technology	MPH
3-D World A & B	Home & Auto
Wood Manufacturing I	Wood Manufacturing II
CAD+	Engineering Graphics
Senior Engineering	Advanced Woods

\*For a complete listing of the Careerline Tech Center classes that meet the senior year math elective requirement, please turn to page 53.

# Career Pathways

**Before you choose elective classes, think about your career plans. Most careers fall into one of six “career pathways.”**

**Rank the pathways below from 1 - 6, depending on your level of interest (1 = MOST INTERESTED, 6 = LEAST INTERESTED).**

**Your Educational Development Plan (EDP) should include high school course electives that are related to your career pathway preferences.**

## Arts & Communications

Careers related to the humanities and to the performing, visual, literary and media arts. These careers include creative or technical writing, illustrating, graphic designing, publishing, theatre arts, journalism, languages, radio and television broadcasting, photography, advertising and public relations. Specific examples include artists, journalists, industrial designers, musicians, photographers and theater technicians.

## Business, Management, Marketing & Technology

Careers related to all aspects of business including accounting, business administration, finance, information processing and marketing. These careers include entrepreneurship, sales, marketing, hospitality and tourism, computer/information systems, finance, office administration, human resource management, economics and general management. Specific examples include accountants, business managers, salespersons, buyers, computer network administrators, secretaries and stock analysts.

## Engineering, Manufacturing & Industrial Technology

Careers related to the technologies necessary to design, develop, install or maintain physical systems. These careers include occupations in designing, engineering and science, service technicians, manufacturing technology, transportation and construction. Specific examples include architects, airplane pilots, engineers, carpenters, microcomputer specialists, equipment operators, technicians and mechanics.

## Health Sciences

Careers related to the promotion of health as well as the treatment of injuries, conditions and diseases. These careers include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness and hygiene, public health and veterinary science. Specific examples include physicians, nurses, pharmacists, health facility administrators, dental assistants, veterinarians, physical therapists and medical technicians.

## Human Services

Careers related to childcare, civil service, education, hospitality, and social services. These careers include law and legal careers, law enforcement, public administration, child and family services and social work. Specific examples include postal workers, police officers, lawyers, teachers, counselors, school administrators, fire fighters, clergy, classroom aides, case workers, psychologists and social workers.

## Natural Resources & Science

Careers related to natural resources, agriculture, science and the environment. These careers include agriculture, earth sciences, environmental sciences, forestry, horticulture, wildlife management, fisheries management and agriscience. Specific examples include landscape architects, plant scientists, marine biologists, environmentalists, turf grass managers, farmers and agricultural equipment operators.

## WOHS Pathway Elective Recommendations

### Arts & Communication Pathway

Intro to Art  
Advanced Art/AP Art, IB Visual Arts  
Band, Orchestra, Choir, IB Music  
Web Page Design  
Debate, Forensics, Speech, Theater 1 & 2  
Broadcast Journalism, Annuals, Journalistic Writing  
Home Design, Interior Design, Fashion Design  
Foreign Languages

#### Careerline Tech Center (11<sup>th</sup>/12<sup>th</sup> grades)

Media Production  
Printing/Graphic Arts  
Visual Communications

### Business Management & Marketing Pathway

Accounting I, II, II/Personal Finance, Adv. Personal Finance  
Marketing I, II/School Store Management  
Intro to Business, Personal Computers, Adv. Personal Computers  
Business Management, Information Proc I & II  
Programming in Visual Basic, Programming in C++  
Family and Consumer Science, Foods I & II  
Economics, AP Economics, IB Business & Management  
Foreign Languages

#### Careerline Tech Center (11<sup>th</sup>/12<sup>th</sup> grades)

Finance & Business Technology  
Information Technology  
Marketing / Entrepreneurship

### Engineering/Manufacturing & Industrial Technology Pathway

Principles of Technology  
CAD+, Engineering Graphics, Architectural CAD  
Wood Manufacturing I & II, Advanced Woods  
Metals, Advanced Metals, Metals Technology  
3-D World, Programming in Visual Basic I & II  
Senior Engineering  
Product Design  
Foreign Languages

#### Careerline Tech Center (11<sup>th</sup>/12<sup>th</sup> grades)

Auto Body Repair, Auto Mechanics  
Building Trades  
Engineering Design & Machine Technologies  
Diesel Mechanics, Heavy Equipment Mechanics  
Electrical, HVAC  
Power Equipment Technology, Plumbing  
Welding

### Health Sciences Pathway

Biology, AP Biology, IB Biology, IB Chemistry  
Physics, AP Physics, AP Chemistry, IB Physics  
Zoology, Anatomy & Physiology  
Emergency First Aid, Successful Living  
Physical Education, IB Environmental Systems  
Foods I & II, Family & Consumer Sciences  
Foreign Languages

#### Careerline Tech Center (11<sup>th</sup>/12<sup>th</sup> grades)

Dental Careers  
Emergency Medical Services  
Nursing Careers  
Pharmacy Technician  
Therapy Services

### Human Services Pathway

U.S. History, World History, Psychology, AP Psychology  
Perspectives in Cultures, World Issues, Decades I & II  
Ancient History, IB History of the Americas  
Constitutional Law, AP Government, AP Economics  
AP US History, AP European History  
Lifeguarding, Water Safety Instructor  
Parenting, Child Development  
Foods I & II, Family & Consumer Sciences  
Debate, Advanced Debate  
Foreign Languages

#### Careerline Tech Center (11<sup>th</sup>/12<sup>th</sup> grades)

Cosmetology  
Early Childhood Education  
Culinary/Pastry Arts  
Public Safety & Security Services

### Natural Resources and Agri-Science Pathway

Physics, AP Physics, Chemistry, AP Chemistry, IB Chemistry  
Biology, AP Biology, IB Physics  
Astronomy, Geology, Botany, Zoology  
Environmental Issues, AP Environmental Science  
World Issues, IB Biology, IB Environmental Systems  
Foreign Languages

#### Careerline Tech Center (11<sup>th</sup>/12<sup>th</sup> grades)

Environmental & Agricultural Science



# Specialized Curriculum

## Advanced Placement Courses

West Ottawa High School offers 18 Advanced Placement, “AP”, courses. These classes are designed for students who wish to elevate the rigor of their high school experience. These courses use a challenging and nationally aligned college curriculum and textbook for instruction.

Extensive reading, writing, and independent thought are expectations of these accelerated courses. These academic skills will be refined and improved throughout the class. These classes prepare students to take advanced placement exams in May. Colleges and universities issue credit based on exam scores.

### The rationale for taking Advanced Placement courses:

#### Gain the edge in college preparation

- Get a head start on college level work
- Improve writing skills and sharpen problem solving techniques
- Develop the study habits necessary for tackling rigorous course work

#### Stand out in the college admissions process

- Demonstrate maturity and readiness for college
- Show willingness to be pushed to the limit
- Emphasize commitment to academic excellence

#### Broaden intellectual horizons

- Explore the world from a variety of perspectives
- Study subjects in greater depth and detail
- Assume the responsibility of reasoning, analyzing, and understanding self

AP Courses at West Ottawa:
Art History
Biology
Calculus AB
Calculus BC
Chemistry
English Language
English Literature
Environmental Science
European History
Macroeconomics
Microeconomics
Physics
Psychology
Spanish
Statistics
Studio Art
U.S. Government
U.S. History

It is recommended that students have a 3.0 overall GPA prior to enrolling in AP courses as an indicator of readiness for this level of challenge. If a student wishes to take an AP class and does not yet have a 3.0 GPA, it is recommended that they confer with the course instructor.

## Dual Enrollment

Dual Enrollment is available to students who are 11<sup>th</sup> or 12<sup>th</sup> graders and meet state requirements for dual enrollment eligibility, including meeting specific cut score criteria on the PLAN, PSAT, ACT or MME. For career and technical dual enrollment, students must also meet specific cut score criteria on the WorkKeys Career Readiness Assessment.

In order to receive tuition and fee support at eligible post-secondary institutions located within Michigan, the following course eligibility guidelines must be met:

- a. The course is not offered by the high school, including through Advanced Placement, International Baccalaureate, and online course options.
- b. The course is offered but not available because of a scheduling conflict beyond the student’s control
- c. The course cannot be in the subject area of hobby, craft, recreation, physical education, theology, divinity, or religious education.
- d. Parents must sign a contract with West Ottawa High School agreeing to pay for the portion of tuition and fees not paid by West Ottawa Public Schools.

West Ottawa High School offers Dual Enrollment opportunities at the following area colleges and universities: Davenport University, Grand Valley State University, Grand Rapids Community College, Hope College, and Kendall College of Art and Design.

## Online Learning: Blended Courses



In an Online Learning Blended Course a student will complete the standard course curriculum through a combination of face-to-face instruction in class along with on-line instruction via Moodle. These courses will be scheduled during 1<sup>st</sup> and 6<sup>th</sup> hours and students will not be required to be in school during those hours on the days that the class is working online. Students may take no more than two online (blended courses) per state attendance guidelines.



# International Baccalaureate Diploma Program

The Diploma Program (DP) is a rigorous and challenging academic program provided to students in over 100 countries around the globe. This two year, comprehensive program is for students in grades 11 and 12 who would share an educational experience that promotes critical thinking, open-mindedness, research, intercultural understanding and reflection. Students who would pursue the full diploma or who would choose to take individual IB courses would receive outstanding preparation for further academic study and success in their future careers. Successful completion of the program would allow students to be considered for preferred admission to many colleges and universities. For specific credit information, students should contact each university individually.

## IB Options

Students at West Ottawa High School would have three options: the IB Diploma Program, the IB Certificate option, or completion of the course for high school credit. Students should consider their post-secondary educational goals and choose the best option for their individual needs. Students taking the DP or Certificate option will need to complete the IB External Assessment in May.

## The Diploma Program

Throughout grades 11 and 12, students would be primarily taking IB courses. Students would be provided with a broad and balanced academic program in six core areas with an international perspective.

### IB Course Offerings at West Ottawa High School

Group 1: Language A1  
IB English HL

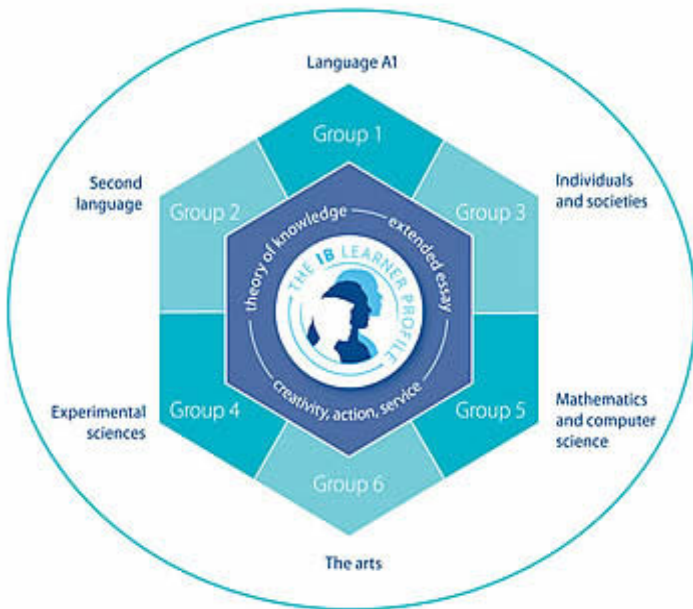
Group 2: Second Language  
IB French B SL  
IB German B SL  
IB Spanish B SL

Group 3: Individuals and Societies  
IB Business & Management SL  
IB Environmental Systems and Societies SL  
IB History SL/HL

Group 4: Experimental Sciences  
IB Biology HL  
IB Chemistry HL  
IB Environmental Systems and Societies SL  
IB Physics SL

Group 5: Mathematics and Computer Science  
IB Math Studies SL  
IB Math SL

Group 6: The Arts  
IB Music SL  
IB Visual Arts SL/HL



DP students take classes in each of the six subjects. Three subjects must be taken at the Higher Level (HL) and three must be taken at the Standard Level (SL). SL courses are 2 semesters in length, HL courses are 3 or 4 semesters (depending on the course). For Group 6, students may choose a second subject from Group 2, 3, 4 or 5 in place of Visual Arts or Music.



**In addition to their IB courses, students must fulfill the following requirements to receive an IB Diploma:**

1. **Theory of Knowledge:** The focus in the IB Theory of Knowledge course is to examine what we know in the various fields of knowledge and how we know it. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. The course encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly connected world.

2. **Extended Essay:** Students research and write a 4,000 word essay based on a self-selected topic. The Extended Essay introduces students to college level research.

3. **Creativity, Action and Service (CAS):** The CAS element of the IB Diploma Program places an emphasis on experiential learning outside of the classroom. The CAS program encourages students to share their energy and special talents with others. Each IB Diploma candidate must complete a minimum of 150 hours during 2 years (i.e. 3 to 4 hours a week). The hours should be evenly distributed among Creativity, Action, and Service.

#### **The Certificate Option**

Students who, for individual planning purposes, are not able to take the two year Diploma Program may request taking individual IB courses. This option is limited as first priority is given to Diploma Program students.

#### **Interested Students**

Students interested in pursuing the DP should notify the IB Coordinator and their H.S. counselor immediately for proper planning of coursework prior to IB entrance. A two year IB program of study will be completed for the junior and senior year. Possible revisions will be made to the plan if there is insufficient enrollment for a desired course.

## **CAREER PROGRAMS**

### **Work Based Learning**

**(formerly the CO-OP and Career Internship class)**

3<sup>rd</sup> and 4<sup>th</sup> year students have the opportunity to gain work experience (unpaid and paid) through the Work Based Learning class. Work Based Learning is when a school collaborates with a local employer to hire a student for a period of time (unpaid and paid) to give the student job training to help the student prepare for a future career goal.

To participate, students must complete the Work Based Learning application for the Career Programs and meet with the Career Coordinators to find appropriate placements which is secured at the end of an interview process with the employer. To participate in this class, students need to have reliable transportation, be at least sixteen years old, have good attendance, appropriate character references, and currently taking or have taken a related class to their work experience. Students have a class component as well as reporting to their work site. The Work Based Learning class is offered every hour of the school day as well as a 7<sup>th</sup> hour (after school) class. Students may elect to be in the Work Based Learning program no more than ½ of their school day.

### **Teacher Candidate/Experiential Learning Program**

Seniors anticipating entry into elementary or secondary education have the opportunity to work in the classroom setting assisting a teacher. Students have a class component and report to their placement classroom three days a week and are in class two days a week. They are required to produce classroom appropriate activities and a final project. The Teacher Candidate class is offered during 6<sup>th</sup> hour.

## Art Classes

are strongly recommended for the  
**ARTS AND COMMUNICATIONS PATHWAY**  
Art classes meet the "fine arts" recommendation of colleges.

### Introduction to Art A

9-12 <sup>th</sup> grades	Elective	Nine weeks
---------------------------	----------	------------

Students of all art levels will discover their creative abilities as they work in a wide range of two-dimensional art media, including drawing, painting, and printmaking. Students will also explore cultural and historical artwork as it relates to their own art making. This course is required before taking any advanced 2-dimensional art classes. **There is a \$20.00 request for lab fees.**

### Introduction to Art B

9-12 <sup>th</sup> grades	Elective	Nine weeks
---------------------------	----------	------------

Students of all art levels will discover their creative abilities as they work in a wide range of art media, focusing on 3-dimensional art including sculpture and ceramics. Students will also explore cultural and historical artwork as it relates to their own art making. This course is required before taking any advanced 3-dimensional art classes. **There is a \$20.00 request for lab fees.**

### Ceramics I & II

9 <sup>th</sup> - 12 <sup>th</sup> grades	Elective	One semester
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**Required background course:** Introduction to Art B

Using their hands and various tools, such as the potter's wheel and clay extruder, students will build, alter, fire, and glaze a number of expressive forms in clay, expanding the knowledge of clay techniques they began in Introduction to Art. **There is a \$20.00 request for lab fees.**

### Advanced Ceramics III

9 <sup>th</sup> - 12 <sup>th</sup> grades	Elective	Nine weeks
---	----------	------------

**Required background course:** Introduction to Art; Ceramics I & II

Students enrolled in Advanced Ceramics will establish independent goals that focus on the creation of sophisticated works of Ceramics art. Once approved by the instructor, various hand building, wheel throwing and firing techniques will be available for students to complete their individual creative plans. This class may be taken more than once. **There is a \$20.00 request for lab fees.**

### Sculpture

9 <sup>th</sup> - 12 <sup>th</sup> grades	Elective	Nine weeks
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(This class may be taken more than once)

**Required background course:** Introduction to Art B

Students will learn about various sculpture techniques by designing and creating dynamic sculptures in a variety of media, including wire, plaster, wood, fiber, plasticine, and metal. **There is a \$20.00 request for lab fees.**

### Printmaking

9 <sup>th</sup> - 12 <sup>th</sup> grades	Elective	Nine weeks
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(This class may be taken more than once)

**Required background course:** Introduction to Art A

Students will explore the wide variety of techniques that fall into the realm of Printmaking. From airbrush and etching to relief printing and silkscreen, students will design and create original works of art focusing on composition and design. **There is a \$20.00 request for lab fees.**

## Digital Photography and Computer Graphics

9<sup>th</sup> - 12<sup>th</sup> grades

Elective

Nine weeks

(This class may be taken more than once)

**Required background course:** Introduction to Art A

Working in a digital darkroom environment, students will explore photography and digital art by composing and publishing their own photographic prints in a variety of media including photo papers, large-format prints, t-shirt transfers, and web applications. Students will have access to digital cameras, scanners, graphic tablets, and industry-standard software including Photoshop, Illustrator, Painter, and Flash. **There is a \$20.00 request for lab fees.**

## Digital Video Projects

9<sup>th</sup> - 12<sup>th</sup> grades

Elective

Nine weeks

(This class may be taken more than once)

**Required background course:** Introduction to Art A

Working in a digital editing environment, students of all skill levels will explore motion pictures by directing and producing their own short films, including music videos, commercials, and web animations. Students will have access to digital still and video cameras, scanners, graphic tablets, and industry-standard software, including Adobe Premiere, Photoshop, Illustrator, Painter, and Flash. **There is a \$20.00 request for lab fees.**

## Jewelry/Small Metal Design and Fiber Design

9<sup>th</sup> - 12<sup>th</sup> grades

Elective

Nine weeks

(This class may be taken more than once)

**Required background course:** Introduction to Art A or B

Students will have the opportunity to produce a variety of two- and three-dimensional fiber designs using batik, handmade paper, and innovative book creations. Students will apply basic design principles to metal through the use of various cutting, soldering techniques. **There is a \$25.00 request for lab fees.**

## Drawing and Painting

9<sup>th</sup> - 12<sup>th</sup> grades

Elective

Nine weeks

(This class may be taken more than once)

**Required background course:** Introduction to Art A

This class is designed for any student who wants to draw – they will use their imagination and creativity to experiment with various painting, drawing, and mixed media techniques while taking part in exercises geared to expand students' artistic vision. Media include pencil, collage, oil pastels, colored pencils, watercolor, and acrylic paint. All elements and principles of drawing and painting will be covered. **There is a \$20.00 request for lab fees.**

## Product Design

10<sup>th</sup> - 12<sup>th</sup> grades

Elective

Nine weeks

(This class may be taken more than once)

**Required background course:** Introduction to Art A or B

Students will solve authentic and innovative design problems. From chairs, to shoes, to cars, students will use the design process to seek solutions. Exploration is encouraged before narrowing down focus to one product concept. Students will work directly with industrial designers and artists from our community (e.g., Donnelly and Johnson Controls) to produce a product through ideation development, two-dimensional visuals, and three-dimensional models. Students will acquire skills needed in the workplace: flexibility, the ability to solve problems and to communicate, the ability to learn new skills, and the capacity to be creative and innovative. **There is a \$20.00 request for lab fees.**

## Advanced Placement Art History



11<sup>th</sup> - 12<sup>th</sup> grades

Elective

Two semesters

**Required background course: Permission of the instructor**

An overview of the history of art from prehistoric times to the present, this course utilizes slide and web presentations, written information, and museum visits. Requirements include the preparation of several written reports, an extensive catalogue, and a final examination at the close of the course, which can result in college credit.

## Advanced Placement Studio Art: Drawing Portfolio/2-D Design Portfolio/3-D Design Portfolio



10<sup>th</sup> - 12<sup>th</sup> grades

Elective

Two semesters

**Required background course: Signed permission of the instructor**

Intended for highly motivated art students, the AP program sets a national standard for performance in the visual arts. Students may earn 3-5 college credits, depending on the evaluation and the university's standards. Students must have the permission of the instructor prior to signing up. An informational meeting will be held in the spring regarding the requirements for this course.

## IB Visual Art SL



11<sup>th</sup> - 12<sup>th</sup> grades

Elective

Two semesters

**Required background course: Signed permission of the instructor**

This IB Art course is designed to give students an opportunity to develop and present a personal visual art statement contained in a body of work and a research workbook. Students will be expected to incorporate acquired skills, a variety of media and methods, critical thinking, increased awareness of both immediate and global environment; imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum.

An important aspect of the IB Art program is the Research Workbook. The Research Workbook should serve as a journal documenting the student's investigations into artists and art movements, their thought processes and creative progress. It is an excellent resource for their studio work. Assessment is based on Studio Assignment and Research Workbook rubrics from the International Baccalaureate. Participation and attendance are also factored into the course grade.

In class assessment is based on Studio Assignment and Research Workbook rubrics from the International Baccalaureate. Participation and attendance are also factored into the course grade. External assessment includes • 8-12 IB Studio pieces, (60%), • 15-20 photocopied Research Workbook pages (40%)

Lab fee: \$20.00, hard bound sketchbook



## IB Visual Art HL

11 <sup>th</sup> - 12 <sup>th</sup> grades	Elective	Four semesters
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**Required background course: Signed permission of the instructor**

This IB Art course is designed to give students an opportunity to develop and present a personal visual art statement contained in a body of work and a research workbook. Students will be expected to incorporate acquired skills, a variety of media and methods, critical thinking, increased awareness of both immediate and global environment; imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum.

An important aspect of the IB Art program is the Research Workbook. The Research Workbook should serve as a journal documenting the student's investigations into artists and art movements, their thought processes and creative progress. It is an excellent resource for their studio work. Assessment is based on Studio Assignment and Research Workbook rubrics from the International Baccalaureate. Participation and attendance are also factored into the course grade.

In class assessment is based on Studio Assignment and Research Workbook rubrics from the International Baccalaureate. Participation and attendance are also factored into the course grade. • 12 – 18 IB (60%) • 25 – 30 photocopied Research Workbook pages, (40%), • Written statement and IB Record Booklet  
• Exhibition with visiting IB examiner • Interview with visiting IB examiner

Lab fee: \$20.00, hard bound sketchbook

### **Business Classes**

are strongly recommended for the  
**BUSINESS MANAGEMENT, MARKETING and  
TECHNOLOGY PATHWAY**

Computer proficiency is recommended in all career pathways.

*\*Articulation credit is available for many WOHS business courses. The Business Department is able to articulate with the following higher education institutions: Davenport University, Baker College, Muskegon Community College, and Grand Rapids Community College. See the Business Department Chair for more information.*

### **Introduction to Business**

9 <sup>th</sup> & 10 <sup>th</sup> grades	Elective	One semester
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Introduction to Business integrates keyboarding and computer skills into a traditional survey business curriculum where students will learn various aspects of economics, marketing, management, merchandising, advertising, accounting and banking, consumerism, career opportunities, workplace ethics, foreign and domestic trade, human relations, and successful entrepreneurship. Using Word, Power Point, Excel, and Publisher, students will complete assignments and projects through text and on-line computer accessed information. Students will understand that the computer is a means of communication to complete research documents, multi-media projects, reports, advertisements, and various other types of communication.

## Accounting I

10-12th grades

Elective

Two semesters

**Recommended background course:** Intro to Business

Accounting will prepare the student for entry-level jobs in the field of bookkeeping and accounting. The student will work with both manual and computerized accounting. This course consists of approximately 20% course content (textbook) and 80% lab (workbook and simulation set).

## Accounting II

11-12th grades

Elective

Two semesters

**Required background course:** Accounting I with a "B" or better average.

Accounting II is for the student who shows an interest in accounting as a possible future occupation or secondary field of study at the post-secondary level. At the conclusion of this course, the student will have increased his/her ability to deal with accounting situations on a higher level. The course consists of approximately 20% course content (textbook) and 80% lab (workbook) and an advanced simulation set. The student is given actual experience in automated accounting.

## Accounting III

12th grade

Elective

Two semesters

**Required background course:** Accounting II with a "B" or better average.

Accounting III is for the student who shows an interest in accounting as a future occupation or field of study. This course is structured for students who are self-directed learners. The course consists of approximately 20% course content (textbook) and 80% lab (workbook) and a simulation set.

## Personal Finance

(Some sections will be offered as On-Line Learning: Blended Class)



10-12th grades

Elective

One semester

This course will expose students to the exciting world of personal finance. Students will focus on income and expense management, credit, saving, investing, renting a residence, buying a residence, and purchasing a vehicle. Course work will include projects and simulations through the use of word processing, spreadsheet and presentation software as well as online resources. Students in this class will learn how to make wise decisions with regard to their personal economic well being.

## Advanced Personal Finance

10-12th grades

Elective

One semester

**Required background course:** Personal Finance

Advanced Personal Finance will build on topics covered in Personal Finance. Students will study tax preparation, investment options (stocks, bonds, and mutual funds), retirement planning, credit laws, calculating credit costs, insurance, and the career of a financial planner. Course work will include projects and simulations through the use of word processing, spreadsheet

and presentation software as well as online resources. This course will help students to make wise decisions in regards to their personal finances in the future.

## **Business Management** **(Some sections will be offered as Online Learning: Blended Class)**



<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Recommended background course:** Intro to Business

**Business Management A:** This course provides an understanding of how business organizations work and are managed. Students will examine how the field of management is structured, the history of management, careers in management, ethics and social responsibility, business laws, how managers communicate, and how managers make decisions.

**Business Management B:** Students will build on the topics studied in Business Management A by further exploring the areas of planning, organizing, and structuring the resources of a business. Students will examine the various leadership roles of management. Students will also discuss the importance of effective management of people and the proper motivational techniques to use in the work world.

## **Information Processing**

<i>9<sup>th</sup>-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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**Recommended background course:** Intro to Business

This course is designed to provide students with the necessary skills to gain entry-level business positions. Emphasis will be placed on polishing the student's office skills to the highest level by developing advanced word processing and desktop publishing skills. Students will also work to develop quick and accurate keyboarding skills. The course will emphasize the steps necessary to gain meaningful employment.

## **Marketing I**

<i>10-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Recommended background course:** Intro to Business

Marketing I explores marketing practices and principles at both the retail and industrial level to give students an overview of the importance of marketing in the business world. It stresses the selling fundamentals and applications they need to pursue marketing careers, and it helps students do the values clarification they need to identify their interests and aptitudes in the marketing career they will enjoy. All students are required to work in the school store to receive hands on experience in a retail environment.

## **Marketing II**

<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background course:** Marketing I

Marketing II will focus more on the economic foundations of marketing. Students will incorporate a Junior Achievement joint venture corporation and will be completing many simulations. This part of the course is co-directed by a professional from a local company, who will assist students through the learning experience of developing and running a business.

## School Store Management (Some section will be offered as On-Line Learning: Blended Class)



<i>11-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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**Required background course:** Marketing I and/or Business Management A & B with a "B-" or better

**Recommended background course:** Accounting I

This course is designed to help students understand basic concepts of management and advanced topics in marketing. Problem-based learning is utilized to gain competencies in store management and entrepreneurship, including inventory control, purchasing, cash management, store security, merchandising, promotion, and human relationships. Instruction also includes an in-depth look at the financing, accounting, buying, sales, and public relations activities required to operate and maintain a business. Students will be required to run and operate the school store.

### Personal Computing

<i>9th-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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This course is designed to develop and expand student abilities in the areas of word processing (Microsoft Word), spreadsheets (Excel), charting, database, presentation software (PowerPoint), desktop publishing, and multimedia projects, using real world situations.

### Advanced Personal Computing

<i>9<sup>th</sup>-12<sup>th</sup> grades</i>	<i>Elective</i>	<i>One semester</i>
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**Required background course:** Personal Computing with a C- or better

This course develops advanced techniques in word processing (Microsoft Word), spreadsheet (Excel), charting, database (Access), desktop publishing, presentation software (PowerPoint), and web page design (Publisher).

### Programming in Visual BASIC I

<i>10<sup>th</sup> -12<sup>th</sup> grades</i>	<i>Elective</i>	<i>One semester</i>
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**Required background course:** A "C" or better in Algebra and/or approval of instructor

Programming in Visual BASIC is designed for those students who are interested in creating computer programs. This course will deal with problem-solving methods involving a computer language. Students will become familiar with the process for designing and developing a user-friendly program. In addition, they will understand the structure and syntax of Visual BASIC, the process for debugging and refining a program, and the process of procedural thinking.

### Programming in Visual BASIC II

<i>10-12<sup>th</sup> grades</i>	<i>Elective</i>	<i>One semester</i>
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**Required background course:** A "C" or better in Visual BASIC I and/or approval of instructor

Programming in Visual BASIC II is designed for those students who are interested in continuing their study of computer programming using a computer language. The course will deal with problem-solving methods that extend the student's understanding of the process for designing and developing a user-friendly program. At a more advanced level, students will study the structure and syntax of Visual BASIC and will consider similarities among programming languages. In addition, students will develop an understanding of the limitations in the development of a computer program and will develop an advanced programming project.

## Programming in C++

10-12th grades

Elective

One semester

**Required background course:** A "C" or better in Visual Basic II and/or approval of instructor

Programming in C++ is designed for those students interested in creating advanced computer programs. This course will deal with problem-solving methods and provide an introduction to a professional programming language.

## Web Page Design

10th-12th grades

Elective

One semester

**Required background course:** A "C" or better in Visual Basic I and/or approval of instructor.

This course is designed for those students interested in studying web page design and creating web pages through a combination of commercial programs and the HTML language. Each student will also be responsible for assisting in specific areas of the West Ottawa School District's web pages. These would include web page design and the gathering and selecting of appropriate materials on a weekly basis for web publication.

## Advanced Computer Studies

10-12th grades

Elective

One semester

**Required background course:** A "C" or better in C++ and/or approval of instructor

Advanced Computer Studies is designed for those students interested in studying advanced computer topics through on-line resources from a variety of sources (Microsoft Corporation, university courses, etc.). Topics offered will depend on availability but will include advanced programming languages, computer graphics, and advanced web page development. Additional topics will depend on student interest and availability of an appropriate electronic course.

## Senior Business Projects

12th grade

Elective

One semester

This course is designed for the student who hopes to own/operate their own business one day. Students will build on the principles of entrepreneurship and develop an individualized business plan for a business of their choice. Instruction will also include an in depth look at financing, buying, marketing, sales, and customer service. Students will be required to complete a job shadow and solicit guest speakers to add input to the class. Once students complete their plan, they will need to meet with a financial officer to receive feedback on their performance.



## IB Business and Management SL

11<sup>th</sup> - 12th grade

Two semesters

**Recommended background course:** Introduction to Business

Students will learn the dynamic nature of business and organizations throughout the world. Students will explore how and why organizations are formed; how to read and analyze financial statements; roles of individuals and groups in business; various marketing strategies, and current challenges business organizations face. Specific units covered will include

Business Organizations, Marketing, Human Resources, Accounting and Finance, and Operations Management. This course is appropriate for students who plan to major or minor in business as part of their college/university program of study.

Students will complete a written commentary (maximum of 1,500 words). The commentary will be based on three to five supporting documents about a real issue or problem facing a particular organization. In the spring, students will sit for the IB Business and Management exam.

**English Classes**  
are strongly recommended for all career pathways  
with special applications in the  
**ARTS AND COMMUNICATIONS PATHWAY**

**English as a Second Language**

<i>9-12<sup>th</sup> grades</i>	<i>Elective</i>	<i>1-4 years</i>
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This course is for students whose dominant language is one other than English and whose proficiency in English is limited. Students may enter at one of four proficiency levels, which will be determined by a placement test. A student may earn one and a half English credits each year. The curriculum for the course is structured around the Hampton-Brown High Point Program, which is a comprehensive approach to promoting success in language.

*Major goals for the student:*

1. Improve basic grammar skills
2. Develop vocabulary.
3. Develop knowledge of English expression and idioms.
4. Develop an understanding of the English sound system.
5. Improve pronunciation, intonation, and stress.
6. Improve spelling skills.
7. Improve reading fluency.
8. Improve reading comprehension.
9. Develop skills in writing structurally correct sentences.
10. Develop skills in writing cohesive paragraphs.

**English 1**

<i>9th grade</i>	<i>Required</i>	<i>Two semesters</i>
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This is a two-term required course in the English Language Arts curriculum. The goal for English I is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English I, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. English I students will connect with and respond to texts from around the world by analyzing relationships within and across families, communities, societies, governments, and economies. Through the lens of inter-relationships and self-reliance, they will consider how they build relationships, how their relationships impact others, and their responsibility to society.

**English 1, Honors**

<i>9th grade</i>	<i>Required/Elective</i>	<i>Two semesters</i>
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**Required background:** The successful completion of an application process. Students may substitute this course for English I.

This course is designed for the highly motivated student who desires a more in-depth handling of the material covered in the general English I course. Instruction takes place in a competitive academic environment and it is the expectation that students will complete work that consistently meets or exceeds expectations, turn in all work on time, and demonstrate proficiency in the basic language arts developmental areas. This course moves at an accelerated pace. Students in the honors course will be expected to complete assignments

and achieve objectives in addition to those of English I. **\*Note: Students must complete summer reading and writing in order to enroll in Honors English 1**

## English 2

10th grade	Required	Two semesters
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**Required background:** English I

English II is a two-term required course in the English Language Arts curriculum. *Students must pass English I (both A and B) to enroll in English II.* The goal for this course is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English II, students will read texts from the canon of American Literature, including classic and contemporary narrative and informational texts. English II students will connect with and respond to texts through critical response and stance. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action, and appropriate use of power. Critical response and stance offers students the lens to assess and modify their beliefs, views of the world, and how they have the power to impact them.

## English 2, Honors

10th grade	Required/Elective	Two semesters
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**Required background:** English I and the successful completion of an application process. **Students may substitute this course for English II.**

This course is designed for the self-motivated student who desires a more in-depth handling of the material covered in the general English II course. Instruction takes place in a competitive academic environment with the expectation that students will complete work that consistently meets or exceeds expectations, turn in all work on time, and demonstrate proficiency in the basic language arts developmental areas. This course moves at an accelerated pace. Students in the honors course will be expected to complete assignments and achieve objectives in addition to those of English II. **\*Note: Students must complete summer reading and writing in order to enroll in Honors English 2.**

## English 3

11th grade	Required	Two semesters
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**Required background:** Successful completion of English I and English II.

English III is a required course in the English Language Arts curriculum. *Students must pass English I (both A and B) and English II (A and B) to enroll in this course.* The goal for English III is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English III students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and world literature and ACT success. English III students will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

## English 4

Students may choose two courses from the list below. Students may take two literature and composition courses (Column A) OR one literature and composition course and one composition course (Column B) to fulfill the English 4 graduation requirement.

Literature and Composition (A)	Composition (B)
British Literature	Advanced Expository Writing
Mythology	Expository Writing

Humanities	Creative Writing
American Experience	Journalistic Writing
Reading and Writing Workshop	

## The American Experience

11-12th grades

English 4 / Elective

One semester

**Required background:** Two years of high school English

This course offers students an opportunity to explore the American identity through a wide variety of fiction and non-fiction readings. Emphasis is on each student's individual response to recurring themes that are a part of American life. Literature studied is from American writers, 1900 to present. Included in the course are many opportunities to write and to speak about issues that help to define each student's personal experience.

*Major goals for the student:*

1. Increase each student's interest in reading about ideas that are a part of everyday American life.
2. Recognize that literature reflects the life of the American culture: its beliefs, values, and traditions.
3. Discover values which shape each student's personal existence.
4. Respond to readings about American life in a variety of ways.
5. Use all steps of the writing process when writing about literature.
6. Practice and refine reading comprehension skills.

## Reading and Writing Workshop (Some sections will be offered as On-Line Learning: Blended Class)



11-12th grades

English 4 / Elective

One semester

**Required background:** Two years of high school English.

This course offers students of all ability levels the opportunity to read and respond to literature of all genres. Based on an individual's ability, he or she may select fiction and nonfiction that have personal appeal. Conferencing, journaling, and student-driven contracts are among the methods used for accountability and evaluation.

*Major goals for the student:*

1. Enjoy reading as a leisure-time and learning activity.
2. Gain independence in developing a personal reading program.
3. Discover values that shape the meaning of every person's life.
4. Respond to literature in a variety of ways, including the recording of ideas in a journal, one-on-one conferences, small group discussions, and literary critiques.
5. Use reading and writing about literature as vehicles for learning.

## Creative Writing

10-12th grades

English 4 / Elective

One semester

**Required background:** English IA and IB

This writing-intensive course emphasizes the writing process and develops skills in writing prose and poetry. Students are encouraged to use imaginative language, fresh ideas, and divergent thinking; to view the world from a different perspective; and to develop the writer's voice.

*Major goals for the student:*

1. Develop techniques to write effectively and artistically.
2. Develop appreciation for the writing workshop process and sharing writing with an audience.
3. Use all steps of the writing process.

4. Explore the writer's craft in poetry, fiction, and nonfiction in various modes and genres, including narratives, character sketches, descriptions, short stories, sudden fiction, essays, free verse, and structured poetry.
5. Use conventions to clarify meaning, including comma and semicolon use, proper dialogue punctuation, paragraphing, capitalization, sentence structure, correct word usage and consistent use of tense.

## Humanities

<i>11-12th grades</i>	<i>English 4 / Elective</i>	<i>One semester</i>
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**Required background:** English I and English II.

This course surveys a variety of answers to the question, "What does it mean to be human?" Answers are found in literature, art, music, and philosophy. Students examine historical and contemporary issues and explore various viewpoints. The Humanities course may be used as an English Language Arts or Social Studies half-credit.

*Major goals for the student:*

1. Increase understanding of the diverse ways in which humans respond to the world around them.
2. Examine historical and contemporary issues and explore how the viewpoints of various thinkers, writers, and artists apply.
3. Recognize that the responses of artists, writers, and philosophers to their worlds are personal and emotional.
4. Discover how contemporary issues give shape to personal values.

## Mythology

<i>10-12th grades</i>	<i>English 4 / Elective</i>	<i>One semester</i>
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**Required background:** English I

This reading-intensive course is open to students who expect to attend college and who read at grade level or above. Literature selections include Homer's *Iliad* and *Odyssey*, *Oedipus Rex*, and Edith Hamilton's *Mythology*.

*Major goals for the student:*

1. Identify ancient mythological deities and their function in the daily life of ancient Greece.
2. Identify the elements of ancient myths, hero stories, and love stories.
3. Develop an understanding of the relationship between mythology and culture, both in Ancient Greece and in our modern world.

## British Literature

<i>11-12th grade</i>	<i>Elective</i>	<i>One semester</i>
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**Required background:** Three years of high school English.

This course surveys the contributions of major British writers and develops an appreciation and understanding of significant selections in British literature. Students analyze literature thoughtfully and recognize the influence of British writers on world literature.

*Major goals for the student:*

1. Understand the chronology of ideas within a series of classical writings in British literature.
2. Study significant British writers who expressed the values, traditions, and thinking of each historical period—from the Anglo Saxon period to modern times.
3. Recognize the impact that British writing has had on the writing of the world.
4. Analyze literature objectively, understanding that writers' reactions to their changing worlds are personal and emotional.
5. Use the writing process to respond thoughtfully and effectively to literature.

## Expository Writing

12th grade

English 4 / Elective

One semester

**Required background:** Three years of high school English.

This course strengthens student writing for the next level beyond high school by exploring different purposes for writing and analyzing models of effective writing in various formats. Students work through all steps of the writing process. Emphasis is on developing students' ability to write effective sentences, construct strong paragraphs, and write for various purposes.

*Major goals for the student:*

1. Identify effective sentence structure and be able to write complete, effective sentences.
2. Be able to recognize and construct an effective paragraph.
3. Develop the ability to compare and contrast, define, and analyze.
4. Study various forms of writing style for different purposes.
5. Learn and practice the techniques of academic research and documentation.
6. Develop an independent technique for planning, drafting, and revising formal writing.
7. Practice writing in various forms for use beyond high school including: informative writing, persuasive writing, descriptive writing, and business writing.

## Advanced Expository Writing

(Some sections may be offered as On-Line Learning - Blended Course)



12th grade

English 4 / Elective

One semester

**Required background:** Three years of high school English.

This course prepares students for college writing by exploring different purposes for writing and analyzing models of effective writing in various formats. Students work through all steps of the writing process. Emphasis is on developing students' research skills, writing styles, and voice.

*Major goals for the student:*

8. Identify and use logic, organization, focus, and coherence in the essay form.
9. Develop the ability to compare and contrast, define, and analyze.
10. Develop techniques in literary and social criticism.
11. Study advanced levels of writing style.
12. Master advanced techniques of academic research and documentation.
13. Become disciplined in the approach to effective writing
14. Develop an appreciation of formal diction and style in preparation for college courses in any field.

## Introduction to Speech

11-12th grades

Elective

One semester

This course offers students experience in the types of oral communication that will be most useful to them: informative speaking, deliberative speaking (group discussion), argumentative speaking (persuasion), and legislative speaking (parliamentary procedure). Research skills, current technologies, organization and outlining of material, and critical relationships between speaking and listening are emphasized. This course builds on the skills of both English 1 and English II, emphasizing oral and written publication, with an increased awareness of the audience.

*Major goals for the student:*

1. Use appropriate speaking skills to present three or more organized reports (informative speeches), clearly and objectively.
2. Learn to speak effectively and openly in group discussion, using the accepted format for discussion and displaying critical thinking skills.
3. Develop and defend a position in persuasive speaking using the accepted format for formal argumentation.
4. Evaluate speech content and delivery.

5. Consider audience in the choice and development of topics.

## Debate

<i>9<sup>th</sup>-11<sup>th</sup> grades</i>	<i>Elective</i>	<i>One semester</i>
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**Note:** This course may be taken only one time.

This course provides students with the opportunity to analyze a problem and develop a plan of action leading to effective solution. Debate encourages students to think with logical structure and to speak in a direct and convincing manner.

Major goals for the student:

1. Investigate and analyze a current social, economic, or political topic.
2. Research the topic and then develop a logical explanation of it.
3. Present and defend positions in a structured debate format.
4. Develop the ability to collect and organize ideas, evaluate evidence, perceive logical connections, think and speak in a reasoned manner by linking ideas together, express positions persuasively, and adapt to new ideas and information quickly.

## Theater I/Forensics (Fundamentals)

<i>10-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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**Note:** Forensics may be repeated three with a “B” or better in the previous class. Students can earn .5 arts credit toward VPAA certification in this course. **Students who do not wish to act on stage in front of an audience should NOT take this class. Rehearsal time outside of the classroom is required for success.**

This course provides instruction and practice in oral interpretation of literature, and public speaking, which a strong focus on current global issues. Actual performances and public speaking are critical elements in this class. Students must have a strong interest in stage performance and be able to work well both independently and with others. Students are also introduced to the basic elements of theater arts. The course promotes a meaningful appreciation of drama and dramatic literature. A variety of in-class reading writing activities is practiced, along with acting on stage, developing the performance techniques and skills necessary to produce a theatrical performance before an audience.

Major goals for the student:

1. Learn to select, interpret, and appreciate good literature.
2. Create and deliver original speeches developed according to various criteria.
3. Learn to peer evaluate constructively and sensitively.
4. Compare personal performances with those of students from other school in the state.
5. Learn from the constructive criticism offered by many sources, including college students and forensic directors.
6. Study theater history
7. Develop basic skills in stage voice and movement.
8. Develop and portray characters in plays
9. Use drama to enrich an understanding of life.

## Theater II/Forensics

<i>10-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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**Required background:** A final grade of “B” or better in Theater I, and/or **permission from the instructor.** Theater II can be taken up to three times with a “B” or better in the previous class and with written permission from the instructor.

**NOTE: Students can earn .5 arts credit toward VPAA certification in this course.**

This advanced theater course prepares students to enter a college theater program with the skills needed to succeed in both the technical and performance areas. Emphasis will be on critical reading of dramatic literature, analysis, writing, and stage acting. The academic expectations and work load of this class are high. Repeating Theater II students will focus on the design and performances of the Theatre Caravan production.

Major goals for the student:

1. Read and analyze a wide variety of dramatic literature.
2. Design or build a set for a one-act play.
3. Design the lighting and sound for a one-act play

4. Design a make-up and costume morgue for a play.
5. Prepare and perform scenes from a published play.

## College English

<i>11-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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**Required background:** English I and English II.

This course prepares students for standardized pre-college testing: the PSAT, the ACT, and the SAT. College English provides instruction in vocabulary, language usage, critical thinking, and composition.

*Major goals for the student:*

1. Gain competence in working the format used in pre-college testing.
2. Develop strategies for unlocking the meaning of unknown words using context clues and structural analysis.
3. Develop the reading comprehension skill necessary to get meaning from college level materials and learn to write précis of selected reading passages.
4. Become competent in such areas of grammatical usage as subject-verb agreement, pronoun-antecedent agreement, appropriate tense, and mood, and voice of verbs; and diction.
5. Develop an appreciation of formal diction and style in preparation for college courses in any field.
6. Be able to write a timed essay to various persuasive prompts



## AP English Language and Composition

<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background:** English I or English I, Honors; English II or English II, Honors; GPA 3.0 +, teacher recommendation.

This course is designed to be the equivalent of a college freshman English and writing course. With a curriculum approved by the Advanced Placement Board, this class not only prepares students to take the Advanced Placement Language and Composition exam, but the course also teaches strategies for advanced rhetorical analyses, hones students' writing skills, and makes them more aware of the nuances of language and argument. Through our close study of both classic and contemporary nonfiction pieces, students will:

- Sharpen their analytical writing and reading skills by engaging in vocabulary study, rigorous class discussion and small group activities
- Analyze pieces of writing (their own and others') for rhetorical effectiveness
- Recognize flawed arguments and logical fallacies
- Identify and employ syntax (sentence structure) that affects meaning through grammar, pacing, and word choice.

**Extensive writing, reading, grammar study, and independent thought are expectations of this accelerated course. \*Note: Students must complete summer reading and writing in order to enroll in AP English Language and Composition.**



## AP English Literature and Composition

<i>12th grade</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background:** English I or English I Honors; English II or English II Honors; GPA 3.0 +, teacher recommendation.

This course offers a comprehensive study of major world and British writers and prepares students to take the AP Literature and Composition Exam. Students will develop skill in literary and social criticism and study the advanced levels of writing style and technique that will be important for college. **\*Note: Students must complete summer reading and writing in order to enroll in AP English Literature and Composition.**

*Major goals for the student:*

1. Understand the chronology of ideas within a series of classical writings in world and British literature.
2. Study significant world and British writers who expressed the values, traditions, and thinking of each historical period—from the ancient Greeks to the Anglo Saxon period to modern times.
3. Develop critical standards for literary analysis.
4. Sharpen an awareness of language use and the writer's craft.
5. Use the writing process to respond thoughtfully and effectively to literature.



## IB English HL

*11-12th grades*

*Four semesters*

English 1 and 2 (HL) are required for all students enrolled in the International Baccalaureate Diploma Program (DP). Students enrolled will take this comprehensive study of World Literature during their junior and senior years, culminating with the IB exams in May. Students will read and thoughtfully analyze literature from different cultures, languages and time periods with an understanding that even through this diversity we recognize universality in the human condition. Assessments will be both internal and external and involve both written and oral analysis. The works of literature are recommended by the International Baccalaureate Organization and comparable to college level texts and, as such, contain mature themes and language.

## Annuals Journalism

*10-12th grades*

*Elective*

*Two semesters*

**Required background:** Teacher recommendation; satisfactory attendance record; satisfactory grades in writing classes; approval of course instructor; completed *Icon* application.

**NOTE: Credit in this course does NOT count toward the four credits of English required for graduation.**

This course is designed to produce and publish the high school yearbook, the *Icon*. Students learn and practice all aspects of publication design and production. Annuals Journalism develops a wide variety of reading, writing, artistic, and technical skills.

*Major goals for the student:*

1. Practice and perfect the language skills used in journalistic writing.
2. Learn the overall purposes of school publications; the organization and responsibilities necessary to produce them; and the writing, editing, and layout skills involved.
3. Learn the methods, skills, and purposes of advertising and marketing as ways of financing and distributing the yearbook.
4. Learn to operate cameras, choose subjects, compose pictures, develop black and white photographs, and select and adapt pictures and act work for use in publications.
5. Learn to conceptualize, plan, and execute major journalistic projects.
6. Learn to use the technology of desktop publishing: copy entry and editing, computer graphics, and text and graphics integration.

## Introduction to Broadcast Journalism

*9-12th grades*

*Elective*

*One semester*

**Required background:** It is required that students interested in becoming WOBN team members complete Introduction to Broadcast Journalism with a "B-" or better.

**NOTE: Credit in this course does NOT count toward the four credits of English required for graduation.**

This course is designed to introduce students to the techniques and disciplines associated with television news and television production. Students will be introduced to broadcast journalism through assignments grounded in research, writing, speaking,

and technology. Students will become critical viewers, consumers, and producers of media. Students will gain technical experience in the WOBN broadcast studio. Students may only take this course one time.

*Major goals for the student:*

1. Recognize that media has a huge impact on society.
2. Understand the video production process required to broadcast a news program.
3. Understand the process of news gathering and reporting by creating news packages.
4. Write for television using a news writing style.
5. Develop on-camera speaking techniques needed for a variety of formats.
6. Learn to operate all studio equipment, including cameras, video switcher, editing and audio equipment, character generator, and lighting.

## Broadcast Journalism

10-12 <sup>th</sup> grades	Elective	Two semesters
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**Required background:** A completed application, teacher recommendations, and approval of course instructor are required. Also, students must complete Introduction to Broadcast Journalism with a “B-“or better.

**NOTE: Credit in this course does NOT count toward the four credits of English required for graduation.**

WOBN team members will become critical viewers and producers of media. This course offers instruction and experience in the techniques and disciplines associated with television news and production. Students will produce West Ottawa High School's daily news and seminar programming through the WOBN in-house channel. Students will also serve on production crews for various district events. The ability to meet deadlines is essential. Students may take this course more than one time.

*Major goals for the student:*

1. Understand the video production process required to broadcast a news program on a daily basis.
2. Understand the process of news gathering and reporting by creating news packages.
3. Write for television using a news writing style.
4. Develop on-camera speaking techniques needed for a variety of formats.
5. Learn to operate all studio equipment, including cameras, video switcher, editing and audio equipment, character generator, and lighting.
6. Work well with all WOBN team members and recognize that each person brings a variety of talent to the team.
7. Recognize WOBN's role as a responsible, ethical, and professional news organization whose overall purpose is to provide accurate, artful, and professional presentation of West Ottawa school news.

## Journalistic Writing

9 <sup>th</sup> – 12 <sup>th</sup> grades	English 4/Elective	One or Two semesters
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**Required background:** Success (A/B) grades in previous English classes. Students may take the course for one or two semesters.

This course is run like a business, with students in charge of producing our school newspaper, the *West Ottawan*. Students produce four or five editions of the paper in each semester. Students decide the content of the paper and make editorial decisions. Meeting deadlines is essential to success in the course.

*Major goals for the student:*

1. Learn responsible and ethical journalistic standards.
2. Develop the skills to write and edit publishable material.
3. Develop research and interviewing skills.
4. Extensively read/study journalistic writing.
5. Develop interpersonal communication skills.
6. Learn to use the technology required to produce the newspaper.

## Foreign Language Classes

are strongly recommended for all career pathways  
with special application in the  
**HUMAN SERVICES PATHWAY**  
And the  
**BUSINESS MANAGEMENT AND  
MARKETING PATHWAY**

**Note:** Each of the languages offered at West Ottawa High School provides students with outstanding opportunities, including travel, partner schools, e-mail partnerships, active language clubs, guest speakers, community mentors, career explorer programs and more. Please ask the foreign language teachers for more information.

**\*German 2 & 3 and French 3 & 4 will be offered as Online Learning: Blended Courses**

### First Year Language (French 1, German 1, Spanish 1)

*9-12th grades*

*Elective*

*Two semesters*

Students will communicate about familiar topics using basic vocabulary and language structure. Students will use both spoken and written communication in a variety of activities. They will participate in both group and paired language activities. Not only will students focus on speaking and writing the language but they will also develop successful listening, comprehension of basic language patterns and familiar topics. Students will begin to examine the role of language learning in the career pathways and will begin to explore the role of language learning as they take their place in a society that is globally interconnected.

### Second Year Language (French 2, German 2, Spanish 2)

*9-12th grades*

*Elective*

*Two semesters*

Students will expand their spoken and written communication to include a broader variety of topics, while the topics remain familiar and “everyday”. Students will also expand their successful listening comprehension to include a wider variety of topics. Students will become more adept at reading in the language and will expand the structures that they are able to recognize, understand and use. Students will demonstrate their skills in a variety of activities, including group and paired activities. Students will clarify the various roles that language learning plays in the career pathways, as well as examining cultural issues more carefully.

### Third Year Language (French 3, German 3, Spanish 3)

*9-12th grades*

*Elective*

*Two semesters*

Students will demonstrate use of standard language structure and patterns. Students will expand vocabulary to include most topics common to their age group. Students will demonstrate appropriate competency in listening and reading comprehension as well as speaking and writing skills. Students will have the opportunity to demonstrate these skills in a variety of activities and projects. Students will identify their own career goals and academic goals as they relate to language learning. Students will apply cultural lessons to current events and other content area studies.

### Fourth Year Language (French 4, German 4, Spanish 4)



*9-12th grades*

*Elective*

*Two semesters*

Students will demonstrate use of standard language structure and patterns. Students will expand vocabulary and demonstrate an increased competency in listening and reading comprehension, as well as speaking and writing skills. Students will demonstrate the willingness and ability to use their language skills in authentic situations. Students will use a variety of activities and projects to demonstrate their skill level. Students will focus on language as applied to their career and academic goals.

### Advanced Placement Spanish



<i>11-12<sup>th</sup> grades</i>	<i>Elective</i>	<i>Two semesters</i>
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This course is intended for students who have been successful in Spanish 4 and wish to further develop proficiency and integrate their language skills using authentic materials and sources. The course is comparable to a third year college or university course that focuses on speaking and writing in Spanish at an advanced level.



### IB French, German, Spanish B SL

<i>11-12<sup>th</sup> grades</i>		<i>Two semesters</i>
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This course is intended for the student entering into the 4th / 5th year of language study in the IB DP. It will fulfill the IB Language B requirement. This course is focused on the development of cultural awareness and language proficiency. Students continue to develop proficiency in the foreign language across the 4 skills of listening, speaking, reading, and writing through questions, discussions, and presentations with communication as the goal. Pertinent culture, grammar, and syntax are presented and applied in context. Both written and oral assessments are required. In addition, students will maintain a portfolio of written work as well as recordings of oral work. Please note that summer assignments prior to this course may be required.

### Espanol Para Hispanohablantes (Spanish for Native Speakers)

<i>Grados 9-12</i>	<i>Electivo</i>	<i>Dos Semestres</i>
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Esta clase ofrece la oportunidad a estudiantes que ya hablan el español de estudiar su lenguaje en un ambiente académico, de la misma forma en que los estudiantes nativos de inglés continúan estudiando su lenguaje natal. Los estudiantes en esta clase participan por varias razones. Estas incluyen; el deseo de reactivar el español ya aprendido y desarrollarlo aún más; el aprender más sobre su herencia cultural y lingüística; aumentar sus aptitudes de escritura y literatura, o aumentar sus oportunidades de empleo. Las aptitudes que se pueden adquirir en esta clase incluyen el desarrollo de un vocabulario básico a un vocabulario académico y el análisis crítico en diferentes áreas académicas.

This class offers Spanish-speaking students the opportunities to study Spanish formally in an academic setting in the same way that native-English-speaking students study English language arts. Spanish-speaking students participate in SNS courses for a number of reasons. These may include a desire to reactivate the Spanish they have learned in the past and develop it further, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, to develop or augment academic language skills in Spanish, to enhance career opportunities, or to fulfill a foreign language requirement. The skills that students can acquire range from learning grammar and spelling and developing basic academic vocabulary in Spanish to learning how to critically analyze a text, write poetry, and/or acquire new information in different academic content areas.

**Family and Consumer Science Classes**  
 are strongly recommended for all career pathways  
 and are especially recommended for the  
**ARTS AND COMMUNICATION, HEALTH SCIENCES,  
 AND HUMAN SERVICES PATHWAY**

**Balancing Career and Family**

<i>9-10<sup>th</sup> grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This course will focus on making strong and healthy interpersonal relationships from friendship to marriage. Students will learn how to develop interpersonal skills to use both inside and outside (career) the family.

**Career/Self Discovery**

<i>10-12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This course explores career interests and assists in planning for a career after high school. The course includes goal-setting, conflict resolution, problem-solving techniques, personality profiles, and communication activities. Students will be introduced to several career areas and will complete self-assessments designed to help better understand the self, abilities, and aptitudes/interests.

**Child Development**

<i>10-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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This course gives students an opportunity to gain knowledge in the development of a child school age. Throughout the course, students will complete projects in developing activities for toddlers, presenting a reading activity to preschoolers, and creating a lesson in cooperation with elementary aged children. Skills are taught through simulation, observation, and interaction with children and caregivers.

**Parenting**

<i>10-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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This course will provide students with the knowledge and training to become effective parents whenever they assume the responsibilities of that role in life. The general theme is that parenting skills can be learned. Students analyze the past practices of parenting, parenting practices within their family, and issues affecting today's parents and children. This course also emphasizes the importance of parental health and challenges of pregnancy/becoming a parent. Upon completion, students will participate in an infant/parenting simulator project. Students are taught through simulation, interaction with parents, caregivers, babies, guest speakers, and guided observation skills.

**Foods I (Foods for Fitness)**

<i>10-12th grades</i>	<i>Elective</i>	<i>One semester</i>
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Foods for Fitness, is an introduction to the relationship between wellness and eating choices. We will concentrate on how to select, prepare and store food to obtain optimal nutritional value, learn and practice food safety and sanitation procedures and the management of personal resources, time, and energy that will assist you in becoming a wise consumer.

## Foods II (Creative Foods)

10-12th grades

Elective

One semester

**Required background course:** Foods I

Foods II will take students' food preparation skills to the next level. Units of study will concentrate on the skills needed to effectively become a proficient cook, bringing together the tools and knowledge needed to prepare healthy snacks and meals. At the same time, students will learn the skills by practicing and developing products related to cake/cookie decorating, bread making, and pasta, just to name a few. Foods II will give students the skills they need for meal management and recipe creation.

## Fashion Design for You and Others

10-12th grades

Elective

One semester

Students gain skills in designing and the elements of design. Students will also construct fashions for themselves, as well as others (children, home, and charity). A drawing portfolio with 20 original designs in a variety of categories will be a long term project.

## Innovative Fashion Design

11-12th grades

Elective

One semester

**Recommended background course:** Fashion Design for You and Others with a C or better.

This course is designed for those wanting further study in the fashion/sewing field through the theme of sewing for others. Students will complete a maximum of four items (including one for a child, one for another adult, one with a difficult to work with fabric, and a home apparel item). Also highlighted in the course are clothing alterations, a textile study, and sewing machine purchase. The semester long drawing portfolio will include original designs selected from specific areas such as men's wear, children's wear, plus sizes, maternity wear, uniforms, accessories, displaying fashions, fashion accessories, clothing as art, clothing care, and fashion history. This course will conclude with the student designing and constructing his/her own garment. Students will also research another culture and create a line of clothing influenced by that ethnic group.

## Home and Interior Design

10-12th grades

Elective

One semester

This course begins with studying about different stages of the family life cycle and different types of housing choices. In addition, students will learn about historical American housing styles. Students will gain the skills needed for planning, evaluating, and designing a life space. Interior Design will concentrate on the elements, principles, and goals of design in relationship to home interiors. The course includes techniques for presenting design ideas for floor plans, elevations, renderings, and 3-dimensional design. A final design project with real clients concludes this course.

## Singles

12th grade – 4<sup>th</sup> year students

Elective

One semester

This course deals with the challenges every young adult will face when venturing into independent living. It is designed to enable young people to gain confidence and skill in dealing with everyday life situations. It is designed especially for those students with no previous family consumer science courses. The class includes the following: checkbooks, budgets, decision making, apartment living, moving out, foods and nutrition, and a creative project.

## Mathematics Classes

are strongly recommended for all career pathways.

Students are encouraged to achieve the highest possible level of mathematics.

Mathematics has special applications in the

**BUSINESS, MANAGEMENT, MARKETING, & TECHNOLOGY,  
ENGINEERING, MANUFACTURING, & INDUSTRIAL TECHNOLOGY PATHWAY**

### Algebra I

9 <sup>th</sup> grade	Required	Two semesters
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*Prerequisites: Completion of Pre-Algebra or 8<sup>th</sup> Grade Math*

Algebra is the foundation of all mathematics to follow. Students will study the following topic areas: number systems and number sense; expressions, equations, and inequalities; functions; linear functions; quadratic equations and functions; exponential and log functions, and polynomial functions. This course improves a student's development of problem-solving skills and effective communication of possible solutions.

### Geometry

10 <sup>th</sup> grade	Required	Two semesters
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*Prerequisite: Algebra I*

Geometry is the second year in the required mathematics program of study. Students will study the following topics: mathematical reasoning and proof; lines and angles; triangles and trigonometry; quadrilaterals; circles; solids, and transformations. Emphasis will be on both plane (two-dimensional) and solid (three-dimensional) geometry, and students will advance their understanding of the relationships between algebra and geometry in problem solving.

### Algebra II - A & B

11 <sup>th</sup> Grade	Required	Two semesters
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*Prerequisite: Geometry.*

Algebra II – A&B is a one-credit, two-semester course that will further develop and reinforce algebraic and geometric concepts, continuing the required sequence in mathematics study. Students will focus on the following topics: polynomials; functions; trigonometric functions; conics; sequences and series; counting principles and probability; and statistics. Students will gain an in-depth understanding of problem solving and sound mathematical communication of ideas.

### Algebra II – 1A/2A & 1B/2B

11 <sup>th</sup> Grade	Required	Four semesters
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*Prerequisite: Geometry and teacher-parent recommendation.*

Algebra II – 1A/2A & 1B/2B is a two-credit, four-semester course that will further develop and reinforce algebraic and geometric concepts, continuing the required sequence in mathematics study. This course is sequenced over a two-year period, allowing learners to study at an extended pace that provides the opportunity for additional practice. Students will focus on the following topics: polynomials; functions; trigonometric functions; conics; sequences and series; counting principles and probability; and statistics. Students will gain an in-depth understanding of problem solving and sound mathematical communication of ideas.

## Trigonometry

11-12th grades	Elective	One semester
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*Prerequisite: Algebra II.*

Trigonometry is a course for those students who are NOT planning on continuing study into the AP courses. Students may opt to continue on to take Advanced Mathematics following completion of this course. Content focuses on angles, their origins, and the relationships between angles and trigonometric figures with an emphasis on problem solving.

## Probability and Statistics

11-12th grades	Elective	One semester
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*Prerequisite: Algebra II*

This course is for those students who are NOT planning on continuing study toward the AP courses. Students may opt to continue on to Advanced Mathematics following completion of this course. Probability is the study of chance occurrences, and statistics is the study of numerical data important to business, psychology, sociology, and economics, as well as other sciences. A statistical calculator will be used throughout the course. Students will independently set up probabilistic models and analyze statistical data from a variety of areas.

## Discrete Mathematics

11-12th grades	Elective	One semester
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*Prerequisite: Algebra II*

This course is for those students who are NOT planning on continuing study toward the AP courses. Study in this course may include the following topics: logic, set theory, number theory, combinatorics, counting and relations, graph theory and computability.

## Advanced Mathematics (Pre-Calculus)

11-12th grade	Elective	Two semesters
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*Prerequisite: Algebra II*

Advanced Mathematics will focus on preparing college bound students for the study of calculus. Areas of concentration include linear relations and functions, systems, families, polynomial and rational functions, conic sections, angles, degree measure, trig functions and inverse trig functions, trig identities and equations, vectors, parametric equations, polar coordinates and complex numbers, exponential and log functions, sequences and series, math inductions, combinatorics and probability, statistics and data analysis, and introduction to calculus. Emphasis in this course is on college entry and preparation for a rigorous college-level math course.



## Advanced Placement Calculus AB

11-12th grades	Elective	Two semesters
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*Prerequisite: Teacher recommendation*

Upon completion of AP Calculus AB, students will understand how to use mathematical language to describe concepts and relationships between concepts. Throughout their coursework, students will use the "Rule of Four" for problem solving. Students will be asked to solve problems algebraically or analytically, support our results graphically and numerically (with and without a calculator), and then interpret the results in the context of the original problem verbally and in writing. Students will use technology to enhance and support their proofs and problem solving techniques, but will also recognize that the calculator itself does not give a proof of a concept. The concepts that will be studied include: functions and equations, limits

and continuity, derivatives and their applications, integrals and their applications, and differential equations and mathematical modeling.



### Advanced Placement Calculus BC

11-12th grades	Elective	Two semesters
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Prerequisite: Teacher recommendation

This course presents a college level introduction to calculus. The study first covers the foundational pre-requisites, including slope, limits, and functions before introducing the concept of the derivative. The AP portion of the course then begins with the idea of an integral, studies its uses in analysis of physical and theoretical situations, and concludes with a look at infinite series, and parametric, vector, & polar applications. Upon completion of AP Calculus BC, students will understand how to use mathematical language to describe concepts and relationships between concepts. Throughout their coursework, students will use the “Rule of Four” for problem solving. Students will be asked to solve problems algebraically or analytically, support our results graphically and numerically (with and without a calculator), and then interpret the results in the context of the original problem verbally and in writing. Students will use technology to enhance and support their proofs and problem solving techniques, but will also recognize that the calculator itself does not give a proof of a concept.



### Advanced Placement Statistics

11-12th grade	Elective	Two semesters
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Prerequisite: Teacher recommendation

This course is for those students who anticipate taking a statistics course in college and who want to take a college level class while still in high school. The course will prepare students to take the Advanced Placement Statistics Exam, which can lead to college credit. There is a fee for the exam. It is assumed that each student will have a graphics calculator for use throughout this course.



### IB Math SL

11-12th grade		Two semesters
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IB Math SL is a rigorous two semester course of study presenting a unified approach to the many areas of mathematics. This one-year course is intended for students who are looking for a strong background in math as preparation for future studies in the sciences, engineering, economics, psychology, and business administration. In addition to the math topics to be studied, there is an emphasis on effective communication of mathematical concepts and relationships. Topics include: differential and integral calculus; statistics; vectors; and exponential, logarithmic, & trigonometric functions. Students will develop skills in mathematical modeling and analysis, as well as a greater understanding of the relationships between math topics. IB Math SL requires college-level performance and work habits. A three and one half-hour external IB examination is given at the end of the year.



### IB Math Studies SL

11-12th grade		Two semesters
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Prerequisite: Algebra II with C or better, or teacher recommendation.

Math Studies is a one year course that will prepare students to pass the IB Standard Level math test. This is the least rigorous math course in the IB curriculum and is most appropriate for students who plan on a future career that does not require a background heavy in technical instruction. The course is designed to develop the skills and techniques needed for problem solving, mathematical reasoning, and inductive thought through self discovery activities and projects. The IB Math

Studies SL course will introduce the student to topics in probability, statistics, and mathematics of finances, logic, algebra, and calculus.

## Consumer Mathematics

11-12th grade	Elective	One semester
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*Prerequisite: Successful completion of Algebra IIA; teacher recommendation*

This course is in the math sequence for those students who want to study practical mathematics that will be most useful in business and consumer settings. Subject areas to be considered include the following: income; banking and finance; charge accounts and credit cards; loans; transportation; investments; personnel; production; purchasing; and financial management. Students will use various resources, including local businesses and the internet.

## Music Classes

are strongly recommended for the

### ARTS & COMMUNICATIONS PATHWAY

Music classes meet the “fine arts” recommendation of colleges.

Many of the high school music rehearsals and performances take place outside of the regular school day as an extension of the curriculum class. All academic standards pertaining to the class are applied to rehearsals beyond the regular school day. Enrollment in any performing music class includes the expectation of attendance at all rehearsals and performances.

## High School Band

9th-12th grades	Elective	Two semesters
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This course is open to all 9th-12th grade students who have successfully completed Band during the previous school year. Students will be placed in the appropriate band for their level of technique based on an audition in the spring of the previous year. Students may also enroll at a later time after an audition with the Director’s approval.

Performances include all home football games, (3<sup>rd</sup> hour only) marching festival, (3<sup>rd</sup> hour only) concerts, parades, concert festival, and graduation. Solo and Ensemble Festival, Pep Band, and Orchestra participation are optional. August Band Camp (3<sup>rd</sup> hour only) and extra rehearsals are required. All performances are required for credit. **Participation in all concerts and festivals is required for membership in Band.**

## Advanced Percussion Class

10-12th grades	Elective	Two semesters
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Percussion Class is for advanced 9<sup>th</sup> - 12th grade percussion students who are selected to participate in the class by audition. Advanced Percussion Class students will participate with the High School Band at all performances, including home football games and the marching festival. (The High School Band course description applies to this course.) Along with all High School Band music, a strong technique program and a variety of percussion ensemble literature will comprise the curriculum. **Participation in all concerts and festivals is required for membership in Advanced Percussion Class.**

## Jazz Ensemble

9-12 <sup>th</sup> grades	Elective	Two semesters
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This course is open to all 9-12th grade students simultaneously enrolled in a Band, Orchestra, or Choir. Jazz Ensemble provides instrumental music students the opportunity to experience jazz by playing a variety of jazz styles. Improvisation is an intricate element of the jazz experience, and student involvement is required. **Participation in all concerts and festivals is required for membership in Jazz Ensemble.**

### Bel Canto

<i>9<sup>th</sup> – 12<sup>th</sup> grade</i>	<i>Elective</i>	<i>Two semesters</i>
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This course is open to any female in 9<sup>th</sup> through 12<sup>th</sup> grade. Singers who have basic level skills involving vocal technique and sight reading will be placed in Bel Canto. Women's choral literature will be explored and basic technique and sight reading skills will be developed. **Participation in all concerts and festivals is required for membership in Bel Canto.**

### Bella Voce

<i>9<sup>th</sup> – 12<sup>th</sup> grade</i>	<i>Elective</i>	<i>Two semesters</i>
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This course is open to any female in 9<sup>th</sup> through 12<sup>th</sup> grade. Singers who have intermediate level skills involving vocal technique and sight reading will be placed in Bella Voce. Women's choral literature will be explored and intermediate technique and sight reading skills will be developed. **Participation in all concerts and festivals is required for membership in Bella Voce.**

### Select Women's Ensemble

<i>10-12th grades</i>	<i>Elective (Audition)</i>	<i>Two semesters</i>
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Membership in this ensemble is limited and by audition only. Advanced vocal technique and sight reading skills are developed as well as advanced literature. **Participation in all concerts and festivals is required for membership in the Select Women's Ensemble.**

### Concert Choir

<i>9<sup>th</sup> - 12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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Concert Choir is an SATB (soprano, alto, tenor, bass) choir. Junior and senior women with intermediate skills in vocal technique and sight reading and all men will be placed in this choir. Activities of this choir revolve around a mixed ensemble experience. **Participation in all concerts and festivals is required for membership in the Concert Choir.**

### Vocalaires

<i>10-12th grades</i>	<i>Elective (Audition)</i>	<i>Two semesters</i>
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Membership in the Vocalaires is by audition only and is limited. Vocalaires perform at the advanced placement level and have numerous performances in the community throughout the year. **Participation in all concerts and festivals is required for membership in Vocalaires.**

### 9<sup>th</sup> Grade Orchestra

<i>9th grade</i>	<i>Elective</i>	<i>Two semesters</i>
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This orchestra is composed of students striving to master intermediate string technique. Students will explore baroque, classical, romantic, contemporary, and popular music. Students will have several performances throughout the year, including solo and ensemble festival and orchestra festival. Proficiency assessments are performed each grading period. All students will play a scale and an assigned excerpt from current repertoire. Participation in performances is required for satisfactory grades. A trip is planned each year to hear a professional concert.

### Symphony Orchestra

<i>10-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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Membership in the Symphony Orchestra is earned through an audition each spring. 10<sup>th</sup> through 12<sup>th</sup> grade students are advanced players who can shift fluently, perform with vibrato, adjust and predict intonation, and display a resonant tone. Students will have several performances throughout the year. These include solo and ensemble festival and MSBOA

orchestra festival. Proficiency assessments are performed each marking period. Students will play a scale and an assigned excerpt from current repertoire. Participation in performances is required. A trip is planned each year to a professional performance. **Participation in all concerts and festivals is required for membership in Symphony Orchestra.**

### Concert Orchestra

<i>10-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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In order to meet the needs of all the musical abilities, the Concert Orchestra is offered in addition to Symphony Orchestra. The Concert Orchestra is primarily an intermediate group with a focus on skill building. Auditions are held each spring to determine group placement. Students will have several performances throughout the year. These include solo and ensemble festival and MSBOA orchestra festival. Proficiency assessments are performed each marking period. Students will play a scale and an assigned excerpt from current repertoire. Participation in performances is required. A trip is planned each year to a professional performance. **Participation in all concerts and festivals is required for membership in Concert Orchestra.**



### IB Music SL

<i>11<sup>th</sup> -12th grades</i>		<i>Two semesters</i>
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This standard level course is divided into two sections: music performance and music theory/history/world music. The music performance section will involve enrollment in the high school band, orchestra, or choir. The music theory/history/world music section will help the students gain an understanding and appreciation for music of all genres. Special emphasis will be placed upon student understanding of music theory, the use of musical terminology, the evolution and history of “Western” music and the study of music from around the globe. Students will complete and record public performances, will complete a listening paper, and will prepare a written media script investigating the relationships between two musical genres.

### Music Appreciation A and B

<i>10<sup>th</sup> -12th grades</i>	<i>Elective</i>	<i>Two nine week courses</i>
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Students will be able to identify and explain Ancient, Medieval, Renaissance, Baroque, Classical, Romantic, Impressionistic, 20<sup>th</sup> century and contemporary music. Students will be able to classify and describe important composers of each of these eras. Although elements of world music will be examined, a basic understanding of the history of Western music will be emphasized.

### Music Theory

<i>10<sup>th</sup> -12th grades</i>	<i>Elective</i>	<i>One semester</i>
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This course presents the fundamentals of music theory. Students will analyze pitch and rhythm. They will evaluate chords and they will create a four-part composition. A student in this course should be enrolled in band, choir, or orchestra. Students who are not enrolled in a performing music class must have working knowledge of standard notation from piano or guitar lessons.

## Physical Wellness Classes

are strongly recommended for all career pathways.  
Physical wellness classes have special applications in the

### HUMAN SERVICES PATHWAY

and the

### HEALTH SCIENCES PATHWAY

#### Successful Living

*9th grade*

*Required*

*One Semester*

This class is a freshman requirement. Students will learn about taking care of their overall health. The class focuses on physical, social, and emotional wellness, study skills, and relationships. The Reproductive Health Unit is the requirement from the State of Michigan. Topics include male and female anatomy, pregnancy, labor, delivery, and STD's. The focus is on abstinence as the best way to remain healthy.

#### Aerobics/Body Sculpting (Health Club Fitness)

*9–12th grades*

*Elective*

*Nine weeks*

This class covers a variety of fitness activities typically offered at health clubs. Activities will include hi/lo impact aerobics, step, hip-hop dance patterns, pilates, yoga, exercise ball, and kickboxing. Numerous fitness activities are included to help students to burn body fat and sculpt their muscles.

#### Dance and Fitness

*9-12<sup>th</sup> grades*

*Elective*

*Nine weeks*

This course is a combination of dance (ballet, jazz, and student choreography) and fitness (hi/lo impact aerobics, step aerobics, kickboxing, jogging, and resistance training). Students will experience a variety of fitness activities along with learning different styles of dance. An informal performance at the end of the semester is a requirement for this class. It can also be used as a prerequisite to Dance II by earning a B+ or higher.

#### Dance I - Introduction to Dance & Choreography

*9–12th grades*

*Elective*

*One semester*

Dance I is designed for those students who want to learn and experience a variety of dance styles. Ballet and Jazz will be the focus. Students will also learn how to choreograph their own routines. A variety of strategies will be used to increase flexibility and strength. There is a required dance performance at the end of the term which will include ballet, jazz, and student choreographed dances.

#### Dance II - Performance Dance Choreography (2<sup>nd</sup> Semester only)

*9–12th grades*

*Elective*

*One semester*

**Required background course:** Dance I or Fitness and Dance with a "B+" or higher.

Students perform on stage in the Performing Arts Theater. Students should be able to demonstrate various dance skills and choreographic principles learned in Dance I. They will be introduced to more advanced skills and be expected to break down the music into patterns to create performances utilizing those skills and the elements of dance: space, time, force. Students will be required to perform at the end of the term for credit in the class.

## Emergency First Aid

9–12th grades

Elective

Nine weeks

This course offers many hands-on activities and provides Red Cross and DNR certification to those who pass all of the skill and written requirements. This class will offer certification in the following: basic first aid; adult, child, and infant CPR; automated external defibrillator (AED); blood borne pathogens training and the DNR Michigan Safe Boating course. All are conducted according to the Red Cross and DNR curricula. The course will include videos, demonstrations, skill practice, reading from the course texts, and written and skills tests. Students will learn how to react in emergency situations and to prevent and treat injury and disease. They will also learn the rules and regulations of operating a watercraft safely. Red Cross and DNR certificates will be issued to students who successfully complete the requirements. Certificates expire, so the course may be repeated. There is a course fee of \$10.00 to cover the cost of the cards.

## Lifeguard Training

9–12th grades

Elective

Nine weeks

This course offers hands on skills to teach students how to make rescues in the water and on land. Proficient swimming skills are necessary to perform the swimming rescues. This class will offer Red Cross certification to those students who successfully complete the skill and written requirements in the following: CPR for the professional rescuer, lifeguard training, basic first aid, automated external defibrillator (AED) and blood borne pathogen training and are conducted according to the Red Cross curricula. The course will include conditioning swims, videos, demonstrations, skill practice, reading from the course texts, written and skills tests. Red Cross certificates will be issued to students who successfully complete the requirements. Certifications expire, so the course may be repeated. There will be a course fee of \$10.00 to cover the cost of the cards. **Students must be 15 years old by the end of the term for which they sign up.**

## Water Safety Instructor (WSI)

9–12th grades

Elective

One semester

This course offers hands-on skills in the area of planning and teaching individuals how to swim and be safe in and around the water. This course will teach students how to teach others to swim, therefore proficient swimming skills and knowledge are important. The course will include: learning about the Red Cross organization, stroke analysis, lesson planning, videos, lectures, demonstrations, reading from materials, practice teaching, and written tests. This course will be taught in accordance with the Red Cross curriculum and a WSI certificate will be offered to those individuals who pass all course requirements and written tests. This certification will allow students to teach Red Cross swim lessons and safety programs. There will be a \$10.00 course fee to cover the cost of certification. **Students must be 16 years old by the end of the term for which they sign up.**

## Water Sports/Beginning Swim

9–12th grades

Elective

Nine weeks

This course offers a beginning learn to swim program for those individuals who would like to learn how to swim and be comfortable in the water and/or for those who would like to strengthen their swimming skills. This course will include: adjusting to the water, rhythmic breathing skills, front crawl, back crawl, elementary backstroke, sidestroke, stroke drills, turns, diving from the side and fun water activities. Throughout this course, students will increase their fitness levels, skills and knowledge through a variety of aquatic activities.

## Water Sports/Advanced Swim

9–12th grades

Elective

Nine weeks

This course offers the advanced swimmer an opportunity to increase their skill level and endurance through a variety of aquatic activities. This course will include: endurance swimming, stroke drills, competitive strokes, turns, starts, springboard

diving, scuba diving, and water polo. Throughout this course, students will increase their fitness levels and learn new skills and knowledge in the above areas.

### **Basketball 9-10**

<i>9–10th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This class is for 9<sup>th</sup> and 10<sup>th</sup> grade students. In this course, students will learn the basic rules, terminology, scoring, and player positions used in basketball. Students will demonstrate proficiency in the basic skills of the game and participate in daily drill practice. Full court, half court, and special games will be utilized. Fitness concepts and activities will also be embedded throughout the course.

### **Volleyball 9-10**

<i>9–10th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This class is for 9<sup>th</sup> and 10<sup>th</sup> grade students. In this course, students will learn the basic rules, terminology, scoring, and player rotations used in volleyball. Students will demonstrate proficiency in the basic skills of the game and participate in daily drill practice. Regular games, tournaments, and modified games will be utilized. Fitness concepts and activities will also be embedded throughout the course.

### **Team Sports Fitness 9-10**

<i>9–10th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This class is for 9<sup>th</sup> and 10<sup>th</sup> grade students. This course is designed for students interested in participating in a variety of team sport activities. Students will learn and demonstrate competency in the knowledge and skills necessary to participate in each sport activity. Possible units may include: soccer, flag football, speedball, basketball, volleyball, floor hockey, ultimate frisbee, and lacrosse. Fitness concepts and activities will also be embedded throughout the course.

### **Basketball 11-12**

<i>11–12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This class is for 11<sup>th</sup> and 12<sup>th</sup> grade students. In this course, students will learn the basic rules, terminology, scoring, and player positions used in basketball. Students will demonstrate proficiency in the basic skills of the game and participate in daily drill practice. Full court, half court, and special games will be utilized. Fitness concepts and activities will also be embedded throughout the course.

### **Volleyball 11-12**

<i>11–12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This class is for 11<sup>th</sup> and 12<sup>th</sup> grade students. In this course, students will learn the basic rules, terminology, scoring, and player rotations used in volleyball. Students will demonstrate proficiency in the basic skills of the game and participate in daily drill practice. Regular games, tournaments, and modified games will be utilized. Fitness concepts and activities will also be embedded throughout the course.

### **Team Sports Fitness 11-12**

<i>11–12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This class is for 11<sup>th</sup> and 12<sup>th</sup> grade students. This course is designed for students interested in participating in a variety of team sport activities. Students will learn and demonstrate competency in the knowledge and skills necessary to participate in each sport activity. Possible units may include: soccer, flag football, speedball, basketball, volleyball, floor hockey, ultimate frisbee, and lacrosse. Fitness concepts and activities will also be embedded throughout the course.

### **Weight Training – Men**

<i>9–12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This course is designed for students interested in participating in health and fitness activities. Students will be exposed to the principles of weight training and conditioning and apply those principles to daily workouts. Students will understand and

demonstrate proper safety procedures, and lifting techniques used in the weight room. Fitness concepts and activities will also be embedded throughout the course. Classes will be scheduled 9<sup>th</sup>-12<sup>th</sup>.

### Weight Training – Co-Ed

9–12th grades	Elective	Nine weeks
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This course is designed for students interested in participating in health and fitness activities. Students will be exposed to the principles of weight training and conditioning and apply those principles to daily workouts. Students will understand and demonstrate proper safety procedures, and lifting techniques used in the weight room. Fitness concepts and activities will also be embedded throughout the course. Classes will be scheduled 9<sup>th</sup>-12<sup>th</sup>.

### Weight Training – Competitive Football Techniques

9–12th grades	Elective	One semester
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This course is designed for students interested in benefiting from a consistent weight training program as well as in developing competitive football techniques. Students will identify and train all major muscle groups of the body. They will also develop individual training programs. Students will complete projects (i.e. videotape, computer, and scouting) compile a notebook involving competitive football skills and techniques.

### Weight Training – Women

9–12th grades	Elective	Nine weeks
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This course is specifically designed for female students interested in participating in health and fitness activities. Students will be exposed to the principles of weight training and conditioning and apply those principles to daily workouts. Students will understand and demonstrate proper safety procedures, and lifting techniques used in the weight room. Fitness concepts and activities will also be embedded throughout the course. Classes will be scheduled 9<sup>th</sup>-12<sup>th</sup>.

### Science Classes

are especially recommended for the  
**HEALTH SCIENCES PATHWAY**  
and the  
**NATURAL RESOURCES AND  
SCIENCE PATHWAY**

### Biology

9th grade	Required	Two semesters
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Biology is the pursuit of learning about living things and how they interact in our world. Students will learn how their lives relate to the study of biology, and how biologists approach the study of living organisms. The topics will be widespread, but always connected by a theme: cell structure, energy in living things, genetics, evolution, ecology, and human impact on the environment.

### IB Biology HL



11 <sup>th</sup> – 12 <sup>th</sup> grades		Three semesters
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**Required background courses**, Biology, Chemistry and, preferably, Physics

Higher Level International Baccalaureate Biology is a three semester course of study which utilizes structured labs, student research, and experimental design projects in conjunction with teacher led instruction to cover the following topics: biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology, and the international nature of science. Students will sit for the Higher Level IB Biology exam in the spring of

their senior year. Students should have taken and passed both biology and chemistry courses prior to enrolling in IB Biology, HL



## Advanced Placement Biology

<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background:** Biology and Chemistry and GPA 3.0+.

AP Biology is designed to be a university level introductory biology class for future science majors as developed and described by the College Board. It is a course recommended for students interested in future university studies in the life sciences, medicine, ecology, cellular biology, microbiology, biological engineering, and scientific research. Objectives for this course cover three general areas of study in the biological sciences:

- Molecules and cells;
- Heredity and evolution;
- Organisms and populations

The two main goals of AP Biology are to help students develop a conceptual framework for understanding concepts of modern biology, and an appreciation of science as a process. The course will provide personal experience in scientific inquiry; promote recognition of unifying themes that integrate the major topics of biology; and apply biological knowledge and critical thinking to environmental and social concerns. Students receiving a score of 3 or better on the AP Biology exam in May are rated as “qualified”. **Students in AP Biology should expect to spend a minimum of four hours per week in individual study outside the classroom, and completion of at least one research project involving “experience in the field”.** Successful students in this challenging class tend to be highly self motivated, and have a strong work ethic. Advanced Placement courses promote the development of those characteristics in West Ottawa’s college-bound students.

## Chemistry

<i>10th grade</i>	<i>Required</i>	<i>Two semesters</i>
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**Required background course:** Biology

This course will prepare the science major for college as well as prepare students for technical training and the local job market. The traditional topics of Chemistry will be taught within the context of their relationship to and the solving of real life problems. Chemistry will be taught in relationship to the following: our water supply, air and climate, conservation of our chemical resources, petroleum, and nuclear chemistry.



## Advanced Placement Chemistry

<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background courses:** Biology and Chemistry; Advanced Algebra and Physics are strongly recommended.

AP Chemistry is designed to be the equivalent of a college freshman general chemistry course. Major topics include: bonding; states of matter; equilibrium; reaction kinetics; thermo chemistry; electrochemistry; descriptive chemistry; nuclear chemistry; organic nomenclature; and stoichiometry. Developing students’ ability to think clearly and to express their ideas orally and in writing, with clarity and logic, are additional goals of the class. Students are required to maintain a laboratory notebook that is a written record of their laboratory experiences. This course may enable some students to undertake, as college freshmen, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, this course may fulfill the laboratory science requirement and free time for other courses. Students must receive a score of 3 or better on the AP Chemistry Examination in May to be rated as “qualified”. **Students in AP Chemistry should expect to spend a minimum or 5 hours per week in individual study outside of the classroom.** Successful students in this challenging class tend to be highly self-motivated and have a strong work ethic.



## IB Chemistry HL

11-12th grades

Three semesters

**Required background courses:** Biology and Chemistry; Advanced Algebra and Physics are strongly recommended.

Higher Level International Baccalaureate Chemistry is a rigorous three semester course of study which utilizes structured labs, student research, and experimental design projects in conjunction with teacher led instruction to cover the following topics: quantitative chemistry, atomic structure, periodicity, bonding, thermo chemistry, kinetics, equilibrium, acids/bases, oxidation/reduction, organic chemistry, human biochemistry, environmental chemistry and the international nature of science. Students will sit for the Higher Level IB Chemistry exam in the spring of their senior year. Students should have taken and passed both introductory biology and chemistry courses prior to enrolling in IB Chemistry, Higher Level.

### Astronomy

10-12th grades

Elective

One semester

This course is intended to give the student an understanding of space and the objects found there, as well as a basic astronomical background for the college-bound student. Because many of the topics are new to the students or are examined in greater detail than before, much individual attention and instruction is given. Astronomical topics covered include space in general, the solar system, stars, galaxies, and cosmology.

### Botany

10-12th grades

Elective

One semester

Botany is designed for students interested in green plants. Students will study classification, anatomy and physiology, and environmental influences on plants. Additionally, instruction and laboratory investigations in hormonal influences and growth regulation will be offered. The opportunity to experience plant propagation and growth, including tissue culture techniques, will be provided. Labs will be an integral part of this class.

### Anatomy and Physiology I & II (Some sections offered as Online Learning: Blended Course)



11-12th grades

Elective

One/two semesters (optional)

This course prepares students for further study in the field of medicine and helps them to make informed medical decisions in their personal lives. Students will gain an understanding of the complexity of life in this comprehensive look at form and function within the body. This course incorporates numerous dissections and lab experiences. Any student considering a career in health care, or those who wish to make good decisions concerning their own health, should consider this course. The two sections of anatomy and physiology can be taken alone or consecutively in either order. Section I, Support and Motion, will cover: levels of organization, tissues, skin, skeleton, articulations, and muscles. Section II, Control and Integration, will cover: nervous system/sensory perception, endocrine system, cardiovascular, immunity, digestion, urinary, and reproductive.



## Environmental Issues and Public Policy/ IB Environmental Systems and Societies

<i>11-12th grades</i>		<i>Two semesters</i>
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This course should provide students with an appropriate, informed, personal perspective on the interrelationship between ecosystems and society. IB Environmental Systems is intended to provide students with a coherent perspective on the environment; one that is essentially scientific and that enables them to adopt an informed and responsible stance on a wide range of key environmental issues. A strong laboratory and field investigation component will support a systems approach as students examine major ecosystems, global cycles, human population and its impact on Earth’s carrying capacity, natural resource exploitation and the importance of preserving natural diversity. This course requires a variety of IB assessments and students in the course will be required to complete the Group 4 Project.

The IB curriculum requires that students study four broad topics:

- I. Systems and models
- II. The ecosystem
- III. Global cycles and physical systems
- IV. Human population and carrying capacity

Students are further required to complete additional independent study in option A listed below, plus one other option of their choice, each with duration of 15 hours outside class time.

- A. Analyzing ecosystems
- B. Impacts of resource exploitation
- C. Conservation and biodiversity
- D. Pollution management

Assessment in this course includes but is not limited to:

- A. Three written examination papers externally assessed
- B. Laboratory investigations internally assessed by the teacher and externally moderated by the IBO
- C. IB Group 4 projects (interdisciplinary), two to be completed each semester.
- D. Weekly “Environmental Issues in the Media” Reports.
- E. Standard assessments based upon lecture, lab activities, and reading assignments.

## Advanced Placement Environmental Science



<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background course:** Biology and Chemistry with a “B” or better and GPA 3.0 +

This course will cover major environmental topics, such as acid rain, loss of biodiversity, and global warming. Topics covered will include, but are not limited to the following: interdependence of earth’s systems; cycling of matter; the solid earth; the atmosphere; the biosphere; human population; renewable and non-renewable resources; environmental quality; global changes and their consequences; and environment and society.

## Geology

10-12th grades

Elective

One semester

Students will gain an understanding of the materials that make up the earth and the process that changes the earth. Specific topics will include geologic time, minerals, volcanism, igneous rock, weather and soil, sedimentary rock, metamorphic rock, streams, groundwater, glaciers, wind and waves, earthquakes, plate tectonics, Michigan geology, and general mapping.

## Conceptual Physics

11-12th grades

Elective

Two semesters

**Prerequisites:** Biology, Chemistry and Algebra I, and Geometry

Conceptual Physics is intended to introduce students to many of the main principles of physics. The course utilizes a less mathematical approach to explain how everyday events occur. The class is highly lab oriented. Students will be required to use basic algebra and geometry, perform experiments, interpret data, and use higher order thinking skills to apply principles to everyday phenomena. Topics covered include: measurement, thermal energy, sounds and waves, light (refraction/reflection), electrostatics, magnetism, electric circuits, kinematics (motion in 1-D), dynamics, forces, vectors, 2-D motion, circular/rotational motion, work and momentum.

## Physics

11-12th grades

Elective

Two semesters

**Prerequisites:** Biology, Chemistry, Algebra I, Geometry and Algebra II (or concurrently taking Algebra II)

**It is strongly recommended that students who take this course have earned a “B” or better in Algebra and Geometry.**

Students planning to take Physics should have a solid background and interest in science and mathematics. For the student who does not plan to take senior math, Physics provides the opportunity to learn the fundamentals of trigonometry and applied math. Students who intend further study in such areas as medicine, science, engineering, mathematics, electronics, optics, dentistry, and computer science should definitely consider taking Physics or Advanced Placement Physics. Topics covered include: measurement, thermal energy, sounds and waves, light (refraction/reflection), electrostatics and magnetism, electric circuits, kinematics (motion in 1-D), dynamics, forces, vectors, 2-D motion, circular/rotational motion, work, and momentum.



## Advanced Placement Physics

11-12th grades

Elective

Two semesters

**Required background courses:** Biology, Chemistry, Algebra II

This course is the equivalent of a college freshman algebra/trigonometry based, general physics course. Major topics include Newtonian mechanics; fluid mechanics and thermal physics; electricity and magnetism; waves and optics; and nuclear physics. Course goals include: developing a disciplined approach to problem solving; using qualitative and quantitative reasoning and experimental investigation; and building an understanding of theories, techniques, concepts, and generalizing principles.

This course may enable some students to undertake, as college freshmen, advanced work in the physics sequence at their institution or to register in courses in other fields where general physics is a prerequisite. For other students, this course may fulfill the laboratory science requirement and free time for other courses. Students must receive a score of 3 or better on the AP Physics B Examination in May to be rated as “qualified”. AP Physics may be taken after the completion of high school physics or as a student’s first physics course. **Students in AP Physics should expect to spend a minimum of 5 hours per week in individual study outside the classroom.** Successful students in this challenging class tend to be highly self-motivated and have a strong work ethic.



## IB Physics SL

*11-12th grades*

*Two semesters*

**Required background courses:** Biology, Chemistry, Algebra II

**Prerequisites:** It is **strongly recommended** to have a B+ or better in freshmen and sophomore math classes and passed biology and chemistry.

Standard level IB physics is a rigorous two semester course of study with the following goals: developing a disciplined approach to problem solving; using qualitative and quantitative reasoning and experimental investigation; and building an understanding of theories, techniques, concepts, and generalizing principles. The class does this by utilizing structured labs, individual student research and experimental design projects to cover various topics in classical physics. This course is the equivalent of a college freshman algebra/trigonometry based, general physics course. Major topics include Newtonian mechanics; fluid mechanics and thermal physics; electricity and magnetism; waves and optics; and nuclear physics. Students will sit for the IB exam in the spring of they year they take IB Physics.

## Zoology

*11-12th grades*

*Elective*

*One semester*

Zoology is the sub discipline of Biology, the study of life. It focuses on all aspects of the animal kingdom, from physiology and behavior, to evolution and diversity. Eight invertebrate phyla and the large subphylum *Vertebrata* (animals with backbones) are examined during this course, from the simplest sponges to complex mammals. Lecture, labs, homework, tests, quizzes, and projects, both group and individual, are a part of the course.

## Social Studies Classes

are especially recommended for the  
**HUMAN SERVICES PATHWAY**

## U.S. History

*9th grade*

*Required*

*Two semesters*

This course focuses on the history of the United States within a world context during the modern era. It is a continuation of the historical studies covered in 8<sup>th</sup> grade. Emphasis will be placed on major events, individuals, and ideas comprising our American heritage. Knowledge of our past will help the student understand our present. The content of this course will include the development of the industrial United States, the emergence of modern America, the Great Depression, the war years, post war United States, and contemporary America.

## U.S. History Honors

*9th grade*

*Required*

*Two semesters*

The 20<sup>th</sup> Century to the present day has been a tumultuous era of conflict, change, and acceptance. This course will chart U.S. history from the era of industrialization through contemporary society. This class is organized chronologically and thematically. The course will focus on key events and concepts that have created a historical pattern of cause and effect since the early 1900s.

Throughout the Honors U.S. History course, students will analyze and evaluate a number of primary and secondary sources in order to facilitate a broader perspective and greater insight into the social, geographic, economic, and political situations that exist in the modern world. Therefore, reading beyond the textbook and enrichment activities will be required. Also,

academic writing in the form of two major research papers cited in Chicago style format will be expected in the Honors course. Honors course elements will provide students with the tools to be successful in future Advanced Placement or International Baccalaureate programs if so desired.

### World History & Geography

<i>10th grade</i>	<i>Required</i>	<i>Two semesters</i>
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Required background course: U.S. History

Students will examine world history highlights from the Middle Ages to the modern world in two semesters. World History A focuses on world religions, early trading societies, early Asian societies, and culminating with the Renaissance. In World History B students learn about the Age of Absolutism and the Enlightenment, French and Latin American revolutions, and nation building (Nationalism, Imperialism, the Industrial Revolution). Throughout the year, students will be asked to develop their own ideas and opinions, to demonstrate their understanding of these challenges and how they are similar to challenges we face today. The goal is for students to become thoughtful, insightful, and objective citizens of this country through a greater understanding of the past, present, and future.

### World History & Geography Honors

<i>10th grade</i>	<i>Elective</i>	<i>Two semesters</i>
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Required background course: U.S. History

Students will examine world history highlights from the Middle Ages to the modern world in two semesters. World History A focuses on world religions, early trading societies, early Asian societies, and culminating with the Renaissance. In World History B students learn about the Age of Absolutism and the Enlightenment, French and Latin American revolutions, and nation building (Nationalism, Imperialism, the Industrial Revolution).

Throughout the year, students will be asked to develop their own ideas and opinions, to demonstrate their understanding of these challenges and how they are similar to challenges we face today. The goal is for students to become thoughtful, insightful, and objective citizens of this country through a greater understanding of the past, present, and future. Participation in an honors course requires students to be self-motivated. The curriculum will be more accelerated and the students can expect additional readings, written assignments, and assessments.

### American Government (Some sections will be offered as Online Learning: Blended Course)



<i>11th grade</i>	<i>Required</i>	<i>One semester</i>
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Students will learn the basic principles of American government, which include the role of government in society, the functions of the three basic branches of government, and the constitutional rights and other political processes, such as voting and elections. Emphasis will be placed on current events.

### Ancient History

<i>9-12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This course is a semester class that focuses on the development of the river valley civilizations of Egypt, Mesopotamia, India, and China, and culminates in a study of the contributions of Greek and Roman civilizations. In this class, students will create projects, write persuasively, and learn to relate events and ideas from ancient times to the development of modern society.

### Economics (Some sections will be offered as Online Learning: Blended Course)



<i>10th grade</i>	<i>Required</i>	<i>One semester</i>
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Economics introduces students to both macroeconomic and microeconomic concepts, Students will study the choices and decisions people and businesses make concerning the resources available to them. Many macroeconomic and microeconomic topics will be covered, as well as personal finance and investment fundamentals.



### Advanced Placement Macroeconomics

<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background course:** U.S. History 9, GPA 3.0+

In this advanced placement course, students will gain a thorough understanding of the principles of economics that apply to an economic system as a whole. This course emphasizes the study of national income and price level determination, as well as the development of a student's familiarity with economics, performance measures, the financial sector, stabilization policies, economic growth, and international economics. A student must have a 3.0 GPA to enroll in this course. College credit could be earned if a student achieves a qualifying score on the AP Macroeconomics and Microeconomics tests in May.

### Advanced Placement Microeconomics



<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background course:** U.S. History 9, GPA 3.0+

This course is currently in the middle of the Curriculum Application Process. In the unlikely event that the course is not adopted, a student would be given the option of taking AP Macroeconomics or another offering.

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Further, topics include how different market structures produce different kinds of firm behavior. Students who successfully complete the course and earn a 3 or higher on the AP Microeconomics Exam can earn up to 3 credit hours of college credit. A student must have a 3.0 GPA to enroll in this course.

### Perspectives in Culture

<i>10-12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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Students in Perspectives in Culture study European American, Native American, Hispanic American, African American, Asian American, and Middle Eastern American cultures. Topics include the historical origins of each culture, the immigration experience, and current issues of concern for each culture.

### World Issues

<i>10-12th grades</i>	<i>Elective</i>	<i>Nine weeks</i>
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This course will show the relationship of nations to the world situation and show reasons why international cooperation is necessary for survival. The interlocking activities of industry, natural resources, pollution, agriculture, and diplomacy will be investigated.

## Psychology (Some sections will be offered as Online Learning: Blended Course)



*10-12th grades*

*Elective*

*One semester*

Psychology is the scientific study of human behavior and mental processes in order to understand, predict, change, or control. This course shows how individuals develop through their lifetimes, how they learn, how they make decisions, and how they solve problems. Psychology

### Advanced Placement Psychology



*10-12th grades*

*Elective*

*Two semesters*

**Required background course:** U.S. History 9, GPA 3.0+

AP Psychology will allow students to take a full year psychology course with the potential of earning college credit. Unlike many other Advanced Placement classes, there is no prerequisite for AP Psychology. The student must have a 3.0 GPA to enroll in this course. College credit could be earned if a student achieves a qualifying score on the AP Psychology Test in May.

### Constitutional Law

*11-12th grades*

*Elective*

*Nine weeks*

Constitutional Law is an in-depth study of the judicial branch of government and the United States Supreme Court. Major emphasis is placed on the federal court system, the appellate process and major Supreme Court decisions that affect Americans today. The course is extremely interactive. Students will regularly participate in mock Supreme Court hearings (moot courts) and other simulations.

### Advanced Placement - United States Government & Politics



*11-12th grades*

*Elective*

*Two semesters*

**Required background course:** U.S. History 9, GPA 3.0+

This college level course is a rigorous study of the design and function of the American political system. Students will demonstrate an understanding of American politics and the processes of government that help shape our public policies. Extensive reading is a major requirement. A student must have a 3.0 GPA in order to enroll in the course. College credit can be earned if a student achieves a qualifying score on the AP Government and Politics test in the spring. This course meets the Civics/Government requirement for graduation so long as the student completes BOTH terms.



### Advanced Placement European History

*11-12th grades*

*Elective*

*Two semesters*

**Required background course:** U.S. History 9, GPA 3.0+

This college level course is for highly motivated and capable juniors and seniors who wish to pursue their interest in history and to develop historical analysis skills. The course is an in-depth study of the history of Europe from the High Renaissance (1450 A.D.) to the present day. Writing will be graded at a collegiate level and students will be expected to read a college level text. Reading will average 60 pages per week and will include passages from the text and various handouts. Students should expect an average of four to six hours of homework per week in this class. The course also requires multiple in-depth

studies which require understanding and use of primary sources. To enroll in AP European History, a student must have a 3.0 GPA. AP European History students have the opportunity to earn college credit by taking the AP Exam in the spring.



### Advanced Placement U.S. History

<i>11-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background course:** U.S. History 9, GPA 3.0+

This college level course provides an in-depth study of United States history from colonization to the present time. All elements of history will be addressed, including those that are political, socioeconomic, and diplomatic. To enroll in AP U.S. History, a student must have a 3.0 GPA. Highly capable and motivated students may take the AP Exam in May and possibly earn college credit. Students should expect a minimum of five hours per week reading and writing outside of the classroom.



### IB History of the Americas HL & SL (includes 20<sup>th</sup> Century World History)

<i>11-12th grades</i>		<i>Two semesters (SL)</i> <i>Four semesters (HL)</i>
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This course is not a U.S. History course. This is a two year course designed to meet the requirements of International Baccalaureate students for Group 3, "Individuals and Societies," which focuses on numerous events from World History in the 20th Century, with a focus on the Western Hemisphere. Students will be given a breadth of historical material, but will focus on the following content areas in depth during their junior (11th grade) year: Peacemaking, peacekeeping-international relations 1918-36.; Causes, practices, and effects of wars (World Wars I and II, Falklands (1982); Spanish Civil War (1936-1939) and a major re-evaluation of The Cold War. The senior year we will concentrate on specific aspects of U.S., Canadian and Latin American history, with a special focus on political developments (Canadian domestic politics, Latin American populism and military regimes).

The course is designed with the intent to sharpen analytical thinking and writing skills. The ability to research, analyze and synthesize is critical to gain a fuller understanding of the subject. Students will work collaboratively and individually during the course of the year as we seek a deeper and more comprehensive grasp of historical reasoning and thinking. This is a college-level course. The texts that we will use are college texts. You will also be reading many primary sources and other historians' interpretations. The reading and writing load for this course is demanding. Students will also research and write a historical research paper.



### IB Theory of Knowledge (TOK)

<i>11-12th grades</i>		<i>Two semesters</i>
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*Theory of Knowledge* (TOK) is a two semester course central to the educational philosophy of the International Baccalaureate Program (IB). It is the culminating course in the IB program, required of all IB diploma candidates.

How do we know what we know? What is knowledge, and why is it important to the human condition? This course is designed to allow participants to seek answers to these questions, and in doing so, to develop effective personal strategies for obtaining and retaining knowledge.

TOK participants will explore a wide variety of ways of knowing, ways of obtaining that knowledge, areas of knowledge, and knowledge issues. As a component of this exploration, TOK seeks to unify all disciplines and endeavors of study in the determination of what it means to know something. It seeks to utilize all fields of knowledge to understand how we know what we know about whatever it is we think we know. Since the ultimate goal of learning is knowing, so TOK seeks further to provide the tools to create a community of life-long learners in a life-long pursuit of knowledge.

This process of thinking, demonstrated in formal and informal written and oral activities, will be assessed using the two summative assessments required by the IB Diploma program (the “TOK **Presentation**” and the “**Essay on a prescribed title**”) and numerous classroom formative assessments.

## **Industrial Technology Classes**

are especially recommended for the  
**ENGINEERING/ MANUFACTURING &  
INDUSTRIAL TECHNOLOGY PATHWAY**

**NOTE: Articulation agreements between West Ottawa High School and Baker College, Ferris State University, Muskegon Community College and Grand Rapids Community College allow students who take industrial technology courses an opportunity to earn college credit. Please see the industrial technology teachers for details.**

### **Wood Manufacturing I**

<i>9-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**This course meets the .5 credit toward VPAA graduation requirements.**

This course is designed for students who are interested in careers in woodworking or who want to bring their woodworking skills up to a more sophisticated level. Students will gain experience in conventional machining, cabinetmaking, and finishing through group projects. Students who meet the necessary requirements of the course will be eligible for the Wood Links National Certification Test, which is well recognized in the wood industry.

### **Wood Manufacturing II**

<i>10-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**Required background course:** Wood Manufacturing I, CAD+

This course is for students who have successfully completed Wood Manufacturing I and who are ready for more advanced woodworking techniques. Students will concentrate on an area of interest from Wood Manufacturing I and explore it in more depth using computer and numerical control wood manufacturing. Students who meet the necessary requirements of the course will be eligible for the Wood Links National Certification Test, which is well recognized in the wood industry.

### **Advanced Woods A, B, C, and D**

<i>10-12th grades</i>	<i>Elective</i>	<i>Each segment offered as nine weeks</i>
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**Required background course:** Wood Manufacturing I

This course provides students with the opportunity to develop a wide variety of wood working skills through the production of difficult products. Students will learn to identify general safety rules, demonstrate proper use of stationary and portable power tools, safe use of hand tools, and advanced machine set up. Students will produce at least one major woodworking project that incorporates the objectives of the course.

### **General Metals**

<i>9-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**This course meets the .5 credit toward VPAA graduation requirements.**

General Metals provides the student with the opportunity to demonstrate machine and systems operations. Included are these areas of study: product development in sheet metal fabrication, bench metal, the mill, and the lathe. Students will produce samples of arc and gas welding. In addition, they must complete all required activities and are encouraged to plan and produce individual products.

### Advanced Metals A, B, C, and D

<i>10<sup>th</sup> - 12th grades</i>	<i>Elective</i>	<i>Each segment offered as nine weeks</i>
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**Recommended background course:** General Metals, CAD+

Advanced Metals provides students with the opportunity to demonstrate and refine skills acquired in General Metals. Students design, build, market, and manufacture products using MIG & TIG welding technology, as well as working with Computer Numerically Controlled (C.N.C.) machines. Students who complete Advanced Metals and/or Metals Tech can be eligible for college credit from Grand Rapids Community College.

### Metal Technology A, B, C, and D

<i>11-12th grades</i>	<i>Elective</i>	<i>Each segment offered as nine weeks</i>
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**Recommended background course:** Advanced Metals, CAD+

This course provides students with further development of the skills acquired in General and Advanced Metals. Advanced milling, lathe, and CNC techniques are emphasized, along with the continuation of the manufacturing process, which includes plant layout and quality control.

**Note:** The CAD + - Engineering - Architecture program is designed to provide students with the development of problem-solving strategies and teamwork concepts through the study of design processes. Students who successfully complete CAD+, Engineering Graphics and/or Architectural CAD will receive college credit at the following institutions: Ferris State University, Grand Rapids Community College, Muskegon Community College, and Baker College. See the course instructor for details.

### CAD + (Computer Aided Design)

<i>9-12th grades</i>	<i>Elective</i>	<i>Two semesters</i>
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**This course meets the .5 credit toward VPAA graduation requirements.**

The student is introduced to the fundamentals of drawing and the relationship of drawing to industry. Class activity is centered around computer-aided-design (Auto CAD). ISO 9000 series quality control is emphasized.

### Engineering Graphics A, B, C, and D

<i>10-12th grades</i>	<i>Elective</i>	<i>Each segment offered as nine weeks</i>
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**Required background course:** CAD+ (Drafting)

This course is for the student who is interested in the field of engineering. Students learn advanced CAD inventor techniques (parametric modeling) and the use of concurrent engineering design processes. Students are required to create a product and complete the CAD drawings necessary to apply for a United States Provisional Patent.

### Architectural CAD A, B, C, and D

<i>11-12th grades</i>	<i>Elective</i>	<i>Each segment offered as nine weeks</i>
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**Required background courses:** CAD+, Engineering Graphics

This course is designed for the student who wants an understanding of the residential construction guidelines used in the State of Michigan. Various construction features and systematic drawing procedures are emphasized. The use of computer-assisted design and the justification of design solutions are emphasized.

### Principles of Technology

9-12th grades	Elective	Two semesters
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Principles of Technology is a course designed for students to explore technical careers in engineering, design, and industrial technology through the use of software and computerized equipment. This course will allow students to gain skills needed for technical jobs as well as provide a solid foundation for those who plan to pursue a two or four year technical degree. Projects such as the 3-D Computer Car Design Challenge will students to design, CNC machine, assemble, race, and possibly be picked for best design award. Other project challenges will include 3-D computer aided design, electronics, robotics, automotive engineering, and CNC machining. **Students completing this course will receive one credit which will satisfy the visual performing and applied arts graduation requirement and also advanced placement credits at specific Michigan colleges.**

### Home and Auto

9-12th grades	Elective	One semester
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Home and Auto is a hands-on, practical course that will prove beneficial to current or future home and automobile owners while exposing them to a variety of work-related skills. The course will challenge students by introducing them to different applications of home improvement and auto maintenance.

### MPH (Mechanisms, Pneumatics, Hydraulics)

10-12 <sup>th</sup> grades	Elective	Nine weeks
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**Recommended background course:** Principles of Technology

MPH is a course designed for students to explore the world of automated manufacturing. Students will build a solid foundation in automated manufacturing through the use of computer software, simulation trainers, electronic equipment, robotic work cells and CNC machines. Projects such as the Rug Rage Robot Challenge will allow students to take what they have learned and apply it to the real world of robotics as seen in high tech manufacturing, Robot Wars, or FIRST Robotics competitions. Students will design, assemble, test and compete with their robot against other teams within the class and possibly be picked for best design award. **Students completing this course will receive one half credit which will satisfy the visual performing, and applied arts graduation requirement and also advanced placement credits at specific Michigan colleges.**

### Senior Engineering

11-12 <sup>th</sup> grades	Elective	One/Two semesters or nine weeks
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(Option 1: A student can take the course for one semester as an eleventh grader and one semester as a twelfth grader.)

(Option 2: A student can take the course for two semesters as a senior or as a nine week course.)

**Recommended background courses:** CAD+ or Principles of Technology

Students entering Senior Engineering will be ready to advance to the highest level in the use of technical equipment and applications. The goal of this program is to allow students--with the help of the instructor and an engineering mentor--to design a specialized area of study. In addition, students will be assigned a number of engineering application problems to complete during the semester.

### 3-D World-A

9-12th grades	Elective	One semester
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**This class meets the .5 credit toward VPAA graduation requirements**

3-D World A is a course designed for students who are interested in learning how to create 3-dimensional computer animated objects and to experience their every day use. Areas of study will include 3-D art, movie animation, computer game design, engineering, CAD/CAM programming, industrial and graphic design. Students will also learn how to bring realism to their computer animated scenes using sound, lights, cameras, materials, and special effects. Students will work with software programs that are used by today's top corporations.

### 3-D World-B

*9-12th grades*

*Elective*

*One semester*

**Prerequisite: 3D-World-A**

**This class meets the .5 credit toward VPAA graduation requirements**

3D-World B is a course designed for students who are interested in learning beyond the basics of computer animation and are ready to move into the advanced features found in 3-D Studio Max software. Students will learn how to create 3-D modeled characters with clothes and hair, and apply real life movement with sound. To enhance each animated scene, students will learn how to apply advanced materials, lighting and camera functions. Special effects, including Space Warps, Particle Sprays, lasers, Fog, Fire, and a host of others, will bring realism to a student's own design. Students will also delve into the world of 3-D digitizing and computer controlled machining to take their designs from the computer to physical 3-D models that can be held in their hands.

## Careerline Tech Center

Careerline Tech Center provides career education to juniors and seniors in high school and offers the opportunity for students to gain skills and/or prepare for post-secondary education in one of 26 programs. Tech Center classes are free. Programs are offered Monday through Friday and students attend for a half day either in the morning or the afternoon. Interested students and parents can get more information on Careerline Tech Center by visiting the website at [www.oaisd.org/ctc](http://www.oaisd.org/ctc).

Each year, Careerline Tech Center has an open house in the fall for parents and potential students to visit the programs and talk with instructors. In January and February, 10th and 11th grade students have the opportunity to visit programs at the Tech Center before selecting a program for the following year. Careerline Tech Center has articulation agreements with 11 area colleges and universities. Those agreements give students the chance to earn college credit while still in high school. Direct credit may be an option for some students. Direct credit options allow students to enroll, while at the Tech Center, as a college student. College credit is earned and placed on a transcript to follow students to the college of their choice.

While Tech Center credit is earned as electives, most Tech Center programs offer students the opportunity to receive academic credit (4<sup>th</sup> Year Math, 3<sup>rd</sup> Year Science and Visual/Performing Arts).

Careerline Tech Center's 26 programs are organized by pathways, broad groupings of careers that share similar characteristics and whose employment/education requirements call for many common interests, strengths, and competencies.

### Agriscience Pathway

**Environmental & Agricultural Sciences** – This program is designed for students to develop fundamental knowledge and explore opportunities within the environmental and agricultural fields. Second year students will work independently within specific areas of interest including Environmental Sciences, Animal Sciences, Horticultural Sciences, and Sustainable Energy.

(Open to juniors and seniors, this is a two year program. 4<sup>th</sup> year math-related, 3<sup>rd</sup> year science, and visual/performing arts credit is available.)

### Arts and Communication Pathway

**Media Production** – The focus of this program is production as students learn video production, editing, and broadcasting. Students learn to operate video cameras, sound and mixing boards, and lighting in a production studio and in remote locations.

(Open to juniors and seniors, this is a one year program. Visual/performing arts credit is available.)

**Printing/Graphic Arts** – Students learn the three major printing processes from graphic design to digital imaging to final printed product. Operating a print shop, students produce t-shirts, brochures, newsletters, business cards, etc.

(Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related and visual/performing arts credit is available.)

**Visual Communications** – The fundamentals of drawing and design are combined with computer software skills to produce original graphic design work and illustrations. Computers are used to produce high quality projects that are assembled into a portfolio.

(Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related and visual/performing arts credit is available.)

### Business, Management, Marketing & Technology Pathway

**Finance & Business Technology** – Finance, technology/office skills, and accounting basics are obtained as students gain experience learning Microsoft Office, basic accounting functions, and the administrative activities of an office. (Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related credit is available.)

**Information Technology** – Students learn fundamental skills in web infrastructure, web design and administration, management, troubleshooting, and networking components with hands-on experience directed towards the installation, configuration, and troubleshooting of basic networking hardware, protocols, and services. (Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related credit is available.)

**Marketing & Entrepreneurship** – Students learn the functions of marketing, economics, promotion, distribution, finances, and hospitality and work on many projects throughout the year. Students can choose a couple areas of focus including: travel & tourism, entrepreneurship, event planning, and sports & entertainment. (Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related credit is available.)

## **Construction Pathway**

**Building Trades** – Students study all aspects of the construction industry including blueprint reading, framing, roofing, siding, masonry, and basic carpentry skills. Students gain experience by building the Tech Center project house. “Green” technology in building/construction is taught. (Open to juniors and seniors, this is a two year program. 4<sup>th</sup> year math and visual/ performing arts credit is available.)

**Electrical** – Students learn residential, commercial, and industrial electricity. Electrical theory, blueprint reading, conduit bending, wiring, and lighting are included. Students gain experience by wiring the Tech Center project house for electricity. (Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related credit is available.)

**Heating/Ventilation/AC** – Students learn the installation, maintenance, and repair of heating and air-conditioning systems for residential and commercial refrigeration. Students gain experience installing the heating and cooling systems in the Tech Center project house. (Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related credit is available.)

**Plumbing** – Residential and basic commercial plumbing, layout, and the design of plumbing systems are covered in this program. Students learn soldering and brazing of copper tubing and cutting, threading and grooving of steel pipe for gas and fire protection. Experience is gained at the Tech Center project house. (Open to juniors and seniors, this is a one year program with a second year option. 4<sup>th</sup> year math-related credit is available.)

## **Health Sciences Pathway**

**Dental Careers** – This class will prepare students to become a chair side dental assistant. Students also have the opportunity to explore other careers in the dental field including dental hygienists, dental laboratory technicians, registered dental assistants, and dentists. (Open to juniors and seniors, this is a one year program. 4<sup>th</sup> year math-related and 3<sup>rd</sup> year science credit is available.)

**Emergency Medical Services** – Students are trained to become emergency medical technicians. Students assess patients involved in different types of medical emergencies and trauma, and study treatment procedures. (Open to seniors only, this is a one year program. 4<sup>th</sup> year math-related and 3<sup>rd</sup> year science credit is available.)

**Nursing Careers** – This class prepares the student to become a certified nurse aide. Those students taking this class should be interested in providing health care services that help identify, evaluate, prevent, and/or treat diseases. Students learn basic patient care and receive first aid and CPR certifications. (Open to juniors and seniors, this is a one year program. 4<sup>th</sup> year math-related and 3<sup>rd</sup> year science credit is available.)

**Pharmacy Tech** – Students train to become Certified Pharmacy Technicians. Students will learn about pharmacy law and ethics, pharmaceutical terminology and abbreviations, infection control procedures, prescription preparation and dispensing procedures, drug research and patient relations.

(Open to juniors and seniors, this is a one year program. 4<sup>th</sup> year math-related and 3<sup>rd</sup> year science credit is available.)

**Therapy Services** – Students will learn about the therapy services field which includes working under the supervision of occupational and physical therapists, athletic trainers, or speech and language pathologists. Aides in therapy services prepare and clean treatment areas, maintain therapy equipment, and transport, position, and assist clients in completion of therapy treatment plans designed by therapists.

(Open to juniors and seniors, this is a one year program. 4<sup>th</sup> year math-related and 3<sup>rd</sup> year science credit is available.)

## Human Services Pathway

**Cosmetology** – In this program, students learn services offered in a salon including hair shaping and styling, manicures, facials, and waxing. Students must pay a fee for the first year to cover a mannequin, textbook, hair sheers, razor, and uniform.

(Open to seniors only, students complete training for their cosmetology licenses as an adult student. 4<sup>th</sup> year math-related and visual/performing arts credit is available.)

**Culinary & Pastry Arts** – Students learn about the hospitality field focusing on culinary and pastry arts. They learn food and beverage production, nutritional values, proper cooking methods, sanitation, and various types of desserts and baked goods. Students run the school restaurant where they practice menu planning, food preparation, management skills, and customer finance.

(Open to juniors and seniors, this is a one year program with a second year option.

4<sup>th</sup> year math-related, 3<sup>rd</sup> year science, and visual/performing arts credit is available.)

**Early Childhood Education** – Students in this program gain skills in four major areas of child development: physical, intellectual, emotional, and social. Other areas studied include observation, lesson planning, guidance techniques, and learning environments. Students gain experience by working with children in the Tech Center preschool.

(Open to juniors and seniors, this is a one year program. 4<sup>th</sup> year math-related and visual/performing arts credit is available.)

**Public Safety & Security Services** – This class trains students in the protection of people. Students are introduced to the role of law enforcement, public safety, and security services in our community. Areas of study include Michigan law, the court system, corrections, emergency procedures (including CPR and first aid), and investigative procedures.

(Open to juniors and seniors, this is a one year program.)

## Manufacturing Pathway

**Engineering Design & Machine Technologies** – Students obtain technology skills in engineering and machining. They build and test prototype parts and assemblies of products, tools, and machines used in the automotive, manufacturing, and construction industries. In addition to using the latest engineering and design software, students gain practical experience working with lathes, mills, and surface grinders.

(Open to juniors and seniors, this is a two year program. 4<sup>th</sup> year math-related and visual/performing arts credit is available.)

**Welding** – Students learn the basics of welding including the design, layout and fabrication of metals, the identification of metal and alloy properties, and flux core and plasma arc cutting.

(Open to juniors and seniors, this is a two year program. 4<sup>th</sup> year math-related and visual/performing arts credit is available.)

## Transportation Pathway

**Auto Body Repair** – Students gain skills needed to repair damaged vehicles by learning dent removal, welding techniques, body and frame alignment, panel replacement, surface preparation, estimating skills, and painting.

(Open to juniors and seniors, this is a one year program with a second year option.

4<sup>th</sup> year math-related credit is available.)

**Auto Mechanics** – First year auto mechanics students learn the basics of automobiles. Second year students get hands-on experience working on vehicles in the lab. Among the services learned are tire service, exhausts, tune-ups, engines, electrical circuits, suspensions, brakes, and electronics.

(Open to juniors and seniors, this is a two year program. 4<sup>th</sup> year math-related credit is available.)

**Diesel/Heavy Equipment Mechanics** – The operation, maintenance, and overhaul of diesel-powered equipment is learned, specializing in heavy equipment, trucking, and automotive applications. Second year students expand their knowledge of diesel-powered engines by working on actual customer equipment.

(Open to juniors and seniors, this is a two year program. 4<sup>th</sup> year math-related credit is available.)

**Power Equipment Technology** – Students in this program learn to identify engine components and use factory manuals to learn about mechanical, electrical, and hydraulic systems. The course focuses on the theory and repair of grounds and maintenance equipment.

(Open to juniors and seniors, this is a one year program. 4<sup>th</sup> year math-related credit is available.)

### **PEER ASSISTANT LISTENERS (P.A.L.s)**

<i>10-12th grades</i>	<i>Elective</i>	<i>1/2 credit training; 1/2 credit "PALs in Action"</i>
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The Peer Assistant Listeners program is known as the "PAL Program," and its members, who are known as "PALs," receive their training in a one semester class. Students, selected by the student body as being "natural helpers," are trained in emphatic listening and problem-solving. They become familiar with the realities of adolescent problem behavior (*e.g.*, suicide, substance use/abuse, teen pregnancy, and conflicts in relationships).

### **SPECIAL EDUCATION SERVICES**

The Special Education Department offers a wide range of services to qualified individuals. These include support in general education classes, instruction in study skills, classes taught by the Special Education Department staff members, and full-time instruction within Special Education. More information concerning these services is available through the Guidance Office or from any member of the Special Education Department.

# NCAA ELIGIBILITY REQUIREMENTS



## NCAA DIVISION 1 & 2 INTERCOLLEGIATE ATHLETICS

Student athletes first entering a collegiate institution in the 2010-11 academic year will have eligibility for practice and competition in the freshman year when certified by the NCAA Initial-Eligibility Clearinghouse. (Information about this clearinghouse has been made available to every high school.)

**To be considered a qualifier at a Division I institution and be eligible for financial aid, practice, and competition during a student's first year, he/she must**

1. Graduate from high school.
2. Division 1 has a sliding scale for test score and grade-point average. For the sliding scale on those requirements, refer to the index below:

<u>CORE GPA</u>	<u>SAT</u>	<u>ACT</u>
2.500 and above	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72

3. Present a minimum **grade point average** in at least **16 core courses** in the following areas:
  - English – four years
  - Mathematics – three years (Algebra I or higher)
  - Natural or physical science – two years (including one year of lab)
  - Additional course in English, mathematics, or natural or physical science
  - Social Science – two years
  - Extra core courses from any category above and foreign language – four years

To be a qualifier at a Division II institution, a student must

1. Graduate from high school.
2. Present a **minimum grade point average of 2.0 in at least 14** core courses in the same areas noted above.
3. Present a minimum 820-combined score on the SAT verbal and math section or a minimum sum score of 68 on the ACT. There is no sliding scale in Division II. **Please note: Division II will require 16 core courses beginning August 1, 2013.**

**The following courses are NCAA approved core courses:**

### English

American Experience  
American Literature  
English Literature/AP  
British Literature  
English Language and Composition/AP  
College English  
Creative Writing  
Debate  
Debate /Advanced

English 9 (English 1)  
English 9 Honors

English 10 (English 2)  
English 10 Honors  
Expository Writing / Advanced  
Forensics  
Humanities  
Mythology  
Reading & Writing Workshop  
Speech

Speech / Fundamentals

**English (con't)**

Theatre 1  
Theatre 2  
Technical Writing

**Mathematics**

Algebra  
Algebra II  
Calculus / AP  
FST  
Geometry  
PDM  
Statistics  
Statistics / AP  
Trigonometry  
Advanced Math (Pre-Calculus)

**Social Science**

U.S. History 9  
US History 9/Honors  
World Studies 9  
World Studies 9, Honors  
World History  
World History, Honors  
Ancient History  
Constitutional Law  
European History / AP  
Government  
Government / AP  
Humanities  
Perspectives / World Cultures  
Economics  
Psychology  
Psychology / AP  
US History / AP  
World Issues  
Macro-Econ. / AP

**Natural/Physical Science**

Astronomy  
Biology  
Biology / Advanced  
Biology / AP  
Botany  
Chemistry  
Chemistry / AP  
Accelerated Chemistry  
Biology/Chemistry  
Anatomy & Physiology I & II  
Environmental Issues  
Geology  
Physics (Lab)  
Physics / AP  
Zoology  
Environmental Science / AP

**Foreign Language**

French 1, 2, 3, 4  
German 1, 2, 3, 4  
Spanish 1, 2, 3, 4