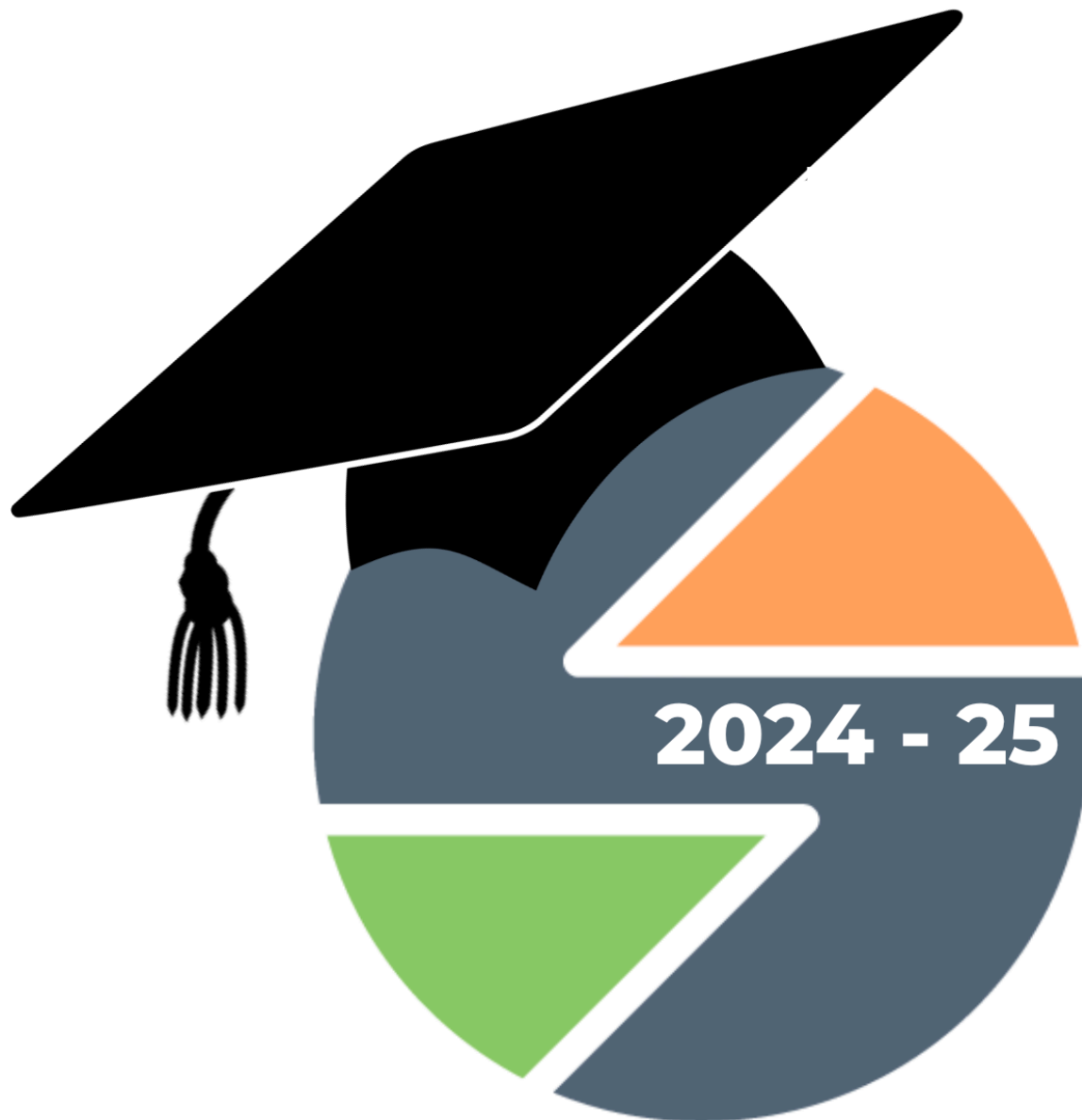


Success Virtual Learning Centers of Michigan

Course Description Guide



[Success Virtual Learning Centers of Michigan](#) is a Public School Charter Academy which opened in the fall of 2016. Our 11 learning centers are located in the lower peninsula from Muskegon to Port Huron. In just over 6 years our enrollment has grown to over 2000 students from all areas of the state of Michigan. Due to the fact we are a virtual, alternative program, our students are not required to attend our centers for day to day instruction.

VISION: *To be a place where every student, regardless of their past, feels 100 percent accepted and cared for.*

MISSION: *To provide a safe and positive place for students by listening to their stories, connecting through authentic relationships, and building personalized plans to help each student succeed.*

Center	Address	Phone	Center Director
Flint	4310 Miller Road, Flint, MI 48507	810-407-8916	Joe Rudelic
Grand Rapids	4328 Kalamazoo Ave SE, Grand Rapids, MI 49508	616-930-3471	Kathy Williams
Hazel Park	21800 John R Rd., Hazel Park, MI 48030	248-965-3088	Kevin Wozniak
Lansing South	2501 S. Cedar St., Lansing, MI 48910	517-977-1745	James Jenkins
Lansing West	5433 W. Saginaw Hwy, Lansing, MI 48917	517-708-8357	Kelliann Rheume
Monroe	1000 S. Monroe St., Monroe, MI 48161	734-682-3720	Melanie Beste
Muskegon North	1930 E. Apple Ave Suite C, Muskegon, MI 49442	231-246-7557	Greg Kindt
Muskegon South	950 W. Norton Ave C, Muskegon, MI 49441	231-747-6661	Greg Kindt
Port Huron	336 Huron Avenue., Port Huron, MI 48060	810-824-3652	Suzanna Stain
Taylor/Downriver	24680 Eureka Rd., Taylor, MI 48180	734-992-6914	Lynne Nowicki
Waterford	945 W. Huron St., Waterford, MI 48328	248-977-1380	Keisha Palmer

TABLE OF CONTENTS (Page #)	Page(s)
Vision, Mission, Center Locations	2
Grad Requirements, Grading Scale, Grade Levels	3
Educational Development Plan	4
Imagine Edgenuity Curriculum	4
Student Expectations	4
Student Testing	4
Title 1 Program	4
Dual Enrollment & CTE Courses	5
Future Planning	5
Personal Curriculum	5
Course Descriptions (including double dipping courses)	6 - 16

Michigan Merit Curriculum (MMC) - 18 Credits

Each semester course = ½ credit (Syllabus Linked)

Mathematics - 4.0 Credits			Science - 3.0 Credits			Language 2.0 Credits
Pre Algebra A & B Standard	Algebra 1A & 1B **(Essential, Standard, or Honors)	Geometry A & B **(Essential, Standard, or Honors)	Biology A & B	Earth/Space Science A & B	Environmental Science A & B	Spanish 1A & 1B
Personal Finance	Financial Math A & B	Algebra 2A & 2B **(Standard or Honors)	Chemistry A & B	Physics A & B	Physical Science A & B	Spanish 2A & 2B
English - 4.0 Credits		PE & Health Ed 1.0 Credit	Social Studies - 3.0 Credits		Visual & Performing Arts (VPAA) 1.0 Credit	
English 9A & 9B *(Essential or Standard)	English 10A & 10B	Lifetime Fitness A & B	World History / Geography A & B	US History / Geography A & B	Art History A & B	Intro to Art A & B
English 11A & 11B	English 12A & 12B	MI Health	Civics	Economics	Test Prep Course	

Grading Scale				Grade Levels			COURSE PLACEMENT BASED ON NWEA SCORES		
A	93 - 100%	C	73 - 76%	<u>Credits</u>	<u>Class</u>	<u>Grade</u>	*Reading NWEA Score ≤ 206		
A-	90 - 92%	C-	70 - 72%	0.0 - 4.5	Freshman	9	Essentials ELA 9A & 9B		
B+	87 - 89%	D+	67 - 69%	5.0 - 9.0	Sophomore	10	**Mathematics NWEA Score		
B	83 - 86%	D	63 - 66%	9.5 - 13.5	Junior	11	<u>Essentials</u>	<u>Standard</u>	<u>Honors</u>
B-	80 - 82%	D-	60 - 62%	14.0 - 18.0	Senior	12	≤ 210	211 - 235	≥ 236
C+	77 - 79%	F	< 59%						

Student Expectations

The minimum requirements to be a student at Success VLCoM are the following:

1. Attendance - At least once per week
2. Course Progress - Complete a course every 3-4 weeks to stay on pace.
3. Assessments - NWEA, State, WIDA (if applicable)
4. Working Agreements - attend center on count days [2 per year], follow center behavior expectations, regularly with staff, follow the [Academic Integrity and Technology Policy](#)
5. Complete English 12B Career Prep Unit which includes: a resume, cover letter, reference sheet, reflection paper, and participating in a mock interview.

Educational Development Plans

Students need opportunities to investigate career pathways, to discover their interests, and to identify options for meeting their potential. This is addressed through the Educational Development Plan (EDP), which documents the student's postsecondary goals. The EDP also outlines the high school coursework the student will need to earn a high school diploma and achieve his or her postsecondary goals. If a student's postsecondary goals require extra math, science, English language arts, world languages, or content from a formal career and technical education program, the Michigan Merit Curriculum (MMC) may be modified through a PC. A PC can only be put in place with the agreement of both the parent or guardian (or emancipated student) and the district superintendent or his or her designee.

Imagine Edgenuity Curriculum

Success Virtual Learning Centers of Michigan Imagine Edgenuity provides an engaging educational environment that is designed to capture attention and draw students into the interactive world of online and blended learning. Using a combination of animations, simulations, video-led direct instruction, relevant websites, and a myriad of activities that support the lesson's topic, students have information at their fingertips that can be reviewed as many times as necessary to achieve mastery.

Student Testing (AIP)

All students are required to take assessments in our program. These tests include: Pre and Post NWEA in Math and Reading, State of Michigan mandated grade level assessments, and WIDA if applicable. This school year state assessments will be administered online with strict guidelines.

Testing Out

According to Michigan Merit Curriculum Law, Sec. 1278(a)(4)(c), "A school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on one or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit."

Multi Tiered Systems of Support (MTSS)

SVLCoM has a Multi-Tiered System of Supports (MTSS) framework in place to support students in our program. The MTSS framework assists educators in supporting the success of all students. When students

fall below program expectations, staff will intervene and provide support and resources for the student to utilize. Students are expected to engage in supports so that they can be as successful as possible within our program. Supports may include, but are not limited to: center attendance, communication, time on task. The intent of MTSS is to give every student the tools and resources needed to learn.

Title 1 Program

Success VLCoM has a schoolwide program that serves all students in our school. All staff, resources, and classes are part of the overall schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need.

Dual Enrollment (Scheduling recommended in March & October)

Traditional college opportunities (dual enrollment) courses should be offered to every student, provided they meet the following requirements:

- a. Currently enrolled in Success as a student. Note: All students grades 9 - 12 are eligible but not enrolled in high school for more than four years (unless one of the exceptions provided for in the administrative rule has been satisfied).
- b. Have at least one parent or legal guardian that is a resident of Michigan (unless the student is experiencing homelessness).

Career / Technical Education (CTE)

CTE credits awarded to students who have completed a program and may be granted for: 1) VPAA Credit, 2) Second foreign language credit, 3) Third credit of Science, or 4) Fourth math credit. Credit awarded depends on articulation agreements (including curriculum documents) with partners, including ISD and RESA programs. Programming is dependent on student / center location; see your local Center Director for more information.

Personal Curriculum (PC)

Personal Curriculum (PC): A personal curriculum is an agreement which modifies the Michigan Merit required credits. The decision to create a plan is based on the individual student's learning needs. The intent of the PC option is to assure the relevance of the student's course of study and facilitate the achievement of postsecondary goals. The PC must align with the high school content expectations, the students educational development plan (EDP), and reduce barriers that may limit a student's opportunity to pursue their career pathway.

Personal Curriculum Rationale:

- 1) If a student enrolls with a current PC, the center must reevaluate the need for a PC in our setting. Current PCs do not automatically transfer with the student.
- 2) A student desires to go beyond the MMC requirements

- 3) Modify the math requirements
- 4) Student disability with an IEP
- 5) Modify credit requirements for transfer student

If none of these reasons are valid for a student, then a PC is not the correct support.

Future Planning (Post High School)

- [College / Career Coach](#)
- [College and Career Resources](#)
- [Tuition Incentive Program \(TIP\)](#)
- [Student Financial Aid FAFSA](#)
- [Seeking a job \(Michigan Works\)](#)
- [Career Prep Unit \(English 12B\)](#)

English / Language Arts (ELA)

English Language Arts 9A & 9B (Essential)

(NWEA score \leq 210)

Grade: 9

2 semester courses

Credits: 1.0

Course Description: This course reviews previously learned skills before introducing students to new skills and concepts. These courses are designed for students who may not have a solid understanding of reading skills and concepts. This course uses a thematic and contemporary approach, including high interest topics to motivate students and expose them to effective instructional principles using diverse content areas and real-world texts. This course will require students to critically read fiction, poetry, drama, and literary nonfiction, to develop mastery on comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. This course allows students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition.

English Language Arts 9A & 9B (Standard)

Grade: 9

2 semester courses

Credits: 1.0

Course Description: This freshman-year English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's The Odyssey, Shakespeare's Romeo and Juliet, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr. and Ronald Reagan. Contemporary texts by Alvarez, Janeczko, and Angelou round out the course.

English Language Arts 10A & 10B Prerequisite Courses: ELA 9 A & ELA 9B

Grade: 10

2 semester courses

Credit: 1.0

Course Description: This sophomore-year English course invites students to explore a diverse selection of world literature organized into thematic units. While critically reading fiction, poetry, drama, and expository nonfiction, students learn essential reading comprehension strategies and engage in literary analysis and evaluation of both classic and contemporary works. Interwoven in the lessons across two

semesters are grammar, vocabulary, and writing lessons that encourage students to strengthen their English language skills. The students will read a range of classic and contemporary literary texts including Henrik Ibsen’s *A Doll’s House*, George Orwell’s *Animal Farm*, and Marjane Satrapi’s *Persepolis*.

English Language Arts 11A & 11B

Prerequisite Courses: ELA 10A & ELA 10B

Grade : 11

2 semester courses

Credits: 1.0

Course Description: This junior-year English course invites students to delve into American literature, from early American Indian voices through thoughtful contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Nathaniel Hawthorne, Langston Hughes, Martin Luther King, Jr., F. Scott Fitzgerald, Leslie Marmon Silko, Amy Tan, and Naomi Shihab Nye.

English Language Arts 12A & 12B

Prerequisite Courses: ELA 11 A & ELA 11B

Grade: 12

2 semester courses

Credits: 1.0

Course Description: This senior-year English Language Arts course invites you to explore a diverse collection of texts organized into thematic units. You will engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, you will learn comprehension and literary analysis strategies. The last semester of this course includes the Senior English Project. The project is designed to assist students in the next step in their life. Students will create a cover letter, resume, and write a short paper about their passion. Tasks will encourage you to strengthen your oral language skills and produce creative, coherent writing. You will read a range of classic texts including the ancient epic *Gilgamesh*, William Shakespeare’s *Hamlet*, and Oscar Wilde’s *The Importance of Being Earnest*. You will study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Contemporary texts by Seamus Heaney, Derek Walcott, and Chinua Achebe round out the course. In section B, students will complete the **Career Prep Unity** which includes the creation of a resume, passion paper, and a presentation.

Mathematics (Essential Courses)

Algebra 1A & 1B (Essentials) (NWEA score \leq 210)

Grade: 9

2 semester courses

Credit: 1.0

Course Description - This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students’ understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Geometry A & B (Essential)

Prerequisite Courses: Algebra 1A & 1B

(NWEA score \leq 210)

Grade: 10-12

2 semester courses

Credit: 1.0

Course Description - This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of Math Courses triangle congruence, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Mathematics (Standards Courses)**Pre-Algebra A & B (Standard)**

(NWEA Score 211 - 235)

Grade: 9

2 semester courses

Credit: 1.0

Course Description - This course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Algebra 1A & 1B (Standard)

(NWEA Score 211 - 235)

Grade: 9

2 semester courses

Credit: 1.0

Course Description - This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Geometry A & B (Standard)

Prerequisite Courses: Algebra 1A & 1B

(NWEA Score 211 - 235)

Grades: 10-12

2 semester courses

Credits: 1.0

Course Description - This course formalizes what students learned about geometry in the middle grades with a focus on mathematical reasoning making arguments. Students will study triangle congruence, including exposure to formal proofs and geometric constructions. Students extend their learning to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel

and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Algebra 2A & 2B (Standard)

Prerequisite Courses: Algebra 1A & 1B (NWEA Score 211 - 235)

Grades: 10-12

2 semester courses

Credit: 1.0

Course Description - This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Process standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Algebra 1A & 1B (Honors)

(NWEA Score \geq 236)

Grade: 9

2 semester courses

Credit: 1.0

Course Description - This full-year honors course introduces students to linear, exponential, and quadratic functions by interpreting, analyzing, comparing, and contrasting functions that are represented numerically, tabularly, graphically, and algebraically. Technology is utilized within some lessons to further support students in identifying key features as well as displaying images of the functions. The course builds upon the basic concepts of functions to include transformations of linear and nonlinear functions. Students deepen their understanding of quantitative reasoning, piecewise functions, and quadratic functions through performance tasks. The additional performance-based skills allow the honors students to apply more of the concepts taught in the course. The course concludes with students analyzing data through displays and statistical analysis

Geometry A & B (Honors)

Prerequisite Courses: Algebra 1A & 1B (NWEA Score \geq 236)

Grades: 10-12

2 semester courses

Credit: 1.0

Course Description - The course begins by exploring the foundational concepts of Euclidean Geometry in which students learn the terminology of geometry, measuring, proving theorems, and constructing figures. Students then expand on their knowledge of transformations and complete an assignment on identifying point symmetry as well as completing a performance task on tessellations. The course continues with an in-depth look at triangles, prove theorems, relating congruence and similarity in terms of transformations, and connecting right triangles relationships to trigonometry. Students study set theory and apply probability through theoretical and experimental probability, two-way tables, and combinations and permutations. Within the circle units, students identify angles, radii, and chords, and then compute the circumference and area of various circles. Then students study parabolas, ellipses and hyperbolas.

Algebra 2A & 2B (Honors)

Prerequisite Courses: Geometry 1A & 1B (NWEA Score \geq 236)

Grades: 10-12

2 semester courses

Credit: 1.0

Course Description - The course begins with a review of concepts that will assist students throughout the course, such as literal equations, problem solving, and word problems. To build on their algebraic skills, students learn about complex numbers and apply them to quadratic functions by completing the square and quadratic formula methods. Next, students solve linear systems and apply their knowledge of the

Chemistry A & B * (Potential Double Dip Course)**

Prerequisite Courses: Biology A & B

Grades: 10-12

2 semester courses

Credit: 1.0

Course Description - This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

Physical Science A & B

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

Environmental Science A & B

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

Earth / Space Science A & B

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - Students enrolled in this course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible, volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course providing a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

Physics A & B * (Potential Double Dip Course)**

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - This course focuses on traditional concepts in physics, and encourages exploration of new discoveries in this field of science. The course includes an overview of scientific principles and

procedures, and leads students toward a clearer understanding of motion, energy, electricity, magnetism, and the laws that govern the physical universe. As students refine and expand their understanding of physics, they will apply their knowledge in experiments that require them to ask questions and create hypotheses. Throughout the course, students solve problems, reason abstractly, and learn to think critically

Health & Physical Education

Michigan Contemporary Health

Grades: 9-12

1 semester course

Credit: 0.5

Course Description - This course analyzes various health topics. It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships and mental health in the context of the importance of creating a healthy lifestyle. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, as well as nutrition, sleeping, and physical fitness plans. This course covers issues of harassment, bullying, sex / gender identity, same-sex relationships, contraception, and other sensitive topics.

Lifetime Fitness A & B

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness equips high school students with the skills they need to achieve lifetime fitness. Throughout this full year course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals

Social Studies

Civics (Government)

Grades: 9-12

1 semester course

Credit: 0.5

Course Description - This semester-long course provides students with a practical understanding of the principles and procedures of government. The course establishes the origins and founding principles of American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today, the role of citizens in the civic process, and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy approaches. Students sharpen their writing skills in shorter tasks and assignments, practice outlining and drafting skills by writing full informative, argumentative essays.

U.S History & Geography A & B

Grade: 9

2 semester courses

Credit: 1.0

Course Description - U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn

critical-thinking skills by examining the constitutional foundations of the U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

Economics *** (Potential Double Dip Course)

Grades: 11-12

1 semester course

Credit: 0.5

Course Description - Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

World History & Geography A & B

Grade: 10

2 semester courses

Credit: 1.0

Course Description - This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. Students conduct a study of modern history, drawing connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Students will use a variety of sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

World Language

Spanish 1A & 1B

Grades: 9-11

2 semester courses

Credit: 1.0

Course Description - Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Spanish 2A & 2B

Prerequisite Courses: Spanish 1A & 1B

Grades: 10-12

2 semester courses

Credit: 1.0

Course Description - Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities,

speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

World Language Credit

- By completing the equivalent of 2 credits in a language other than English during Grades K-12.
- Through learning beyond the K-12 classroom: formal study abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences as determined by the district.
- Students may partially or fully fulfil one credit of the World Language requirement by completing a department-approved formal CTE program or by completing Visual, Performing, or Applied Arts instruction that is in addition to the Visual, Performing, and Applied Arts requirement.

Visual, Performing, and Applied Arts (VPAA)

Introduction to Art A & B

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Art History A & B

Grades: 9-12

2 semester courses

Credit: 1.0

Course Description - Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students learn topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Test Prep Course

Grades: 9-12

1 semester course

Credit: 0.5

Course Description - The SAT Success Prep course is designed for high school students aiming to improve their SAT scores and enhance their college readiness. This comprehensive program focuses on the critical skills tested in the SAT, including reading, writing, and mathematics.

***** Double Dipping**

Definition: Double dipping is the completion of one course (0.5 credits) and earning credit for two courses (1.0 credit). Some courses can be used to grant more than one credit if the content meets the academic standards of both courses. Since credit is based on student proficiency with the

content, how and where they learn the content has no bearing on credit as long as students satisfactorily demonstrate proficiency on district-determined measures. Use the following

- Students with **14 or more credits** earned **may** qualify for double-dipping options. These will be placed on transcript during the student's graduation year.
- The "double dipping" courses provide (.5) credit for a student in each of the three courses:
 - **Economics** - Social Studies (.5 credits) & Math Experience (.5 credits)
 - **Chemistry** - Science (.5 credits) & Math Experience (.5 credits)
 - **Physics** - Science (.5 credits) & Math Experience (.5 credits)
- Use the following notation in the Pulse Student Plan when applying the double-dipping option:

Mathematics			
Course / School	Grade	Credit	Term/Year
Algebra 2B			
DD with Economics Success VLC of Michigan	CR	0.50	SM2-21/22
Math Experience			
Sub Total:			

Social Studies			
Course / School	Grade	Credit	Term/Year
BS Economics Success VLC of Michigan	B+	0.50	SM2-21/22
Sub Total:			