

LINCOLN PARK HIGH SCHOOL
2018-2019 CURRICULUM GUIDE
(Subject to change)

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LINCOLN PARK BOARD OF EDUCATION

Susan Amorose
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LINCOLN PARK CENTRAL OFFICE ADMINISTRATION

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Cheryl Irving Assistant Superintendent/Curriculum
Eric Calvin..... Director of Instruction and Evaluation
Jennifer Borg..... Director of Staff and Student Services
Nichole Chubb..... Director of Special Education
Angela Black Director of Finance
Ron Revoir..... Buildings & Grounds

IMPORTANT HIGH SCHOOL TELEPHONE NUMBERS

| | |
|-------------------------------|---|
| Main Office | 389-0234 (Dan Mercer, Principal) |
| Assistant Principals | 389-0260 (Donald McKenzie) A – F 389-0262 (Lee Kraft) G – O 389-0263 (Matthew Kaminski) P – Z |
| Athletics | 389-0260 (Donald McKenzie) |
| Special Education | 389-0210 (Nicole Chubb) |
| Attendance Office | 389-0242 or 389-0243 |
| After Hours Answering Service | 389-0244 (3:00 p.m. to 7:00 a.m.) |
| Counseling Office | 389-0246 |

MISSION STATEMENT FOR LINCOLN PARK HIGH SCHOOL

The staff of Lincoln Park High School – in a shared responsibility with students, administration, board of education, family, and community – is committed to provide an educational program enabling our students to become competent, responsible contributors to a global society who value life-long learning.

CIVIL RIGHTS COMPLIANCE

Lincoln Park Public Schools complies with all Federal laws and regulations of the United States Department of Education. It is the policy of the Lincoln Park Public School District that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap or limited English proficiency shall be discriminated against, excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any program or activity to which it is responsible or for which it receives financial assistance from the United States Department of Education.

CIVIL RIGHTS COMPLAINT PROCEDURE

Lincoln Park Public Schools

Outlined below is the complaint procedure to follow should you or your son/daughter feel discriminated against based on race (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), and/or handicap (Section 504 of the Rehabilitation Act of 1973).

Individuals listed below have been designated by the Lincoln Park Board of Education as district coordinators for federal regulations and can be contacted to answer questions or initiate grievance procedures:

| | |
|---|---|
| Terry Dangerfield, Superintendent of Schools (313) 389-0200 | Title VI of the Civil Rights Act of 1964 |
| Terry Dangerfield, Superintendent of Schools (313) 389-0200 | Title IX of the Education Amendments of 1972 |
| Andrew Sueta, Instructional Technology Integration Specialist (313) 389-0200 | Section 504 of the Rehabilitation Act of 1973 |

Resolved that the Lincoln Park Public Schools, to comply with Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Right Act of 1964, Title IX of the Education Amendments of 1972, and Guidelines of Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap of 1979, adopt the following complaint procedures:

SECTION 1: A complaint is defined as an alleged action prohibited under the Acts identified above, and a complainant is a student or an employee who submits a complaint.

SECTION 2 STEP ONE: The complainant must submit to the administrator designated to receive and investigate complaints alleging non-compliance with the rules and regulations a signed, written "Statement of Complaint." The "Statement of Complaint" shall name the complainant; shall state the facts giving rise to the complaint; shall identify all the provisions of the Rules and Regulations alleged to be violated; shall state the contention of the complainant with respect to these provisions; shall indicate the relief requested; and shall be signed by the complainant involved. The coordinator shall give the complainant an answer in writing no later than (5) days after receipt of the written complaint.

SECTION 3 STEP TWO: If the complaint is not resolved at Step One, it must be submitted with five (5) days to the Superintendent or his/her deputy. The Superintendent or his deputy and the complainant shall meet within a reasonable time, not to exceed ten (10) school days, in an attempt to resolve the matter.

SECTION 4 STEP THREE: If a satisfactory disposition of the complaint is not made as a result of the meeting provided in Step 2 above, either party shall have the right to file said complaint with the Secretary of the Board within five (5) days of the meeting provided in Step Two. The Board will have thirty (30) school days to render its decision, in writing, to the complainant.

SECTION 5: Any complaint submitted under this procedure shall be filed at Step One within twenty (20) school days after the complainant becomes aware, or reasonably should have become aware, of the action complained of. If the complaint is not serviced within that time, the complaint will not be considered. Failure by the complainant to appeal the complaint from Step One to Step Two within the time limit shall also bar the complaint.

BE IT FURTHER RESOLVED, that this complaint procedure be added to the appropriate policies and be generally published.

TESTING OUT

Testing out refers to the process that allows a student to take a cumulative assessment in a class in an effort to receive credit for that class without actually taking the class. This is an option to demonstrate that a student meets or exceeds the content expectations associated with the subject area. The student must earn at least an 85% on the assessment to test out of the class. Students will earn credit in the class and it does not affect the student's grade point average (GPA). Testing out dates will be determined by the school administration. Students should inquire with their counselor regarding the testing out schedule. A student may test out of a class that they are eligible to take and have not yet taken.

CAREER PATHWAYS

Career Pathways helps students:

- Learn about emerging career opportunities;
- See how school subjects relate to the world of work;
- Challenges students to develop high academic skills;
- Helps students examine interests, goals and talents;
- Shows students the education and skills needed to get the GOOD Jobs;
- And helps students value education as a lifelong process

Career Pathways connects schools to the work place. It gives students a purpose for learning. Students are often overheard saying. “**Why do I have to take this class? When will I ever use this information?**” A Career Pathways classroom requires the student to apply the information to “real Life” situation and engages the student, thus resulting in interested students that achieve!

Six defined Pathways: 1. Arts and Communication. 2. Business Management, Marketing, and Technology, 3. Engineering/Manufacturing and Industrial Technology. 4. Health Sciences. 5. Human Services. 6. Natural Resources and Agriscience.

1. Arts and Communication

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

2. Business, Management, Marketing, and Technology

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting personnel, economics, and management.

3. Engineering/Manufacturing and Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

4. Health Sciences

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

5. Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

6. Natural Resources and Agriscience

Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

ARTICULATION AGREEMENTS/CREDIT (▲C)

LPHS has Articulation Agreements with a number of local colleges/universities in the areas of Public Speaking, Marketing, Aviation Technology, CADD, Building Trades, and AgriScience. College credit could be received upon successful completion of the course(s) and enrollment in the articulated college.

ON-LINE CLASSES

A limited number of students will be able to schedule for up to two on-line classes for credit. If on-line classes are chosen, an on-site teacher/mentor will be assigned for the classes. The on-site teacher/mentor will monitor the student's progress in the on-line courses as well. Students must see their counselor to include on-line course(s) in their schedule.

GRADING POLICY

The grading policy at Lincoln Park High School is an evaluation of the student's academic ability and effort as demonstrated on assignments, projects, and tests. The grading scale and emphasis can differ considerably from teacher to teacher, as well as, from subject to subject, and the student should thoroughly understand the grading pattern to be used by each teacher. Certain provisions of the attendance policy may be reflected in the student's grade or grades.

| | | | | |
|------------|------------|------------|------------------|--------------------------------|
| 100 – 93 A | 89 – 87 B+ | 79 – 77 C+ | 69 – 67 D+ | 59 – 0 E |
| 92 – 90 A- | 86 – 83 B | 76 – 73 C | 66 – 63 D | * ≥8 absences & passing S |
| | 82 – 80 B- | 72 – 70 C- | 62 – 60 D- | ≥8 absences & failing U |
| | | | Credit by exam Q | *Student has 10 days to appeal |

PARENT CONNECTION AND STUDENT CONNECTION

Contact Assistant Principal's office for respective Zangle password

ADVANCED PLACEMENT (AP) LEVEL COURSES

All students who are willing to accept the challenge of a rigorous academic curriculum will be given consideration for admission to Advanced Placement (AP) courses.

Students who earn a C- or better in an AP course will receive a half honor point of .5 added to their GPA for that course.

GRADING SCALE

| <u>Traditional Scale</u> | | <u>AP Scale (with honor points)</u> | |
|--------------------------|-----------|-------------------------------------|--|
| A = 4.00 | D+ = 1.50 | A = 4.50 | |
| A- = 3.75 | D = 1.00 | A- = 4.25 | |
| B+ = 3.50 | D- = .75 | B+ = 4.00 | |
| B = 3.00 | S = .50 | B = 3.50 | |
| B- = 2.75 | Q = .00 | B- = 3.25 | |
| C+ = 2.50 | G = NA | C+ = 3.00 | |
| C = 2.00 | H = NA | C = 2.50 | |
| C- = 1.75 | E = .00 | C- = 2.25 | |
| | U = .00 | | |

Students, parents, teachers, and others that are involved in the high school AP courses, know in advance that the students are projected and encouraged to participate in an AP exam in May. In the academic areas of English and Mathematics, many students enroll in Pre-AP courses during their sophomore and junior years. In these courses, there is an expected higher level of commitment which will require more time and effort from the student than a typical high school course.

Any student that drops an AP course during the last semester in which an AP exam is scheduled (i.e. AP English 12, AP Calculus, AP Statistics, AP US History, AP Government, AP Chemistry,...) will have their honor points retracted from the course(s) leading up to the AP exam during the first semester. The only exemptions would be if a student must drop the last semester of an AP course for a required course that is only offered during the same class period or two AP courses are only scheduled during the same class period.

REQUIRED MICHIGAN MERIT CURRICULUM COURSES

Students that fail 1 semester of a required MMC (Michigan Merit Curriculum) credit will need to make up that ½ credit through summer school and/or night school.

Students that fail both semesters of a required MMC credit will need to make up that 1 credit through summer school and/or night school – or – be rescheduled into those courses the next school year, thus putting them behind in credits and jeopardizing their year of graduation.

CREDIT RECOVERY GUIDELINES

LINCOLN PARK HIGH SCHOOL STUDENTS ATTENDING ADULT EDUCATION

Lincoln Park High School students:

- Must be credit deficient
- Cannot take a specific graduation requirement unless the course was previously failed
- Must have a signed note from a counselor and/or administrator specifying courses(s) to be taken
- All courses are taken online

STUDENT SCHEDULING

An understanding of the scheduling process at Lincoln Park High School may prevent errors in your schedule for the following semester. The steps in the procedure are outlined below:

1. Distribution of the Curriculum Guide and Course Request Sheets.
2. Selection of courses and alternates by students after consulting with counselors, teachers, and parents.
3. Student course selections are tallied. The number of course offerings is determined by the tally figures and staff availability.
4. Corrections on student selection or survey sheets may be necessary due to cancelled or overcrowded class sections. In some cases, counselors may determine that the student has made an error or a poor choice. Necessary changes will be made.
5. A final schedule of classes, hours, rooms, and staff assignments will be developed by the administration.
6. The counselors will adjust any conflicts in student schedules caused by the schedule itself.
7. Individual student schedules including classes, hours, teachers, and rooms are then “built” by the computer and distributed to the student at orientation the next year.

Your course selections are not only vital to the scheduling process, but especially to you and the measure of success you achieve in high school. Make them carefully, but only after consultation with counselors, teachers, and your parents. Remember the student is ultimately responsible for their course selections and meeting graduation requirements.

SCHEDULING ADJUSTMENTS

The registration process begins when students receive this *Curriculum Guide*. It is very important that students and parents select courses and make adjustments in course selections during the time provided in the registration process. Students will have one week from receipt of the *Curriculum Guide* to consult with counselors, teachers and their parents before finalizing selections. By mid-April, all final selections for the school year should be completed.

Schedule adjustments at the beginning of the new school year can be made only for the following reasons:

1. The student is eligible for cooperative training.
2. The student has an incomplete schedule because of an unavoidable conflict.
3. The student has a failure from the previous semester in a prerequisite course.
4. The student made a schedule change during the registration period that was not properly processed.
5. The student completed a course in summer school that is on his/her current schedule.
6. The student is misplaced as verified by the counselor and parent.

Students who do not qualify for schedule adjustments under the above criteria must follow their schedules for the entire semester. Students who experience academic difficulty in a course they have selected will not be allowed to withdraw or change the class without parent, teacher and counselor involvement.

1. Schedule changes must be made before the final registration date since the master class schedule for next year’s program is based upon the data collected from students.
2. Some of the courses will be offered outside of the high school. Students may have to move between locations to attend their assigned courses.
3. Due to low enrollment, some courses described in this publication may not be offered.
4. Parents are encouraged to communicate freely with counselors and members of the school staff throughout the registration period.

GRADUATION REQUIREMENTS

Students should earn, at least, 23 credits.
Lincoln Park High School is a four (4) year school.
Each year is divided into two (2) semesters.
Students take six (6) classes each semester.
Each class per semester (successfully completed) = ½ credit.
A student can earn three (3) credits per semester.
A student can earn six (6) credits per school year.
Students must complete four (4) years of secondary education.
Transfer students must complete one (1) year of residency at L.P.H.S.
Students must participate in any state sanctioned test required by federal and state policy.
A general studies diploma may be granted after consultation with parent, counselor, and administration.

REQUIREMENTS (subject to change): Based on the MICHIGAN MERIT CURRICULUM (MMC)

ENGLISH (p 8) – minimum 4 Credits
Including courses in ELA 9, ELA 10, ELA 11, and ELA 12

MATHEMATICS (p 12) - minimum 4 Credits
Specific required courses are: Algebra 1 (could be taken in 8th grade), Geometry, Algebra 2 –
1 Math course (or *Math Related*), at least, during the senior/final year (Up to
1 credit may be earned in a *Math Related* class, outside the math department)

SOCIAL STUDIES (p 15) - minimum 3 Credits
Specific required courses are: 9th gr. US History, 10th gr. World History, 11th gr. Government & Economics

SCIENCE (p 17) - minimum 3 Credits
Specific required courses are: 9th gr. Biology, 10th gr. Physical Science, and 11th grade Chemistry

VISUAL, PERFORMING, APPLIED ARTS (VPA) – 1 Credit

ADDITIONAL REQUIREMENTS

- Health (*Health*) – ½ credit
Specific required course is: 01370-Health (p 33)
 - Physical Education (**PE**) – minimum ½ credit
Physical Education is required unless excused for medical reasons, or waived for the successful completion of Marching Band, J.R.O.T.C., or a school's sport program.
 - World Language – minimum 2 credits in grades K-12 OR home or heritage language
Credits may be earned in a combination of a K-8 experience and/or 9-12 experience
OR 1 credit of a K-12 world language experience and 1 additional **VPA** credit
-

LINCOLN PARK REQUIREMENTS –

- Online Learning Experience (**Online**)
Specific required course is: 01900EM11 – Test Prep 11 / 11th grade (pgs 10, 13)
 - Additional Courses
Specific required courses are: 01900EM11 – Test Prep 10 / 10th grade (pgs 9, 12)
01053 – Digital Literacy and 01316 – Math 9/ 9th grade (pgs 9, 12)
-

IT IS THE STUDENT'S RESPONSIBILITY TO MEET GRADUATION REQUIREMENTS.

GRADE LEVEL PLACEMENT: (23 CREDITS ARE DESIRED UPON GRADUATION)

10th Grade – A minimum of 5 credits is desired.
11th Grade – A minimum of 11 credits is desired.
12th Grade – A minimum of 17 credits is desired.

ENGLISH DEPARTMENT

A NOTE TO THE STUDENT:

The state of Michigan recommends that **each high school student is required to take at least eight (8) semesters of English.**

Each English course is classified according to its primary purpose, general nature, and usefulness to the student. The three (3) classifications are Basic (B), Intermediate (I), and Advanced Placement (AP). These classifications and the grade levels to which the courses are open serve as guidelines for your planning. There are no “easy” or “hard” courses when students are properly enrolled in courses that fit their needs and abilities.

A Basic course (B) is for a student especially desiring to improve their reading and writing fundamentals. Knowing that a good understanding and management of language is necessary for success in other school work and after graduation, a student wants to be sure of their basic skills.

An Intermediate course (I) further develops the student’s basic skills by applying them to the subjects explored. The minimum writing assignment is a 12-line paragraph proving one idea, showing the student’s comprehension of that idea, during a class period. The minimum reading assignment is about five (5) pages a day.

An Advanced Placement course (AP) is primarily for the student who is planning to go to college, if they enjoy the theme, can manage the material, and has the prerequisites. The student must be able to write a clear essay of five (5) paragraphs in three (3) pages supporting a thesis and to read and comprehend approximately twenty (20) pages a day per class. This Course also includes an extensive reading list for the school year and summer. These classes will also prepare students to qualify to take the AP English test in senior year.

GRADE LEVELS 9-12

| CODE | COURSE TITLE | TYPE | GRADE |
|--------|------------------------------|------|-------|
| | Required: | | |
| 050 | English 9A | B/I | 9 |
| 051 | English 9B | B/I | 9 |
| 053 | Digital Literacy | | 9 |
| 001 | English 10A | B/I | 10 |
| 002 | English 10B | B/I | 10 |
| 900E10 | Test Prep 10/English | | 10 |
| 009 | English 11B | B/I | 11 |
| 011 | English 11B | B/I | 11 |
| 900E11 | Test Prep 11/English | | 11 |
| | Electives: | | |
| 012 | Myths, Legends, and Folklore | B/I | 11/12 |
| 013 | Public Speaking | I | 11/12 |
| 057 | Young Adult Literature | I | 11/12 |
| - - - | *Pre-AP English 11 | AP | 11 |
| 020 | English 12A | B/I | 12 |
| 030 | English 12B | B/I | 12 |
| - - - | AP English 12 | AP | 12 |

*10th grade students who **pass both** 10th grade English classes with a **B** or better and are on the honor roll may choose to apply for Pre-AP English 11.

English Required Courses

050 ENGLISH 9A (REQUIRED)

S1/Grade 9

Students will learn the basic skills of reading, writing, listening, reasoning and speaking. The emphasis is on discussion of various types of literature, such as the short story, poetry, drama, novel and essay. Students will learn to “read between the lines” to gain more than just a surface reading from any selection. Students will complete many writing assignments of various lengths based on the reading selections. Grammar will emphasize parts of speech and sentence structure. **NCAA Core**

051 ENGLISH 9B (REQUIRED)

S2/Grade 9

This course is a continuation of English 9A. Students will read short stories, essays, poetry, and novels. Students will complete many writing assignments of various lengths based on the reading selection. **NCAA Core**

053 DIGITAL LITERACY (REQUIRED)

Grade 9

This course is meant to help prepare students for life in an increasingly digital world. Modern students have likely been surrounded by technology since the day they were born, but that doesn't necessarily mean that they know how to use it responsibly, effectively, and wisely. In Digital Literacy, we'll explore the advantages and disadvantages of social media, discuss the Bystander Effect and brainstorm ways that a teenager can work to combat it, and begin cultivating a positive online presence. Next, we will discuss tricks and tools that students can use to refine their searches on Google and then practice using Google to fact-check news articles and social media posts. Students will also practice using search engines to seek out ways to teach themselves new skills. Finally, we'll work on writing online reviews for books and businesses, and students will discover ways to make their writing more persuasive and convincing. Throughout the course, students will keep a blog, which will serve not only as a documentation of their learning, but also as an online portfolio.

001 ENGLISH 10A (REQUIRED)

S1/Grade 10

This course presents an overview of the short story, drama, poetry and essay. It is designed to introduce students to the various forms of literature. Students will learn grammar and writing within the context of the literary selections. They will also learn how to organize information to produce a report. **NCAA Core**

002 ENGLISH 10B (REQUIRED)

S2/Grade 10

This course is a continuation of 10A. Students will read short stories, poetry, essays and novels. Students will complete many writing assignments of various lengths based on the reading selections. A paper requiring research may be written during the semester. **NCAA Core**

900EM10 TEST PREP 10/ ENGLISH (REQUIRED)

S2/Grade 10

(This course is 10 weeks long and students will take Test Prep 10/Math the other 10 weeks of the semester)

In this course, students will acquire numerous and various strategies to help grasp the concepts of the English language. Both reading and writing strategies will be discussed in this course that will help prepare students to analyze and write for specific audiences. Some of the main concepts that students will look at are: author's main ideas, inferences, specific details and examples, sentence structure, thesis, and question/answer relationship. Students will be expected to increase their reading level from the start of the course until the completion and compose various writing formats for a variety of audiences and purposes.

009 ENGLISH 11A (REQUIRED)

S1/Grade 11

PREREQUISITE: A passing grade in Lit 10 or Comp 10 or Test Prep 10/English

This course will help students appreciate and learn about short stories, poetry, novels and essays. In addition to comprehending these works, students will use some of the selections to explore different ways to solve problems of individual importance. Students will have the opportunity to improve their thinking and writing abilities. Students will complete many writing assignments of various lengths based on the reading selections. **NCAA Core**

011 ENGLISH 11B (REQUIRED)

S2/Grade 11

This course is a continuation of 11A. Students will complete many writing assignments of various lengths based on the reading selections. Students will read short stories, poetry, essays and novels. **NCAA Core**

900EM11 TEST PREP 11/ ENGLISH (REQUIRED)

S1/Grade 11

(This course is 10 weeks long and students will take Test Prep 11/Math the other 10 weeks of the semester)

In this course, students will acquire numerous and various strategies to help grasp the concepts of the English language. Both reading and writing strategies will be discussed in this course that will help prepare students to analyze and write for specific audiences. Some of the main concepts that students will look at are: author's main ideas, inferences, specific details and examples, sentence structure, thesis, and question/answer relationship. Students will be expected to increase their reading level from the start of the course until the completion and compose various writing formats for a variety of audiences and purposes.

(Approval) PRE-AP ENGLISH 11 (2 semesters)

Yr/Grade 11

PREREQUISITE: 3.0 or above in English; application required; English teacher and parental consent

This course is a year-long intensive program. Students need to have a 3.0 gpa or better, be on the honor role, and apply for the position. Spaces are limited. Guidelines include College Board materials and suggestions that will give students an in-depth, deeper knowledge of American literature. If students take the AP exam in the second semester, then they can test out of some college freshmen courses depending on their score. Various novels will be read independently and presented to the class. **NCAA Core**

English Elective Courses

012 MYTHS, LEGENDS, AND FOLKLORE

Grades 11, 12

This course is designed to familiarize the student with the various myths, legends, and folk tales that have long been a part of our culture and more specifically, a part of literature. The course offers a look at American legends and heroes as well as the myths of ancient Greece, Rome, and Arthurian legend. **NCAA Core**

013 PUBLIC SPEAKING (AC)

Grades 11, 12

This course helps the student converse with others in everyday conversation and presents themselves effectively in front of an audience. A student will give at least one speech per week. Each speaking assignment will lead the student to use some practical principle or skill within the course. The majority of speeches will be from two to five minutes in length. The final exam consists of one six to ten-minute speech in the last week of the semester. **NCAA Core**

057 YOUNG ADULT LITERATURE

Grades 11, 12

This course challenges students to think critically about young adult literature using four young adult novels as anchor texts, and through the reading and analysis of one piece of classic literature. Students will be expected to participate in assigned readings, writings, and class discussions that center on pieces being studied. This course will incorporate multimedia texts including author's blogs, film adaptations, fan productions and social media controversies. This course will involve group work and team-based activities which will require students to work cooperatively with people of different backgrounds. **NCAA Core**

020 ENGLISH 12A

S1/ Grade 12

This course explores different essential questions. Students will read selections of short stories, poetry, novels and essays. Students will complete many writing assignments of various lengths based on the reading selections. **NCAA Core**

030 ENGLISH 12B

S2/Grade 12

This course is a continuation of 12B. Students will read selections of short stories, poetry, novels and essays. Students will complete many writing assignments of various lengths based on the reading selections. **NCAA Core**

(Approval) AP ENGLISH 12 (2 semesters)

Yr/Grade 12

PREREQUISITE: A passing grade in Pre-AP English 11 AND Teacher Recommendation/Approval

This year-long course will follow course guidelines developed and published by the College Board and prepare students to take the AP Literature exam in the spring. The content of the AP English class will be more sophisticated and intensive than a regular English 12 class. Deeper understanding and analysis of British literature will be examined. Students must be able to read perceptively, independently, and write proficiently. In conjunction with the assigned textbook, there will be a summer reading list and supplementary novels suggested by the College Board. **NCAA Core**

MATHEMATICS DEPARTMENT

Each high school student is required to complete 4 credits of mathematics. One math course (or math-related), at least, must be earned during your senior/final year. Up to 1 credit may be earned in a math-related class, outside the mathematics department. See course descriptions for math-related classes.

Students must earn credits in Algebra 1, Geometry, and Algebra 2. The Algebra 1 course may have been taken in 8th grade.

Each course listed is one semester unless otherwise stated.

The Advance and Pre-Advance Placement (AP) are considered college prep courses. Students should have a thorough understanding of algebraic and geometric concepts. These courses will also prepare students to take the AP Calculus test during their senior year. Students who receive an A or B in Geometry may be recommended to enroll in Pre-AP Algebra 2.

318 ALGEBRA 1A (REQUIRED) S1/Grades 9, 10, 11, 12

This course will cover the common core state Algebra standards. Units covered in this course include: functions, linear equations and their graphs, and inequalities. **NCAA Core**

319 ALGEBRA 1B (REQUIRED) S2/Grades 9, 10, 11, 12

This course will continue to cover the common core state Algebra standards. Units covered in this course include: systems of linear equations, exponents and exponential functions, and polynomials and factoring. **NCAA Core**

316 MATH 9 (REQUIRED) Grade 9

This course will spend time on reinforcing lessons in the Algebra 1 class, and in some cases, will cover some pre-lesson skills that may help students better understand the concepts taught in Algebra 1.

321 GEOMETRY A (REQUIRED) S1/Grades 9, 10, 11, 12

PREREQUISITE: A passing grade in Algebra 1A or Algebra 1B

This course will cover the common core state Geometry standards. Units covered in this course include: tools of Geometry, congruent triangles, quadrilaterals, and transformations. **NCAA Core**

322 GEOMETRY B (REQUIRED) S2/Grades 9, 10, 11, 12

This course is a continuation of Geometry A. Units include: similarity, right triangle trigonometry, area, circles, and surface area and volume. **NCAA Core**

900EM10 TEST PREP 10/ MATH (REQUIRED) S2/Grade 10 (This course is 10 weeks long and students will take Test Prep 10/English the other 10 weeks of the semester)

This course will cover the College Readiness Standards. The review units include: Basic Operations (conversions, proportions and percentages); Probability & Statistics (mean, median, mode, missing values, combinations, permutations and probability); Number Concepts; Expressions, Equations & Inequalities (solving multi-step equations and inequalities, factoring and evaluating); Coordinate Geometry (slope, midpoint, distance, linear equations); and Plane Geometry (angles, triangles, area, perimeter, surface area, volume).

331 ALGEBRA 2A (REQUIRED)

S1/Grades 10, 11, 12

PREREQUISITE: A passing grade in Geometry A or Geometry B –or– Concurrently with Geometry

This course will cover the common core state Algebra standards. Units covered in this course include: quadratic equations and functions, polynomials and polynomial functions, and radical functions and radical exponents. **NCAA Core**

333 ALGEBRA 2B (REQUIRED)

S2/Grades 10, 11, 12

This course is a continuation of Algebra 2A. Units include: rational functions, quadratic relations and conic sections, and matrices. **NCAA Core**

(Approval) PRE-AP ALGEBRA 2 (2 semesters)

Yr/Grades 10, 11

PREREQUISITE: 3.0 or above in Mathematics; application required; Math teacher and parental consent

This is a year-long course designed for motivated students proficient in both algebraic and geometric concepts. This course will prepare students for Pre-AP Calculus and ultimately AP Calculus, which will prepare them for college courses. The Algebra 2A and B topics are covered but the course will progress at a faster pace and include more advanced topics. **NCAA Core**

900EM11 TEST PREP 11/ MATH (REQUIRED)

S1/Grade 11

(This course is 10 weeks long and students will take Test Prep 11/English the other 10 weeks of the semester)

This course will cover the College Readiness Standards. The review units include: Basic Operations (conversions, proportions and percentages); Probability & Statistics (mean, median, mode, missing values, combinations, permutations and probability); Number Concepts; Expressions, Equations & Inequalities (solving multi-step equations and inequalities, factoring and evaluating); Coordinate Geometry (slope, midpoint, distance, linear equations); and Plane Geometry (angles, triangles, area, perimeter, surface area, volume).

(Approval) PRE- AP CALCULUS (2 semesters)

Yr/Grades 11, 12

PREREQUISITE: A passing grade in Pre-AP Algebra 2 AND Teacher Recommendation/Approval

This is a year-long course designed for the student who plans to take AP Calculus and/or continue their education after high school. The class focuses on understanding functions and their characteristics and behaviors. Polynomial, power, rational, exponential, logistic and logarithmic functions are studied in-depth. Analytic trigonometry and an introduction to limits are also covered. A strong understanding of algebra is needed. The graphing calculator is used extensively. **NCAA Core**

(Approval) AP CALCULUS (2 semesters)

Yr/Grade 12

PREREQUISITE: A passing grade in Pre-AP Calculus AND Teacher Recommendation/Approval

This is a year-long course designed for motivated students who desire to prepare for math courses in college. This course will follow guidelines developed and published by the College Board and prepare students to take the AP Calculus AB test given in May, which can earn them college credit. A graphing calculator is required in this class and on the AP test. This course focuses on all types of functions and their properties, calculating limits, continuity of functions, all types of derivatives and their applications, and all types of integrals and their applications. References to the AP test will be made throughout the year. **NCAA Core**

(Approval) AP STATISTICS (2 semesters)

Yr/Grades 11, 12

PREREQUISITE: 3.0 or above in Mathematics; application required; Math teacher and parental consent

This year-long course can be an alternative to AP Calculus or you may choose to use it in partnership with it. This course is similar to an introductory Statistic college course that is typically required for social science, health science and business majors. This course will follow guidelines developed and published by the College Board and prepare students to take the AP statistics test given in May, which can earn them college credit. A graphing calculator is required in this class and on the AP test. Proper writing skills will also contribute to student success in this course. This course focuses on the major concepts and tools for collecting, analyzing and drawing conclusions from data. References to the AP test will be made throughout the year. **NCAA Core**

SOCIAL STUDIES DEPARTMENT

129 UNITED STATES HISTORY A (REQUIRED) S1/Grade 9

United States History A is a survey course, which covers the periods in American history from 1877 to 1945. The course provides the students with an opportunity for exposure to the highlights of American history; political, economic, and social.

NCAA Core

138 UNITED STATES HISTORY B (REQUIRED) S2/Grade 9

United States History B is a survey course, which covers the periods in American history from 1945 to present. The course provides the students with an opportunity for exposure to the highlights of American history; political, economic, and social.

NCAA Core

125 WORLD HISTORY A (REQUIRED) S1/Grade 10

PREREQUISITE: A passing grade in US History A or US History B

This is a survey course in which students study the cultural, religious, political, and intellectual events that influenced the development of civilization. It will cover worldwide events and interactions from 330 – 1850. **NCAA Core**

126 WORLD HISTORY B (REQUIRED) S2/Grade 10

This is a survey course in which students study the cultural, religious, political, and intellectual events that influenced the development of civilization. It will cover worldwide events and interactions from 1800 – Present. **NCAA Core**

162 U.S. GOVERNMENT (REQUIRED) Grade 11

PREREQUISITE: A passing grade in World History A or World History B

This course concentrates on the function of the government at the federal, state, and local levels. The resulting effect on the individual of these forces is a major aspect of the course. Special focus will be placed on the individual responsibilities of citizenship. **NCAA Core**

116 ECONOMICS (REQUIRED) Grade 11

PREREQUISITE: A passing grade in World History A or World History B

Economics students will study the American Economic System. Topics under investigation will include supply and demand, the stock market, labor unions, competition in the market place, the role of the consumer, money and banking, inflation, unemployment and poverty. Students will also study the role of the federal government in a free market economy. Our national debt and how our country fits into the global economy will also be under investigation with an emphasis on international trade. **NCAA Core**

(Approval) AP U.S. HISTORY (2 semesters) Yr/Grades 11, 12

PREREQUISITE: 3.0 or above in Social Studies; application required; Social Studies teacher and parental consent

This year-long course will prepare student to take the advanced placement United States History exam in May. Students will study the history of the United States from the founding of the thirteen colonies to the present from both analytical and critical perspectives. There will be extensive reading of articles and original documents. The course will be in accordance with the College Board. **NCAA Core**

155 CURRENT EVENTS

Grade 11, 12

This course is aimed at better familiarizing students with the world around them. They will attain a greater comprehension of both national and international issues and how those issues directly impact them. Through readings, discussions and debates, and research, students will learn how to craft well-reasoned opinions grounded by factual information. Ultimately, the course will better prepare students to actively participate in the democratic society in which they live. **NCAA Core**

154 PSYCHOLOGY

S1/Grade 12

This course introduces students to the scientific study of behavior and mental processes of humans and other animals. Psychology comes from the Greek word "psyche", for soul and mind. Topics that may be explored include: the history of Psychology, mental disorders, sleep and dreams, sensation and perception, the brain, the nervous system, learning and much more. In taking this course the student should become more sensitive in their understanding of other people and the way they behave; more importantly, psychology can help the student better understand themselves. If you are interested in the following careers, you may want to take Psychology. Careers include: Clinical Psychologist, College Instructor, Counselor, Forensic Scientist, Social Worker, Managers, School Psychologist and many more. This is a great course to help you prepare for an Introductory Psychology college course! **NCAA Core**

152 SOCIOLOGY

S2/Grade 12

This course will examine different aspects of social living including group interaction, social classes, minorities, mass culture, and the effects of mass media. Sociology is the study of human behavior in contemporary society. It will explain the functions of social institutions such as the family, religion, education, government, and the economy. Sociology will also examine such contemporary social problems as racism, crime, poverty, urban problems, and the rebellion of youth. If you are interested in the following careers, you may want to take Sociology. Career areas include: U.S. Census Bureau, State Department of Corrections, Insurance, Advertising, Mental Health, News media, FBI and many more. This is a great course to help you prepare for an Introductory Sociology college course! **NCAA Core**

(Approval) AP GOVERNMENT (2 semesters)

Yr/Grade 12

PREREQUISITE: 3.0 or above in Social Studies; application required; Social Studies teacher and parental consent

This is a year-long course designed for motivated students who desire to learn about politics and government. This course will follow guidelines developed and published by the College Board and prepare students to take the AP Government test given in May, which can earn them college credit. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Reference to the AP test will be taught throughout the year.

NCAA Core

SCIENCE DEPARTMENT

The objectives of the science program at Lincoln Park High School are based upon the Michigan Content Standards and Draft Benchmarks that state:

“Science is a way of making sense of the natural world. Scientists seek to describe its complexity, to explain its systems and events, and to find the patterns that allow for predictions. Science is the basis for the design of technologies that solve real-world problems. Not all students will become scientists or engineers. But science and technology occupy ever-expanding places in our everyday lives. As citizens, we are asked to make decisions about social issues that involve science and technology. As workers, we have occupations that increasingly involve science and technology. In the 21st century, adults will need to be comfortable and competent in a complex, scientific and technological world. Schools have the responsibility of preparing students for the future. Schools must prepare all students – regardless of their future aspirations – to be scientifically literate”.

223 BIOLOGY A (REQUIRED)

S1/Grade 9

In this biology course the student will be an active participant in the discovery process. Students will learn to choose materials, describe procedures, record their activities, and communicate in much the same manner as professional researchers do. Topics to be covered in this course include: chemistry, biochemistry, the cell, photosynthesis and respiration, nucleic acids and protein synthesis, chromosomes, mitosis and meiosis and heredity. **NCAA Core**

224 BIOLOGY B (REQUIRED)

S2/Grade 9

Biology B will continue the discovery process and provide ample opportunities for students to develop science process skills, as well as writing and communication skills. Inquiry, discovery, and investigation will be used to explore the topics of microbiology, plants, animals, ecosystems, evolution, and classification. **NCAA Core**

218 PHYSICAL SCIENCE A (REQUIRED)

S1/Grade 10

PREREQUISITE: A passing grade in Biology A or Biology B

All students will analyze patterns of force and motion in machines. They will explain energy conversions in moving objects and machines. Students will explain how current is controlled in simple series and parallel circuits. They will describe electromagnetism. Students will also describe different types of waves and their technological applications. **NCAA Core**

219 PHYSICAL SCIENCE B (REQUIRED)

S2/Grade 10

The study of physical science can offer students opportunities to learn, to practice, and to master skills that are relevant to their everyday world and to their future professional goals. Using inquiry, discover, and investigation the student will identify properties of common families of elements. Explain how elements differ based on their atomic structures. Students will describe how energy transformed through various reactions. Contrast nuclear fusion, and natural radioactivity. Explain changes in matter and motion. Students will be able to analyze changes in matter and energy involving heat transfer. **NCAA Core**

232 CHEMISTRY A (REQUIRED)

S1/Grade 11

PREREQUISITE: A passing grade in Physical Science A or Physical Science B

This course conveys an awareness of scientific activities that will help each student assess the impact of technological advances on his/her environment. Students will be introduced to a variety of chemical concepts, as well as, some Earth and Space science topics. There is a great emphasis placed on experimentation, observation of the elements and the changes they undergo and problem solving. This course will give students experience in proper lab safety and techniques that will be very beneficial to those students that are following a college preparatory program. **NCAA Core**

233 CHEMISTRY B (REQUIRED)

S2/Grade 11

This course is a continuation of Chemistry A and will continue to expose students to the science lab. In addition to the typical course work, students will be designing and carrying out their own experiments. The use of lab safety and proper lab design will be an integral part of this course **NCAA Core**

230 ANATOMY AND PHYSIOLOGY A

S1/Grade 12

This course is designed to introduce the students to the study of human body structures and how those structures function. This material is presented in detail, and students' will be required to master scientific vocabulary. Topics to be covered include: the human body, organization of living things (cell, tissue, organ, etc.), the integumentary system, the skeletal system, the muscular system, the nervous system and the endocrine system. Laboratory work, including dissection, will be undertaken throughout the course. **NCAA Core**

231 ANATOMY AND PHYSIOLOGY B

S2/Grade 12

This course is a continuation of the study of the human body, its structures, and how those structures function. While Anatomy and Physiology A is a desirable prerequisite, a student should be able to succeed in this course without having taken the first semester class. Topics to be covered include: the circulatory system, the lymphatic system, the digestive system, the body's defense and immunity, respiration, nutrition, metabolism, the urinary system, reproduction, development and heredity. Laboratory work, including dissection, will be undertaken throughout the course. **NCAA Core**

241 PHYSICS A

S1/Grade 12

Physics is the branch of science that describes motion, electricity, sound, light, and many other topics. Students will learn about the pursuit of science and scientific data, velocity, acceleration, gravity, Newton's Laws of Motion, vectors, momentum, energy, dynamics, electricity, and more. Students can expect to apply content to laboratory procedures and safety, scientific thinking and reasoning, problem solving, hands on application projects and research-based/application projects.

NCAA Core *Math Related*

242 PHYSICS B

S2/Grade 12

This course is a continuation of Physics A. These courses will take an algebraic and conceptual approach to explaining the fundamentals of classical physics. The concepts will then be extended and applied to numerous word problems of varying complexity. Students will be challenged to complete multiple application-based projects. **NCAA Core** *Math Related*

(Approval) AP CHEMISTRY (2 semesters)

Yr/Grade 12

PREREQUISITE: 3.0 or above in Science; application required; Science teacher and parental consent

This course is a rigorous and academically challenging course, designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. These 'Big Ideas' are Structure of Matter, Properties of Matter, Chemical Reactions, Rates of Chemical Reactions, Thermodynamics and Equilibrium. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. **NCAA Core** *Math Related*

FOREIGN LANGUAGE DEPARTMENT

To acquire a foreign language the individual must develop skills in four different areas: speaking, listening, reading, and writing. All four skills are practiced at every level of the foreign language, though varying in degree. First year courses begin by stressing speaking and listening. Second year courses may have more reading and writing.

In addition, cultural similarities and differences are discussed. Speakers and exchange students may present talks. Food from other countries may be prepared and sampled. This helps to make a living and meaningful experience for the language student. An awareness of the interrelationship of all cultures and global awareness are encouraged.

It may be helpful for college bound students to keep in mind that universities, such as MSU and U of M, require two years' study of the same foreign language for admission into college.

World Language - 2 credits are needed in GRADES K-12
(Starting with the Class of 2016)

- 2 credits can be earned in the K-8 experience
or
- 2 credits can be earned in the 9-12 experience
or
- 1 credit can be earned in the K-8 experience and 1 credit can be earned in the 9-12 experience
or
- 1 credit can be earned in the K-12 experience and 1 additional "VPA" credit (2 courses)
or
- credits may be earned if the student's home or heritage language is something other than English

Spanish Courses

071 SPANISH 1A

S1/Grades 9, 10, 11, 12

You will learn the complete Spanish sound system and a basic amount of grammar! There is daily oral work in the classroom and at least a half (1/2) hour of language laboratory each week. A semester project of a cultural nature is assigned.

NCAA Core

072 SPANISH 1B

S2/Grades 9, 10, 11, 12

You will reinforce your knowledge of the Spanish sound system! You will be given a further basic amount of grammar. Daily oral work continues as does work with the language laboratory each week. You will be given samples of Spanish literature in the form of poems, short stories, and anecdotes. You will learn the present and future tenses, which are necessary for good communication skills. You will end by knowing how to express simple questions and answers in Spanish. **NCAA Core**

073 SPANISH 2A

S1/Grades 10, 11, 12

PREREQUISITE: A passing grade in Spanish 1A or Spanish 1B

You will continue to demonstrate control of the sound system and learn to recognize all basic syntactic patterns of speech and writing. You will be able to use most of the latter and to give a grammatical analysis and explanation of structure. You will read between 50 and 100 pages of cultural or literary nature. There is continued use of the language laboratory.

NCAA Core

074 SPANISH 2B

S2/Grades 10, 11, 12

You will perfect your knowledge and control of the Spanish sound system! You will reinforce your recognition of the basic syntactic patterns of Spanish speech and writing. Furthermore, you will be introduced to more difficult patterns and encouraged and aided in using them. You will read between 50 and 100 pages of cultural or literary nature. You will do a semester project on the arts. **NCAA Core**

075 SPANISH 3A

S1/Grades 11, 12

PREREQUISITE: A passing grade in Spanish 2A or Spanish 2B

You will apply your knowledge of basic Spanish grammar and pronunciation by reading Spanish poems and literature and discussing them. You will continue to explore Hispanic culture through skits, mini plays, and dialogues. You will do more writing in the form of journals or compositions. **NCAA Core**

076 SPANISH 3B

S2/Grades 11, 12

You will thoroughly review grammar through the study of Spanish texts of a cultural nature. You will speak in Spanish on prepared topics and also write compositions. You will use the language laboratory. You will hear more spoken Spanish in the instructor's directions and dialogues. **NCAA Core**

077 SPANISH 4A

S1/Grade 12

PREREQUISITE: Successful completion of three years of Spanish or the equivalent.

You will thoroughly review grammar and vocabulary with a three year workbook. You will continue to master the four basic language skills - reading, speaking, writing, and listening. You will work in small groups for speaking and listening practice. The emphasis will be on learning to interpret literature. We will read from a variety of sources. You will continue to learn culture through fun mini-projects, a semester project and dialogue, or through teaching Spanish to elementary school students. **NCAA Core**

078 SPANISH 4B

S2/Grade 12

In this final semester of language study, you will employ all previously learned skills to perfect your communicative abilities. You will continue to read and interpret literature, with a final project written entirely in Spanish. **NCAA Core**

MARKETING DEPARTMENT

All Marketing Department courses are designed to prepare students to pursue a career in the marketing field. The purpose of the Marketing courses is to provide students with the fundamental principles and concepts identified with marketing, and to develop critical thinking and decision-making skills through the application of marketing principles. The classes are designed with students as active learners; methods of instruction include group work, projects, field trips and individualized work.

472 MARKETING A (AC)

S1/Grades 10, 11, 12

Students in marketing learn the marketing functions and foundations to analyze business decisions and problems. Students will develop competence in such areas as product and service planning, marketing research, and some promotional techniques. Marketing is the process of developing, promoting, and distributing goods and services. Students will be able to apply problem-solving decision-making and critical-thinking skills by looking at many real-world examples of marketing. A final project is completed at the end of the course involving the principles learned during the semester. **VPA Math Related**

471 MARKETING B (AC)

S2/Grades 10, 11, 12

Have you ever thought of opening your own coffee shop, music store, or some other business? This is the course for you! Retailing introduces the student to the world of work in the distribution of goods and services. Topics include promotion, selling, pricing, distribution and product service planning techniques. In addition, students will be instructed in the work ethic and will explore the appropriate dress, behavior, punctuality, attendance and courtesy that is expected in the business environment. **VPA Math Related**

474 FASHION MERCHANDISING

S2/Grades 11, 12

PREREQUISITE: A passing grade in Marketing **AND** Retailing

This course will introduce students to study sales and marketing in the fashion industry. The class is open to both males and females. Topics covered includes: sources of fashion trends, fashion history, creating a fashion image, fabrics, colors, careers and design. Project-based learning such as a student-run fashion show will be part of this class. **VPA**

475 SPORTS, ENTERTAINMENT, AND HOSPITALITY MARKETING

S2/Grades 11, 12

PREREQUISITE: A passing grade in Marketing **AND** Retailing

Sports, Entertainment, and Hospitality Marketing is a specialized course which provides students with the opportunity to learn marketing principles in the fields of the sports, entertainment, and hospitality (hotel/tourism/restaurant) industries. Students will study current trends and strategies in these industries as well as produce and market activities for athletic and entertainment programs at Lincoln Park High School. Products and services related to hobbies, cultural events or business related to the use of personal leisure time will be studied. Instructional strategies may include computer technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through DECA, local marketing events, or school based enterprises. **VPA**

PREREQUISITE: A passing grade in Marketing **AND** Retailing, or instructor approval

This course is designed for students will an interest in business, marketing, or someday being their own boss. The knowledge of financial principles is advantageous to managers in virtually every discipline in business. This course is designed as an introduction to finance. The content of this course integrates both conceptual and mathematical information. Cases, comprehensive problems, and Wall Street Journal articles are analyzed and discussed throughout the course to provide the students with hands on experience in the use and applications of financial tools. An entrepreneurship business plan or financial project will be integrated and completed. This course will benefit you personally both now and in the future. Part of this course will run as a lecture hall course – similar to what you will experience in college. This will be a new learning environment for you. This is an excellent opportunity to prepare for college. **VPA Math Related**

(Approval) ENTREPRENEURSHIP (formally School Store)

Grades 11, 12

PREREQUISITE: A passing grade in Marketing **AND** Retailing, two references and an interview with the school store instructor

This course offers students experience in buying, selling, pricing, accounting, cashiering, maintaining inventory, practicing management techniques, and stocking and displaying merchandise. **VPA Math Related**

(Approval) PROJECT MARKETING (formally MAPS)

Grades 11, 12

PREREQUISITE: A passing grade in Marketing **AND** Retailing, and instructor approval

This course is designed for students who have successfully completed one year in the marketing department and wish to pursue a career in the marketing field. Emphasis will be placed on developing the following skills: analytical, communication, teamwork, time management, economic competencies, and the ability to plan organize and conduct research and projects. Students must also relate these skills to the occupational area of interest. Students will be required to keep a daily log and participate in presentations and DECA, the marketing organization for high school students. **VPA Math Related**

(Approval) ON-THE-JOB TRAINING

Grades 11, 12

PREREQUISITE: Occupational goal in the field of Distributive Education. The student **MUST** take a related instruction class. The student must meet additional requirements as determined by the Distributive Education Co-op Coordinator and have approval prior to electing On-The-Job training. Marketing is a prerequisite class for all Distributive Educational Co-op positions.

A student will be employed in an approved workstation for a minimum of 200 hours per semester or a weekly average of 15 hours. The employer will evaluate the student's performance and improvement each marking period. The evaluation will be transferred into a grade for 6th hour on-the-job co-op or 5th and 6th hour on-the-job co-op (-or- 1st and 2nd hour –or- 1st and 6th). Co-op placement is for the entire semester. Students assigned to 1 hour of co-op will receive ½ credit. Students assigned to both 2 hours of co-op will receive one full credit. **VPA**

INDUSTRIAL AND VOCATIONAL TECHNOLOGY DEPARTMENT

HEALTH CAREERS

(Approval) HEALTH CAREERS 1 (2 semesters) Yr(1st & 2nd periods)/Grades 11, 12

PREREQUISITE: Application and approval by the Health Careers Coordinator

This is a two (2) hour, year-long block, course that is taught at Wyandotte Hospital. Instruction covers anatomy, human behavior, CPR, medical terminology, and careers in the health field. Students provide their own transportation **VPA**

(Approval) HEALTH CAREERS 2 (2 semesters) Yr(1st & 2nd OR 5th & 6th periods)/Grade 12

PREREQUISITE: Health Careers 1

This is a two (2) hour, year-long block, course that provides job experience for students desirous of practical application of the course material presented in Health Careers 1. Wyandotte Hospital is the training station for this instruction. Students are possibly assigned Internship placement in Veterinarian or Physical Therapy locations. This is an instructional program and students are not considered employees. No wage or salary is paid. Prior approval from the Health Careers Coordinator and a training agreement with the hospital are required prior to electing this course. **VPA**

AVIATION TECHNOLOGY (▲C)

(Approval) AVIATION TECHNOLOGY 1 (2 semesters) Yr(4th,5th,6th periods)/Grades 11, 12

PREREQUISITE: Application and interview with MIAT (Michigan Institute of Aviation Technology)

This is a three (3) hour, year-long block, course that provides job experience for students interested in a career in aircraft maintenance. Instruction covers the repair and maintenance of airplanes. Students will be exposed to a wide range of technical knowledge, as well as, have a strong mechanical aptitude and strong troubleshooting skills. Students provide their own transportation. **VPA Math Related**

(Approval) AVIATION TECHNOLOGY 2 (2 semesters) Yr(1st,2nd,3rd periods)/Grade 12

PREREQUISITE: Aviation Technology 1 and MIAT (Michigan Institute of Aviation Technology) Approval

This is a three (3) hour, year-long block, course that provides the students the skills needed to complete licensing for one Federal Certification upon graduation from high school. Hands-on training develops critical skills essential to take on the responsibilities this career demands. After graduation, credits can be transferred towards Associate or Bachelor degree programs at a variety of colleges and universities. **VPA Math Related**

ENERGY TECHNOLOGY (▲C)

(Approval) ENERGY TECHNOLOGY (2 semesters) Yr(1st,2nd,3rd periods)/Grade 12

PREREQUISITE: Application and interview with MIAT (Michigan Institute of Aviation Technology)

This is a three (3) hour, year-long block, course for students interested in a career as an Energy Technician. The Energy Technician Program of MIAT was created in response to the energy industry asking for more qualified technicians. MIAT's goal for this program is to produce graduates who are in the top echelon of their initial on-the-job training due to the foundation of knowledge they receive at MIAT. **Energy Technician Training** provides the building blocks for basic technical knowledge, terminology, equipment, tools, safety procedures and professionalism needed in the power industry. WCCC Downriver houses MIAT and students provide their own transportation. **VPA Math Related**

COMPUTER AIDED DRAFTING AND DESIGN (AC)

The Computer Aided Drafting and Design (CADD) program will provide students with the knowledge and experience to be successful in this growing and well-paid field. Students can study for up to four years in this program gaining skills to be used at a college, university or in a job.

Henry Ford Community College has reviewed this program and approved it for articulation. This enables our students to use their high school classes as earned credits toward an associate's degree that requires CADD or drafting classes. This can save our graduate's time and money in the pursuit of a higher education. See instructor, you counselor or contact Henry Ford Community College for details.

MECHANICAL CADD

513/514 MECHANICAL CADD A AND B (2 semesters)

Yr/Grades 9, 10, 11, 12

This year-long course serves as a solid foundation course for all students, especially for students interested in the engineering field. The course time is split between manual drawing and AutoCAD. Units of instruction include the use of drafting instruments, lettering technique, geometric construction, orthographic projection, pictorial drawing, and basic dimensioning. This course is designed to introduce drafting students to computer aided drafting and design. The function of the computer as an aid in drafting will be taught. Students will construct drawings with the computer and make copies with the printer. Students will submit projects to the MITES (Michigan Industrial and Technology Education Society) competition. No previous computer experience is necessary. These are the 1st courses for the student with plans to pursue further their studies in CADD. **VPA Math Related**

519/520 SOLID MODELING A AND B (2 semesters)

Yr/Grades 10, 11, 12

PREREQUISITE: A passing grade in CADD A and CADD B

This year-long course is in three-dimensional, feature-based parametric solid CAD. The student will create complex three-dimensional parametric models and then generate two-dimensional views from those CAD models. Single parts and assemblies are developed, constrained, and manipulated in the modeling process. The application of dimensions, tolerances, and the creation of advanced views will be learned. Instruction in surfacing will include extruding and the creation of simple and complex surfaces. Students will submit projects to the MITES (Michigan Industrial and Technology Education Society) competition. **VPA Math Related**

526/527 SURFACE MODELING A AND B (2 semesters)

Yr/Grades 11, 12

PREREQUISITE: A passing grade in Solid Modeling A and Solid Modeling B

The focus of this year-long course is to learn the concepts and procedures to create and manipulate surfaces using Inventor. Surfaces are used widely in the automotive and aircraft industries to design and refine products. You will create large products such as cars, planes and other complex products. **VPA Math Related**

(Approval) ADVANCED CADD A AND B (2 semesters)

Yr/Grade 12

PREREQUISITE: Instructor Approval

This course is for advanced students who wish to concentrate on a particular area of study in Computer Assisted Drafting and Design. Students will be required to complete a major design project. **VPA Math Related**

ARCHITECTURAL CADD

515/516 ARCHITECTURAL CADD A AND B (2 semesters)

Yr/Grades 10, 11, 12

This year-long course will give students a basic background in the field of architectural development and design. Students will develop floor plans, elevations, sectional details, plot planning, and related information. Work will be completed in 2d and 3d (Revit Software). Students will work on designing homes, offices and commercial buildings. **VPA *Math Related***

522/523 ADVANCED ARCH CADD A AND B (2 semesters)

Yr/Grades 11, 12

PREREQUISITE: A passing grade in Architectural CADD A and Architectural CADD A

This year-long course will allow our students to continue their work in architectural three-dimensional design. Students will create designs for houses and commercial projects. Rendering and animated walk-throughs will be created from their designs. **VPA *Math Related***

(Approval) ADVANCED CADD A AND B (2 semesters)

Yr/Grade 12

PREREQUISITE: Instructor Approval

This course is for advanced students who wish to concentrate on a particular area of study in Computer Assisted Drafting and Design. Students will be required to complete a major design project. **VPA *Math Related***

BUILDING TRADES PROGRAM (▲C)

The goal of this program is to educate and prepare students to obtain entry-level employment in the construction industry. Many of our previous students are working in the industry today.

All the classes in this program are open to males and females. This program will aid them in the maintenance and remodeling of their homes someday, even if they do not pursue a profession within the industry.

The Lincoln Park Building Trades Program is approved by Henry Ford Community College for the transfer of a limited number of credits toward an associate's degree in a construction related major. This program is also approved by the ABC apprenticeship program and offers many opportunities for apprenticeship training in the various trades.

All the programs within the LPBT program are math intensive, require a mature approach to learning and a great regard for safety. The LPBT program combines knowledge-based learning with hands-on learning to provide a comprehensive real world learning experience. The skills obtained in this class will last a lifetime.

572 BASIC CONSTRUCTION A

S1/Grades 10, 11

During this one (1) hour course you will learn the basics of construction: Safety, tool ID and usage, building materials, opportunities in construction, basic cement & electrical, blue print reading, and math as it applies to construction. Students will apply this knowledge to in-house projects. **VPA Math Related**

(Approval) BASIC CONSTRUCTION B

S2/Grades 10, 11

PREREQUISITE: Instructor Approval

This two (2) hour, block course continues building the skills and knowledge that will prepare students for a future in the construction field. **VPA Math Related**

(Approval) RESIDENTIAL CONSTRUCTION (2 semesters) Yr(5th,6th periods and 4th if room)/Grades 11, 12

PREREQUISITE: 1. A passing grade in Basic Construction
2. Instructor approval

This is a two (2) or three (3) hour, year-long block, course that continues building on prior construction knowledge and ability. Students, in the class, will be putting their knowledge and skills to the test with numerous projects and opportunities. Students will be responsible for their own transportation to and from job sites. Students must be 16 years old to participate in this program. **VPA Math Related**

(Approval) CONSTRUCTION LEADERSHIP (2 semesters) Yr(5th,6th periods and 4th if room)/Grade 12

PREREQUISITE: 1. A passing grade in Residential Construction
2. Instructor invite **only**

This is a two (2) or three (3) hour, year-long block, course that will help to prepare our future job foreman, construction managers, and leaders by teaching the skills necessary to lead and manage people. Students will be responsible for leading and motivating a building crew of under classmen through various projects as well as honing their communication and leadership skills. Students are responsible for their own transportation to and from job sites. **VPA Math Related**

AGRISCIENCE AND NATURAL RESOURCES (▲C)

544A/544B AGRISCIENCE A and/or B

S1/S2/Grades 10, 11, 12

These Introduction to Agriscience courses will focus on plant and soil science, animal science, business management and marketing, mechanical technical systems, and horticulture. This program is a yearlong class that allows the students to engage in several themes related to the Agricultural Industry. This program will offer instruction and practical experience for students preparing for a future in the agricultural and natural resource industry. Students will also participate in the FFA, allowing them to enhance the application of skills learned and develops leadership, citizenship and cooperation. Students will also be trained to take the MDA state pesticide certification test when they reach 18 years of age. **VPA Math Related**

540 AGRISCIENCE C - GREENHOUSE PRODUCTION

S1/Grades 10, 11, 12

PREREQUISITE: A passing grade in Agriscience A – or take concurrently with Agriscience A

Greenhouse production will focus on the greenhouse industry. Students learn botany and the production of floriculture crops. Greenhouse structures, equipment, and management techniques will also be covered. Students will be taught specific growing instructions for the different floriculture crops that are grown in Michigan greenhouses. Students will also gain employment skills and learn the business aspects of a greenhouse operation. Students will participate in the FFA.

VPA Math Related

541 AGRISCIENCE D -TURF GRASS/ATHLETIC FIELD MANAGEMENT

S2/Grades 10, 11, 12

PREREQUISITE: A passing grade in TWO of the THREE (Agriscience A, B, C) – or take concurrently with Agriscience B

Turf Grass and Athletic Field Management will focus on the applying principals of plant science to the growth and maintenance of turf. Students will identify potential diseases, weeds, and insects that affect turf and the golf course industry. They will also develop hands-on skills needed for entry-level employment in the turf and golf course industry. Students will participate in the FFA. Students will also prepare to certify in PLANET, Professional Landcare Network, which is an industry standard for Maintenance Technicians. **VPA Math Related**

533 AGRISCIENCE BUSINESS

S2/Grades 11, 12

PREREQUISITE: A passing grade in Agriscience A, B, C, **AND** D – or taken concurrently as the final 2 Agriscience courses

This course will focus on business systems, record keeping, accounting, industry concepts, Technology, and sales and marketing techniques as they relate to the agricultural industry. Students will learn skills to develop and run their own business. The course will require students to develop a business plan demonstrating the mastery of information learned in class. Students will also prepare proficiency reports to compete in the FFA State Proficiency Contest for job placement and entrepreneurship. Students will participate in the FFA. **VPA Math Related**

542 ENVIRONMENTAL AGRISCIENCE

S2/Grades 11, 12

PREREQUISITE: A passing grade in Agriscience A, B, C, **AND** D – or taken concurrently as the final 2 Agriscience classes

Environmental Agriscience will provide base knowledge for students to enter fields in the environmental and natural recourse industry. Students will learn how to take soil samples, test water quality, use GPS, and several other environmental tools. Students will learn how to identify wildlife in Michigan. They will also be exposed to several forestry concepts. Students will participate in the FFA. Students will spend time outside of the classroom and in nature collecting samples and recording data that is important to Wildlife Management. **VPA Math Related**

(Approval) ADVANCED AGRISCIENCE

Grade 12

PREREQUISITE: Teacher Approval

Must be enrolled in an Agriscience Course, and have teacher approval. Students will independently work on individual interests in the Agriscience and Natural Resource Industry. **VPA** *Math Related*

FINE ARTS DEPARTMENT

605 ART FOUNDATION

Grades 9, 10, 11, 12

In Art Foundation, the student will work on the basic elements of drawing and painting. Perspective and realism will be covered in depth, while learning the techniques of handling new media including, watercolor, pencil, color pencil, pen and ink and oil pastels. No prior drawing skills are necessary. This class is the “stepping stone” for all studio art classes. **VPA**

610 STUDIO ART 1

Grades 9, 10, 11, 12

PREREQUISITE: Art Foundation

Studio Art 1 is designed to acquaint the student with the formulas for making drawings dimensional. Proportion, perspective, and realism are combined with learning additional techniques involved in using pencil, colored pencil, watercolor, pen and ink and oil pastel. **VPA**

612 STUDIO ART 2

Grades 10, 11, 12

PREREQUISITE: Studio Art 1

Studio Art 2 is designed to continue realism with a variety of subjects and media. The students will work on perfecting techniques with familiar media such as watercolor, pen and ink, pencil, colored pencil and oil pastel. The student will also be introduced to the media of acrylic. **VPA**

618 STUDIO ART 3

Grades 10, 11, 12

PREREQUISITE: Studio Art 2

Studio Art 3 is an advanced drawing and painting class for the serious art student. Individual techniques will be developed. Exploration of new medias and techniques will be encouraged. The student and the teacher will work together on an individual portfolio. **VPA**

620 STUDIO ART 4

Grades 11, 12

PREREQUISITE: Studio Art 3

In Studio Art 4 the advanced art student will, through the study of differing styles and techniques, continue to develop an individual style of drawing and painting. This class will include experimentation in developing techniques. Students will be further developing an individual portfolio of their original work. (2 semesters possible). **VPA**

629 STUDIO ART 5

Grade 12

PREREQUISITE: Studio Art 4

In Studio Art 5 students will be expected to further their portfolio work. Independent study of individual style and media choices will be encouraged. This is for the highly motivated art student who can meet deadlines and work on a variety of projects. At the end of their senior year an individual show will be required. (2 semesters possible) **VPA**

641 DRAMA A

S1/Grades 10, 11, 12

The Drama A course offers students the opportunity to develop the different skills used in theater. Time is spent learning the origin and history of drama, acting, directing, producing, makeup, costumes, properties, lighting, sound, set design and construction, and scene painting. This class would be helpful to anyone who wishes to overcome their fear of performing in front of an audience or learn how to create the magic of the theater. Participation in theatrical productions is stressed. A notebook is required and is used by the student throughout the semester. Some memory work is required. The final exam consists of a scene from a play presented from memory by 2 or 3 students. Several field trips are taken throughout the semester. **VPA**

642 DRAMA B

S2/Grades 10, 11, 12

PREREQUISITE: Drama A

The Drama B course offers in depth work in the crafts of acting, directing, writing, and theater management. The skill learned and the notebook prepared in Drama A is used in Drama B in very practical ways. The class produces several one act plays. These plays are presented in front of an audience. An oral final is videotaped at the end of the semester. **VPA**

647 TECHNICAL THEATRE A

S1/Grades 10, 11, 12

This course is designed to give students the opportunity to gain insight in technical theatre as an elective credit. Students will study modes of organization, safety, stage properties and basic methods of stage construction. Students will work on gaining an understanding of safety and procedure in dealing with the workings of a theatre as well as other avenues of technical theater. **VPA *Math Related***

648 TECHNICAL THEATRE B

S2/Grades 10, 11, 12

PREREQUISITE: Technical Theatre A

This course is a continuation of Technical Theatre A designed to give students the opportunity to gain insight in technical theatre as an elective credit. Students will study costuming, theatrical lighting, i.e....aiming, focusing, color, board operation, instrumentation, and design, sound, i.e....board operation, amplification and effects, scene painting and special effects. Students will work on gaining an understanding of safety and procedure in dealing with special effects and other avenues of technical theater. **VPA *Math Related***

(Approval) ADVANCED THEATRE CRAFTS (DRAMA and/or TECH THEATRE)

Grades 11, 12

PREREQUISITE: A passing grade in Drama or Technical Theatre, plus permission of theater instructor.

Students who elect this course may pursue the in depth study of any five (5) of the following theater crafts each semester: acting, lighting, properties, directing, writing, theater management, sound, scene painting, costume design, makeup, dance, or set design and construction. **VPA**

(Approval) DRAMA BOARD (2 semesters)

Yr

Students elected as officers to the Drama Club officers will be enrolled in this course as long as they are serving office. These students will learn and conduct the workings of the Drama Club productions. The student officers include President, Vice President, Secretary, Fundraiser, and Shop Keep. Specific areas of responsibility will be assigned and graded based on specific duties of the position. Such assignments include publicity, cast management, recruitment, budgeting, and participation.

VOCAL MUSIC

649/650 VOCAL MUSIC A and/or B (Can take these courses for multiple years)

S1/S2/Grades 9, 10, 11, 12

Beginning music theory, development of the voice, and beginning sight reading skills will be included. Students may enroll more than once for credit. Students can expect to perform at least once each semester. **VPA**

652/653 MIXED CHORUS A and/or B (Can take these courses for multiple years)

S1/S2/Grades 10, 11, 12

This is a beginning performance course in which students are provided with an opportunity to learn the basic elements of vocal music. Students are exposed to and given practice in the areas of: vocal exercise, reading melodies and parts, basic rhythm patterns, and the elements of mixed composition. Students in this class give at least one public performance each semester. Students may enroll more than once for credit. **VPA**

(Approval) CONCERT CHOIR A and/or B (Can take these courses for multiple years)

S1/S2/Grades 9, 10, 11, 12

PREREQUISITE: Music Teacher Approval

This is the top level performing group in vocal music. Students will learn music from a variety of styles and time periods. Students will perform for several community engagements and school functions each semester. Students may enroll more than once for credit. **VPA**

INSTRUMENTAL MUSIC OBJECTIVES

The common objectives for the instrumental music student are: (1) the development and growth in the understanding of music; (2) to develop the ability to effectively apply acquired musical knowledge to music; (3) enjoyment derived from performance; (4) to deepen the student's appreciation of quality music; and (5) to teach responsibility to the band student.

663 CONCERT BAND (2 semesters) (Can take these courses for multiple years)

Yr/Grades 9, 10, 11, 12

The Concert Band is open to all members of the High School Band Program. This class is for 9th grade students, or students with 3 to 4 years of band experience. This class is a stepping stone into the Symphonic Band. **VPA**

666 SYMPHONIC BAND (2 semesters) (Can take these courses for multiple years)

Yr/Grades 9, 10, 11, 12

The Symphonic Band is open to all members of the high school band program. Members will be selected by the Band Director. Members of this organization must demonstrate the highest degree of performance on their instruments. All members are expected to attend extra rehearsals and performances. The students in this group make up the core of the Marching Band. **VPA**

668 JAZZ BAND (2 semesters) (Can take these courses for multiple years)

Yr/Grades 9, 10, 11, 12

The Jazz Band is open to all members of the high school band program. The Band Director will select members and membership will be based on instrumentation, musical ability, and the reliability of the student. The Jazz Band will perform a wide selection of jazz, pop, and contemporary music. Extra rehearsals and performances outside of the normal school day may be necessary. **VPA**

(Approval) MARCHING BAND

After school S1/Grades 9, 10, 11, 12

(Must also be enrolled in a Band course during the first (1st) semester)

PREREQUISITE: Previously completed band course and the completion of Band Camp that will occur in August proceeding each school year and by Band Director approval.

The Marching Band is an after-school activity that meets during the first (1st) semester only. Band members will learn basic and advanced marching fundamentals along with, proper music skills such as posture, tone, intonation, and rhythm counting. The Marching Band is a **no credit** course and will have no direct effect on the student G.P.A. however each student will receive a letter grade. Every Marching Band Student is responsible for their attendance at **all** before and after school performances and/or rehearsals that have been established in the Lincoln Park High School Band Student Handbook. **PE**

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

370 HEALTH (REQUIRED)

Grade 10

This course is a family based personal approach to health. Students will learn the skills needed to establish and maintain an optimal level of health and wellness. Relationships between the physical and emotional health/wellness of the individual and family will be stressed. Students study such topics as disease prevention and control, nutrition, growth and development, sexuality, and substance use and prevention. *Health*

730 CO-ED PHYSICAL EDUCATION 1A

S1/Grades 9, 10

This course, depending on the semester, may include the following activities: flag football, soccer, volleyball, basketball, floor hockey, softball, tennis, recreational games, beginning swimming or intermediate swimming, spring games, running for fitness, and strength for fitness.

731 CO-ED PHYSICAL EDUCATION 1B

S2/Grades 9, 10

This course is a continuation of co-ed Physical Education 1A.

736 NET GAMES

Grades 10, 11, 12

This course will incorporate both strategies and practice of a variety of net sports including, but not limited to: Tennis, Badminton, Volleyball, Water Volleyball, Water Polo, Ping Pong, Pickle Ball, Soccer, Basketball, and Volleyball. Each sport will consist of a two-week unit that will include rules and strategies, as well as, drills and game play. At the end of each unit, there will be a written test.

737 TEAM SPORTS

Grades 10, 11, 12

This course will incorporate both strategies and practice of a variety of team sports including, but not limited to: Flag Football, Softball/Baseball, Handball, Soccer, Basketball, Water Polo, Volleyball, Floor Hockey, and Kickball. Each sport will consist of a two-week unit that will include rules and strategies, as well as, drills and game play. At the end of each unit, there will be a written test.

734 PHYSICAL FITNESS - BODY BUILDING

Grades 10, 11, 12

This is an elective course developed to provide students with the basic knowledge of the principles of exercise and movement as well as a better understanding of body fitness (including diet) and conditioning. Activities include aerobic dancing, exercise, weight training, running, dance, rope jumping agility drills, swimming, and mat games.

732 AEROBICS

Grades 10, 11, 12

This Aerobics course will consist of the following: water aerobics; body sculpting & toning; dance aerobics; strength aerobics; weight training. Students will also be taught to check heart rate through different physical activities. Each activity will be broken down into two-week segments with unit tests after each segment.

733 LIFETIME INDIVIDUAL SPORTS

Grades 11, 12

PREREQUISITE: Students must be a junior or senior

This is an elective course developed to provide students a carry-over value for later life sporting activities. Activities include: Tennis, bowling, badminton, golf, and swimming.

744 ADVANCED CO-ED PHYSICAL EDUCATION

Grades 11, 12

PREREQUISITE: Students must be a junior or senior

This course will consist of the following activities; soccer, football, volleyball, basketball, hockey, lap swimming, softball, also fitness and strength training and running.

(Approval) SPORTS TECHNIQUES

Grades 9, 10, 11, 12

The student in a Sports Technique class will participate in an examination of various theoretical approaches to athletics with particular emphasis on the philosophy of the interscholastic program at Lincoln Park High School. The student will be exposed to tapes, films, and lectures from experts in the sports field. The student will also participate in agility drills, strength training, conditioning drills, and skill development drills aimed at furthering his/her skills as an athlete. The student will be introduced to experts in the field of SAT preparation, NCAA Clearinghouse, drug, and alcohol prevention and steroid abuse. A strong emphasis will be placed on the social skills related to the student athlete at Lincoln Park High School. The course is designed to prepare the Lincoln Park Varsity athletes for the demanding role of the student athlete in a college setting.

SPECIAL COURSES AND PROGRAMS

160/161 J.R.O.T.C. 1A and/or 1B

S1/S2/Grades 9, 10, 11, 12

Students are required to abide by the rules and regulations of the JROTC Cadet Handbook. This includes participation in extra-curricular activities, uniform regulations, and grooming. This course is a one credit hour course taught by the U.S. Army during the regular school day. Students attend class in a regular setting. Some field experience is also provided. The objectives of the Army J.R.O.T.C. program are to develop in each cadet: good citizenship and patriotism; self-reliance, leadership and responsiveness to constituted authority; co-operative spirit and the necessity of working together as a team; ability to think logically and communicate effectively both orally and in writing; an appreciation of the importance of physical fitness in maintaining good health; familiarity with the history, purpose and structure of the military services with emphasis on accomplishments of the U.S. Army; an appreciation of America's national heritage. Students wear uniforms once per week (uniforms are provided without charge). J.R.O.T.C. maybe taken in lieu of physical education and/or Social Studies credit may be awarded but not for any required Social Studies courses. Military Ball attendance required, involvement in physical fitness required or current doctors notes explaining problems and/or exemption from physical training. Limited space available. **PE**

163/170 J.R.O.T.C. 2A and/or 2B

S1/S2/Grades 10, 11, 12

Students are required to abide by the rules and regulations of the JROTC Cadet Handbook. This includes participation in extra-curricular activities, uniform regulations, and grooming. This course is a one credit hour course taught by the U.S. Army during the regular school day. LET 1 is a prerequisite for LET 2. The curriculum in Let 2 (see course #160) differs from that of LET 1 in the areas of American Military History, role of the U.S. Army, American Citizenship, Techniques of Communication and Technology Awareness otherwise the curriculum, though advanced in LET 2 is the same as that of LET 1. As was the case in LET 1. Military Ball attendance required, involvement in physical fitness required or current doctors notes explaining problems and or exemption from physical training.

127/171 J.R.O.T.C. 3A and/or 3B

S1/S2/Grades 11, 12

Students are also required to abide by the rules and regulations of the JROTC Cadet Handbook. This includes participation in extra-curricular activities, uniform regulations, and grooming. This course is a one credit hour course taught by the U.S. Army during the regular school day. Let 2 is a prerequisite for LET 3. The army objectives for LET 3 are the same as that of LET 1 and 2. The curriculum in LET 3 (see course #160) differs from LET2 in the areas of a American Military History, role of the U.S. Army, American Citizenship, Techniques of Communications and Technology Awareness otherwise the curriculum is the same as LET 1 and LET 2, though advanced. Military Ball attendance required, involvement in physical fitness required or current doctors notes explaining problems and or exemption from physical training. Participation in extracurricular activities also required.

132/172 J.R.O.T.C. 4A and/or 4B

S1/S2/Grade 12

Students are also required to abide by the rules and regulations of the JROTC Cadet Handbook. This includes participation in extra-curricular activities, uniform regulations, and grooming. This course is a one credit hour course taught by the U.S. Army during the regular school day. LET 3 is prerequisite for LET 4. The objectives for LET 4 are the same as for LET 2, and LET 3. The curriculum in LET 4 (see course #160) differs from LET 3 in the areas of American History, Techniques of Communication and leadership. Military Ball attendance required, involvement in physical fitness required or current doctors notes explaining problems and or exemption from physical training. Participation in extracurricular activities also required.

(Approval) ESSENTIALS OF ENGLISH (READ 180) (2 semesters)

Yr/Grade 9

PREREQUISITE: Students are placed in this course based on the results of a reading test they take in 8th grade.

This course integrates the study of composition, language, and literature. Students read and write regularly. Grammar, vocabulary, and study skills are implemented through reading and writing. Students will read and respond to a variety of literary genres and will work with adaptive software to address their literacy needs through data-driven differentiation.

590A-C/590B-D GENERAL STEM (1A and/or 1B-1st yr) (2A and/or 2B-2nd yr) S1/S2/Grades 9, 10, 11, 12

In the STEM course, students will apply Science, Technology, Engineering and Math through a project-based, hands-on approach to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer. They learn how to apply STEM knowledge, skills, working together in teams and habits of the mind to make the world a better place through innovation. **VPA Math Related**

591A-C/591B-D ROBOTICS STEM (1A and/or 1B-1st yr)(2A and/or 2B-2nd yr)S1/S2/Grades 9, 10, 11, 12

This is a beginning course in robotics. The objective of this course is to introduce the student to basic programming, as well as, problem solving strategies. This course will involve students in the development, building and programming of a robot. Students will work hands-on, in teams, to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student-designed robots will be programmed to compete in various courses and challenges. **VPA Math Related**

(Approval) STUDENT COUNCIL (2 semesters)

Yr

Students elected as officers to the Student Council will be assigned to the Student Council Director during the fourth (4th) period. These students will learn and conduct the affairs of various Student Council activities and functions. Specific areas of responsibility will be assigned and the students will be evaluated according to specific goals and objectives established by the director, including but not limited to participation, team evaluation and written project folders. The student officers include only the president, vice president, treasurer, corresponding secretary, recording secretary, and parliamentarian. One half (1/2) academic credit is earned for each semester that the student serves as a Student Council Officer. **VPA**

(Approval) LIBRARY SCIENCE

Grades 11, 12

PREREQUISITE: 3.0 G.P.A., excellent attendance, and/or counselor recommendation and Media Specialist approval.

Selected students will be awarded one half (1/2) credit for a maximum of two (2) semesters, not to be taken concurrently. Students will be trained in the use of online systems for circulation, and basic cataloging. Familiarity with Lincoln Park High School online databases, software programs and Internet searching is essential. Students are expected to help with student and class requests, shelving, periodical circulation and collection weeding. Creating folders for online databases, help during inventory, book fairs, arranging displays and bulletin boards are other activities in which these students will be involved. **VPA**

(Approval) YEARBOOK 1 (2 semesters)

Yr/Grades 11, 12

PREREQUISITE: See yearbook advisor for application to enroll in this course.

The ultimate goal is the production of the yearbook – planning, origination, photography, financing, interviewing, design, writing of the entire book from cover to cover. This is an Advanced Class – you must be able to listen carefully, think creatively, follow direction explicitly, speak well, and interview intelligently and courteously, function independently, write conceptually and grammatically well. **VPA**

(Approval) YEARBOOK 2 (2 semesters)

Yr/Grade 12

PREREQUISITE: A passing grade in Yearbook 1 (TEACHER PERMISSION ONLY.)

This course is a continuation of Yearbook 1. **VPA**

(Approval) PEER 2 PEER

Grades 10, 11, 12

PREREQUISITE: See Peer 2 Peer advisor for application to enroll in this course.

The Peer 2 Peer course represents one model of the 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner. The Peer 2 Peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains with benefits derived by both pupils. **VPA**

SPECIAL EDUCATION CURRICULUM

Special Education services are available to students certified handicapped through an Individual Educational Planning Committee (IEPC).

Physically Impaired

Learning Disabled

Educable Mentally Impaired

Emotionally Impaired

Visually Impaired

Hearing Impaired

Autism Spectrum Disorder

Students with a current I.E.P. are eligible for services and placement in courses listed on the following pages.

ENGLISH:

830 INTRODUCTION TO LITERATURE 9A

S1

This course is designed to introduce the high school freshman to a variety of pieces of literature, such as essays, short stories, poetry, and a novel. Students will practice reading strategies designed to help increase comprehension, fluency, and vocabulary acquisition. Students will also be introduced to basic elements of fiction, including setting, characters, plot, theme, and conflict. Expository pieces will also be introduced in conjunction with the fiction pieces.

831 WRITER'S WORKSHOP 9B

S2

This course is designed to introduce the high school freshman to writing, beginning with parts of speech, mechanics, sentence structure, and paragraphs. Students will examine various samples of writing and explore the writing process, such as prewriting, drafting, revising, editing, and publishing a finished piece of work. Narrative, persuasive, and informative essays will be produced.

832 AMERICAN LITERATURE 10A

S1

Students' reading skills will continue to be honed with various pieces of American literature such as essays, short stories, poems, and a novel. Elements of fiction as well as strategies to strengthen comprehension, fluency, and vocabulary acquisition will be stressed as students prepare for various assessments. Timed readings of expository pieces will be added to the coursework this semester.

833 WRITER'S WORKSHOP 10B

S2

Students will continue to practice and expand their writing skills. Parts of speech, mechanics, sentence structure, and paragraphs will be reviewed. Students will practice the essay types from 9B again, with increased emphasis on vocabulary, voice, and complexity of thought. Writing to a prompt and timed writings will be added to the coursework this semester.

834 WORLD LITERATURE 11A S1

This course will introduce students to literature examining different cultures. As in 9A and 10A, literature will include essays, short stories, poems, and a novel. Differences in perspectives from culture to culture will be addressed. Elements of fiction as well as strategies to increase comprehension, fluency, and vocabulary acquisition will be continued. Timed readings of expository pieces will also continue.

835 WRITER'S WORKSHOP 11B S2

In this course, student's writing will be focused on improving written arguments to support claims using valid reasoning and sufficient evidence. Strong drafting and revision skills will be practiced, in addition to strengthening vocabulary use to reflect the more mature student. Narrative pieces will include extensive use of details and dialog. A unit on public speaking will be added during this semester.

807 TEXT ANALYSIS 1A S1

Students in this course will be given direct reading instruction using high interest, primarily expository texts. Skills for decoding, understanding prefixes, suffixes, and the use of context clues will be taught. Students will also be learning about types of questions frequently used in school, such as recalling facts and making inferences. The use of graphic organizers, such as text maps, will be a part of the instruction in this course. Academic vocabulary instruction will also take place.

809 TEXT ANALYSIS 1B S2

A continuation of Text Analysis 1A.

851 TEXT ANALYSIS 2A S1

Students will continue to receive reading instruction in this course, with increased attention to the eight structures typically used in textbooks. As in 1A and 1B, texts will primarily be expository in nature. Initially students will use texts that will draw upon background knowledge, have a density of ideas, clear rhetorical questions, and clear signals. Students will eventually use school textbooks and graphic organizers to understand the 8 text structures most commonly used in textbooks to assist in their coursework across the curriculum. Academic vocabulary instruction will continue.

852 TEXT ANALYSIS 2B S2

A continuation of Text Analysis 2A.

853 TEXT ANALYSIS 3A S1

Students in this course will continue to use skills and strategies from the previous two courses with a greater level of complexity. Additionally, reading fluency will be stressed, primarily with silent reading. The use of timed reading assessments will be added this year, along with particular strategies to increase reading speed and comprehension. Academic vocabulary instruction will continue.

854 TEXT ANALYSIS 3B S2

A continuation of Text Analysis 3A.

855 TEXT ANALYSIS 4A S1

856 TEXT ANALYSIS 4B **S2**

805 TRANSITION ENGLISH 12A **S1/Grade 12**

This course will provide students with an opportunity to learn and practice real world reading and writing. Topics include menus/recipes, labels, assembly instructions, maps, newspapers, bills, web sites, applications, etc. Students may take this course for up to 1 credit.

804 PUBLIC SPEAKING 12B **S2/Grade 12**

This course is designed for seniors as they prepare to leave high school and pursue their post- secondary goals. It will help them to present themselves effectively in front of various sizes and types of audiences. Students will examine and analyze various types of speeches, and then practice and perform their own. Their speeches will increase in length and form as they progress through the semester.

810 CONSUMER ENGLISH

This course will provide instruction in expressive and receptive communication (including fundamental reading concepts) to enable students to participate effectively at school, in the home, and in the community. Students may take this course for up to 4 credits.

MATHEMATICS:

888 FINANCE MATH 1 **S1**

This course is designed to be a continuation of the basic math courses. Students will revisit skills learned in the year prior and explore other real life skills they will be faced with as adults.

889 FINANCE MATH 2 **S2**

A continuation of Finance Math 1.

818 FUNDAMENTALS OF PRE ALGEBRA A **S1**

This course will parallel the units covered in Pre Algebra.

821 FUNDAMENTALS OF PRE ALGEBRA B **S2**

A continuation of Fundamentals of Pre Algebra A.

837 FUNDAMENTALS OF ALGEBRA 1A **S1**

This course is designed to cover the common core standards. The course will parallel units covered in Algebra 1A.

839 FUNDAMENTALS OF ALGEBRA 1B **S2**

A continuation of Fundamentals of Algebra 1A. The course will parallel units covered in Algebra 1B.

886 FUNDAMENTALS OF GEOMETRY A S1

This course is designed to cover the common core standards. The course will parallel units covered in Geometry A.

887 FUNDAMENTALS OF GEOMETRY B S2

A continuation of Fundamentals of Geometry A. The course will parallel units covered in Geometry B.

843 FUNDAMENTALS OF ALGEBRA 2A S1

This course is designed to cover the common core standards. This course will parallel units covered in Algebra 2A.

844 FUNDAMENTALS OF ALGEBRA 2B S2

A continuation of Fundamentals of Algebra 2A. This course will parallel units covered in Algebra 2B.

845 TRANSITION MATH 12A S1/Grade 12

This course will enable students to apply the math skills they have learned in real life applications (financial forms-taxes/W-2, shopping, paychecks, banking, etc.). Emphasis will be placed on designing and maintaining Personal Finance Portfolio based on a chosen career/lifestyle.

846 TRANSITION MATH 12B S2/Grade 12

A continuation of Transition Math 12A.

812 CONSUMER MATH

This course will provide instruction in math concepts and procedures as outlined in the EHSCE for students working at a functional-participation level. Emphasis will be placed on the real life math skills that will prepare students to participate effectively in post-school adult living and in the world of work. Students may take this course for up to 4 credits.

SOCIAL STUDIES:

857 FUNDAMENTALS OF U.S. HISTORY A

This is a survey of American History from 1877, and the gilded age, to the 1960's and the Cold War. It covers political, economic and social content.

858 FUNDAMENTALS OF U.S. HISTORY B

This is a survey course covering American History from the 1950's to the present. It highlights political, social and economic content as well.

865 FUNDAMENTALS OF WORLD HISTORY A

This is a survey course in which students study the cultural, religious, political, and intellectual events that influence the development of civilization up to the Renaissance. Emphasis is on the early river valley civilizations, Egyptian, Greek and Roman cultures. This class also infuses the Geography of Ancient Europe, Asia and the Americans.

866 FUNDAMENTALS OF WORLD HISTORY B

This is a survey course in which student study the rise of secular humanism, nationalism and imperialism from the Renaissance to the present and the impact of these “isms” on cultural, political and social developments. World History 2 focuses on comparing and contrasting the past with the present global events and situations.

860 FUNDAMENTALS OF ECONOMICS

Students will study the American Economic System. This class will be made relevant through discussion of current events. Topics will include Market system, economy at work, economic growth and free enterprise.

859 FUNDAMENTALS OF U.S. GOVERNMENT

Concentrates on the function of the government at the federal, state and local levels. Special focus will be place on the individual responsibilities of citizenship.

817 SOCIAL STUDIES/CURRENT EVENTS

The purpose of this course is to develop an understanding of history, geography, economics, and government. Special focus will be placed on current events, citizenship, and the legal system. Students may take this course for up to 2 credits.

SCIENCE:

878 FUNDAMENTALS OF BIOLOGY A

In this biology course the student will be an active participant in the discovery process. Students will learn to choose materials, describe procedures, record their activities, and communicate in much the same manner as professional researchers do. Topics to be covered in the course include: chemistry, biochemistry, the cell, photosynthesis and respiration, nucleic acids and protein synthesis, chromosomes, mitosis and meiosis, and heredity.

879 FUNDAMENTALS OF BIOLOGY B

Biology 2 will continue the discovery process and provide ample opportunities for student to develop science process skills, as well as writing and communication skills. Inquiry, discovery, and investigation will be used to explore the topics of microbiology, plants, animals, ecosystems, evolution, and classification.

823 FUNDAMENTALS OF PHYSICAL SCIENCE A

The study of physical science can offer students opportunities to learn, to practice, and to master skills that are relevant to their everyday world and to their professional goals. Using inquiry, discovery, and investigation the student will identify properties of common family elements and explain how elements differ based on their atomic structure. Students will describe how energy is transformed through various reactions, contrast nuclear fusion and natural radioactivity, explain changes in matter and motion and analyze changes in matter and energy.

824 FUNDAMENTALS OF PHYSICAL SCIENCE B

Physical Science 2 will continue with the same opportunities as in Physical Science 1 except covering different content. All students will analyze patterns of force and motion in machines. They will explain energy conversions in moving objects and machines. Students will explain how current is controlled in simple series and parallel circuits. They will describe electromagnetism, different types of waves and their technological applications.

825 FUNDAMENTALS OF EARTH SCIENCE A

This is a course for students who are not looking to pursue their science education past high school. Students will focus on areas of general chemistry, energy transformations, and their relationship in the natural world. Students will develop skills to infer and draw conclusions about how science affects the everyday world.

826 FUNDAMENTALS OF EARTH SCIENCE B

Chemistry and Motion 2 is to be taken after the student has completed Basic Chemistry and Motion 1. Students will continue to see how the interactions of the physical world are applied to everyday life. This semester will focus on concepts dealing with geology and the physical sciences.

808 PRACTICAL SCIENCE

The purpose of this project/experiment-based course is to provide a general knowledge of the concepts of life science, physical science, and earth science through hands-on learning that connects to everyday living. Students may take this course for up to 2 credits.

FAMILY AND CONSUMER SCIENCE:

814 PERSONAL HEALTH MANAGEMENT

The purpose of this course is to provide a general knowledge of health and safety concepts to enable students to live independent lives. Concepts include: nutritional needs of the human body, physical exercise and fitness, substance abuse, safety and first aid, and community resources for health care.

819 INDEPENDENT LIVING

Grade 11

The purpose of this course is to provide practical hands-on instruction in personal and home skills to enable students to function at their highest levels and participate effectively at home and in the community. Content: personal care, living arrangements, household maintenance, and food preparation/nutrition.

811 SOCIAL SKILLS

The purpose of this course is to provide instruction related to environmental, intrapersonal and interpersonal skills, and task-related behavior of students with disabilities. The content will include: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution and responsibility. Students may take this course for multiple credits.

VOCATIONAL EDUCATION:

892 SE VOCATIONAL FOODS

PREREQUISITE: Teacher permission

This course is designed to provide students with hands on experience by exploring various activities within the food service industry. The goal is to help each student to develop marketable working skills. The class will orient students to the world of work by teaching them how to prepare for, secure and maintain employment. **VPA *Math Related***

820 S. E. CAFÉ

PREREQUISITE: Teacher permission

Students will operate the café performing various tasks, including operating the cash register, preparing orders, stocking, cleaning, etc. The students will learn and employ basic marketing concepts, customer service, product development, ordering, etc. **VPA** *Math Related*

813 WORKPLACE ESSENTIALS

Students will manufacture different retail products during this course, enabling the student to learn and practice workplace skills (i.e. independence, task completion, time on task, problem solving, following directions, etc.)

816 CAREER DISCOVERY

This course will focus on exploring career pathways and gaining knowledge about the expectations, skills, and training required by various careers.

806 CAREER PRACTICUM

Enable students with disabilities to further develop career knowledge and the skills necessary to identify career options, access community resources and practice work-related behaviors.

898 CAREER/EMPLOYABILITY SKILLS

Grades 11, 12

This course will focus on preparing students for life after high school. Students will fill out business forms, participate in mock interviews, write resumes/cover letters, explore housing options, and connect with Michigan Rehabilitation services. Students will also participate in Community Based Instruction trips (college visits, state offices, and local businesses). Students may take this course for up to 1 credit.

850 AVENUES

These vocational courses are designed to provide students with a hands-on practical experience in one of four career areas (Construction/Building trades, Marketing/Sales, Administration/Information Technology, and Landscaping/Horticultural). Students complete a portfolio of skills obtained and exit points reached that may be presented to potential employers.

850T AVENUES 20

This post-secondary program is designed to give students a variety of experiences to strengthen and enrich their academic, social, vocational, life, and leisure skills. Students spend the majority of the school day learning and working in the community (i.e. different work sites, college campuses, and local recreation centers). Post-Secondary ONLY – IEP placement

893 SKILLS CENTER (2 semesters)

Yr

The Skills Center is a two (2) hour year-long block program, outside of the high school, that provides alternative vocational services for students who are unable to benefit from vocational programming offered at the high school. Vocational training classrooms at the Skills Center try to simulate the real world of work, with the emphasis on a hands-on approach. **VPA**

877 INDIVIDUAL VOCATIONAL TRAINING

PREREQUISITE: Teacher permission – juniors and seniors

Provides students with the opportunity to practice skills needed in the business world.

ELECTIVES:

890 BASIC COMPUTERS

This course is designed to teach basic keyboarding skills, familiarity with basic workplace skills and online experience.

894 VISUAL IMPAIRED SKILLS

This course focuses on educating students with visual impairments; partially sighted or legally blind. Students are taught skills to increase their independence such as: Braille, VI Technology, use of adaptive equipment, organizational skills, independent skills, and study skills.

895 STUDY SKILLS

The goal of this course is to help the students succeed in all their classes by developing essential study skills and assisting in completion of assignments. Skills taught include: organizational skills, time management, note taking, active listening, test taking skills, memory enhancement and increased retention of what is read.

815 LEISURE EDUCATION

This course will focus on exploring different leisure-time activities such as: sports, fitness, board games, art, and craft hobbies. Students will have an opportunity to participate in the Special Olympics and go on other CBI experiences.

GUIDANCE AND COUNSELING DEPARTMENT

The Guidance and Counseling Department consists of four (4) counselors, two (2) special education consultants, one (1) school social worker, one (1) school psychiatrist, and one (1) counseling secretary.

Our Guidance Program is designed to assist students in reaching their full potential by helping them make decisions effectively, improve relationships with others, and increase self-confidence.

Areas of counseling include:

1. Individual Counseling – Students can meet individually with their counselor at any time. Any concern or problem a student may have; career concerns, family problems, peer relationships, or substance abuse can be discussed with the counselor.
2. Career Counseling – Aiding students, in their educational and vocational planning with particular emphasis on necessary testing requirements, financial aid, scholarships, etc.
3. Scheduling of high school classes.

Because the success of a student's high school career depends heavily on his/her selection of a course of study, the Counseling Department provides every student with an opportunity to consult with his/her counselor in selecting a suitable program.

Specific services offered through the Counselor include:

1. Relating interests, aptitudes, and abilities to future goals
2. Determining a program of courses that would best prepare the student for the career pathway of their choice, including:
 - a. 4 year college/junior college
 - b. Trade or Technical School
 - c. Marketable skills upon graduation
3. Register eligible students for Credit Recovery
4. Dual Enrollment (Those taking classes at community college while still an LPHS student)
5. Student Assistance Program support groups
6. Teen Parent – Child care registration and support groups
7. Career seminars, college and campus visits
8. MME testing, MEAP testing, and proficiency testing
9. Military resources
10. ACT & SAT testing information and preparatory test
11. Summer Institute and Summer Programs
12. College Fair information
13. Scholarship information
14. Selective Service Registration
15. Crisis Intervention
16. Homework requests

Counselor/student contacts can be initiated:

1. By the student's request
2. By the counselor's request
3. By the classroom teacher's request
4. By the administrator's request
5. By the parent's request

Parents are urged to utilize ParentConnection or contact the counselor whenever they want to be informed about their child's high school progress.