Novi Community School District
Novi High School
24062 Taft Road • Novi, MI 48375 • www.novi.k12.mi.us/hs

Mission
Educating all students to fulfill their potential within Novi High School and beyond.

Board of Education Members
Ms. Tracey Cadwell • Mr. Paul Cook • Mrs. Ann Glubzinski
Mr. George Kortlandt • Mr. Willy Mena • Mrs. Bobbie Murphy • Mr. Dennis O’Connor

Administration
Dr. Steve Matthews ............................................................... Superintendent
Dr. R.J. Webber ............................................................... Assistant Superintendent of Academic Services
Steve Barr ............................................................... Assistant Superintendent of Business and Finance
Carol Diglio ............................................................... Assistant Superintendent of Human Resources
Shailee Patel ............................................................... Director of Student Services

Novi High School
Nicole Carter ............................................................... Principal
Robert Baker ............................................................... Assistant Principal
Katy Dinkelmann ............................................................... Assistant Principal
Charles LaClear ............................................................... Assistant Principal
Brian Gordon ............................................................... Athletic Director and Club Advisor
Detective Jon Zabick ............................................................... School Resource Officer
Erin Boedeker ............................................................... Guidance Counseling Staff
Sarah Lephart ............................................................... Guidance Counseling Staff
Andrea Tobis ............................................................... Guidance Counseling Staff
Lori Ultch ............................................................... Guidance Counseling Staff
Michael Zelinski ............................................................... Guidance Counseling Staff
Katrina Lorenz ............................................................... Social Worker
Heydie Orr ............................................................... Social Worker
Allison Larson ............................................................... Speech-Language Pathologist
Jodie Mientkiewicz ............................................................... Teacher Consultant
Renee Ruiz ............................................................... Teacher Consultant
Kristin Corrion ............................................................... Transition Coordinator

Telephone Numbers
High School Administrative Office ............................................................... 248.449.1500
High School Fax ............................................................... 248.449.1519
Attendance Office ............................................................... 248.449.1507
Attendance Office Fax ............................................................... 248.449.1532
Athletic Office ............................................................... 248.449.1509
Student Service Center (Counseling) ............................................................... 248.449.1516
Student Service Center Fax ............................................................... 248.449.1539
Transportation Department ............................................................... 248.449.1245
Educational Services Building ............................................................... 248.449.1200
Novi High School: A National School of Excellence

Message to Students and Parents/Guardians

This catalog is designed to give students and parents detailed information about the selection of classes and curricular aspects of the Novi High School program. It is our belief that it is in the students’ best interest to explore many different types of courses when planning their future. Students should consider their future college and career choices when using this catalog and plan wisely to avoid the need for schedule changes and misplacement.

Novi High School offers a broad selection of classes and activities dedicated to fostering well-rounded students who are prepared for their future. Selecting appropriate electives with attention to their future plans, their interests, aptitudes and talents will help students to focus their education and will give them the opportunity to explore specific career areas.

The schedule is based upon student course selections from the previous school year. This limits the opportunity for course changes once the schedule has been set. If changes are necessary to core classes, students must submit a schedule change form to their counselor. Given that the master schedule is based upon student selections, desired course changes are often difficult to honor and need to be academically justified if they are able to be changed. If space allows, academic justification may include: enrolling in an advanced course, remediation or medical reasons. Requests for changes based upon lunch preference, teacher, class period or friends cannot be granted.

The high school experience is full of opportunities that prepare each student for adulthood. Exploring, understanding and choosing wisely from the many opportunities that are available will provide each student with purpose and focus beyond the high school years.

We welcome all students and parents/guardians to Wildcat Country and hope that the high school experience will be meaningful, challenging and memorable!
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It is the policy of the Novi Community School District that no person shall, on the basis of gender, race, color, religion, national origin or ancestry, age, disability, height, weight, or marital status or any other status covered by federal, state, or local law be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service, or in employment. For further information or if a person suspects a discriminatory practice please contact the Asst. Superintendent of Human Resources at 25345 Taft Road, Novi, MI 48375 or call (248) 449-1200.
EQUAL EMPLOYMENT OPPORTUNITY AND NONDISCRIMINATION

Grievance Procedure for:
Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendment Act of 1972
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975
Title II of the Americans with Disability Act of 1990

Section I
Any person believing that the Novi Community Schools or any part of the school organization has violated the laws or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975 and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Assistant Superintendent of Human Resources
Novi Community Schools
25345 Taft Road
Novi, Michigan 48374
248-449-1200

Section II
The person who believes a valid basis for a grievance exists shall discuss the grievance informally and on a verbal basis with the Assistant Superintendent of Human Resources, who shall in turn investigate the complaint and reply with an answer within ten (10) business days. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

Step 1
A written statement of the grievance signed by the complainant shall be submitted to the Assistant Superintendent of Human Resources within ten (10) business days of receipt of answers to the informal complaint. The Assistant Superintendent shall further investigate the matters of grievance if he/she believes further investigation is warranted and reply in writing to the complainant within ten (10) business days.

Step 2
A complainant wishing to appeal the decision of the Assistant Superintendent may submit a signed statement of appeal to the Superintendent of Schools within ten (10) business days after receipt of the Assistant Superintendent’s response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3
If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education with ten (10) business days of receiving the Superintendent’s response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within forty (40) days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

The days noted above for purposes of this policy are days when the School District’s business office is open for business to the general public. The time limits noted above may be extended by the Assistant Superintendent if warranted.

Anyone at any time may contact the U.S. Department of Education/Office of Civil Rights for information and assistance at 216-522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U. S. Department of Education, Office for Civil Rights, 600 Superior Ave. East, Bank One Center, Suite 750, Cleveland, OH 44114-2611.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202.
The Compliance Officer, on request, will provide the complainant with a copy of the district’s grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Assistant Superintendent’s office.

### PUBLIC NOTICE OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION CLASSES

Each year, the Novi Community School District offers Career and Technical Education programs at Novi High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers, counselors and cooperative education coordinators. The following is a list of programs being offered this year and the criteria for admission,

<table>
<thead>
<tr>
<th>Program</th>
<th>Criteria for Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Must begin with Marketing I</td>
</tr>
<tr>
<td>Drafting (CAD)</td>
<td>Must begin with Pre-Engineering</td>
</tr>
</tbody>
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Like all classes at Novi Community Schools, the CTE classes follow the District’s policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender/sex, age, disability, height, weight or marital status in all programs, activities and employment. In addition, arrangements can be made to ensure that the lack of English language skill is not a barrier to admission or participation.

For general information about these programs, contact:

Assistant Superintendent of Academic Services  
25345 Taft Rd.  
Novi, Michigan 48374  
248-449-1200

Inquiries regarding nondiscrimination policies should be directed to:

Assistant Superintendent of Human Resources  
25345 Taft Rd.  
Novi, Michigan 48374  
248-449-1200

### PROJECT FIND, SPECIAL EDUCATION/SECTION 504 NOTICE

The Novi Community School District offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education ACT (IDEA) or Section 504 of the Rehabilitation Act of 1973. These services are available to eligible persons ages birth-26 who reside within or attend a K-12 school program within the Novi Community School District attendance boundaries. Referrals are accepted from parents, staff members, community agencies, and other interested parties.

For more information about available services, parent/student rights or referral procedures, contact the Novi Community School District Office of Special Education at 25345 Taft Road, Novi MI 48374, or call (248) 449-1200.

For questions about Section 504 classification, please contact your student’s assigned guidance counselor.
GENERAL INFORMATION

Accreditation

The Novi Community School District is fully accredited by AdvancEd.

Policies and Resources

Attendance
Research shows that the single greatest factor contributing to student achievement is attendance at school. While a student who is absent from school may be able to cover a missed chapter, copy missed notes, complete a missed work sheet and receive help after school, other important aspects of a lesson that will make a difference to learning cannot be retrieved. Discussion, recitation, listening, note taking, questions, explanations and clarifications are among the important interactions that cannot be retrieved despite the most sincere efforts at make-up work. Student success depends on a solid educational background, and such a background can only be gained through regular school attendance. Please familiarize yourself with the high school’s current Attendance Policy, located on the Novi High School Documents/Forms/Newsletters page online.

Grading
Academic Report Cards: Students will receive four Academic Report Cards at 9 week intervals throughout the year to inform parents and students of academic progress. The Semester Academic Report Card is the final report for each course and indicates the student’s grade and earned credit. All classes are graded using cumulative scoring/grading.

Grading System: Students will receive both a weighted and an unweighted grade point average (GPA) on their transcript. Note that plusses and minuses appear on the transcript but do not affect the GPA calculation.

Unweighted Four Point Scale:
A+, A, A- = 4
B+, B, B- = 3
C+, C, C- = 2
D+, D, D- = 1
E = 0
Passing marks are A+ -through D-

Weighted Scale for Advanced Placement and International Baccalaureate courses:
B+, B, B- = 4
C+, C, C- = 3
D+, D, D- = 2
E = 0
Passing marks are A+ through D-

Novi High School does not calculate exact rank.

Incompletes: Grades posted as “incomplete” or “I” will revert to an “E” grade after a period of one semester. If the incomplete has not been changed, an “E” will be placed on the transcript. A teacher retains the right to change the “E” grade at a later date if circumstances warrant a change.

Grade Appeals: Students have until the end of the next semester to meet with their teacher regarding a grade challenge.

Repeated Coursework: Coursework may be repeated if a student received an unsatisfactory or failing grade. The new grade will not replace the original grade. Both grades will be factored into the GPA and both will be reflected on the transcript. E2020 courses receive credit or no credit, and do not factor into the GPA.
Academic Eligibility for Athletics and Extra-Curricular Activities

- Previous Semester High School Eligibility: During the previous semester, the student-athlete or club member must have passed a minimum of five classes of academic work. If a student-athlete or club member fails to pass a minimum of five classes for the semester, he/she will be ineligible to compete or participate for the entire next semester.

- Current Marking Period High School Eligibility: During the current marking period, the student-athlete or club member must be passing five classes at the nine week eligibility check in order to be eligible to compete or participate for the remainder of that semester. Student-athletes and club members who are determined to be ineligible at one of the nine week reports will be ineligible a minimum of one week. After one week, an academic progress report must be circulated to the student-athlete’s or club member’s teachers and submitted to the Athletic Director (for student-athletes) or the sponsor of the extracurricular activity (for club members) for eligibility verification. This process will continue until the student-athlete’s or club member’s progress report indicates that he/she is currently passing five classes.

NCAA Eligibility

Any student planning to participate in a Division I or Division II college sport must be academically eligible and registered with the NCAA Eligibility Center.

- Mrs. Tobis will hold an annual NCAA meeting to provide additional information. If you have not talked to Mrs. Tobis about NCAA then please do so as soon as possible.
- Students interested should have registered prior to their senior year and have planned their schedule based on NCAA requirements. If you did not register prior to senior year, you need to do so early in your senior year.
- It is the student/parent responsibility to be familiar with these standards and guidelines. The NCAA guide and registration information is available at www.eligibilitycenter.org. Please contact Mrs. Tobis in Student Services if you have any questions.

- **TIMELINE:**
  - **9th and 10th grade:** If you plan on playing athletics in college, you need to begin preparing now to become academically eligible through the NCAA Eligibility Center which you will register for your junior year. You should take academic college-preparatory courses and compare course selection against the list of NCAA-approved core courses. Please see Mrs. Tobis if you have any questions, and plan on attending the yearly NCAA meeting for more information.
  - **11th grade:** Future potential college athletes should register with the NCAA Eligibility Center. You should continue to take college preparatory courses and register for the SAT and/or ACT. At the end of your junior year, once you are registered, Mrs. Tobis will send your transcript to the Eligibility Center. You are required to submit your ACT scores.
  - **12th grade:** Future potential college athletes should register for additional ACT/SAT tests if necessary, making sure to use code 9999 at the time of registration. You will continue to take college preparatory courses to ensure you have met the core course requirement. On or after April 1st of your senior year, you need to go back to your Eligibility Center account to update your academic and amateurism information and request final amateurism certification. After graduation, Mrs. Tobis sends your final transcript to the Eligibility Center.

Academic Honor Roll

Students who achieve a 3.5 unweighted grade point average (GPA), or better, for the academic school year are listed on the Honor Roll. Students who maintain a 3.5 unweighted GPA are encouraged to pursue membership in the National Honor Society. An academic letter is available for purchase to students who are listed on the Honor Roll.
Early Completion
Seniors may complete their senior year prior to their graduating class if all graduation requirements have been met and all State Endorsed Proficiencies have been attained. Students who wish to complete early should consult with their counselor and fill out an “Early Completion” application by October 1 of their senior year. Early completion students may attend Senior activities in June and will receive their diplomas with the rest of their class.

Operation Graduation
It is recognized that it is the responsibility of Novi High School to provide the best teaching and learning opportunities for students, coupled with optimal guidance toward graduation. Learning needs are unique to each individual and it may be in the student’s best interest to have an alternative educational plan/environment to obtain a high school diploma. In an effort to serve all of our students, specific interventions will be utilized for students who are at-risk for not graduating within four years. More information about this program can be found in the Operation Graduation section of the course catalog.

Parent—Teacher Conferences
Evening Parent-Teacher Conferences are scheduled each semester. Teachers meet with parents in the cafeteria, the Media Center, and the atrium. Parents may confer with teachers regarding student progress and academic program requirements and expectations. Private conferences can also be arranged with teachers during their conference period.

Media Center
The Novi High School Media Center provides a variety of services for students, staff and community. In addition to a book collection of approximately 16,000 volumes, the media center makes available an electronic card catalog, the Internet, videoconferencing, video fieldtrips and numerous online research databases. We have both print and online magazines and newspapers, audiovisual materials and equipment, multimedia programs and equipment (including digital video), interactive laser videodiscs, DVD, six wireless computer carts and more. Three instructional areas and three computer labs are available for individual and class use. See our media center homepage on the Internet at: www.novi.k12.mi.us/hs/hsmc.
Guidance and Counseling

Student Service Center/Counseling

Student Services
The guidance counselor is a unique and integral member of the educational community. As a team, counselors, teachers and administrators share the responsibility of assisting young people in preparing for the challenges of post-secondary life.

The counselor's primary commitment is to help the student realize his/her potential academically, personally and socially.

Counseling Staff
Students may request to see their counselor whenever the need arises. They may stop in to the Student Service Center and sign up to have their counselor contact them. Parents may contact the counselor by calling the Student Service Center at (248) 449-1516. Students are assigned to counselors upon enrollment at the high school and remain with that counselor throughout their high school career.

Erin Boedeker  Counselor
Sarah Lephart  Counselor
Andrea Tobis  Counselor
Lori Ultch  Counselor
Michael Zelinski  Counselor
Mary DePotter  Secretary
Beth Hogan  Secretary
Juniors and Seniors
Freshmen and Sophomores

Scheduling

Important Scheduling Information
Course selection is one of the most important processes that a high school student can undertake. Choosing the correct courses, along with teacher, parent and counselor input is the key to a successful high school and post-high school experience. The master schedule is based upon student course selections. Therefore, changing courses at a later date is not guaranteed. Please read this entire course catalog for the most updated information regarding scheduling for the school year.

Schedule Changes
Schedule changes will only be considered during the first three school days of each semester.

Schedule adjustments during the senior year may impact acceptance into college. The senior year schedule is used in the admissions process when a student applies to college. Therefore, it is recommended that the student contact colleges which have received an application to inform them of schedule changes, as offers of admission could be rescinded based upon schedule changes. If core class changes are necessary, students must submit a schedule change form to their counselor.
Additional Scheduling Information

Advanced Program Opportunities

Advanced Placement (AP) Program
The College Board’s Advanced Placement (AP) Program gives high school students an opportunity to pursue college level studies while still in high school. Some colleges award college credit and/or advanced standing if the student achieves appropriate scores on the AP tests administered in May. Most AP courses run for 2 full semesters.

- AP Calculus AB and BC
- AP Psychology
- AP French Language
- AP Statistics
- AP European History
- AP Japanese Language
- AP Biology
- AP U.S. Government & Politics
- AP Spanish Language
- AP Chemistry
- AP U.S. History
- AP Computer Science
- AP Environmental Science
- AP English Language & Composition
- AP Macroeconomics (1 semester)
- AP Physics
- AP English Literature & Composition
- AP Microeconomics (1 semester)
- AP Seminar
- AP Research
- AP Music Theory

International Baccalaureate Programme
The IB Programme (IB) at the high school level is a comprehensive curriculum, based on international standards, which can complement and enhance an already rigorous curriculum. The IB Diploma Programme, as well as individual IB courses, are taught and well recognized around the world. If a student achieves the appropriate score within an IB course then some colleges will award college credit for the coursework. For more information please visit the Novi IB link at: www.novi.k12.mi.us/hs/ib/.

- IB Chinese Ab Initio SL
- IB World History SL/HL
- IB Math Studies SL
- IB Chinese SL
- IB Business Management HL
- IB Math SL
- IB French SL
- IB Biology HL
- IB Visual Art HL
- IB Japanese SL
- IB Chemistry HL
- IB Music SL
- IB Spanish SL
- IB Physics SL
- IB Theory of Knowledge
- IB Literature HL
- IB Sports, Exercise and Health Science SL

Note: Students pursuing the IB Diploma are given priority when enrolling in IB courses.

Summer Assignments for Honors, AP and IB Courses
Please be aware that several of our Honors, AP and IB courses require completion of a summer packet or summer reading/writing assignments that will be due upon return in the fall. Please check the counseling website for these assignments, or contact the teacher directly.

AP and IB Workload
The workload for these courses is equivalent to college courses. Students can expect up to 10 hours of homework per week, for each AP or IB class they take. For example, one class would require 10 hours per week, while 3 classes would require 30 hours per week for homework.

CAS (Creativity Action Service)
In order to qualify for an IB diploma, students must complete 150 total CAS (Creativity Action Service) hours through at least four CAS projects. These hours can start to be accumulated during the summer after the student’s sophomore year and must be completed by April 1 of senior year. It is highly recommended that IB diploma candidates accumulate as many hours as possible during the summer. All CAS projects must be preapproved by Mrs. Clift. During the summer she can be reached through e-mail at bclift@novischools.net.
Alternative Credit Opportunities

There are a number of opportunities for students to earn credits toward high school graduation. The following options may be used for either advancement or credit recovery.

Accelerated College Experience (ACE)
Oakland ACE is an early college program for students in Oakland County districts, and is designed for those facing challenges to college enrollment and success. Oakland ACE offers students the opportunity, guidance and support to earn an associate degree, or up to 60 transferable credits, while still in high school. Students must meet eligibility criteria and apply during 10th grade. If accepted, students add a fifth year of high school (grade 13). During grades 11, 12 and 13 students split time between courses at Novi High School and Oakland Community College, working toward their high school diploma and an associate degree simultaneously. There is no cost to students for tuition, fees or books. Contact the student’s assigned guidance counselor for more information.

Novi Career Prep. High School
Novi Career Prep provides a non traditional schedule with classes beginning in the early afternoon. The same Michigan Merit requirements and curriculum is followed to obtain a high school diploma or credit recovery. Students must be 16 years of age to enroll. Novi High School students must receive counselor permission to enroll in the evening classes and are discouraged from doing so unless they need to make up credit deficiencies.

- **Oakland Opportunity Academy (OOA)**
  Classes and schedules for Oakland Opportunity Academy are designed to meet the unique needs of the learner, offer quality instruction in a flexible schedule, and prepare the high school student for success in college and careers following graduation. **All Novi students must enroll through the adult ed program.** OOA is operated by Oakland Schools. However, diplomas are issued by the student’s sending school. Classes are held at the OSTC Southwest Campus.

Community Volunteer Service (CVS)
In the CVS program, students seek out a non-profit community organization for volunteer work experience. Students have the opportunity to grow personally, gain satisfaction from helping others, and explore a future career through their volunteer work. CVS students do not receive any transportation or monetary compensation nor do they receive any early release time. National Honor Society applicants may complete their 40 hours of community service (a required prerequisite) through CVS. To earn 1.0 elective credit, students must complete 100 volunteer hours in one calendar year in a pre-approved (through Barb Clift), non-profit work site. A maximum of 25 summer hours can be counted toward the 100 hours needed for credit. Hour sheets must be submitted monthly. Credit will be granted after all signed documentation of hours are verified, along with a written paper. The written paper must be completed within two weeks after the hours were completed. A maximum of one elective credit may be earned per academic year. A maximum of two credits may be earned by any student in their high school career. (Court or community ordered volunteer hours may NOT be used for credit purposes.) Twelfth grade students must have all hours submitted by April 1st of their senior year.

Dual Enrollment
Novi High School students may take postsecondary courses that may count for both high school and college credit(s), as long as they are enrolled and attending at least one high school course. For every course a student enrolls in at the local college, he or she will reduce their high school course load. For additional information, please refer to the dual enrollment packet which can be found online.
Edgenuity (E2020)

Education2020 (E2020) is an online credit recovery program offered during the school day and 7th period as needed. It is a multimedia-rich Virtual Classroom and Virtual Tutor that engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary and exploration activities that support each lesson presented by a Highly Qualified Virtual Classroom Teacher. E2020 is aligned to the national and state standards and provides a comprehensive curriculum in the core areas including Mathematics, Science, English, Social Studies and elective courses. Approximately 25 core and elective classes are available for .5 credit (electives) or 1 credit (core classes).

To receive credit, students must have a grade of 70% or better after completing 100% of the coursework. Students will receive credit/no credit for E2020 coursework, rather than a letter grade.

Note: Students are permitted to enroll in a maximum of two (2) E2020 class periods per semester.

Further information about course offerings in the E2020 program is available online at www.edgenuity.com. Counselor recommendation is required in order for a student to enroll in this course.

State of Michigan Provision for Online Courses

State of Michigan legislation (see Michigan Compiled Laws, Section 388.1621f) allows students to enroll in up to two online courses. Additional information about this option is available in the online opportunities packet. In order to take advantage of this option, students must submit an application that is available from their guidance counselor. Application must be submitted at least 1 week prior to the start of the semester.

GenNET

The Genesee County Seat Time Waiver Program (GenNET) offers students the opportunity to take more than two online courses at a time. This allows scheduling flexibility for students with unique circumstances. Additional information about this program is available from the guidance counselors. In order to take advantage of this option, students must submit an application that is available from their guidance counselor. Application must be submitted at least 1 week prior to the start of the semester.

Summer School

A student may take up to one credit in summer school but must have prior permission of the counselor to enroll. Summer school classes are offered through the Novi Community Education Department and neighboring school districts.

“Testing Out” Option

If students feel that they have pre-acquired skills for a course, students may request an opportunity to “test out” of a course. Testing is offered limited times during the school year. On the high school website, follow the Test Out Information link for test out policies, procedures, dates and registration. For more information, the student should consult his or her current counselor.

Personal Curriculum (PC)

The personal curriculum is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student’s graduation requirements needs to be consistent with this purpose. Please discuss this with your guidance counselor to learn more about a PC. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. PC procedures and forms are available on the Novi High School website, on the Documents/Forms/Newsletters page.

Course Prerequisites

Many courses at Novi High School have prerequisites that must be satisfied before a student can move ahead. (i.e.: Painting 1 before Painting 2, Early Childhood Education before Teacher Cadet, etc.) Also, all Advanced Placement courses have prerequisites.
Please refer to the course listings in the course catalog for specific prerequisite information. It is the responsibility of the student to familiarize himself/herself with prerequisite coursework and choose classes accordingly.

Courses Requiring a Special Application

The following courses require an application or special permission to enroll. Applications are online within the Scheduling section of the Counseling website. Be sure to check deadlines, as some of these applications require that you seek letters of recommendation. Do not procrastinate!

- Art Coursework: any level 2 art class (permission required to bypass prerequisites) (See Ms. Harbar)
- Co-op/Work Experience: see Mrs. Clift during lunch in the co-op office; must be a junior or senior.
- Dual Enrollment: See your counselor
- Journalism II: Newspaper & Yearbook
- Medical Careers Exploration
- Oakland Schools Technical Campus coursework; must be a junior or senior
- Social Justice Dialogues
- Store Operations
- Teacher Cadet
- TV News and Production

Scheduling a College Prep Program

Colleges and universities continue to stress the importance of students maintaining a strong curriculum in the five core areas of mathematics, science, language arts, social studies and world language. These courses, along with exploratory electives that are thoughtfully considered, will ensure a well-rounded student. (Please read on for more details). We encourage students to refer to individual college websites for specific admission criteria. We also encourage students to attend college fairs, take college tours and see their counselor for any individual assistance they may need. If a student chooses to take a math-related course then please understand that it may not meet university math requirements. Students should contact a university admissions representative if you have questions regarding math-related coursework.

- It is important to maintain a strong senior year schedule including core classes in order to meet university admissions requirements. Schedule changes may impact the college admission decision. Contact your admissions office before dropping core coursework.

University Admission Requirements

The state universities of Michigan have specific admission requirements for students who graduate from high school and wish to enter any four-year university. To be eligible for regular admission to a four year program, a high school student must successfully complete the following minimum course requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Math</td>
<td>3 credits, including Algebra II</td>
<td>4 credits including a core math in the senior year</td>
</tr>
<tr>
<td>Science</td>
<td>2-3 credits</td>
<td>3-4 credits including Biology, Physical Science &amp; another lab course</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
<td>3 credits, including US and World History</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 credits (most schools)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>varies</td>
<td>1-2 credits</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>varies</td>
<td>1 credit or “hands-on” experience</td>
</tr>
</tbody>
</table>

*** Please recognize that the admission criteria may vary from college to college. Students are encouraged to visit the specific college of their choice online for additional information.
Senior Math-Related Classes

Students must have four math credits (through Algebra II) to graduate. Students entering their senior year with only three math credits will need one full math or math-related credit in their senior year. Students with 3.5 or more credits can choose a .5 credit course as their senior math class. (Double dipping graduation requirements is not permitted.)

Courses that fulfill the senior math-related requirement for graduation:

- All Accounting classes
- Marketing: Store Operations
- All Finance classes
- All Computer Programming classes
- All Chemistry classes
- All OSTC coursework
- All CTE classes
- All Physics classes
- All Art classes
- IB Business
- Food Science
- IB Sports
- Newspaper
- Yearbook
- Genetics & Medical Tech.

Unique Course Opportunities

Oakland Schools Technical Campus (Students in Grades 11 and 12 Only)

At Oakland Schools Technical Campuses (OSTC), you can find your career direction, fulfill high school graduation requirements, earn college credits, join student organizations and make new friends who share your interests. Whether you plan to attend OSTC to get a jump on college credit offerings or earn industry-based certifications to immediately pursue a career, OSTC’s industry and educationally certified staff will guide you in reaching your career goals. Enrollment is open to all high school junior and senior students. You must complete an application and have an updated EDP to apply. Enrollment is limited and not guaranteed. For more information and to pick up an application, please contact Ms. Lephart in the Counseling Office.

The complete list of Oakland Schools Technical Campus course offerings is posted on the OSTC website.

OSTC course offerings are subject to change. Final course availability and descriptions will be available in the spring. Students selecting these courses will be notified of any changes.

Students electing to take a course at OSTC will follow an altered schedule during the school year.

- Lunch: Students take ‘A’ lunch
- Departure to OSTC:
  The OSTC bus departs from Novi High School from the Taft Rd. (West Atrium) entrance at 10:57 a.m.
  Students who elect to drive themselves may remain for lunch or may leave at the beginning of 4th period. Those students are responsible for arriving at their OSTC classes on time.
- OSTC class schedule: Start time: 11:15 a.m.  End time: 1:40 p.m.
- Return to Novi Schools:
  The OSTC bus departs OSTC at 1:45 p.m. and returns to Novi High School at approximately 2:05 p.m. to drop off interested students so they may attend after-school activities. Note: Students who return to Novi High School must then provide their own transportation home. Those students who need a bus ride home remain on the bus and are taken to the middle school to transfer to their bus for the ride home.

Visual, Performing & Applied Arts Credit (VPA)

These courses may fulfill the graduation requirement for the Visual, Performing & Applied Arts credit. One full arts credit is required.

- All Career & Technical Education coursework
- All Dance and Music coursework
- All Art coursework
- Language Arts courses that apply: Introduction to Theatre, Acting I & II, TV News & Production, all Journalism classes, Debate, Public Speaking
- Life Management courses that apply: Early Childhood Education, Teacher Cadet, Food Science
- Business courses that apply: Computer Applications, Marketing 1, Marketing: Sports/Fashion/Entertainment, Marketing: Store Operations, IB Business & Management HL Year 1, IB Business and Management HL Year 2
- OTHER coursework that applies: Radio Broadcasting, all OSTC coursework, Computer Programming coursework
# High School Graduation Requirements

## English Credits
- 1 – Ninth Grade English
- 1 – Tenth Grade English
- 1 – Eleventh Grade English, AP English Language & Composition, or IB English HL1
- 1 – Twelfth Grade English, AP English Literature & Composition, AP English Language & Composition, or IB English HL 2

## Social Studies Credits
- 1 – United States History: 1877 – Present or AP US History *(anytime after 9th grade)*
- 1 – World History, IB World History SL/HL 1 or AP European History
- .5 Civics or 1 credit AP US Government & Politics
- .5 Economics or AP Macroeconomics *(AP Micro does not fulfill graduation requirement)*

## Mathematics Credits
- 1 – Algebra I
- 1 – Geometry or Honors Geometry
- 1 (2) – Algebra II, Honors Algebra II, or Algebra IIA and IIB
- 1 – Additional math or math-related course in final year of high school

## Science Credits
- 1 – Biology
- 2 – Earth Science, Chemistry, or Physics *(must complete 2 of these courses)*
  - AP or IB courses may substitute the regular coursework

## Physical Education Credits
- .5

## Health Credits
- .5

## Visual, Performing or Applied Arts (VPA) Credit
- 1

## World Language (language other than English) (two credits of the same world language)
- 2
  - Completion of a formal CTE program or an additional 1 credit of VPA may be substituted for the 2nd year of world language (through 2020)

## Additional Elective Credits
- 4

All students need a total of 22 out of 24 credits

Operation Graduation

It is recognized that it is the responsibility of Novi High School to provide the best teaching and learning opportunities for students, coupled with optimal guidance toward graduation. We believe that the learning needs are unique to each individual and it may be in the student’s best interest to have an alternative educational plan/environment to obtain a high school diploma. In an effort to serve all of our students the following interventions will be utilized for students who are at-risk for not graduating within four years.

**Credits and Courses Required for Graduation in Four Years:** 22 credits minimum out of 24 credits possible

Eighteen (18) specific courses (18 of the 22 credits) are required by the Michigan Merit Curriculum and must be passed in order to graduate.

**Academic Advisory:**

Academic Advisory (AA) meets every Wednesday for 40 minutes to provide academic support and enrichment for all students. Students will be assigned to an Academic Advisory classroom allowing them 40 minutes of time to work on academics and receive support from their current teachers or arranged tutoring.

**E2020 Credit Recovery:**

Students who fail a core course or courses required for graduation may be placed in E2020, an online credit recovery program offered during the school day and 7th period (after school). It is a multi-media-rich Virtual Classroom and Virtual Tutor that engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary and exploration activities that support each lesson presented by a Highly Qualified Virtual Classroom Teacher. E2020 is aligned with the national and state standards and provides a comprehensive curriculum for approximately 25 core courses and electives. To receive credit, students must have a grade of 70% or better after completing 100% of the course work. Students will receive credit/no credit for E2020 coursework, rather than a letter grade. Note: Students are permitted to enroll in a maximum of two (2) E2020 class periods per semester.

**Lab Classes:**

Students who need academic support in the areas of Math or English Language Arts may be scheduled to take a Lab class simultaneously with courses required for graduation. With the use of data, academic progress, standardized tests and teacher recommendations, students may be scheduled to take a Lab class or classes to strengthen their foundational skills, provide intense support and increase academic success in areas that are required by the Michigan Merit Curriculum to earn a high school diploma.

**Notification:**

At the end of each school year, any student who failed one or more core courses (.5 credits) will receive a Graduation Audit in the mail. The Graduation Audit will identify the following:

- Whether or not the student is on track for graduation
- Opportunities to recover credits
- Support resources
- Remaining classes required for graduation
- Number of credits needed to graduate
- Number of credits that must be made up outside of the traditional school day

Notification will be based on the student’s earned credits as outlined in Reference #1. The counselor will meet with the student and notify the parents/guardians to outline NHS credit recovery options using Reference #2. The student and parents/guardians will also be informed of Novi Career Prep. and will be encouraged to visit the site. Student progress will be monitored throughout the semester and additional contacts will be made as necessary.
Referral:
If a student does not show improvement and continues to lose credits required for graduation during the semester following the Notification, the student’s counselor will meet with the student and notify the parents/guardians of a plan of action, outlining credit recovery options (Reference #2) and discuss a potential referral to Career Prep.

When a student loses four (4) or more credits toward graduation, the administrator and counselor may meet with the student and parents/guardians to modify the plan of action and make a referral to Career Prep.

Novi Career Prep High School Information:
Students may visit the Community Education/Career Prep. website to learn more, or contact Community Education at 248-449-1206.

Reference #1 – Required Course Work and Credits:
Course order may vary.

<table>
<thead>
<tr>
<th>Freshmen:</th>
<th>Sophomores:</th>
<th>Juniors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts 9</td>
<td>Credits from freshman list</td>
<td>Credits from sophomore list</td>
</tr>
<tr>
<td>US History</td>
<td>English Language Arts 10</td>
<td>English Language Arts 11</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Civics &amp; Economics</td>
<td>World History</td>
</tr>
<tr>
<td>Biology</td>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Health</td>
<td>Science (Chemistry, Earth Science or Physics)</td>
<td>Science (Chemistry, Earth Science or Physics)</td>
</tr>
</tbody>
</table>

Seniors:
Must enter the senior year with a minimum of 16 credits. All Michigan Merit Curriculum required courses, credits and district graduation requirements must be met by the close of second semester.

- Credits from junior list
- English Language Arts 12
- Senior Math
- Visual, Performing and Applied Arts

Reference #2 – Interventions/Credit Recovery:

<table>
<thead>
<tr>
<th>Academic Advisory</th>
<th>Meets every Wednesday for 40 minutes; provides academic support for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novi Career Prep High School</td>
<td>Credit recovery available to students 16 years or older; cost</td>
</tr>
<tr>
<td>College Credit</td>
<td>Summer following 12th grade year if missing one (1) credit; cost</td>
</tr>
<tr>
<td>Community Volunteer Service</td>
<td>100 volunteer hours available to 11th and 12th graders; no cost</td>
</tr>
<tr>
<td>Math Lab and</td>
<td>Support classes during the school day, for Math and English Language Arts courses required for graduation; placement is based on data and student achievement; no cost</td>
</tr>
<tr>
<td>English Lab Classes</td>
<td></td>
</tr>
<tr>
<td>E2020</td>
<td>Course recovery during the school day for 10th, 11th and 12th graders; no cost</td>
</tr>
<tr>
<td>E2020 (7th Period)</td>
<td>Credit recovery offered to 12th graders; no cost</td>
</tr>
<tr>
<td>Summer School</td>
<td>Classes offered during summer to 9th – 12th graders; cost</td>
</tr>
</tbody>
</table>
Four Year Calendar: Preparing for College

Freshman Year
- Maintain college preparatory schedule (Math, Science, English, Social Studies and World Language) and good grades.
- Consider taking the PSAT as a practice for the SAT.
- Research available career and college materials in Media Center, the Student Service Center and online.
- Visit college campuses if opportunity presents itself.
- Consider volunteer opportunities.
- Get involved at Novi High School: clubs, sports, fine arts, leadership, activities, etc.
- Attend meetings with college representatives who visit Novi High School.
- Check your school e-mail regularly for college-related updates.

Sophomore Year
- Maintain college preparatory schedule and good grades.
- Consider taking the PSAT as a practice for the SAT.
- Continue to research and visit colleges as time permits.
- Attend meetings with college representatives who visit Novi High School.
- Continue to take advantage of opportunities to volunteer.
- Stay involved in school extra-curricular activities.
- Check your school e-mail regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Ultch for more information, and plan to attend the annual NCAA meeting.
- Attend national college fair in the spring.

Junior Year
- Maintain college preparatory schedule and good grades.
- Attend meetings with college representatives who visit Novi High School.
- Sign up for test preparation workshop, if desired.
- Take the PSAT in October (National Merit Scholarship Qualifying Test).
- Register for ACT and/or SAT to be taken in the winter or spring.
- Take the Michigan Merit Exam (MME) at school in the Spring (includes SAT).
- Re-take the ACT/SAT if better score is desired.
- Continue research of career/college options.
- Visit college campuses during summer.
- Continue to look for ways to be involved and be a leader on campus at Novi High School.
- Create a resume/list of activities.
- Check your school e-mail regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA. See Mrs. Tobis for more information, and plan to attend the annual NCAA meeting.
- Meet with counselor for scheduled Junior/Senior Meeting in May/June.

Senior Year
- Fall
  - Check your school e-mail regularly for college-related updates.
  - Review Senior Newsletter for updates relating to college admissions.
  - Register for and take the fall ACT or SAT if unsatisfied with previous score.
  - Attend meetings with college representatives who visit Novi High School.
  - Apply online to the college of your choice or sign up for on-site admissions.
  - Research scholarship opportunities; apply before deadlines.
  - Ask teachers for letters of recommendation if college applications require them.
  - Schedule visits to colleges; many colleges have special fall visiting days for high school students.
  - Students planning to play college athletics must become eligible through the NCAA. See Mrs. Tobis for more information, and plan to attend the annual NCAA meeting.
  - Attend financial aid night at Novi High School.
  - FASFA available online starting October.
February
- Apply for local scholarships in December; forms available online (follow the Local Scholarships link on the Counseling/Student Services page).
- File the FAFSA online between January 1 and March 1 at www.fafsa.gov.edu.
- Attend financial aid workshops/College Goal Sunday.
- Submit completed financial aid forms to the appropriate colleges/agencies by February 15.
- Continue to research scholarship opportunities and apply before deadlines.
- Inform counselor if college has requested your seventh semester grades.
- Review the Counseling Financial Aid Newsletter (on the Counseling/Student Services website and e-mailed to seniors).

Spring
- Decide which college to attend; pay deposit if you have not already done so.
- Notify any colleges you do not plan to attend.
- Notify the Student Service Center of your decision by May 15, and your senior transcript will be sent automatically.
The IB programme is a rigorous, two year comprehensive curriculum for grades 11 and 12 that seeks to prepare students for post-secondary study through courses and instructional techniques that emphasize:

- Critical thinking
- Effective self expression in presenting and defending one’s point of view
- Application of knowledge, and
- An interdisciplinary approach with a strong international focus.

Students complete course work in IB subjects and complete all internal assessments, and sit for external examinations. To receive the IB Diploma, students select one course from each of six groups, three at standard level and three at higher level. This requirement ensures a broad exposure across the liberal arts spectrum. Students who do not wish to earn the diploma may select individual courses for which they earn certificates upon successful completion of all IB components.

In addition to the coursework, IB diploma candidates must successfully complete three requirements:

- Theory of Knowledge course—taken second semester of the junior year and first semester of the senior year this course, sometimes called “the jewel in the crown”, is an exploration of ways of knowing. See Social Studies, page 71, for a detailed description of this course, including course number.

- EE—Extended Essay is an independent research project of 4000 words that represents the culmination of a student’s work in the diploma program. Students begin in the spring of their junior year and finish in the fall of their senior year.

- CAS—Creativity, Action, Service – The IB goal of educating the whole person and fostering a more compassionate citizenry is demonstrated through the CAS requirement. Students reach beyond themselves and their books and share their energy and special talents with others. A system of self reflection and self evaluation enables students to critique the understanding and insight they gain.
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
# IB Diploma Programme Course Prerequisites & Course Offerings

<table>
<thead>
<tr>
<th>Group 1: Language A</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade English</td>
<td></td>
<td></td>
<td>IB Literature HL 1</td>
<td>IB Literature HL 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: Second language</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II, German II, Japanese II or Spanish II</td>
<td>French III, German III, Japanese III or Spanish III</td>
<td>IB French SL 1, IB German SL 1, IB Japanese SL 1 or IB Spanish SL 1</td>
<td>IB French SL 2, IB German SL 2, IB Japanese SL 2 or IB Spanish SL 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3: Individuals and societies</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>Civics and Economics</td>
<td>IB World History SL*</td>
<td>IB World History HL 1</td>
<td>IB World History HL 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4: Experimental sciences</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science or Chemistry or Physics</td>
<td>Earth Science or Chemistry or Physics</td>
<td>IB Biology HL 1 - Cell Biology and Genetics</td>
<td>IB Biology HL 2 - Botany and Human Biology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5: Mathematics</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Geometry</td>
<td>Honors Algebra II</td>
<td>IB Math HL 1</td>
<td>IB Math HL 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 6: The Arts</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit of Art (9th and/or 10th grade)</td>
<td>IB Music SL 1* (Theory)</td>
<td>IB Visual Art HL 1</td>
<td>IB Visual Art HL 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory of Knowledge</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Prerequisites</td>
<td>No Prerequisites</td>
<td>IB Math HL 1 (online)</td>
<td>IB Math HL 2 (online)</td>
<td></td>
</tr>
</tbody>
</table>

---

**Group 1: Language A**
- **9th Grade English**
- **10th Grade English**

**Group 2: Second language**
- French II, German II, Japanese II or Spanish II
  - French III, German III, Japanese III or Spanish III
  - **IB French SL 1, IB German SL 1, IB Japanese SL 1 or IB Spanish SL 1**
  - **IB French SL 2, IB German SL 2, IB Japanese SL 2 or IB Spanish SL 2**

**Group 3: Individuals and societies**
- US History
  - Civics and Economics
  - **IB World History SL***
  - **IB World History HL 1**
  - **IB World History HL 2**

**Group 4: Experimental sciences**
- Earth Science or Chemistry or Physics
  - Earth Science or Chemistry or Physics
  - **IB Biology HL 1 - Cell Biology and Genetics**

**Group 5: Mathematics**
- Algebra
  - Geometry
  - Honors Geometry
  - Honors Algebra II
  - **IB Math HL 1**

**Group 6: The Arts**
- 1 credit of Art (9th and/or 10th grade)
  - IB Music SL 1* (Theory)
  - **IB Visual Art HL 1**

**Theory of Knowledge**
- No Prerequisites
  - **IB Math HL 1 (online)**
  - **IB Math HL 2 (online)**

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* Courses can be taken during the junior or senior year
** Students are required to complete the Novi High School graduation requirements
*** Course can be taken during sophomore/junior or junior/senior year
****Course is three semesters in length and can be taken during the sophomore/junior year or junior/senior year

**TIPS for understanding this document:**
1. All courses listed in the 9th & 10th grade are prerequisite courses for the IB Programme, for a complete list of prerequisites please review Novi High School’s course catalogue.
2. Students must choose 1 course from each group with students being able to opt out of group 6 by selecting an additional course from either group 3 or 4.
3. In order to earn the IB Diploma, students must meet all IB Diploma requirements. The requirements are outlined within the IB General Regulations Publication available on-line via www.IBO.org.
4. Students must complete both PE and Health (each .5 credits) to fulfill the Novi High School graduation requirements unless the student completes the IB sports course which fulfills the Health requirement leaving only PE to be completed prior to graduation.
5. Students must enter 9th grade with the level 1 language requirement completed.
6. Courses are offered based upon student request and may not be offered due to low enrollment. There is no guarantee that all of the courses listed above will be offered each year.
7. Students enrolled in IB Music SL 1 (Theory) must be concurrently enrolled in band, choir or orchestra.
8. Students interested in online IB must meet with Mr. Zelinski to discuss enrolment criteria.
9. For more information regarding the IB program please visit: http://www.novi.k12.mi.us/hs/ib/.

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*updated 1/20/16*
Testing

The following tests are offered to Novi High School students:

“Testing Out” Option
If students feel that they have pre-acquired skills for a course, students may request an opportunity to “test out” of a course. Testing is offered several times during the school year. On the high school website, follow the Test Out Information link for test out policies, procedures, dates and registration. For more information, the student should consult his or her current counselor.

Michigan Merit Exam
Students must complete the State of Michigan High School Michigan Merit Exam (MME) in order to comply with the district’s requirements for graduation. Students must take all portions as directed by the State Department of Education to comply with the requirement. The exams will be administered during the school day within a testing window of dates designated by the State Department of Education.

NWEA Testing (Grades 9 and 10)
NWEA testing is conducted twice during the school year. Students will be tested in the fall and again in the spring, to measure growth in English and math.

PSAT / National Merit Scholarship Qualifying Test (Grade 11)
The PSAT is strongly recommended to college-bound juniors. PSAT measures verbal and mathematical aptitude and is used as a qualifying test for National Merit Scholarship recognition when taken during the junior year. The test is administered in October. The test results also qualify students for dual enrollment as an 11th or 12th grader. Ninth and tenth grade students are encouraged to take the PSAT for practice. All students wishing to take the PSAT must register with the bookkeeper in Attendance Office B. There is a fee for this test.

ACT (Grades 10, 11 and 12)
The ACT measures student achievement in English, Math, Reading and Science reasoning. Students can take the ACT test an unlimited number of times to attempt to achieve their goals. The ACT is given on Saturdays several times during the school year. Interested students should register on the ACT website: www.actstudent.org.

SAT (Grades 11 and 12)
Like the PSAT, the SAT measures critical reading, math and writing skills. All 11th grade students will take the redesigned SAT in April as part of the MME. Students can register on the College Board website: www.collegeboard.com to take the SAT on Saturday.

SAT Subject Tests
These one-hour tests are given on the same days as the SAT and measure what the student has learned in particular subject areas. They are not required in Michigan, but may be necessary if the student is applying out-of-state. The student should check application requirements in college catalogs to see if the SAT subject tests are necessary. Registration materials are available online.

Advanced Placement (AP) Tests (Grades 9, 10, 11 and 12)
The College Board’s Advanced Placement (AP) Program gives high school students an opportunity to pursue college-level studies while still in high school. Many colleges award college credit and/or advanced standing if the student achieves appropriate scores on the AP tests administered in May.

International Baccalaureate (IB) Tests (Grades 11 and 12)
The International Baccalaureate (IB) Program gives high school students an opportunity to pursue college-level studies while still in high school. Many colleges award college credit and/or advanced standing if the student achieves appropriate scores on the IB tests administered in May.
Career Planning

Frequently Asked Questions

1. Why do I need to think about planning a career? After all, a career seems so far in the future and all I want to do is get good grades, get into a good college and have some fun along the way.
   - It makes sense to plan your high school courses according to your chosen career pathway so that your courses will help you in the future.
   - Decisions you make in high school affect your future.

2. What if I change my mind?
   - That's okay. Most students do. It's normal!
   - Remember when you do change, base your decisions on your interests, abilities, and talents.
   - It happens all through life. In fact many adults today have changed jobs 6 to 8 times in their lifetime.

3. How can I figure out which Career Pathway is good for me?
   - Some people are naturally drawn to data (dealing with facts, numbers, places, dates).
   - Others like ideas (insights, theories, new ways of saying or doing things with words or music).
   - Maybe you are a people person (enjoying interaction with others to help them, serve them, care for them, or communicate with them).
   - You may be more interested in things (machines, tools, living things, or materials like wood, metal or food).
   - Most people seem to be interested, to some degree, in all four broad areas or a blend of one or two of these areas.
   - Focus on your interests, talents, skills, and the things that matter to you.

4. How do I know if I have good enough goals?
   - Get advice from parents, your counselor, teachers and friends. They can sometimes give great insight.
   - A goal should be challenging.
   - A goal should be realistic.
   - A goal should be measurable.
   - A goal should have some type of timeline.

5. How do I make a plan of action that will help me accomplish my goals?
   - Make an EDP (Educational Development Plan)
   - An EDP includes:
     - A Career Pathway
     - Goals
     - Courses you will take
     - Activities/clubs/sports in which you will be involved
     - Results of the research you've done

6. Will this plan last forever, or at least through high school?
   - Probably not, it's a starting point.
   - It's a process, not a one-time decision.
   - It gives purpose to high school.
   - Picking a pathway is rarely a permanent choice, but working toward goals is always helpful.

Additional career planning information is available online. See the Novi High School home page (http://www.novi.k12.mi.us/hs/) and select the Career and Student Services link.

Always keep exploring as your interests change!
**Art**

► All Art courses qualify for Visual, Performing & Applied Arts Requirement  
► All Art courses qualify for Senior Level Math Requirement

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Fundamentals</td>
<td>0100</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Drawing I</td>
<td>0101</td>
<td>9, 10, 11, 12</td>
<td>Art Fundamentals recommended</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Drawing II</td>
<td>0102</td>
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<td>Drawing I</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Painting I</td>
<td>0103</td>
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<td>Art Fundamentals recommended</td>
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<tr>
<td>Painting II</td>
<td>0104</td>
<td>10, 11, 12</td>
<td>Painting I</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Ceramics I</td>
<td>0105</td>
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<tr>
<td>Ceramics II</td>
<td>0106</td>
<td>9, 10, 11, 12</td>
<td>Ceramics I</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Jewelry I</td>
<td>0107</td>
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<tr>
<td>Jewelry II</td>
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<td>Jewelry I</td>
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<tr>
<td>Digital Imaging I</td>
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<td>9, 10, 11, 12</td>
<td>Art Fundamentals or Drawing I recommended</td>
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<tr>
<td>Digital Imaging II</td>
<td>0110</td>
<td>9, 10, 11, 12</td>
<td>Digital Imaging I, Computer Art I or Commercial Art I</td>
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<tr>
<td>Portfolio Prep I-A</td>
<td>0111</td>
<td>11, 12</td>
<td>1 credit (2 courses) in Art, and teacher permission</td>
<td>1 semester, .5 credit</td>
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<td>Portfolio Prep I-B</td>
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<td>1 credit (2 courses) in Art, and teacher permission</td>
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<tr>
<td>Portfolio Prep II-A</td>
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<td>Portfolio Prep II-B</td>
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<tr>
<td>IB Visual Art HL1</td>
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<td>11</td>
<td>1 credit (2 courses) in Art, and teacher permission</td>
<td>2 semesters, 1 credit</td>
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<td>0116</td>
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<tr>
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<tr>
<td></td>
<td>0118</td>
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</tbody>
</table>

* Year 1 will run concurrently with Portfolio Prep I-A and I-B.  
* Year 2 will run concurrently with Portfolio Prep II-A and II-B.

**Note:** Students will be responsible for material costs incurred beyond those provided.

**0100 Art Fundamentals**

This is an introductory art course designed to develop basic skills in drawing, color and two-dimensional design. Students will have the opportunity to learn, explore and experiment with creative art. Included is the use and care of art materials and tools and the introduction and understanding of art terminology. This class may not be retaken. *(Course qualifies for senior level math requirement.)*
0101 Drawing I
This course is an introduction to basic drawing principles and techniques. This course teaches "seeing skills" and the basic elements of drawing which are useful in learning to draw realistically. This class may not be retaken. (Course qualifies for senior level math requirement.)

0102 Drawing II
This course is a continuation of Drawing I. This class may be retaken once. (Course qualifies for senior level math requirement.)

0103 Painting I
This course is an introduction to basic painting styles and techniques and to various painting media. Students will gain a working knowledge of color mixing, color schemes, color harmonies and the principles and elements of design. This class may not be retaken. (Course qualifies for senior level math requirement.)

0104 Painting II
This course is designed to build on the skills developed in Painting I. Students will further their painting skills through the exploration of various painting styles. This class may be retaken once. (Course qualifies for senior level math requirement.)

0105 Ceramics I
This course is an introduction to ceramic art, designed to teach the following methods of working with clay: pinch, coil, slab and sculpture. Included is the use and care of clay materials and tools and the introduction and understanding of ceramic terminology. This class may not be retaken. (Course qualifies for senior level math requirement.)

0106 Ceramics II
This course is a continuation of skills learned in Ceramics I. It will introduce more advanced techniques, including the potter’s wheel. This class may be retaken three times. (Course qualifies for senior level math requirement.)

0107 Jewelry I
This course is an introduction to construction and fabrication techniques in jewelry (sawing, soldering, forming, etc.) Students will also be exposed to basic jewelry terminology. Following the safety rules and procedures including the proper use of tools and materials will be mandatory. Students will be responsible for material costs incurred beyond those provided. This class may not be retaken. (Course qualifies for senior level math requirement.)

0108 Jewelry II
This course is a continuation of skills learned in Jewelry I. It will introduce more advanced skills such as: enameling, casting, etc. Following the safety rules and procedures including the proper use of tools and materials will be mandatory. Students will be responsible for material costs incurred beyond those provided. This class may be retaken three times. (Course qualifies for senior level math requirement.)

0109 Digital Imaging I
This course is an introduction to digital art. Students will begin to create digitally generated images through the use of Adobe Creative Suites. Students will be asked to explore their creative potential through works that may reflect the following: fine art, illustration, manipulated digital photography and possibly more.

0110 Digital Imaging II
This course is a continuation of Digital Imaging I. Students will continue gaining skills through the use of technology that will help further explore new visual possibilities and ways of expressing effective personal vision.
0111 Portfolio Prep I-A (Semester 1)
0112 Portfolio Prep I-B (Semester 2)
This course is designed to give the advanced student a chance to pursue individualized work in the medium of his/her choice. General portfolio preparation is an option in the class. Students will be responsible for material costs incurred beyond those provided. Students may take the course either semester, or they may take both semesters. This class may not be retaken.

0113 Portfolio Prep II-A (Semester 1)
0114 Portfolio Prep II-B (Semester 2)
This course is designed to continue to give the advanced student a chance to pursue individualized work in the medium of his/her choice. General portfolio preparation is an option in this class. This course will allow students to create a specific portfolio as outlined by select colleges for admission. Students will be responsible for material costs incurred beyond those provided. Students may take the course either semester, or they may take both semesters. This class may not be retaken.

IB Visual Art HL 1
0115 Semester 1 • 0116 Semester 2
IB Visual Art HL 2
0117 Semester 1 • 0118 Semester 2
This DP HL Visual Art Studio Class is designed for hard working student-artists who have a serious passion and/or future aspirations in a visual art-related field who are on the IB Diploma track or want an IB certificate. This course is designed to link two parts of the IB program, student studio artwork along with investigation workbooks. Core elements of this course will include introduction to art concepts, criticism, elements, and analysis while investigating historical artists and their culture. Students will experience a variety of techniques and medias. Students will individually inquire about concepts that further interest them. They will document their findings in their investigation workbooks and be encouraged to apply the new knowledge to their studio work.
Students will also learn personal responsibility, as well as present and emerging forms of visual arts where the students will engage in study, discussion, appreciation and evaluation. Using their investigation workbooks, along with other projects and research, students will analyze how and why they learn, and gain a deeper understanding of what they have been taught. They will also gain insight and understanding of world arts through studies into personal heritages and other world cultures. After completion of the IB Examination, Senior IB and Portfolio students will complete a large wall mural in Novi High School.
—Students in these courses will participate in specific IB course work requirements, such as portfolio creation and presentations for their IB examination. They will also be responsible for testing and specific material fees.
—Year one will run concurrently with Portfolio Prep I (semesters 1 and 2). Year two will run concurrently with the Portfolio Prep II (semesters 1 and 2).
## Business

*Note:* The *Public Notice of Nondiscrimination in Career and Technical Education Classes* is printed on page 6 of this course catalog. This policy applies to enrollment in all Marketing courses.

<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I ◊</td>
<td>0200</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Accounting II: Entrepreneurs &amp; Corporations ◊</td>
<td>0201</td>
<td>10, 11, 12</td>
<td>Accounting I</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Accounting III: Manufacturing &amp; Cost Analysis ◊</td>
<td>0202</td>
<td>11, 12</td>
<td>Accounting II</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Business Law</td>
<td>0203</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Computer Applications +</td>
<td>0210</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Co-op/Work Experience **</td>
<td>0211 Sem 1 0212 Sem 2</td>
<td>11, 12</td>
<td>16 years old and instructor approval based on completion of application</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Finance I ◊</td>
<td>0208</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Finance II: Stock Markets &amp; Investments ◊</td>
<td>0209</td>
<td>10, 11, 12</td>
<td>Finance I</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>IB Business and Management HL Year 1 ◊ +</td>
<td>0213 Sem 1 0214 Sem 2</td>
<td>11, 12</td>
<td>None</td>
<td>Junior or senior year 2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Business and Management HL Year 2 ◊ +</td>
<td>0215 Sem 1 0216 Sem 2</td>
<td>12</td>
<td>IB Business and Management HL 1</td>
<td>Senior year 2 semesters, 1 credit</td>
</tr>
<tr>
<td>Marketing I +</td>
<td>0204</td>
<td>9, 10, 11, 12</td>
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<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Marketing: Sports/Fashion/Entertainment +</td>
<td>0205</td>
<td>9, 10, 11, 12</td>
<td>Marketing I</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Marketing: Store Operations * ◊ +</td>
<td>0206</td>
<td>10, 11, 12</td>
<td>Marketing I and teacher permission based on completion of application process</td>
<td>1 semester, .5 credit</td>
</tr>
</tbody>
</table>

**Qualifications for DECA Club Membership:**

DECA is a co-curricular marketing organization. In order to qualify for membership, students must be enrolled in 1 of the following courses each year they wish to join: Marketing 1, Marketing Sports/Fashion/Entertainment, Marketing Store Operations, IB Business Management HL Year 1, or IB Business Management HL Year 2.

* Students must complete an application for this course which is available on the counseling website, in the “Registration” section.
** Students must meet with a co-op coordinator and complete the application process to get approval to take this course.
◊ Course qualifies for Senior Level Math Requirement.
+ Course qualifies for Visual, Performing & Applied Arts Requirement.
0200 Accounting I
Accounting I is the study of the financial records of a service business organized as a proprietorship. Students will learn to handle all aspects of the accounting cycle including journalizing transactions, handling checking accounts, recording adjustments, processing payroll, and preparing financial statements. A unit on personal income taxes will also be included and students will learn to prepare the 1040EZ federal tax form and the Mi1040 income tax form. Computerized accounting will be practiced using an accounting software program and Excel. This course is highly recommended for students majoring in Business in college or those interested in owning their own business. (Course qualifies for senior level math requirement.)

0201 Accounting II: Entrepreneurs & Corporations
Accounting II is the study of the financial records of a merchandising business organized as a corporation. Students will further their knowledge of accounting principles learned in Accounting I. New topics include special journals, stockholders’ dividends, uncollectible accounts, depreciation methods, cost of merchandise sold, and notes. More extensive computerized accounting applications will be included through the use of accounting software, Excel, and an accounting simulation. This course is highly recommended for students majoring in Business in college or those interested in owning their own business. (Course qualifies for senior level math requirement.)

0202 Accounting III: Manufacturing & Cost Analysis
Accounting III introduces the new concepts of departmentalized accounting and vouchers. More advanced financial analysis related to uncollectible accounts, interest expense, depreciation, accrued expenses and accrued revenue, stockholders’ dividends, and taxes will be studied. Students must be able to work independently and be independent learners. Two business simulations will be included where students keep all the financial records of a business for a complete fiscal period. This course is highly recommended for students majoring in Business in college or those interested in owning their own business. (Course qualifies for senior level math requirement.)

0203 Business Law
Business Law is the study of the basics of law, contractual law, consumer law, and the law of sales. Units covered include justice and the law, the court system, fundamentals of contracts, and contractual situations in sales. Skills learned include reading, writing, presenting law briefs, participating in mock trials, listening, and thinking.

0210 Computer Applications
Computer Applications is the study of technological communication and how computers are utilized for both personal and business applications. Software units covered include: 1. Advanced features of Microsoft Word; 2. Intermediate PowerPoint features; 3. Intermediate Excel features; 4. Beginning features of Access database; 5. Publisher. (Course qualifies for visual, performing & applied arts requirement.)

Co-op/Work Experience
0211 Semester 1 • 0212 Semester 2
Co-op/Work Experience involves the study of communication, career strategy, school-to-career transition, workplace expectations, and self-awareness. It is a program of on-the-job training for students who wish to work on a supervised program for credit. Students explore their chosen career pathway and gain valuable work experience in that pathway. Employers provide on-the-job training and will evaluate students twice each semester. Coordinators can assist students in finding a suitable placement related to their career pathway or students can use an existing job they found on their own. Students must provide their own transportation, may not be employed/supervised by a relative and be enrolled in a class related to their job. All students interested in co-op must see the co-op coordinator to complete an application before registering for this course.

0208 Finance I
Students will learn personal financial decision making, considerations in earning a living, managing finances and budgeting, saving and investing, buying goods and services, banking, using credit, and protecting against risk. Units of study include introduction to finance and goal setting, goal achieving and budgeting using Excel, credit cards and loans, checking, savings and money market accounts, real estate and other investments, the stock market, income taxes, financial planning, and career and financial skills portfolio development. (Course qualifies for senior level math requirement.)
0209 Finance II: Stock Markets and Investments
Finance II builds upon the ideas and concepts learned in Finance Essentials but narrows its focus to the stock market and investment theories and practices used in an effort to be successful such as the difference between technical and fundamental investing. It examines some of the most famous investors such as Buffet, Lynch, Graham, Malkiel, etc. and their respective theories and styles of investing. This class will also examine the relationship between the Government, the Federal Reserve, and the Stock Market. (Course qualifies for senior level math requirement.)

IB Business and Management HL 1
0213 Semester 1 • 0214 Semester 2
IB Business and Management is designed to give students an understanding of business theory as well as an ability to apply business principles, practices and skills. IB Business and Management aims to help students understand the implications of business activity in a global market. Its intent is to give students an international perspective and to promote their appreciation of cultural diversity in the workplace through the study of a variety of business topics such as Business Organization and Environment, Human Resources, Accounts and Finance, Operations Management and Marketing. Since this is designed as a two-year course, first priority will be given to juniors. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

IB Business and Management HL 2
0215 Semester 1 • 0216 Semester 2
IB Business and Management is designed to give students an understanding of business theory as well as an ability to apply business principles, practices and skills. IB Business and Management aims to help students understand the implications of business activity in a global market. Its intent is to give students an international perspective and to promote their appreciation of cultural diversity in the workplace through the study of a variety of business topics such as Business Organization and Environment, Human Resources, Accounts and Finance, Marketing and Operations Management. In addition, the second year students will gather and synthesize business ideas, concepts and techniques from the topics listed above. Mock Internal and External Assessment testing will be administered. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

0204 Marketing I
Marketing I focuses on the foundations of marketing and how they affect trade and consumer behaviors. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchase decisions. Students will focus on the functions of marketing through interactive lectures, discussions, application projects, and activities. (Course qualifies for visual, performing & applied arts requirement.)

0205 Marketing: Sports/Fashion/Entertainment
Marketing: Sports/Fashion/Entertainment focuses on the functions of marketing and how they impact the sports, fashion, and entertainment industry. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchase decisions related to these industries. Students will participate in interactive lectures, discussions, application projects, and activities. Marketing I is a pre-requisite for this course. (Course qualifies for visual, performing & applied arts requirement.)

0206 Marketing: Store Operations
Marketing: Store Operations focuses on the functions of marketing and how they impact retail markets. Students will gain an authentic retail experience through running the Novi Cat Rack school store, while participating in interactive lectures, discussions, application projects, and activities. Marketing I is a pre-requisite for this course. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)
Career & Technical Education

Note: The Public Notice of Nondiscrimination in Career and Technical Education Classes is printed on page 6 of this course catalog. This policy applies to enrollment in all Drafting (CAD) courses.

► All CTE courses qualify for Senior Level Math Requirement
► All CTE courses qualify for Visual, Performing & Applied Arts Requirement

<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
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<tr>
<td>Automotive Technology I-A</td>
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<td>1 semester, .5 credit</td>
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<td>Automotive Technology I-B</td>
<td>0301</td>
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<tr>
<td>Power Technology I-A</td>
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<td>Power Technology I-B</td>
<td>0305</td>
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<td>Power Technology I-A</td>
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<tr>
<td>Pre-Engineering Design ◊</td>
<td>0306</td>
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<td>1 semester, .5 credit</td>
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<tr>
<td>Pre-Engineering: 2-D CAD ◊</td>
<td>0308</td>
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<td>Pre-Engineering Design</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Pre-Engineering: 3-D CAD ◊</td>
<td>0309</td>
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<tr>
<td>Pre-Engineering: Advanced CAD ◊</td>
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<td>11, 12</td>
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<tr>
<td>Architectural Design ◊</td>
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<tr>
<td>Computer Animation and Video Game Design</td>
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<td>None</td>
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<tr>
<td>Graphic Arts &amp; Design I-A (formerly Graphic Arts I-A)</td>
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<td>None</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Graphic Arts &amp; Design I-B (formerly Graphic Arts I-B)</td>
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<td>Graphic Arts &amp; Design I-A</td>
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<tr>
<td>Graphic Arts &amp; Design II-A (formerly Graphic Arts II-A)</td>
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<td>10, 11, 12</td>
<td>Graphic Arts &amp; Design I-B</td>
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<tr>
<td>Graphic Arts &amp; Design II-B (formerly Graphic Arts II-B)</td>
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<td>Graphic Arts &amp; Design II-A</td>
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<td>Material Processing I-A</td>
<td>0318</td>
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<tr>
<td>Material Processing I-B</td>
<td>0319</td>
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</tbody>
</table>

◊ Students completing Pre-Engineering Design, Pre-Engineering: 2-D CAD, Pre-Engineering: 3-D CAD and Pre-Engineering: Advanced CAD with a grade of 'B' or better in each course qualify for up to 7 college credits through Oakland Community College or Baker College. Architectural Design can be taken instead of Pre-Engineering: Advanced CAD for these credits. For more information, contact the course instructor.

Novi CTE YouTube Channel
0300 Automotive Technology I-A
This course is designed as an introduction to the technological mechanics of the automobile. Units covered in this course include Safety, Measurement, Tools and Equipment, Automotive Careers, Maintenance, Engines, and Brake Systems. Students will learn to operate in an Automotive Shop and complete routine maintenance tasks. Upon successful completion of this course students should be able to:
- Understand and apply safety precautions when working in the auto shop.
- Show proper measurement techniques while examining auto parts.
- Show mastery of using the correct hand tool and power tool for any automotive procedure.
- Execute shop operations in a clean and efficient manner.
- Describe various careers that require knowledge about an automobile.
- Complete maintenance tasks on a vehicle, according to vehicle specific maintenance schedules.
- Completely disassemble and reassemble an automotive engine.
- Describe engine parts and their purpose.
- Identify brake system parts.
- Execute brake system repair and maintenance.

0301 Automotive Technology I-B
This course is designed to continue the understanding of the Automobile systems and how they operate together. Units covered in this course include Fuels, Lubrication, Cooling System, Suspension, Drive Trains, and Electrical. Students will learn to properly use job specific tools to complete automotive maintenance and repair. Upon successful completion of this course students should be able to:
- Continue to execute safe automotive repairs and maintenance.
- Show mastery of operating automotive tools and equipment.
- Describe the various benefits and uses of automotive fuels.
- Be able to properly lubricate any moving parts of an automobile.
- Understand and diagnose the automotive cooling system.
- Describe the possible configurations of suspension and drive train.
- Show proficiency in identifying and understanding the electrical systems of an automobile.
- Execute the use of tire balancer, tire mounting machine, and sand blaster.

0304 Power Technology I-A
Power Technology I-A will study small engine repair such as lawn mower, four wheeler, and Jet Ski repair. The basic principles of operation such as disassembly, measurement, reassembly, and start up will be studied. Principles of both two and four stroke engine technologies will be emphasized. This course also studies various forms of power transmission. Students will disassemble various gear boxes and drive trains. Students will also study various forms of power creation. Examples are wind, solar, and new emerging technologies. Upon successful completion of the course, the student should be able to:
- Disassemble a four stroke engine and completely clean, inspect, measure, and reassemble the engine back into working order.
- Disassemble a two stroke engine and completely clean, inspect, measure, and reassemble the engine back into working order.
- Identify and explain the four strokes of a four cycle engine.
- Identify and explain the strokes of a two stroke engine.
- Identify and use standard tools for working on mechanical equipment.
- Identify and use specialty tools for working on small gas engines.
- Explain how to use the air lift tables and other equipment in the shop.
- Disassemble and reassemble single speed, two speed, and three speed gear boxes.
- Explain principles of various forms of energy creation such as wind, solar, nuclear, etc.
0305 Power Technology I-B

Power Technology I-B will study other forms of engine construction such as the hydrogen fuel cell, rotary, and electric motors. Transmission of power will also be covered. Topics such as hydraulics, pneumatics, clutching, levers, pivots, fulcrums, bell cranks, and prime movers will also be studied. Fabrication of an EEV is the last portion of this class. Small groups of students design and then build an Energy Efficiency Vehicle. This is a go-cart style vehicle that runs on a small gas engine and is powered by a drive train that the students design. Students design a chassis then cut, bend, and weld the chassis into a completed frame. The completed vehicle must start, stop, steer, and drive. Students then test the vehicle on a track. Fuel efficiency is the goal.

Upon successful completion of the course, the student should be able to:

- Be able to explain the principles of operation of a hydrogen fuel cell, Diesel, rotary, and electric motors.
- Be able to explain the principles of operation of hydraulics and pneumatics.
- Be able to explain the application of levers, pivots, fulcrums, bell cranks, and clutches.
- Work in a small group on a common project.
- Design an EEV as well as calculate needed materials for construction.
- Design a drive train for an EEV.
- Identify and use fabrication and metal working equipment.
- Cut, bend, and weld a chassis into a completed frame.
- Start, stop, steer, and drive the EEV.

0306 Pre-Engineering Design

Students will learn mechanical drafting and basic sketching principles, with an emphasis on the engineering and design process. Students will have the opportunity to engage in all steps of the engineering process, including material testing, design, construction and implementation. Units covered include lettering, drafting tools, line characteristics, measurement, orthographic projection, and dimensioning.

This course is highly recommended for students interested in engineering, architecture, or any other technical design careers.

Applies toward college credit at Oakland Community College or Baker College.

0308 Pre-Engineering: 2-D CAD

In Pre-Engineering: 2-D CAD students will learn the basics of 2-Dimensional Computer Aided Design (CAD) and how design applies to CAD. Many of the areas from Pre-engineering Design are covered in greater detail in this course plus providing in-depth experience with professional-level CAD technologies.

This course is highly recommended for students interested in engineering, architecture, or any other technical design careers.

Students that complete this course will cover the following 2-D CAD topics: Pre-Engineering Concepts, Basic CAD system operation, Basic CAD Draw, Edit, Display, and File commands, Output commands, Geometric construction, Isometric drawing, Dimensioning, Sectional views, Auxiliary views, and Manufacturing design projects.

Students that successfully complete the Pre-Engineering: 2-D CAD program will possess the design skills of being able to produce complex, accurate two-dimensional computer aided designs that contain various geometric features while adhering to proper drafting standards and techniques. The primary software application used in this class will be AutoCAD.

Applies toward college credit at Oakland Community College or Baker College.

0309 Pre-Engineering: 3-D CAD

Students that take Pre-Engineering: 3-D CAD will experience deeper exploration into CAD techniques and 3-D CAD development.

This course is highly recommended for students interested in engineering, architecture, or any other technical design careers.

Students that complete this course will cover the following topics: 2-D drawing review, 3-D wireframes, 3-D solid modeling, 3-D rendering, 3-D animation basics, Slide show development, 3-D space manipulation, Digitizing, Advanced plotting techniques, Dimension variables, System variables, Design project organization, and an Advanced Design Project.

Students that successfully complete the 3-D CAD program will possess the design skills of being able to produce complex, accurate three-dimensional computer aided designs and solid models that contain various rendered and/or animated, geometric features while adhering to proper drafting standards and techniques.

The primary software applications used in this course will be AutoCAD, AutoDesk Inventor, and Solidworks.

Applies toward college credit at Oakland Community College or Baker College.
0310 Pre-Engineering: Advanced CAD
Advanced CAD will allow students to utilize skills gained in 2-D CAD and 3-D CAD to create design projects using complex graphics and presentation software. Topics for this course include CAD script and macro programming, virtual reality modeling, web site development, advanced computer rendering techniques, and animation of 3-D CAD objects.
This course is highly recommended for students interested in engineering, architecture, or any other technical design careers.
Students that successfully complete this course will cover the following topics: Script programming, Menu customization, AutoLISP programming, Advanced 3-D rendering, Animation with 3-D StudioMax, Introduction to virtual reality modeling, Virtual reality for the Internet, Software research project, and a Final Design Project.
Students that successfully complete the Advanced CAD class will possess the design skills of being able to customize a professional-class CAD software application, in addition to skills needed to develop virtual, rendered, and/or animated technical designs.
The primary software applications used in this course will be the AutoDesk Design Suite that includes AutoCAD, Inventor, and 3D StudioMax.
Applies toward college credit at Oakland Community College or Baker College.

0311 Architectural Design
Architectural Design will allow students opportunities to develop basic architectural design skills. In addition to working on individual projects, students in the class will experience a team project where they will work in a design group to develop a complete architectural design project.
While previous CAD skills are helpful, there are no prerequisites for this class.
This course is highly recommended for students interested in architecture, or any other technical design careers.
Students that successfully complete this course will cover the following topics: Floor plan design, space planning, elevation design, foundation design, electrical planning, 3-D visualization, animated walkthroughs, zoning laws and building codes.
The primary software application used in this class will be AutoDesk Architectural Desktop and AutoDesk Revit.
Applies toward college credit at Oakland Community College or Baker College.

0313 Computer Animation and Video Game Design
This course is designed to allow students opportunities in exploring computer animation and video game design through the use of advanced computer technologies. Topics in this course will include animation storyboarding, keyframing techniques, motion capture, lighting, rendering, 3-dimensional object design, character animation, level design, scripting, trigger effects and developing apps for the iPad or Android devices. Students enrolling in this class should be self-motivated and able to work independently.
The primary software applications used in this course include GameMaker, Multimedia Fusion, Adobe Flash, AutoDesk Inventor, AutoDesk 3D StudioMax, and Maya.

0314 Graphic Arts & Design I-A (Vector Graphics)
This course is intended to introduce students to the field of Graphic Communications and Computer Graphics. It is an introductory course requiring no previous experience, however it is recommended that the student have some basic computer and keyboarding skills. Students will learn the basics of graphic design, typography, computer drawing software, and basic animation techniques. We will also explore offset and screen printing techniques.

0315 Graphic Arts & Design I-B (Raster Graphics)
This course introduces students to the image editing software, Adobe PhotoShop. Students will learn the basic techniques of using a digital camera, uploading images, basic PhotoShop and image manipulation techniques. In addition, students will experience integration with Adobe Illustrator. Students are expected to have computer experience and be familiar with the Adobe Creative Suite before taking this class.

0316 Graphic Arts & Design II-A (Vector Graphics)
This course is intended to build upon the skills learned in Graphic Arts & Design I A-B. It is an advanced course using Adobe Illustrator, as well as other Adobe programs. It is designed for the student who wishes to continue learning techniques and methods beyond the beginning courses. Students will produce a wide variety of projects using advanced techniques in Vector Graphics.
0317 Graphic Arts & Design II-B
This course is intended to build upon the skills learned in Graphic Arts & Design I A-B. This is an advanced course in the image editing software, Adobe PhotoShop. Students will learn photography and lighting techniques for a digital SLR camera. These photographed images will be used to create design projects. In addition, an in-depth independent graphic design project will provide students the opportunity to utilize their skills developed in the previous Graphic Arts & Design courses.

0318 Material Processing I-A
Students in Material Processing 1-A will study what a raw material undergoes to become a finished product. Units covered include safety, measurement, tool and machine set up, the processing of woods, metals, synthetics, welding and examines materials of the future. Students will learn how to process materials and assemble parts into a finished product. Students will complete three out of six possible material assignments during the semester.
Upon successful completion of the course, the student should be able to:
- Use proper safety techniques while using equipment.
- Show proper measurement techniques while constructing assignments.
- Show mastery of basic machine principles of operation.
- Complete three material processing assignments.
- Show proficiency in clean up details.
- Identify various kinds of wood, metals, and synthetics.
- Describe various assembly procedures used on various materials.
- Describe various finishing techniques used on various materials.
- Show mastery of specific machine principles of operation.

0319 Material Processing 1-B
Students in Material Processing 1-B will study what a raw material undergoes to become a finished product. Units covered include safety, measurement, tool and machine set up, the processing of woods, metals, synthetics, welding and examines materials of the future. Students in Material Processing 1-B will continue to study materials they have not studied in Material Processing 1-A. Students will complete the three out of six remaining assignments possible.
Upon successful completion of the course, the student should be able to:
- Be able to use proper safety techniques while using equipment.
- Show proper measurement techniques while constructing assignments.
- Show mastery of basic machine principles of operation.
- Complete three material processing assignments not previously completed in Material Processing 1-A.
- Show proficiency in clean up details.
- Identify various kinds of wood, metals, and synthetics.
- Describe various assembly procedures used on various materials.
- Describe various finishing techniques used on various materials.
- Show mastery of specific machine principles of operation.
# English Course Descriptions

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<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
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</thead>
<tbody>
<tr>
<td>English Lab</td>
<td>0402 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>Teacher recommendation</td>
<td>1 semester, .5 credit</td>
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<tr>
<td></td>
<td>0405 Sem 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ninth Grade English</td>
<td>0400 Sem 1</td>
<td>9</td>
<td>Required</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0401 Sem 2</td>
<td></td>
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</tr>
<tr>
<td>ESL English 9</td>
<td>0451 Sem 1</td>
<td>9, 10</td>
<td>WIDA ACCESS / W-APT Level 2.5 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td></td>
<td>0452 Sem 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth Grade English</td>
<td>0403 Sem 1</td>
<td>10</td>
<td>9th Grade English</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td></td>
<td>0404 Sem 2</td>
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<tr>
<td>ESL English 10</td>
<td>0453 Sem 1</td>
<td>9, 10, 11</td>
<td>WIDA ACCESS / W-APT Level 2.7 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td></td>
<td>0454 Sem 2</td>
<td></td>
<td></td>
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<tr>
<td>Eleventh Grade English</td>
<td>0406 Sem 1</td>
<td>11</td>
<td>9th &amp; 10th Gr. English, or ESL English 9 &amp; 10 course required for all 11th grade students who aren't enrolled in AP English Language, IB Literature HL 1 or ESL English 11</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0407 Sem 2</td>
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<tr>
<td>ESL English 11</td>
<td>0463 Sem 1</td>
<td>10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.1 or higher</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0464 Sem 2</td>
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<tr>
<td>Twelfth Grade English</td>
<td>0408 Sem 1</td>
<td>12</td>
<td>11th Gr. English, AP English Lang. or ESL English 11 Course required for all 12th grade students who aren't enrolled in AP English Literature, AP English Language, IB Literature HL 2 or ESL English 12</td>
<td>2 semesters, 1 credit</td>
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<td>0409 Sem 2</td>
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<tr>
<td>ESL English 12</td>
<td>0465 Sem 1</td>
<td>11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.4 or higher</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0466 Sem 2</td>
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<tr>
<td>IB Literature HL 1</td>
<td>0410 Sem 1</td>
<td>11</td>
<td>9th, 10th Grade English</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0411 Sem 2</td>
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<tr>
<td>IB Literature HL 2</td>
<td>0412 Sem 1</td>
<td>12</td>
<td>IB Literature HL 1</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0413 Sem 2</td>
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<tr>
<td>Advanced Placement English Language &amp; Composition</td>
<td>0414 Sem 1</td>
<td>11, 12</td>
<td>Students who consistently received 4’s on the district writing rubric are best prepared for AP coursework. Completion of summer reading requirement due first day of class.</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0415 Sem 2</td>
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<tr>
<td>Advanced Placement English Literature &amp; Composition</td>
<td>0416 Sem 1</td>
<td>12</td>
<td>AP English Language strongly recommended. Students who consistently received 4’s on the district writing rubric are best prepared for AP coursework. Completion of summer reading requirement due first day of class.</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>0417 Sem 2</td>
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<tr>
<td>ESL Communications</td>
<td>0418 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 1.0 to Level 3.0</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td></td>
<td>0419 Sem 2</td>
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</tr>
<tr>
<td>ESL English Foundations</td>
<td>0422 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 1.0 to Level 2.0</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td></td>
<td>0423 Sem 2</td>
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<td></td>
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</tr>
<tr>
<td>Creative Writing &amp; Poetry</td>
<td>0428</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>COURSE #</td>
<td>GRADE</td>
<td>PREREQUISITE</td>
<td>COURSE LENGTH / CREDIT</td>
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<tr>
<td>Debate ◊</td>
<td>0442</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Practical Public Speaking ◊</td>
<td>0430</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Short Story and Independent Novels</td>
<td>0426</td>
<td>11, 12</td>
<td>9th, 10th Grade English</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Introduction to Theatre ◊</td>
<td>0431</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Acting I ◊</td>
<td>0432</td>
<td>10, 11, 12</td>
<td>Introduction to Theatre or permission of instructor</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Acting II ◊</td>
<td>0433</td>
<td>10, 11, 12</td>
<td>Acting I or permission of instructor</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Journalism I: Photojournalism &amp; Publication Design ◊</td>
<td>0443</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Journalism II: Yearbook ◊</td>
<td>0445 0458</td>
<td>10, 11, 12</td>
<td>Journalism I or application</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Newspaper &amp; Modern Media ◊ + (formerly Journalism II/Newspaper)</td>
<td>0446 0459</td>
<td>10, 11, 12</td>
<td>Journalism I or application</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Broadcast Communication I</td>
<td>0447</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Broadcast Communication II</td>
<td>0448</td>
<td>9, 10, 11, 12</td>
<td>Broadcast Communication I</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Television News* ◊</td>
<td>0449 0460</td>
<td>10, 11, 12</td>
<td>See course description for a comprehensive list of prerequisites; teacher permission.</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Television Production* ◊</td>
<td>0450 0461</td>
<td>11, 12</td>
<td>Television News and teacher permission</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Radio Broadcasting * ◊</td>
<td>0457 0462</td>
<td>10, 11, 12</td>
<td>Broadcast Communication I &amp; II Successfully passing the operator's examination. Students will be enrolled by audition, and must meet Federal Communications Commission's requirements.</td>
<td>1 semester, .5 credit</td>
</tr>
</tbody>
</table>

* Application is required, and is available in the Student Service Center (Counseling Office).
◊ Course qualifies for Visual, Performing & Applied Arts Requirement.
+ Course qualifies for Senior Level Math Requirement.
English Lab
0402 Semester 1 • 0405 Semester 2

English Lab is a support class where students will receive an individualized, skills-based plan of work designed to address their areas of weakness. They will receive direct support with the assignments and learning goals from their grade level English course. Students will apply reading fix-up strategies and develop an effective and meaningful writing process. This course is credit/no credit, and students must earn a 70% or higher to receive credit.

Ninth Grade English
0400 Semester 1 • 0401 Semester 2

This class is designed to transition students from middle school to high school literacy skills. Students will read and analyze a variety of fiction and nonfiction texts. Course readings focus on genre structures and interpretation of texts. Writing instruction focuses on developing a successful writing process for academic and narrative writing. Students will practice collaborating with their peers in small-group and whole-group discussions. Students will be evaluated using both the district writing and reading rubrics.

ESL English 9
0451 Semester 1 • 0452 Semester 2

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature. These skills will serve as a foundation for subsequent high school English classes. Units of learning include the novel, Shakespeare, poetry, and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 2.5 or higher on WIDA ACCESS or W-APT.

Tenth Grade English
0403 Semester 1 • 0404 Semester 2

This class is designed to use literature and nonfiction texts to study the structure of argument. Students will read and analyze a variety of fiction and nonfiction texts. Course readings focus on identifying an author’s purpose and using evidence to support claims about a text. Writing instruction focuses on using the writing process to develop arguments and personal narrative style. Students will continue improving their speaking and communicating skills in discussion and multi-media presentations. Students will be evaluated using both the district writing and reading rubrics.

ESL English 10
0453 Semester 1 • 0454 Semester 2

In this course, students will learn additional reading, writing, thinking, speaking, research, and listening skills while exploring a variety of literature. These skills will serve as a continuous foundation for subsequent high school English classes. Units of learning include literature such as fictional, cultural and the research paper and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 2.7 or higher on WIDA ACCESS or W-APT.

Eleventh Grade English
0406 Semester 1 • 0407 Semester 2

This class is designed to deepen students’ understanding of literature and writing. Students will read and analyze a variety of fiction and nonfiction texts. Anchor texts may include The Great Gatsby by F. Scott Fitzgerald, Into the Wild by John Krakauer, The Crucible by Arthur Miller, A Streetcar Named Desire by Tennessee Williams, Welcome to the Monkey House by Kurt Vonnegut, Animal Farm by George Orwell, and various short texts by Ernest Hemingway and Harlem Renaissance writers. In addition to anchor texts, students will also read supplementary texts and independently chosen texts. They will write a variety of informative/explanatory texts, narratives, and arguments. Students will also have opportunities to improve their speaking and communicating skills.
ESL English 11
0463 Semester 1 • 0464 Semester 2
This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres of writing and literature included, with special emphasis on American culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in eleventh grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 3.1 or higher on WIDA ACCESS or W-APT.

Twelfth Grade English
0408 Semester 1 • 0409 Semester 2
This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres of writing and literature included, with special emphasis on British culture and literature. The course includes the Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade.

ESL English 12
0465 Semester 1 • 0466 Semester 2
This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres for writing and literature included, with special emphasis on British culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 3.4 or higher on WIDA ACCESS or W-APT.

IB Literature HL 1
0410 Semester 1 • 0411 Semester 2
IB Literature HL 1 is the first part of a two-year exploration of literature—one that encourages students to see literary works as products of human creativity and ingenuity. The purpose of the course is to introduce students to a range of literary works of different periods, genres, and styles. In addition, students will develop the ability to engage in close, detailed analysis of literature, with an emphasis on oral presentations. This course promotes a personal appreciation of literature while developing an understanding of the techniques involved in literary criticism. The first year features two IB directed components featuring School’s Option and Works In Translation. IB Assessments include the Individual Oral Presentation and the Written Assignment.

IB Literature HL 2
0412 Semester 1 • 0413 Semester 2
IB Literature HL 2 is the final year in a two-year exploration of literature. The aim is to build on the skills from IB Literature HL 1 and to broaden students' perspectives through the study of works from other cultures and to develop an understanding and appreciation of the relationships between different pieces. The second year features the final two IB directed components – Literary Genres and Detailed Study. IB Assessments include the Individual Oral Commentary and two exam papers. After completing the course, students will demonstrate an ability to participate in independent literary criticism, as well as an ability to structure ideas, both in writing and orally.

Advanced Placement English Language and Composition
0414 Semester 1 • 0415 Semester 2
This course follows the guidelines of the College Examination Board. It is for the exceptional English student who is willing to direct time and energy toward serious study and learning of nonfiction literature. Background in writing mechanics must be strong. This course includes the Michigan Merit Curriculum and meets the requirements for English credit in eleventh and twelfth grades. Summer reading and summer coursework are required.

Advanced Placement English Literature and Composition
0416 Semester 1 • 0417 Semester 2
This course follows the guidelines of the College Examination Board. It is for the exceptional English student who is willing to direct time and energy toward serious learning of the genres of fiction, drama, and poetry. Background in writing mechanics must be strong. This class may only be taken during the student's senior year. This course includes the Michigan Merit Curriculum and
meets the requirements for English credit in twelfth grade. Students are strongly encouraged to take AP English Language as a prerequisite for this course. Eleventh grade students need a recommendation from their current English teacher for this course. Summer reading and summer coursework are required.

**ESL Communications**

0418 Semester 1 • 0419 Semester 2

This class is for students who need to improve their speaking and listening skills in both academic and non-academic settings. Emphasis will be placed on speaking like native English speakers and understanding spoken English in all settings. American culture will be integrated into this class in order to help students fully understand the American high school and living in the United States. Students in this class will receive an elective credit. Student must have an English proficiency level of 1.0 to 3.0 on WIDA ACCESS or W-APT.

**ESL English Foundations**

0422 Semester 1 • 0423 Semester 2

Students in this class will learn basic vocabulary, reading, writing, and grammar skills necessary to move on to ESL English 9. Students will work with the Milestones English textbook as well as EDGE series. Students will receive elective credit for this class. Student must have an English proficiency level of 1.0 to 2.0 on WIDA ACCESS or W-APT.

**0428 Creative Writing & Poetry**

This course will guide students through the creative writing process. Students will learn writing skills and a variety of creative writing styles upon which they will be expected to analyze and reflect. Units of learning include short stories, film and screenplay and poetry.

**0442 Debate**

The Debate curriculum is designed to introduce students to the principles and practice of organized debate through the use of advanced level research. Students will develop critical reading skills and use their critical reading to inform the positions they develop about controversial issues. Students will participate in a variety of research and speaking experiences that will enable them to develop their reasoning, critical thinking and argumentation skills. Students will study various persuasive strategies and use those strategies to create their own arguments.

**0430 Practical Public Speaking**

Students will prepare and perform a variety of speeches that are appropriate for business and social settings. Speeches include an introduction, toast, eulogy, award speech, persuasive speech, panel presentation, voicemail speech and critical review. Students will evaluate their learning by viewing videos of their performances and setting goals for improvement. Units of learning will include both formal and informal speaking skills. Students are evaluated on their own progress.

**0426 Short Story and Independent Novels**

This course is designed to allow students to discover the appeal of the short story and to introduce students to a variety of contemporary and classic novels. Class assignments will include: literary study of the short story, independent reading of students’ novels of choice, reading comprehension & vocabulary improvement and analytical writing in response to class reading assignments.

**0431 Introduction to Theatre**

This introductory course will be the beginning for any student interested in studying Theatre in high school. Units will include theatre history, including the Greeks and the Renaissance, introductions to acting, stagecraft, and dramatic literature, and an exploration of how all types of art are connected. *(Course qualifies for visual, performing & applied arts requirement.)*

**0432 Acting I**

This course will delve into the major acting theorists practiced in the United States today, including Stanislavski, Strasber, Adler, Meisner, Spolin and Brecht. Students will focus on applying theories to their scenework and character development. All scenes and monologues will be memorized. *(Course qualifies for visual, performing & applied arts requirement.)*

**0433 Acting II**

An extension of Acting I, Acting II takes students further into the theories of their choice. Intensive scenework takes place and
students are introduced to directing, theatre devised from personal experience, and dramaturgical analysis. Each student will direct at least one scene of his/her peers during the semester. This course may be taken more than once. (Course qualifies for visual, performing & applied arts requirement.)

**0443 Journalism I: Photojournalism & Publication Design**

This course is an introduction to photojournalism and publication design. Students will use digital cameras and Adobe CS4 programs. They will learn to discuss, critique and compose photos (portraits, candid, academic, sports and more). Students will be required to conduct several photo shoots outside of class. Students will learn to conduct interviews, write captions & headlines, and edit copy. Students will learn to edit photos demonstrating journalistic ethics and also learn to edit photos creatively for illustrations. Students will learn design fundamentals and be able to critique their own work as well as that of others. Students will create photo packages of publishable quality. This course will prepare students for either Journalism II course.

**Journalism II: Yearbook**

**0445 Semester 1 • 0458 Semester 2**

This is an advanced journalism course in which students take photos; write headlines, captions and stories; and design for the yearbook. Students are required to attend events outside of class where they will take photos and conduct interviews as well as use their observation skills to gather information for story packages. Students will be involved in the process of creating the yearbook from brainstorming coverage ideas to distribution. This course may be retaken 5 times. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

**Newspaper & Modern Media (formerly Journalism II/Newspaper)**

**0446 Semester 1 • 0459 Semester 2**

This is an engaging course in which students collaboratively create award-winning articles, photos and designs for a Hall of Fame, student-run publication—The Wildcat Roar. Students will have special access to many athletic events and student performances as photographers and reporters, and will develop business skills through fundraising and working with advertisers to cover publishing costs. Journalists will use social media to inform the student body of breaking news through live updates while covering community and school events. The Wildcat Roar staffers will share their own ideas through opinions, articles and reviews, and represent the student voice through coverage relevant to the student body. This course may be retaken up to 5 times. (course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

**0447 Broadcast Communication I**

Students will learn the basics of broadcast equipment, journalistic techniques, announcing, programming and station and FCC requirements. No actual on-air experience will be available until the student has completed the course, learned the material and met other requirements. Students will improve their reading, writing, speaking, listening, and thinking skills.

**0448 Broadcast Communication II**

Students will learn advanced broadcast skills with emphasis on production techniques, live on-air programming, program production and programming, advanced news techniques, editing, advanced skills in equipment operation, live remote broadcasting and disc-jockey techniques. Students will improve their reading, writing, speaking, listening and thinking skills.

**Television News**

**0449 Semester 1 • 0460 Semester 2**

This course includes the production of a daily, live TV newscast, *The Cat's Eye News*, using professional equipment, gathering news, and writing news stories. Nearly 2000 students throughout the high school see *The Cat's Eye News*. Student broadcasters learn the skills needed to perform in front of the camera and how to work behind the scenes, in the studio, and in the field; there is something for everyone’s interest. Students will improve their reading, writing, speaking, listening, and thinking skills. Prerequisites: Broadcast Communication I or journalism experience or extensive formal experience in one of these areas: performing arts, technology, art, photography, public speaking, or television training outside of school. Also, a strong writing background is important. Application is required. This course may be taken more than once. (Course qualifies for visual, performing & applied arts requirement.)
Television Production
0450 Semester 1 • 0461 Semester 2

This course includes field production skills by producing medium and longer-length programs. Some programs are produced for clients from the outside, some are produced for school groups, and others are personal projects created by and for the individual student. Learning will include the use of digital video systems to tape and edit work. Students will improve their reading, writing, speaking, listening, and thinking skills. Application is required. This course may be taken more than once. (Course qualifies for visual, performing & applied arts requirement.)

Radio Broadcasting
0457 Semester 1 • 0462 Semester 2

Students will learn professional radio operations, disk jockey, production, and announcing skills while working on-air at Novi High School’s own radio station, WOVI 89.5 FM. Students will produce programs, short announcements, interviews, newscasts, and sports broadcasts, while working on sports, entertainment, or public affairs programs from outside the station. They will learn station programming and how to format music successfully. The course requires some time outside of the regular school day. This class may be taken more than once. (Course qualifies for visual, performing & applied arts requirement.)
## Course Descriptions

### English as a Second Language (ESL)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
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<tbody>
<tr>
<td>ESL English 9</td>
<td>0451 Sem 1 0452 Sem 2</td>
<td>9, 10</td>
<td>WIDA ACCESS / W-APT Level 2.3 or higher</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>ESL English 10</td>
<td>0453 Sem 1 0454 Sem 2</td>
<td>9, 10, 11</td>
<td>WIDA ACCESS / W-APT Level 2.5 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL English 11</td>
<td>0463 Sem 1 0464 Sem 2</td>
<td>10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.0 or higher</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>ESL English 12</td>
<td>0465 Sem 1 0466 Sem 2</td>
<td>11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.4 or higher</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>ESL Communications</td>
<td>0418 Sem 1 0419 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 1.0 to Level 3.0</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>ESL English Foundations</td>
<td>0422 Sem 1 0423 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 1.0 to Level 2.2</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL Health</td>
<td>1005</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 2.3 or higher</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>ESL Geometry</td>
<td>0658 Sem 1 0659 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Algebra I</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL Biology</td>
<td>1131 Sem 1 1132 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.0 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL Earth Science</td>
<td>1137 Sem 1 1138 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 2.0 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL Social Studies Foundations</td>
<td>1235 Sem 1 1236 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 1.0 to Level 2.4</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>ESL Civics &amp; Economics</td>
<td>1226 Sem 1 1227 Sem 2</td>
<td>10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.0 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL U.S. History: 1877 to Present</td>
<td>1224 Sem 1 1225 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 2.0 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL World History</td>
<td>1232 Sem 1 1233 Sem 2</td>
<td>11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.5 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
</tbody>
</table>

**ESL English 9**

**0451 Semester 1 • 0452 Semester 2**

In this course, students will learn additional reading, writing, thinking, speaking and listening skills while exploring a variety of literature. These skills will serve as a foundation for subsequent high school English classes. Units of learning include the novel, Shakespeare, poetry, and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in ninth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 2.3 or higher on WIDA ACCESS or W-APT.

**ESL English 10**

**0453 Semester 1 • 0454 Semester 2**

In this course, students will learn additional reading, writing, thinking, speaking, research, and listening skills while exploring a variety of literature. These skills will serve as a continuous foundation for subsequent high school English classes. Units of learning include literature such as fictional, cultural and the research paper and essay writing. The course includes Michigan Merit Curriculum and meets the requirements for English credit in tenth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 2.5 or higher on WIDA ACCESS or W-APT.
ESL English 11  
0463 Semester 1 • 0464 Semester 2  
This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres of writing and literature included, with special emphasis on American culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in eleventh grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 3.0 or higher on WIDA ACCESS or W-APT.

ESL English 12  
0465 Semester 1 • 0466 Semester 2  
This course will focus on the development of deep analytical reading and competent writing. The class is designed thematically with multiple genres for writing and literature included, with special emphasis on British culture and literature. The course includes Michigan Merit Curriculum and meets the requirements for English credit in twelfth grade. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) model, by a SIOP-trained teacher. Student must have an English proficiency level of 3.4 or higher on WIDA ACCESS or W-APT.

ESL Communications  
0418 Semester 1 • 0419 Semester 2  
This class is for students who need to improve their speaking and listening skills in both academic and non-academic settings. Emphasis will be placed on speaking like native English speakers and understanding spoken English in all settings. American culture will be integrated into this class in order to help students fully understand the American high school and living in the United States. Students in this class will receive an elective credit. Student must have an English proficiency level of 1.0 to 3.0 on WIDA ACCESS or W-APT.

ESL English Foundations  
0422 Semester 1 • 0423 Semester 2  
Students in this class will learn basic vocabulary, reading, writing, and grammar skills necessary to move on to ESL English 9. Students will work with the Milestones English textbook as well as EDGE series. Students will receive elective credit for this class. Student must have an English proficiency level of 1.0 to 2.2 on WIDA ACCESS or W-APT.

1005 ESL Health  
Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one’s life expectancy. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 2.3 or higher on WIDA ACCESS or W-APT.

ESL Geometry  
0658 Semester 1 • 0659 Semester 2  
This is a sheltered class for ESL students only. Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher.

ESL Biology  
1131 Semester 1 • 1132 Semester 2  
This is a sheltered class for ESL students only. Biology is a two semester course that studies the Life Science content strand. Students will study the following units: Cells, Organization of Living Things, Heredity, Evolution, and Ecosystems. Lectures, discussions, projects, videos, and laboratory work will be the primary methods of exploration and instruction. Instruction is delivered
using the SIOP (Sheltered Instruction Observation Protocol) method by a SIOP-trained teacher. Student must have an English proficiency level of 3.0 or higher on WIDA ACCESS or W-APT.

**ESL Earth Science**

**1137 Semester 1 • 1138 Semester 2**

This is a sheltered class for ESL students only. Earth Science reinforces the interconnectedness of the geosphere, the hydrosphere, the biosphere, the atmosphere and the exosphere. In this course, students will gain an understanding of topics concerning geology, meteorology, climatology, oceanography, astronomy, hydrology, and paleontology. Online activities, lectures, classwork, textbook work, projects, videos and laboratory work will be the primary methods of exploration and instruction. Community-related topics will be employed when appropriate. This course is in alignment with the Michigan High School MME Science Test. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 3.0 or higher on WIDA ACCESS or W-APT.

**ESL Social Studies Foundations**

**1235 Semester 1 • 1236 Semester 2**

Students will receive background knowledge from Ancient Civilizations through modern times in World and U.S. History. Geography will also be introduced as well as basic vocabulary needed to be successful in U.S. History, World History and Civics and Economics courses. Students will learn how to analyze data from charts, graphs, and statistics, and gain knowledge in content-specific writing needed for success in high school level courses. Students will receive elective credit for this class. Student must have an English proficiency level of 1.0 to 2.4 on WIDA ACCESS or W-APT.

**ESL Civics and Economics**

**1226 Semester 1 • 1227 Semester 2**

This is a sheltered class for ESL students only.

**Semester 1**

This course is the study of American Democracy, our unique brand of government. Students learn about the workings of American Democracy, and then learn to apply that knowledge as active citizens. Topics of study include the purpose of government, the world’s range of government systems, principles of American Democracy, the political spectrum, how the three branches operate and the political pressures on them, and America’s role in world affairs. As "citizens in training," students study political problems and construct political positions that they defend with strong evidence and sound reasoning. In the process, students begin to develop their own political identities.

**Semester 2**

This course is the study of American Capitalism, our unique economic system. Students learn about the workings of American Capitalism, and then learn to apply that knowledge to solve economic problems. Topics of study include the tools of economists, the world’s range of economic systems, principles of American Capitalism, the interaction of supply and demand in the marketplace, measuring the economy’s health, competing views on the role of government, and America’s place in the world economy. Students study economic problems and construct positions that they defend with strong evidence and sound reasoning. In the process, students begin to develop their own beliefs about the keys to economic prosperity, both for the individual and the nation.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 3.0 or higher on WIDA ACCESS or W-APT.

**ESL United States History: 1877 to Present**

**1224 Semester 1 • 1225 Semester 2**

This is a sheltered class for ESL students only. The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation’s past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct in-
quiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 2.0 or higher on WIDA ACCESS or W-APT.

ESL World History

1232 Semester 1 • 1233 Semester 2

How did societies, networks, and transitions impact globalization?

This is a sheltered class for ESL students only. This course explores the interactions of civilizations from the decline of Ancient Empires through the current debate about globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. The interaction of people became increasingly important through a system of societies, networks and transitions, as the world of societies modernized and becomes increasingly global. As a class we will study the major themes, trends, and transitions. We will conclude the first semester by examining a global phenomenon that dramatically changed the way of life, the Industrial Revolution. Second semester picks back up with the global revolutions and concludes with a study of the current state of globalization.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 3.5 or higher on WIDA ACCESS or W-APT.
Family & Consumer Sciences

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
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<tbody>
<tr>
<td>Child Development to Age 1</td>
<td>0501</td>
<td>9, 10, 11, 12</td>
<td>Health</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Child Development, Ages 1-3</td>
<td>0502</td>
<td>9, 10, 11, 12</td>
<td>Health</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Early Childhood Education◊</td>
<td>0503</td>
<td>11, 12</td>
<td>Child Development, Ages 1-3, is strongly recommended</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Teacher Cadet Program◊</td>
<td>0504</td>
<td>11, 12</td>
<td>Early Childhood Education, passed with a grade of 85% or higher; application required</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Food Science◊ +</td>
<td>0506</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Contemporary Relationships</td>
<td>0507</td>
<td>11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
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</tbody>
</table>

◊ Course qualifies for Visual, Performing & Applied Arts Requirement.

+ Course qualifies for Senior Level Math Requirement.

0501 Child Development to Age 1

Would you like to have a family? Are children in your future? This fast-paced course is designed for students interested in learning about parenting and parenting skills. The units covered include: reasons for becoming a parent, parenting skills, pre-natal development, preparing for the birth of a child, birth defects, and newborn care. Students will be required to prepare and present projects, work in cooperative groups, and listen to guest speakers. In addition, each student will experience what it is like to be a parent through practical experiences.

0502 Child Development, Ages 1-3

This is an exciting course, taking a close look at the world of children ages 1 through 3. If you think you will have children someday, or would like to work with young kids, this is a great class! Students in this class will learn how toddlers and preschool aged kids develop mentally, physically, emotionally and socially. Students will be required to research family crises, apply knowledge through writing and conduct observations of children. Units of study include developmental theorists, types of child care, meal planning and family crises.

0503 Early Childhood Education

This course will provide a variety of experiences to prepare students for working directly with young children within the classroom setting. This class involves the study of the developmental process of preschool through kindergarten children, as well as the study of special challenges in early childhood education. Topics include providing emotional and social care to children, working with exceptional children, preschool curriculum, the child in school, building and applying lesson plans, creating effective activities for children and careers related to working with children. Students will be introduced to working in our on-site preschool through observation, small group teaching activities, reading books to the children, and other various teaching activities. This course is required to be accepted into the teacher cadet program. (Course qualifies for visual, performing & applied arts requirement.)
0504 Teacher Cadet Program
This course will provide a greater understanding of the life of an early childhood educator. Topics covered in this class include, but are not limited to, legal responsibilities of teachers, classroom management, teaching techniques, and current trends in education. Students will be responsible for researching, planning, creating, and carrying out appropriate activities for the children in our on-site preschool. Students must be able to work in teams, teach lessons in front of peers and preschool children, and participate in special activities with the preschoolers. Students enrolled in this course will be working in the preschool on a twice weekly basis. Students must be able to drive to and from the preschool located in the Early Childhood Education Center. This is an application-based course. The application must be completed and submitted before the deadline. (Course qualifies for visual, performing & applied arts requirement.)

0506 Food Science
Are you passionate about good health and fueling your body with the right food? Are you interested in learning to cook or expanding your horizons with food choices and habits? This class is a realistic exploration into food, nutrition, and cooking all in one. Lessons and cooking labs focus on practical kitchen skills that can be used for a lifetime. This course encourages students to look into their future and discover healthy and innovating ways to take care of themselves when they are on their own. Students will be introduced to kitchen safety, food handling, reading and modifying recipes, measuring, kitchen tools, meal planning, setting nutrition goals, reading food labels and presentation, assessing restaurants and menus for appeal and nutrition, food additives and allergies, eating disorders, cultural foods and customs, and careers in food and nutrition and much more. The most exciting learning experience this class offers are eight to ten hands-on cooking labs throughout the semester. Students will have the opportunity to cook in labs to apply the knowledge they have learned. Enjoy the opportunity to move beyond the microwave and into a creative class that is fun and challenging. (Course qualifies for either senior level math requirement or visual, performing & applied arts requirement.)

0507 Contemporary Relationships
In this course students will analyze factors that influence human development, as well as demonstrate characteristics of nurturing, and practice family, social and civic responsibility. Topics include, but are not limited to: personality development, family relationships, dating, diversity, personal crisis, interpersonal communication, and friendship. Students will be required to work cooperatively in groups, discuss topics in both small and large group format, research information, use technology, prepare presentations as well as read and evaluate articles related to relationships. This course is open to 11th and 12th grade students only.
## Mathematics

<table>
<thead>
<tr>
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<th>GRADE</th>
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<tr>
<td>Pre-Algebra</td>
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<tr>
<td>Math Lab</td>
<td>0652 Sem 1 0653 Sem 2</td>
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<tr>
<td>Algebra I</td>
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<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Geometry</td>
<td>0605 Sem 1 0606 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Algebra I</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>0603 Sem 1 0604 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Algebra I with a recommended grade of 'B' or above and completion of summer prep packet</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL Geometry</td>
<td>0658 Sem 1 0659 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Algebra I</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Algebra IIA</td>
<td>0607 Sem 1 0608 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Algebra I and Geometry</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Algebra IIB</td>
<td>0609 Sem 1 0610 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Algebra IIA; course is designed to follow Algebra II A</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Algebra II</td>
<td>0611 Sem 1 0612 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Recommended grade of ‘C’ or above in Algebra I and Geometry</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Honors Algebra II</td>
<td>0613 Sem 1 0614 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Recommended grade of ‘B’ or above in Algebra I and Honors Geometry; completion of summer prep packet; may be taken concurrently with Honors Geometry</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Math Studies SL</td>
<td>0615 Sem 1 0616 Sem 2</td>
<td>11, 12</td>
<td>Algebra II with a minimum grade of ‘C’</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>0620 Sem 1 0621 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Successful completion of Algebra II A or Algebra II B with a minimum grade of ‘B’; completion of summer prep packet</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Honors Pre-Calculus</td>
<td>0622 Sem 1 0623 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Honors Algebra II with a minimum grade of ‘B’; completion of summer prep packet</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Math SL 1</td>
<td>0630 Sem 1 0631 Sem 2</td>
<td>10, 11, 12</td>
<td>See prerequisites for Honors Pre-Calculus</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Statistics</td>
<td>0617 Sem 1 0638 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Successful completion of Honors Algebra II, Algebra II or Algebra IIA and IIB</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Calculus</td>
<td>0654 Sem 1 0655 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Pre-Calculus with a recommended grade of ‘B’ or better</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>0618 Sem 1 0619 Sem 2</td>
<td>9, 10, 11,12</td>
<td>Honors Algebra II, Honors Pre-Calculus or Statistics with a grade of ‘B’ or better or Algebra II with an ‘A’</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>0624 Sem 1 0625 Sem 2</td>
<td>9, 10, 11,12</td>
<td>Successful completion of Honors Geometry, Honors Algebra II, and Honors Pre-Calculus with a recommended grade of ‘B’ or above</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Math SL 2</td>
<td>0632 Sem 1 0633 Sem 2</td>
<td>11, 12</td>
<td>See prerequisites for AP Calculus AB</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>0626 Sem 1 0627 Sem 2</td>
<td>9, 10, 11,12</td>
<td>Successful completion of AP Calculus AB with a recommended grade of ‘B’ or above</td>
<td>2 semesters, 1 credit</td>
</tr>
</tbody>
</table>

◊ Course qualifies for Visual, Performing & Applied Arts Requirement.
Pre-Algebra

0646 Semester 1 • 0647 Semester 2
This is a two semester, one credit, course designed to prepare students for a successful transition to Algebra I, Geometry, and Algebra II. Topics of study will include rational numbers and their properties, proportionality, measurement, data collection, data analysis, probability, and beginning Algebra concepts. The Common Core State Standards for Math, as well as the 8 Standards for Mathematical Practice, will be used as a framework for the class.

Math Lab

0652 Semester 1 • 0653 Semester 2
This one semester class is designed for students taking Algebra I, Geometry, or Algebra II who are struggling with some underlying math skills. Concepts and skills that will be focused on are whole numbers, fractions, decimals, percentages, number sets, basics of algebra and geometry, problem solving, charts, graphs and math literacy. Diagnostics tests will be given to cultivate an individual success plan, focusing on the skills that will help the student to be successful in math. Students will receive credit/no credit for Math Lab coursework, rather than a letter grade.

Algebra I

0601 Semester 1 • 0602 Semester 2
This class constitutes the Algebra I requirements from the State of Michigan as well as National Common Core State Standards. Algebra I is the study of functions and representations. Key areas of study include linear, quadratic, radical, and exponential functions and their graphs, equation solving skills including factoring quadratics for real and imaginary solutions, and radical equation solving using the Pythagorean Theorem. It includes the broadening of the study of linear relationships including piecewise functions, systems of equations with 3 variables, formalized function notation and recursive representations. Linear regression, correlation, statistics and probability are part of the data unit. Exponential and quadratic function families are deepened to include the rules of exponents, exponential equations, and standard and vertex forms of quadratic functions. Students will also cover power (including roots, cubics and quartics) and polynomial patterns of change and applications that they model. Real and complex number systems are explored.

Geometry

0605 Semester 1 • 0606 Semester 2
Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry.

Honors Geometry

0603 Semester 1 • 0604 Semester 2
Honors Geometry is a rigorous course and prepares students for AP Calculus AB or IB Math SL. It includes the study of analytic and spatial reasoning. Students will apply Geometry to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Formal logic will be studied and the two column proof will be stressed (e.g. Equidistance Theorem, Midline Theorem, Detour Proofs). This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Law of Sines and Cosines

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<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programming I</td>
<td>0628</td>
<td>9, 10, 11, 12</td>
<td>Algebra I with a grade of ‘B’ or higher</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Computer Programming II</td>
<td>0629</td>
<td>9, 10, 11, 12</td>
<td>Algebra I, and Computer Programming I with a grade of ‘C’ or higher</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>AP Computer Science</td>
<td>0656 Sem 1</td>
<td>10, 11, 12</td>
<td>Algebra I and Geometry with a grade of ‘B+’ or better</td>
<td>2 semesters, 1 credit</td>
</tr>
</tbody>
</table>

◊ Course qualifies for Visual, Performing & Applied Arts Requirement.
are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking and modeling real word problems including vectors and matrices are emphasized. Additionally, Michigan State Standards, as well as the Common Core State Standards that are recommended beyond the core expectations will be implemented. Honors Geometry will include the basic properties of cyclic quadrilaterals and the image of a figure under the composition of dilation and an isometry. This course may be taken concurrently with Honors Algebra II. Completion of a summer prep packet is required.

**ESL Geometry**
**0658 Semester 1 • 0659 Semester 2**

This is a sheltered class for ESL students only. Geometry is the study of analytic and spatial reasoning. It is applied to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Students will study formal logic and two column proof. This helps develop an understanding of the mathematical process of theorems and axioms that underlies mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Laws of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. Critical thinking skills are developed while modeling real world problems. Hands-on problem solving (e.g. using a compass and protractor) and alternate thinking skills are emphasized in learning all of the Michigan State Standards, as well as the Common Core State Standards established for Geometry. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher.

**Algebra IIA**
**0607 Semester 1 • 0608 Semester 2**

This is the first year of a two-year course. It is an introduction to the study of linear, quadratic, polynomial, rational, trigonometric, exponential, trigonometric, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error, sequences, and iteration. Cyclic and bivariate modeling is embedded. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included in applications of finance, health, ecology, and epidemiology for informed decisions. A deeper understanding of these topics is acquired in the second year, Algebra IIB.

**Algebra IIB**
**0609 Semester 1 • 0610 Semester 2**

This is the second year of Algebra II. It continues and finishes the previously listed topics from Algebra IIA. Both classes constitute the Algebra II requirement from the State of Michigan as well as the National Common Core State Standards.

**Algebra II**
**0611 Semester 1 • 0612 Semester 2**

This course includes continuing the study of linear, quadratic, polynomial, rational, trigonometric, exponential, trigonometric, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error, sequences, and iteration. Cyclic and bivariate modeling is embedded. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included in applications of finance, health, ecology, and epidemiology for informed decisions. This class meets the Algebra II requirement from the State of Michigan as well as the National Common Core State Standards.

**Honors Algebra II**
**0613 Semester 1 • 0614 Semester 2**

Honors Algebra II is a rigorous course and is preparatory for AP Calculus AB, AP Statistics and IB Math SL. It includes continuing the study of linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic functions, along with extending numeric and logarithmic ideas of accuracy, error sequences, and iteration. Cyclic and bivariate modeling is embedded. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included in applications of finance, health, ecology, and epidemiology for informed decisions. This course meets and exceeds the Algebra II requirements for the National Common Core State Standards. There is an emphasis on sophisticated algebraic manipulation and problem solving. It may be taken concurrently with Honors Geometry. Completion of a summer prep packet is required.

**IB Mathematical Studies SL**
**0615 Semester 1 • 0616 Semester 2**

This course is appropriate for college-bound students with varied backgrounds and abilities in mathematics. Upon successful completion, the student will be prepared for the IB Mathematics Studies exam. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their post-secondary studies. Students who elect this
course should have successfully completed Algebra II. The course is a survey course and has a comprehensive review of algebra and geometry to ready students for college. Additional topics include financial mathematics, logic and statistics and difference quotients. Students will create a statistical project as part of the course. This course fulfills the 4th year requirement from the State of Michigan.

**Pre-Calculus**

_0620 Semester 1 • 0621 Semester 2_

Pre-Calculus is the preparation for calculus. The concepts and procedures deepen the students’ understanding of algebra and allow them to apply their knowledge to real world situations. Students study linear, exponential, logarithmic, polynomial, rational, and trigonometric functions. They also work with vectors, matrices, systems of equations, sequences, series and mathematical induction. Students work with polar coordinates, parameterizations and conic sections with an eye toward modeling. Completion of a summer prep packet is required.

**Honors Pre-Calculus**

_0622 Semester 1 • 0623 Semester 2_

This course is a rigorous and challenging preparation for AP Calculus AB. Topics covered include functions and equations, trigonometry and trigonometric functions, matrices, vectors, conic sections, limits, polar coordinates, and difference quotients. The focus is problem solving techniques and real world applications. Completion of a summer prep packet is required.

**IB Mathematics SL 1**

_0630 Semester 1 • 0631 Semester 2_

This course is designed for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Topics covered in this course will include, but not be limited to, functions and equations (including logarithms, exponentials and quadratics), series and sequences, trigonometry, and vectors. Goals for this course are to ensure that students develop an appreciation of the elegance, power and usefulness of mathematics and for students to develop patience and persistence in problem solving.

**Statistics**

_0617 Semester 1 • 0638 Semester 2_

A course in Statistics based on the State core curriculum is built around four themes: data exploration and study design, probability models and their application, statistical inference, model assessment and project based. Topics include exploring univariate and bivariate data, sampling and study design, probability models, sampling distributions, point and interval estimation, significance testing, inference for regression, and assessing assumption of statistical models.

**Calculus**

_0654 Semester 1 • 0655 Semester 2_

This class is designed for students with an interest in exploring the challenging concepts of Calculus without the rigor of advanced placement calculus. The concepts we expect to cover include an overview of differentiation, limits, basic integration, area and volume. It is equivalent to the first semester of college calculus and will provide students with a solid foundation to ease the transition to college mathematics.

**Advanced Placement Statistics**

_0618 Semester 1 • 0619 Semester 2_

The AP Statistics course introduces students to the major concepts and tools of collecting, analyzing, and drawing conclusions from data. The four themes are: 1) **Exploring Data:** Observing patterns and departures from patterns; 2) **Planning a Study:** Deciding what and how to measure; 3) **Anticipating Patterns:** Producing models using probability theory and simulation; 4) **Statistical Inference:** Confirming models. Students electing this course are encouraged to take the advanced placement examination. Each one of these themes will be broken down into subthemes that will cover different topics revolving around the central unit topic. This course is part math class and part language arts class. Students will need to excel at both of these to be successful. One must be able to learn to communicate, in words, mathematically and statistically. The students will learn the proper vocabulary and writing skills to be able to communicate in this manner.

**AP Calculus AB**

_0624 Semester 1 • 0625 Semester 2_

This course covers all content specified by the College Board as required for designation as AP Calculus AB. It covers topics associated with functions, graphs and limits, derivatives, and integrals as specified in the AP Calculus AB course description available at
Science or those interested in improving their problem solving skills. This course is the first step for those interested in embarking on a career in college courses and workplaces. Computer Science is the highest paid college degree and Computer Programming jobs are growing students to significantly increase their computer science and programming skills.

Analytical skills that are valuable in the field of computer science, in other academic courses, and in life in general. This class will enable students to significantly increase their computer science and programming skills - skills that are needed in an ever increasing array of college courses and workplaces. Computer Science is the highest paid college degree and Computer Programming jobs are growing at a rate of two times the national average. This course is the first step for those interested in embarking on a career in Computer Science or those interested in improving their problem solving skills.

AP Computer Science is a course designed to enhance students' logical problem solving abilities. Not only does it increase student understandings of the Java language, but it also teaches students to use a variety of different resources to implement and deploy a solution while learning to deal with real-world constraints. Students will learn the core principles of computer programming using the user-friendly language of Python. By using this computer language students will learn logical reasoning, algorithmic thinking, and structured problem solving. The prerequisite for this course is a B or higher in Algebra I.

Advanced Placement Computer Science

AP Computer Science introduces students to the formal concepts of object-oriented computer programming, including program design, control structures, data structures, and algorithms using the Java programming language. It is a year-long course designed to be comparable to a first year college level computer programming class. AP Computer Science is a course designed to enhance students' logical problem solving abilities. Not only does it increase student understandings of the Java language, but it also builds analytical skills that are valuable in the field of computer science, in other academic courses, and in life in general. This class will enable students to significantly increase their computer science and programming skills - skills that are needed in an ever increasing array of college courses and workplaces. Computer Science is the highest paid college degree and Computer Programming jobs are growing at a rate of two times the national average. This course is the first step for those interested in embarking on a career in Computer Science or those interested in improving their problem solving skills.
<table>
<thead>
<tr>
<th>COURSE NAME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Concert Band</td>
<td>0700 Sem 1, 0701 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition. Students must enroll in two semesters of Band.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Symphony Band</td>
<td>0702 Sem 1, 0703 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition. Students must enroll in two semesters of Band.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td>0704 Sem 1, 0705 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition. Students must enroll in two semesters of Band.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Wildcat 9th Orchestra</td>
<td>0743A Sem 1, 0743B Sem 2</td>
<td>9</td>
<td>Audition. Students must enroll in two semesters of Orchestra.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Concert Orchestra</td>
<td>0706 Sem 1, 0707 Sem 2</td>
<td>9, 10</td>
<td>Audition. Students must enroll in two semesters of Orchestra.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Symphony String Orchestra</td>
<td>0733 Sem 1, 0734 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition. Students must enroll in two semesters of Orchestra.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Philharmonic String Orchestra</td>
<td>0735 Sem 1, 0736 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition. Students must enroll in two semesters of Orchestra.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>0708 Sem 1, 0709 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition and instructor approval required for anyone not enrolled in band. Students must enroll in two semesters for class.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Instrumentals</td>
<td>0710</td>
<td>10, 11, 12</td>
<td>Students must provide their own instrument.</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Concert Choir (beginning choir)</td>
<td>0711 Sem 1, 0712 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>A Cappella Choir</td>
<td>0715 Sem 1, 0716 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>Audition. Students must enroll in two semesters for this choir. One credit (two semesters) prior choir experience required.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Bella Voce (intermediate women)</td>
<td>0717 Sem 1, 0718 Sem 2</td>
<td>10, 11, 12</td>
<td>Audition/Permission of instructor. Students must enroll in two semesters for this choir.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Chorale</td>
<td>0744A Sem 1, 0744B Sem 2</td>
<td>10, 11, 12</td>
<td>Audition or permission from the instructor. Students must enroll in 2 semesters.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Novi Singers (advanced women &amp; men)</td>
<td>0719 Sem 1, 0720 Sem 2</td>
<td>11, 12</td>
<td>Audition/Permission of instructor. Students must enroll in two semesters for this choir.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Beginning Dance</td>
<td>0721</td>
<td>9, 10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Dance II</td>
<td>0722</td>
<td>9, 10, 11, 12</td>
<td>Beginning Dance</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Dance III</td>
<td>0724</td>
<td>10, 11, 12</td>
<td>Beginning Dance and permission of instructor.</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Dance IV</td>
<td>0726 Sem 1, 0727 Sem 2</td>
<td>10, 11, 12</td>
<td>Beginning Dance, audition and permission of instructor. Students must enroll in two semesters for this class.</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Choreography</td>
<td>0728</td>
<td>9, 10, 11, 12</td>
<td>Beginning Dance and permission of instructor.</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>IB Music SL: Theory</td>
<td>0737</td>
<td>10, 11, 12</td>
<td>Must be taken in conjunction with band/orchestra/choir</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Music SL: Performance / Band</td>
<td>0738</td>
<td>11, 12</td>
<td>IB Music SL: Theory</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Music SL: Performance / Orchestra</td>
<td>0740</td>
<td>11, 12</td>
<td>IB Music SL: Theory</td>
<td>2 semesters, 1 credit</td>
</tr>
</tbody>
</table>
Wildcat 9th Grade Orchestra  
0743A Semester 1 • 0743B Semester 2  
The 9th grade wildcat orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students that are in the 9th grade will make up the Wildcat Orchestra. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline and teamwork. Attendance at rehearsals and performances outside the school day is required.

Concert Band  
0700 Semester 1 • 0701 Semester 2  
Students in Concert Band will learn to perform with moderate skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 1-6, 2016) is a requirement for all NHS Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and State Festivals, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and a moderate level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Private study is strongly encouraged. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class. Please visit the NHS Band Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/hsband/](http://www.novi.k12.mi.us/arts/theatre/music/hsband/)

Symphony Band  
0702 Semester 1 • 0703 Semester 2  
Students in Symphony Band will learn to perform with intermediate skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 1-6, 2016) is a requirement for all NHS Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and State Festivals, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and an intermediate level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minute daily outside of class. Private study is strongly encouraged. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class. Please visit the NHS Band Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/hsband/](http://www.novi.k12.mi.us/arts/theatre/music/hsband/)
Wind Ensemble
  0704 Semester 1 • 0705 Semester 2

Students in Wind Ensemble will learn to perform with advanced skills on their instruments. Additionally, students will develop contemporary marching techniques and explore a variety of musical literature, combining music, art, theater and dance to create a competitive marching band production. Band Camp (Aug. 1-6, 2016) is a requirement for all NHS Band members. Please plan accordingly for this most important week. Units of study for the first semester are: marching band, winter concert preparation and festival preparation. Units of study for the second semester are: participation in MSBOA District and State Festivals, MSBOA Solo and Ensemble, Spring Concert and Commencement preparation. Students will learn quality tone production, intonation, rhythm, articulation, range development, phrasing, breath support, lip flexibility, dynamics, musicianship, and an advanced level of technical facility. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minute daily outside of class. Private study is expected for students in Wind Ensemble. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class. Please visit the NHS Band Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/hsband/](http://www.novi.k12.mi.us/arts/theatre/music/hsband/)

Concert String Orchestra
  0706 Semester 1 • 0707 Semester 2

The Concert orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students who do not audition into Symphony Orchestra will make up the Concert Orchestra. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

Symphony String Orchestra
  0733 Semester 1 • 0734 Semester 2

The Symphony orchestra will learn and perform music at a moderate level of musicality and technical difficulty. Students must audition to be a part of the Symphony Orchestra. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their intermediate skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

Philharmonic String Orchestra
  0735 Semester 1 • 0736 Semester 2

The Philharmonic orchestra will learn and perform music at a more advanced level of musicality and technical difficulty. Students must audition to be a part of the Philharmonic Orchestra. Students in Philharmonic will participate in full orchestra activities. Students will prepare for a fall and winter concert, along with MSBOA Orchestra Festival and a spring concert. Students will continue to build upon their moderate skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

Jazz Ensemble
  0708 Semester 1 • 0709 Semester 2

Jazz Ensemble is a performance oriented class dedicated to rehearsing and performing literature encompassing all genres of jazz, i.e. swing, blues, bebop, cool, etc. Students will learn to perform this music through specific units of study - style, articulation, chord symbols, scales, improvisation and jazz history. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to prepare a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this class. Please visit the NHS Band Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/hsband/](http://www.novi.k12.mi.us/arts/theatre/music/hsband/)
0710 Instrumentals

The students in Instrumentals will learn skills and concepts in music and musicianship, as well as pursue an independent study to improve performance skills on their respective instrument. Units of study are basic music theory, aural skills, and music appreciation, concurrent with an established independent study on an instrument. Specific skills learned will be technical facility on an instrument, musicianship, reading music, writing music, key signatures, time signatures, and composition. In fulfillment of the independent study, students will give in-class performances on their instrument two times per six-week grading period and will collaborate with other artists and musicians in the school. The students enrolled in Instrumentals will also produce, promote, and perform at Rock the Box and other musical gigs outside of the school day. Please visit the Instrumentals website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/instrumentals/](http://www.novi.k12.mi.us/arts/theatre/music/instrumentals/)

Concert Choir

0711 Semester 1 • 0712 Semester 2

Because vocal and sight-reading skills are attained developmentally, it is recommended that students participate in two semesters of choir. Students in Concert Choir, an entry level Soprano, Alto, Tenor, Bass (SATB) choir, will learn to perform a varied choral repertoire, quality tone production, primary to intermediate music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Please visit the NHS Choral Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/choral/](http://www.novi.k12.mi.us/arts/theatre/music/choral/)

A Cappella Choir

0715 Semester 1 • 0716 Semester 2

Because vocal and sight-reading skills are attained developmentally, it is **required** that students participate in two semesters of regular choir (not a cappella), as students will already be expected to have learned these skills. Students will prepare and perform various styles of popular, contemporary music, with a heavy focus on sight-reading, rhythmic and pitch accuracy, some vocal percussion, and performance and stage presence. Students will become familiar with notation software and learn how to arrange their own songs for performance. Students must be able to read music, sight-read, and have a strong sense of pitch and tonal center. A Cappella will participate in ICHSA, the International Competition of High School A Cappella, which takes place in the spring; recording and submittal for this competition will take place in the fall. Attendance at rehearsals and performances outside of the school day is required. Students will be required to provide their own uniform. Students must enroll in two semesters for this choir. An audition is required. Please visit the NHS Choral Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/choral/](http://www.novi.k12.mi.us/arts/theatre/music/choral/)

Bella Voce

0717 Semester 1 • 0718 Semester 2

Students in Bella Voce, an intermediate level Soprano & Alto ensemble (SSAA), will learn to perform a varied repertoire of music. Intended for experienced singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight-reading skills at the Intermediate Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, quality tone production, intermediate to advanced music literacy and musicianship, concert / performance preparation, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this choir. An audition is required. Please visit the NHS Choral Website for more information. [http://www.novi.k12.mi.us/arts/theatre/music/choral/](http://www.novi.k12.mi.us/arts/theatre/music/choral/)

Novi Singers

0719 Semester 1 • 0720 Semester 2

Students in Novi Singers, an advanced level mixed ensemble (SATB), will learn to perform a varied repertoire of music. Intended for advanced singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight-reading skills at the Advanced Level that will be demonstrated at MSVMA Choral Festival. Units of study include: the study of traditional and popular choral repertoire, chamber music, quality tone production, intermediate to advanced music literacy and musicianship, concert / performance prepa-
ration, and participation in Michigan School Vocal Music Association (MSVMA) Festival Performances. Attendance at rehearsals and performances outside of the school day is required. Students must enroll in two semesters for this choir. An audition is required. Please visit the NHS Choral Website for more information. It is required that students participate in two semesters of regular choir prior to joining. Audition required. [http://www.novi.k12.mi.us/arts/theatre/music/choral/]

**Chorale 0744A Semester 1 • 0744B Semester 2**

Students in chorale, an intermediate SATB choir, will learn to perform a varied repertoire of music. Intended for intermediate singers, students will work to develop technical and expressive accuracy. Additionally, students will develop vocal technique appropriate to their developmental level. This choir will work to develop sight reading skills at the intermediate level that will be demonstrated at MSUMA Choral Festival. Units of study include: study of traditional and popular choral repertoire, quality tone production, intermediate music literacy and musicianship, concert performance preparation and participation in MSUMA Festival performance. Attendance at rehearsals and performances outside of the school day is required. [http://www.novi.k12.mi.us/arts/theatre/music/choral/]

**0721 Beginning Dance**

Students are introduced to introductory dance movements in modern, ballet and jazz techniques. Units of learning will include: technique, functional anatomy, terminology, composition and history. Students will develop kinesthetic techniques to improve their levels of flexibility, coordination, posture and balance. Attendance at rehearsals and performances outside of class is required. This class is required before taking any additional dance courses and is used as a placement audition for sequential dance courses. The movement within this course is differentiated to accommodate all dancers, from novice to those with significant experience.

**0722 Dance II**

Designed for students with previous dance training, this course reinforces more advanced dance techniques and composition. Students will build upon previous dance experience, knowledge and training. Units of learning will include continued development of technique, terminology, creative expression, composition and history. Attendance at rehearsals and performances outside of class is required. Must have successfully completed Beginning Dance.

**0724 Dance III**

Designed for the intermediate/advanced dance student. This course deepens knowledge of more advanced dance techniques and composition at an accelerated pace. Units of learning include continued development of technique, terminology, creative expression, composition and history. Attendance at rehearsals and performances outside of class is required. Must have successfully completed Beginning Dance.

**Dance IV 0726 Semester 1 • 0727 Semester 2**

Designed for the advanced dance student, this course reinforces more advanced dance techniques and composition. This is a performance oriented course for the advanced dancer, providing students with a dance company experience. Students perform choreography by the program director and notable guest artists within departmental concerts, community events, competitions, and festivals. Students must be enrolled in two semesters for this course. Attendance at afterschool rehearsals and performances outside of class is required. There will be one mandatory weekly afterschool rehearsal at 3 p.m. Audition required.

**0728 Choreography**

Designed for students with previous dance training, the course teaches choreographic tools, knowledge and understanding for creating movement. Units of learning include: improvisation, creating for concert and commercial dance, site-specific dance and elements of composition. Attendance at rehearsals and performances outside of class is required. Must have successfully completed Beginning dance and have permission of the instructor.

**IB Music SL: Theory • IB Music SL: Performance / Band 0737 • 0738**

**IB Music SL: Theory • IB Music SL: Performance / Orchestra 0737 • 0740**

**IB Music SL: Theory • IB Music SL: Performance / Choir 0737 • 0742**

**AP Music Theory 0745A • 0745B**

Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

**Note:** *IB Music SL: Theory must be taken concurrently with a band, orchestra or choir class.*
Oakland Schools Technical Campus

Note: The Public Notice of Nondiscrimination in Career and Technical Education Classes is printed on page of this course catalog. This policy applies to enrollment in all OSTC courses.

► All OSTC courses qualify for Visual, Performing & Applied Arts Requirement
► All OSTC courses qualify for Senior Level Math Requirement

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriscience and Environmental Technologies</td>
<td>0800</td>
<td>11, 12</td>
<td>*</td>
<td>2 semesters, 3 credits</td>
</tr>
<tr>
<td>Computer Programming-iTEAM</td>
<td>0801</td>
<td>11, 12</td>
<td>*</td>
<td>2 semesters, 3 credits</td>
</tr>
<tr>
<td>Computer Networking-iTEAM</td>
<td></td>
<td></td>
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<tr>
<td>Entrepreneurship &amp; Advanced Marketing-iTEAM</td>
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<tr>
<td>Web Development-iTEAM</td>
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</tr>
<tr>
<td>Culinary Arts/Hospitality</td>
<td>0802</td>
<td>11, 12</td>
<td>*</td>
<td>2 semesters, 3 credits</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>0803</td>
<td>11, 12</td>
<td>*</td>
<td>2 semesters, 3 credits</td>
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<tr>
<td>Engineering &amp; Emerging Technologies-Mechatronics</td>
<td>0804</td>
<td>11, 12</td>
<td>*</td>
<td>2 semesters, 3 credits</td>
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<tr>
<td>Engineering &amp; Emerging Technologies-Machining</td>
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<tr>
<td>Automotive Technology</td>
<td>0805</td>
<td>11, 12</td>
<td>Assessment required *</td>
<td>2 semesters, 3 credits</td>
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<tr>
<td>Collision Repair &amp; Refinishing Medium/Heavy Truck Equipment</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Visual Imaging Technology</td>
<td>0806</td>
<td>11, 12</td>
<td>*</td>
<td>2 semesters, 3 credits</td>
</tr>
</tbody>
</table>

* All OSTC courses are full year programs. See counselor for OSTC application. Approval by counselor and OSTC is required. Paperwork may be turned in to Ms.Lephart in the Novi High School Student Service Center.


OSTC course offerings are subject to change. Final course availability and descriptions will be available in the spring. Students selecting these courses will be notified of any changes.

OSTC Credit Exchange

1 Year Programs: Visual Imaging, Biotechnology and Environmental Science, iTeam, Culinary Arts/Hospitality, Health Sciences and Engineering/Emerging Technologies. (Can exchange for Earth Science credit, 2nd year of a world language and meet the CTE Algebra II exchange requirements).

2 Year Program in Automotive Technology also meets the above exchanges, however, both years must be completed to receive the credit exchanges.
## Other Course Offerings

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
</tr>
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<tbody>
<tr>
<td>Social Justice Dialogues</td>
<td>0992</td>
<td>11, 12</td>
<td>Completion of brief application process</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>AP Seminar</td>
<td>11</td>
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</table>

### 0992 Social Justice Dialogues

This class aims to increase dialogue on race and ethnicity among high school youth at Novi High School in metropolitan Detroit, one of the nation's most segregated metropolitan areas. This class significantly shifts this dynamic of a "normal" course in that each student in this course is an expert. The content of the class is our personal experiences, observations, opinions and emotions. All students are equal members of this community and therefore experts on the experience of race, ethnicity, and issues of social justice within it. Young people representing the demographics of our school community participate in structured intergroup dialogues that focus on race, ethnicity, and other topics around social justice issues. In an increasingly global society, our ability to communicate effectively with those who are different than us about difficult issues is no longer an ideal but now a necessity. Through this course students will gain the skills they need in order to be able to engage in such dialogues and also have the opportunity to explore issues of interest to them.

### AP Seminar

Take in the junior year as a part of the Capstone Program, AP Seminar students will be introduced to the AP Quest Framework for research. They will investigate real world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. By the end of the year, they will be able to hone in on a research area for their AP Research focus the following year.

### AP Research

Taken in the senior year as part of the Capstone Program, AP research builds on the work done in AP Seminar. Students identify an academic problem and spend the year investigating it and writing a sizable paper about their conclusions. Along the way students continue using the AP Quest Framework for research, they work in teams and eventually will present and defend their papers. At the end of the year, they mentor AP Seminar students to help them identify their academic problems.
### 1000 Health Education

Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one’s life expectancy.

### 1005 ESL Health

Health is a required course that emphasizes the practical application of knowledge to healthful daily living. The units of study will include personal health and wellness, social, emotional and mental health, nutrition and physical activity, CPR-American Red Cross, substance abuse and safety, and reproductive health. Using personal assessments, role playing, problem solving and many hands-on activities (including demonstration of the six CPR skills) students learn and develop wise decision-making skills with the goal of extending one’s life expectancy. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 2.0 or higher on WIDA ACCESS or W-APT.

### 1001 PE Foundations

PE Foundations is a required course that introduces the student to many aspects of physical education including participation in sports, introduction to the basics of strength training and conditioning program to fit their individual needs. Students will participate in many activities that will improve their overall fitness, agility, coordination, speed, strength, and cardiovascular fitness. Students will also be instructed in basic swim strokes and overall swim technique. This course may only be taken once, unless not completed successfully.

### 1002 Personal Fitness

This course focuses on the learning and the maintaining of personal, individual fitness. The course will increase body awareness and personal attitudes towards themselves as individuals as well as others. Examples of the course content include but are not limited to the application of high and low impact body movement routines such as aerobics. Circuit training, aquatic toning, and the use of weight training for muscle strength, toning and endurance are also included. Evaluation of student’s progress is based on participation, attitude, and self-improvement and written application of general knowledge learned.

### 1003 Team Sports

Students will learn the rules of play and techniques necessary to participate in a variety of team oriented sports. The sports will be basketball, softball, badminton, floor hockey, flag football, volleyball, tennis, soccer and handball. The students will participate in a competitive setting against other students. Students will be tested on both the rules of the sports as well as the skills used in the game.

### 1004 Weight Training

Students will learn the fundamentals of muscle development and cardiovascular endurance improvement. Students will set goals for themselves and design their own weight training plan accordingly. Units covered will include the theory of muscle development and proper nutrition during athletic training. Students will keep a written journal to record their individual progress. Fitness levels will be assessed at the beginning and at the end of the semester to determine the extent of the student’s progress made during the semester.

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<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<th>GRADE</th>
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<th>COURSE LENGTH / CREDIT</th>
</tr>
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<tbody>
<tr>
<td>Health Education</td>
<td>1000</td>
<td>9</td>
<td>Required</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>ESL Health</td>
<td>1005</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 2.0 or higher</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>PE Foundations</td>
<td>1001</td>
<td>9, 10, 11, 12</td>
<td>Required</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Personal Fitness</td>
<td>1002</td>
<td>9, 10, 11, 12</td>
<td>PE Foundations</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Team Sports</td>
<td>1003</td>
<td>9, 10, 11, 12</td>
<td>PE Foundations</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Weight Training</td>
<td>1004</td>
<td>9, 10, 11, 12</td>
<td>PE Foundations</td>
<td>1 semester, .5 credit</td>
</tr>
</tbody>
</table>
All students are required to complete three (3) credits of Science at Novi High School.  
- **Biology** is required of all students.  
- Students must also complete two (2) of the following three (3) courses: *Earth Science, Chemistry*, and *Physics*. (AP or IB courses may substitute for the regular coursework.)

It is highly recommended that students complete all four (4) of these courses in preparation for the MME, ACT, and college or university studies.

<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH/CREDIT</th>
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<tbody>
<tr>
<td>Advanced Placement Biology</td>
<td>1105 Sem 1</td>
<td>10, 11, 12</td>
<td>Chemistry and Biology</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>1106 Sem 2</td>
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</tr>
<tr>
<td>Advanced Placement Chemistry ◊</td>
<td>1112 Sem 1</td>
<td>10, 11, 12</td>
<td>Algebra II (required) and Chemistry (highly recommended)</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td></td>
<td>1113 Sem 2</td>
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<td></td>
<td>9</td>
<td></td>
<td>Honors Algebra II with a grade of ‘B’ or higher; concurrent enrollment in</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Honors Pre-Calculus or higher; prerequisite override form signed by parent/guardian</td>
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<tr>
<td>Advanced Placement Environmental</td>
<td>1121 Sem 1</td>
<td>10, 11, 12</td>
<td>Biology required; Algebra I, Earth Science, Chemistry required</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>Science</td>
<td>1122 Sem 2</td>
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<tr>
<td>Advanced Placement Physics C:</td>
<td>1118 Sem 1</td>
<td>10, 11, 12</td>
<td>Must have completed or be enrolled in</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>Electricity and Magnetism ◊</td>
<td>1119 Sem 2</td>
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<td>AP Calculus AB</td>
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<tr>
<td>Advanced Placement Physics C:</td>
<td>1116 Sem 1</td>
<td>10, 11, 12</td>
<td>Must have completed or be enrolled in</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>Mechanics ◊</td>
<td>1117 Sem 2</td>
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<td>AP Calculus AB</td>
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<tr>
<td>Biology</td>
<td>1102 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>Recommended: 8th Grade Science with a grade of ‘B’ or higher, or Earth</td>
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<td></td>
<td>1103 Sem 2</td>
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<td>Science</td>
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<tr>
<td>ESL Biology</td>
<td>1131 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.0 or higher</td>
<td>2 semesters, 1 credit</td>
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<td></td>
<td>1132 Sem 2</td>
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<td>Chemistry ◊</td>
<td>1110 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>Algebra I</td>
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<td></td>
<td>1111 Sem 2</td>
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<tr>
<td>Earth Science</td>
<td>1100 Sem 1</td>
<td>9, 10, 11, 12</td>
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<td></td>
<td>1101 Sem 2</td>
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<tr>
<td>ESL Earth Science</td>
<td>1137 Sem 1</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 2.0 or higher</td>
<td>2 semesters, 1 credit</td>
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<td></td>
<td>1138 Sem 2</td>
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<tr>
<td>Environmental Science</td>
<td>1120</td>
<td>9, 10, 11, 12</td>
<td>Biology (required) and Algebra I (recommended)</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Forensic Science &amp; Bioethics</td>
<td>1104</td>
<td>10, 11, 12</td>
<td>Biology, Chemistry and Algebra I strongly recommended</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Genetics and Medical Technology</td>
<td>1109</td>
<td>10, 11, 12</td>
<td>Biology</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Human Anatomy &amp; Physiology</td>
<td>1107</td>
<td>10, 11, 12</td>
<td>Biology</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>IB Biology HL 1: Cell Biology and</td>
<td>1123 Sem 1</td>
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<td>Biology (recommended)</td>
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<td>Genetics</td>
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<td>IB Biology HL 2: Botany and</td>
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<td>IB Biology HL 1: Cell Biology and Genetics</td>
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<td>Human Biology</td>
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<td>1142 Sem 1</td>
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<td>Algebra I, with a grade of ‘B’ or higher</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IB Physics SL ◊</td>
<td>1129 Sem 1</td>
<td>11, 12</td>
<td>Algebra I</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td></td>
<td>1130 Sem 2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

◊ Course qualifies for Senior Level Math Requirement.
The AP Biology course at Novi High School is a full year course. We have adequate time built into our schedule to allow students to complete the course material in a reasonable manner with three weeks devoted to review and preparation for the AP exam. The AP Biology course at Novi High School conforms to the standards instituted by the College Board for all AP Courses. All topics in The AP Biology Curriculum Framework are included. The course is organized into four units utilizing the Big Ideas included in the curriculum framework.

Unit One: Evolution - The process of evolution drives the diversity and unity of life.
Unit Two: Energy Utilization - Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
Unit Three: Information storage and processing - Living systems store, retrieve, transmit and respond to information essential to life processes.
Unit Four: Biological Interactions: Biological systems interact, and these systems and their interactions possess complex properties.

Emphasis on the following seven science processes will be integrated within the course and will be reinforced through a variety of laboratory experiences throughout the year.

1. The student can use representations and models to communicate scientific phenomena and solve scientific problems.
2. The student can use mathematics appropriately.
3. The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
4. The student can plan and implement data collection strategies appropriate to a particular scientific question.
5. The student can perform data analysis and evaluation of evidence.
6. The student can work with scientific explanations and theories.
7. The student is able to connect and relate knowledge across various scales, concepts and representations in and across domains.

Prerequisites: Chemistry (required) and Biology (highly recommended)

Advanced Placement Chemistry
1112 Semester 1 • 1113 Semester 2
Advanced placement chemistry is a college-level, fast paced course that places an increased importance on the topics covered in general chemistry. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, kinetics, and thermodynamics are presented in considerable depth. There is also more emphasis on laboratory investigations and chemical calculations. Students may elect to take the advanced placement examination at the end of the course to qualify for college credit. Participants are responsible for the examination fee. (Course qualifies for senior level math requirement.)

Advanced Placement Environmental Science
1121 Semester 1 • 1122 Semester 2
The AP Environmental Science (APES) course at NHS is a full year course designed to prepare students for the College Board Advanced Placement Environmental Science Exam. The goal of this course is to expose students to the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world; to identify and analyze problems both natural
and human-made; to evaluate the relative risks associated with these problems; and to examine the alternative solutions for resolving and/or preventing them. Several themes cut across the many topics covered in APES, including: (1) science is a process of learning about how the world works and changes; (2) energy conversions underlie all ecological processes; (3) the Earth is one interconnected system made up of related, smaller systems; (4) humans alter natural systems; (5) environmental problems have a cultural and social context; and (6) human survival depends on developing sustainable practices. Major units of study include sustainability; life on earth; human population growth (including implications of this growth, and possible ways to impact this growth); earth systems and resources; land and water resources; energy resources; global change (including climate change and loss of biodiversity); and hazards to human health, including pollution of water and air and creation of solid and hazardous wastes. The use of technology and collaboration will be stressed.

Advanced Placement Physics C: Electricity and Magnetism
1118 Semester 1 • 1119 Semester 2
Advanced Placement Physics C: Electricity and Magnetism is equivalent to a first year college-level physics course. The course will address concepts related to electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Students will use methods of calculus, when appropriate, to study and solve problems in the classroom and laboratory. Students may elect to take the advanced placement examination at the end of the class to qualify for college credit. Participants are responsible for the examination fee. (Course qualifies for senior level math requirement.)

Advanced Placement Physics C: Mechanics
1116 Semester 1 • 1117 Semester 2
Advanced Placement Physics C: Mechanics is equivalent to a first year college-level physics course. The course will address concepts related to kinematics, Newton's laws of motion, work, energy, and power, linear momentum, circular motion and rotation, and oscillations and gravity. Students will use methods of calculus, when appropriate, to study and solve problems in the classroom and laboratory. Students may elect to take the advanced placement examination at the end of the class to qualify for college credit. Participants are responsible for the examination fee. (Course qualifies for senior level math requirement.)

Biology
1102 Semester 1 • 1103 Semester 2
In this course, students will gain an understanding of the Life Science content strand. Students will study the following units: Cells, Organization of Living Things, Heredity, Evolution, and Ecosystems. Lectures, discussions, projects, videos, and laboratory work will be the primary methods of exploration and instruction.

ESL Biology
1131 Semester 1 • 1132 Semester 2
This is a sheltered class for ESL students only. Biology is a two semester course that studies the Life Science content strand. Students will study the following units: Cells, Organization of Living Things, Heredity, Evolution, and Ecosystems. Lectures, discussions, projects, videos, and laboratory work will be the primary methods of exploration and instruction. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method by a SIOP-trained teacher. Student must have an English proficiency level of 3.0 or higher on WIDA ACCESS or W-APT.

Chemistry
1110 Semester 1 • 1111 Semester 2
In this course students will be gaining new knowledge and expanding their current understanding of matter in terms of its interactions, structure, and properties. The students will learn about the gas laws, the mole concept, atomic structure, chemical bonding, chemical reactions and equations, and acids and bases. Through this process, students will develop their ability to do critical thinking and problem solving. Students will also develop their skills in measurement, observation, and laboratory techniques as they apply the concepts they have learned in the chemistry lab. (Course qualifies for senior level math requirement.)

Earth Science
1100 Semester 1 • 1101 Semester 2
Earth Science reinforces the interconnectedness of the geosphere, the hydrosphere, the biosphere, the atmosphere and the exosphere. In this course, students will gain an understanding of topics concerning geology, meteorology, climatology, oceanography, astronomy, hydrology, and paleontology. Online activities, lectures, class work, textbook work, projects, videos and laboratory work will be the primary methods of exploration and instruction. Community-related topics will be employed when appropriate. This course is in alignment with the Michigan High School MME Science Test.
ESL Earth Science
1137 Semester 1 • 1138 Semester 2
This is a sheltered class for ESL students only. Earth Science reinforces the interconnectedness of the geosphere, the hydrosphere, the biosphere, and the atmosphere plus more. In this course, students will gain an understanding of topics concerning geology, meteorology, climatology, oceanography, astronomy, hydrology, and paleontology. Online activities, lectures, class work, textbook work, projects, videos, and laboratory work will be the primary methods of exploration and instruction. Community-related topics will be employed when appropriate. This course is in alignment with the Michigan High School MME Science Test. Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Students must have an English proficiency level of 2.0 or higher on WIDA ACCESS or W-APT.

1120 Environmental Science
This course is designed to develop an introductory understanding of our natural environment and how humans impact it. Topics such as human population growth, resource use and disposal (including energy and food resources), land use, tropical deforestation, water and air pollution, and endangered species and wildlife management will be explored. An emphasis will be placed on current events and Great Lakes region, when possible. Lectures, discussions, videos, and research projects will be the primary methods of exploration and instruction.

1104 Forensic Science & Bioethics
Forensic Science is the study of the application of science to areas of law. Topics include introduction to law, types of civil and criminal cases, Michigan crimes, crime scene analysis, evidence, handwriting, fingerprinting, blood, blood spatter, footprints, chemical testing of unknown substances, hair and fiber evidence, handwriting, trace evidence, DNA and forensic medicine. Throughout the year, students will participate in lectures, discussions, laboratory investigations, videos, and more. This is an upper level class for college bound students. Strongly recommended prerequisites include Biology, Chemistry, and Algebra I.

1109 Genetics and Medical Technology
Genetics and Medical Technology is an enrichment course for students wishing to increase their knowledge in medical and genetic research. Students will explore and build skills for careers as doctors, nurses, genetic counselors, clinical laboratory technologists, medical technologists, and clinical laboratory technicians. In the last 25 years, the U.S. biotechnology industry has created more than 198,000 high-quality jobs, at over 1,400 pharmaceutical, agricultural, industrial and instrumentation biotechnology companies, plus more at academic and government agencies. This course will provide students with the basic knowledge and skills necessary to take advantage of these career opportunities. Students will learn about and use the medical and genetic technologies that are making news headlines. This includes isolation and manipulation of DNA, DNA fingerprinting and medical diagnostic tests.

1107 Human Anatomy and Physiology
Human Anatomy and Physiology is an in-depth examination of the structures (Anatomy) and functions (Physiology) of the Human body. The course will begin with an overview of the human body followed by examinations of the various organ systems: skeletal, muscular, integument, cardiovascular including lymphatic and immune system, digestive, respiratory, excretory, reproductive, and nervous. All material will be directly related to real world applications with emphasis on health and medical condition. This class includes a cat lab practical dissection experience.

IB Biology HL 1: Cell Biology and Genetics
1123 Semester 1 • 1124 Semester 2
This course can be taken to meet the HL Group 4 requirement for the IB diploma or certificate program. This is the first course in the two-year IB HL biology curriculum. Topics include Statistical Analysis, Cells, Biochemistry, Genetics, Human Physiology, Cellular Respiration, Photosynthesis, and Plant Science. In addition, two optional topics selected by the teacher, out of a choice of five, will be explored in depth. Extensive time is spent on student driven laboratory investigations. Topics are explored through classroom discussion, individual and group projects, laboratory work, and computer enhanced activities. IB certification will be by external and internal examination and colleges may offer credit for impressive scores.

IB Biology HL 2: Botany and Human Biology
1125 Semester 1 • 1126 Semester 2
This is the second course in the two-year IB higher level biology curriculum. Upon completion, students will be prepared for the IB Biology HL exam. This course meets the Michigan Merit Curriculum requirements for Life Science. IB certification will be by external and internal examination and colleges may offer credit for impressive scores.
IB Chemistry HL 1  (This course will be offered in the 2015-16 school year and every other year after that.)
1142 Semester 1 • 1143 Semester 2

This is the first course in the two-year IB Chemistry HL curriculum that will allow students to study the techniques scientists use in conducting investigations and communicating with others around the world. Students will demonstrate an understanding of scientific principles, learn to apply these principles, learn to construct, analyze, and evaluate hypotheses, develop interpersonal skills with peers, and improve manipulative skills necessary to carry out scientific investigation with precision and safety. Scientific knowledge is interdisciplinary in nature and design. Knowledge is shared among members of the international scientific community through publications and symposiums. Through research and investigation, students will fulfill the aims of improving critical scientific reasoning skills and learning investigative techniques needed for rational inductive and deductive reasoning. Over the two-year course, students will complete both internal and external examinations, a large project, and approximately 50 hours of lab work.

IB Chemistry HL 2  (This course will be offered in the 2016-17 school year and every other year after that.)
1144 Semester 1 • 1145 Semester 2

This is the second course in the two-year IB Chemistry HL curriculum. Upon completion, students will be prepared for the IB Chemistry HL exam and will complete both internal and external examinations, a large project, and approximately 50 hours of lab work.  (Course qualifies for senior level math requirement.)

IB Physics SL
1129 Semester 1 • 1130 Semester 2

The IB Physics SL course will provide students with a challenging and rewarding experience in Physics. The course will focus on developing conceptual understanding and problem-solving skills through the study of the following topics: Physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric current, fields and forces, atomic and nuclear physics, energy, power and climate change. Students will actively participate in their learning through discussions and investigations linked to the different theoretical concepts. The course will seek to foster students' appreciation of the scientific process while building collaborative, manipulative, and analytical skills. Problem solving will not require calculus; however, a strong background in Mathematics is beneficial. Students may elect to take the course for IB certification, a process that involves internal and external assessments. Students who elect this option will be responsible for the related fees.  (Course qualifies for senior level math requirement.)

IB Sports, Exercise and Health Science (SEHS)
1139 Semester 1 • 1140 Semester 2 • 1141 Semester 3

This course can be taken to meet the Group 4 SL requirement for the IB diploma or certificate program. SEHS incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover six core topics and two option topics (chosen by the teacher), and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance.  (Course qualifies for Health requirement.)

1108 Medical Careers Exploration

The Medical Careers Exploration course is part of the Providence Park Hospital—Novi Community Schools Partnership. Students enrolled in this course will explore in detail a wide variety of medical and health services careers. Web based research and information gathering regarding each career pathway will occur on the high school campus, with hands on follow-up to occur on the Providence Park Hospital campus or be provided by Providence personnel.

Note: This course will be scheduled to take place during an extended 6th period, with students dismissed 14 minutes after the end of the regularly scheduled school day.
* Students interested in this course must complete the application available on the Novi High School Counseling website (see Class Applications under the Scheduling link).

Physics
1114 Semester 1 • 1115 Semester 2

The students in the physics course will gain understanding of the physical world by studying topics in the areas of mechanics, thermodynamics, vibrations and waves, and electricity and magnetism. Students will study the physical world by performing experiments, observing real-world examples of physical phenomena, and by analyzing problems using qualitative and quantitative techniques.  (Course qualifies for senior level math requirement.)
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement European History</td>
<td>1212 Sem 1 1213 Sem 2</td>
<td>10, 11, 12</td>
<td>Earned at least a 'B' in all previous Social Studies and English courses</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Advanced Placement Psychology</td>
<td>1216 Sem 1 1217 Sem 2</td>
<td>11, 12</td>
<td>Earned at least a 'B' in all previous English courses, and 'B' or higher in Biology</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Advanced Placement U.S. Government &amp; Politics</td>
<td>1218 Sem 1 1219 Sem 2</td>
<td>11, 12</td>
<td>Earned at least a 'B' in all previous Social Studies and English courses</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>Advanced Placement United States History</td>
<td>1214 Sem 1 1215 Sem 2</td>
<td>10, 11, 12</td>
<td>Earned at least a &quot;B+&quot; in Social Studies and ELA 9</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>AP Microeconomics**</td>
<td>1610</td>
<td>10, 11, 12</td>
<td>Earned at least a &quot;B&quot; in Algebra 2 or concurrent enrollment in Honors Algebra 2 or above</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>AP Macroeconomics^</td>
<td>1611</td>
<td>10, 11, 12</td>
<td>Successful completion or concurrent enrollment in either AP US Gov./Politics or Civics</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Big History</td>
<td>1234</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Civics</td>
<td>1202</td>
<td>9, 10, 11, 12</td>
<td>If taking in 9th grade, must have earned a &quot;B&quot; or better in all previous Social Studies and English Courses</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>Economics</td>
<td>1203</td>
<td>9, 10, 11, 12</td>
<td>Recommended after successful completion of Civics</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>ESL Civics &amp; Economics</td>
<td>1226 Sem 1 1227 Sem 2</td>
<td>10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.0 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB 20th Century World History SL</td>
<td>1220 Sem 1 1221 Sem 2</td>
<td>11, 12</td>
<td>Fulfills World History requirement for 11th grade</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB 20th Century World History HL 1</td>
<td>1230 Sem 1 1231 Sem 2</td>
<td>11</td>
<td>Fulfills World History requirement for 11th grade</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>IB 20th Century World History HL 2</td>
<td>1222 Sem 1 1223 Sem 2</td>
<td>12</td>
<td>IB 20th Century World History HL 1</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>IB Theory of Knowledge 1</td>
<td>1228</td>
<td>11</td>
<td>None</td>
<td>1 semester, .5 credit</td>
</tr>
<tr>
<td>(Junior Year, Semester 2)</td>
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<tr>
<td>IB Theory of Knowledge 2</td>
<td>1229</td>
<td>12</td>
<td>IB Theory of Knowledge 1</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>(Senior Year, Semester 1)</td>
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<tr>
<td>International Relations</td>
<td>1204</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>Psychology</td>
<td>1206</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, .5 credit</td>
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<tr>
<td>ESL Social Studies Foundations (formerly ESL Integrated Studies)</td>
<td>1235 Sem 1 1236 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 1.4 to Level 2.4</td>
<td>2 semesters, 1 credit</td>
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<tr>
<td>Sociology</td>
<td>1207</td>
<td>10, 11, 12</td>
<td>None</td>
<td>1 semester, 5 credit</td>
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<tr>
<td>United States History: 1877 to Present</td>
<td>1200 Sem 1 1201 Sem 2</td>
<td>9</td>
<td>Required</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL U.S. History: 1877 to Present</td>
<td>1224 Sem 1 1225 Sem 2</td>
<td>9, 10, 11, 12</td>
<td>WIDA ACCESS / W-APT Level 2.0 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>World History, 300 C.E. to Present</td>
<td>1208 Sem 1 1209 Sem 2</td>
<td>11</td>
<td>Required</td>
<td>2 semesters, 1 credit</td>
</tr>
<tr>
<td>ESL World History</td>
<td>1232 Sem 1 1233 Sem 2</td>
<td>11, 12</td>
<td>WIDA ACCESS / W-APT Level 3.5 or higher</td>
<td>2 semesters, 1 credit</td>
</tr>
</tbody>
</table>
Course Descriptions

Social Studies

- *Course qualifies for senior level math
- ^ If student does not meet prerequisites they must fill out form that shows they were made aware of prerequisites and enrolls at their own risk.
- For Civics and Economics graduation requirement options, please refer to graduation requirement equivalencies.

Advanced Placement European History
1212 Semester 1 • 1213 Semester 2

The average person looks at history and labels it, but historians look at history and learn from it. If we are to take that approach with our European History class what can we learn? While employing the historical process, we will ask, “Why Europe?” Each period of European history offers its own answer to this question. Our task, this year, is to find those answers and piece together an account of European history. In this way we will develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, (c) an ability to apply historical skills to that analysis such as significance, cause and effect, change over time, and continuity and change, and (d) an ability to express historical understanding in writing. Summer Reading will be given in June.

[1] Peter Lee, How students learn in the history classroom. [2] Based on the College Board’s European History Course Description

Advanced Placement Microeconomics
1610 Semester 1

This is a one semester, college level course that will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

Advanced Placement Macroeconomics
1611 Semester 2

This is a one semester, college level course that will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students familiarity with economic performance measures, the financial sector stabilization policies, economic growth, and international economics. This course fulfills the economics graduation requirement.

Advanced Placement Psychology
1216 Semester 1 • 1217 Semester 2

AP Psychology studies the behaviors and mental processes of human beings and other animals in a systematic and scientific manner, and is designed to be the equivalent of an introductory college psychology course. Students are encouraged to take the College Board’s Advanced Placement Exam (there is an examination fee). Units of study include history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. Students will develop the skills necessary to be successful on the Advanced Placement exam in Psychology.

Advanced Placement U.S. Government & Politics
1218 Semester 1 • 1219 Semester 2

The goals of this course are aimed at gaining awareness of United States Government and Politics. It will require students to critically think and analyze a wide variety of texts and it will enhance their abilities to write coherently. It is also important to inspire each student to pass the A.P. Examination at the end of the year. Other important goals and objectives are as follows:

1) The function of U.S. governmental institutions and the political system as a whole require the active participation of its citizens.
   In order to understand how to act as responsible citizens students need to examine how and why changes in our political system have occurred.

2) Students will analyze and draw conclusions about recurring themes in U.S. government and politics that reflect contemporary relevance. skill areas as an integral part of learning United States government and political science.
3) Government as a discipline requires the implementation of the skills of reading, writing and critical thinking. This course will provide practice and application leading toward mastery in each of these skill areas as an integral part of the learning United States government and political science.

4) To enable students to read and digest factual information independently in order to allow class time for higher level thinking skills.

5) To practice writing skills enabling students to communicate their ideas clearly to others.

**Advanced Placement United States History 1214 Semester 1 • 1215 Semester 2**

For AP U.S. History, students become historians for the year. In the course, which covers two semesters, students make arguments about the past as they learn the content of America’s amazing story. In doing so, students practice critical thinking skills that are needed on the AP exam and beyond. Coursework is the equivalent of an introductory college history course. Students will read, analyze historical sources, discuss and debate, take lecture notes, present lessons to the class, work collaboratively, and write essays.

**1234 Big History**

Big History weaves evidence and insights from many scientific and historical disciplines into a single, accessible origin story—one that explores who we are, how we got here, how we are connected to everything around us, and where we may be heading. This course is a combination of both historical thinking and scientific enquiry. This course is designed to help you question the world around you and to help you draw conclusions as to who we really are.

**1201 Civics**

This a one semester course that will enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to the principal purpose and function of their local, state and federal government. In addition the origins of the American political system are addressed, as are the roles, rights and responsibilities of United States citizens. Also included and emphasized are methods of active participation in our political system. Successful completion of this course is required for graduation.

**1203 Economics**

This is a one semester course that will introduce students to the basic tools of both microeconomic and macroeconomic analysis. Microeconomics deals with consumers, firms, markets, income distribution and personal finance and budgeting. Macroeconomics deals with national income, employment, inflation, money and the governments role in economy. Successful completion of this course is required for graduation.

**ESL Civics and Economics 1226 Semester 1 • 1227 Semester 2**

This is a sheltered class for ESL students only.

**Semester 1**

This course is the study of American Democracy, our unique brand of government. Students learn about the workings of American Democracy, and then learn to apply that knowledge as active citizens. Topics of study include the purpose of government, the world’s range of government systems, principles of American Democracy, the political spectrum, how the three branches operate and the political pressures on them, and America’s role in world affairs. As “citizens in training,” students study political problems and construct political positions that they defend with strong evidence and sound reasoning. In the process, students begin to develop their own political identities.

**Semester 2**

This course is the study of American Capitalism, our unique economic system. Students learn about the workings of American Capitalism, and then learn to apply that knowledge to solve economic problems. Topics of study include the tools of economists, the world’s range of economic systems, principles of American Capitalism, the interaction of supply and demand in the marketplace, measuring the economy’s health, competing views on the role of government, and America’s place in the world economy. Students study economic problems and construct positions that they defend with strong evidence and sound reasoning. In the process, students begin to develop their own beliefs about the keys to economic prosperity, both for the individual and the nation.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 3.0 or higher on WIDA ACCESS or W-APT.
B 20th Century World History SL
1220 Semester 1 • 1221 Semester 2
IB 20th Century World History HL 1
1230 Semester 1 • 1231 Semester 2

“Why war, not peace?” 20th century world history of peacemaking and peacekeeping
Students will embark on a detailed study of “Peacemaking, peacekeeping – international relations 1918-1936,” using the question “Why war, not peace?” to guide their study. Twentieth century world history will center on the turning point of 1919. It is the year peace was declared, but far from achieved. It was the year Europeans were forced to face the limits of the success of modernization theory, it was the year that inspired resentment that would fester for 20 years until the world entered another world war, far more destructive and extensive than the first. The purpose of this course will be to study the acceleration of globalization in terms of peacemaking, peacekeeping and unfortunately war. Summer reading will be given in June.  *(This course fulfills the World History requirement for 11th grade.)*

IB 20th Century World History HL 2
1222 Semester 1 • 1223 Semester 2

Students will study “Aspects of the history of Europe and the Middle East” from the French Revolution through the Cold War. Study will focus on the overarching theme of “Nationalism: its origins, how it changed the course of history, and its effects.” Units of study will include, but are not limited to: the French Revolution, the unification of Italy and Germany, 19th century Europe diplomacy, the First World War, the period between the wars, the Second World War and Western Europe in the Cold War. While studying these topics in great depth, students will develop the skills of an historian and learn to apply those skills in their own historical investigation. Summer reading will be given in June.

IB Theory of Knowledge (TOK) 1 and 2
1228 Junior Year • 1229 Senior Year

The class is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect on various ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. Students will become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. The TOK program is composed almost entirely of questions. The most central of these questions is “How do I, or how do we, know that a given assertion is true, or a given statement is well grounded?” The program entails the application of this central question to many, yet interrelated, topics. Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging to accepted belief, which are posed by contemporary life. In engaging with students in a critical examination of knowledge, it is hoped that an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications is fostered. This class will run the 2nd semester of a student’s 11th grade year and will complete during the 1st semester of the 12th grade year. All 11th grade students are eligible for this class.

1204 International Relations
International Relations studies America’s role in a world of conflict. Topics include a History of Foreign Relations; Terrorism; Confronting Genocide; The UN; Dilemmas of Foreign Aid; the Challenge of Nuclear Weapons; China on the World Stage; International Organization & Law; International Political Economy; Current Global Conflicts; and Political Geography. Students work collaboratively as they examine and analyze historical and current cases to apply their knowledge of diplomacy to international crises. Students will role play, debate, and gain an understanding of the world around them.

1206 Psychology
Psychology is the scientific study of behavior and mental processes. Answers to the questions “Why do we do what we do?” and “Why do we think the way we think?” will be discovered through basic psychological principles, concepts and theories. Topics include History/Research; Biopsychology; Developmental Psychology; Cognitive Psychology; Abnormal Psychology; and Social Psychology. Students will be engaged in a wide variety of activities, including research projects, presentations, hands-on activities, skits, discussions, and note taking.

ESL Social Studies Foundations *(formerly ESL Integrated Studies)*
1235 Semester 1 • 1236 Semester 2

Students will receive background knowledge from Ancient Civilizations through modern times in World and U.S. History. Geography will also be introduced as well as basic vocabulary needed to be successful in U.S. History, World History and Civics and Economics courses. They will learn how to analyze data from charts, graphs, and statistics, and gain knowledge in content-specific
writing needed for success in high school level courses. Students will receive elective credit for this class. Student must have an English proficiency level of 1.4 to 2.4 on WIDA ACCESS or W-APT.

1207 Sociology

Course Question: To what extent are our individual beliefs, values, skills, achievements and circumstances a result of our own personal ambitions/choices as opposed to a result of the larger social, cultural, political, and economic forces that surround us? Topics of Inquiry: Social Research Methods, Group Behavior, Culture, Economic Inequality, Race & Gender, and Crime. Students will also participate in a Pen Pal program with elementary students at the Academy of the Americas in the Mexican-town section of Detroit.

United States History: 1877 to Present
1200 Semester 1 • 1201 Semester 2

The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation’s past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

ESL United States History: 1877 to Present
1224 Semester 1 • 1225 Semester 2

This is a sheltered class for ESL students only. The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation’s past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 2.0 or higher on WIDA ACCESS or W-APT.

World History, 300 C.E. to Present
1208 Semester 1 • 1209 Semester 2

How did societies, networks, and transitions impact globalization? This course explores the interactions of civilizations from the decline of Ancient Empires through the current debate about globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. The interaction of people became increasingly important through a system of societies, networks and transitions, as the world of societies modernized and becomes increasingly global. As a class we will study the major themes, trends, and transitions. We will conclude the first semester by examining a global phenomenon that dramatically changed the way of life, the Industrial Revolution. Second semester picks back up with the global revolutions and concludes with a study of the current state of globalization.
ESL World History
1232 Semester 1 • 1233 Semester 2

How did societies, networks, and transitions impact globalization?
This is a sheltered class for ESL students only. This course explores the interactions of civilizations from the decline of Ancient Empires through the current debate about globalization. Particular attention to the interaction of civilizations through war, trade, expansion, and other relationships will take precedence over a specific nation by nation study of the world. The interaction of people became increasingly important through a system of societies, networks and transitions, as the world of societies modernized and becomes increasingly global. As a class we will study the major themes, trends, and transitions. We will conclude the first semester by examining a global phenomenon that dramatically changed the way of life, the Industrial Revolution. Second semester picks back up with the global revolutions and concludes with a study of the current state of globalization.

Instruction is delivered using the SIOP (Sheltered Instruction Observation Protocol) method, by a SIOP-trained teacher. Student must have an English proficiency level of 3.5 or higher on WIDA ACCESS or W-APT.
Novi High School offers a Continuum of Services through co-teaching and co-departmental classes where students are supported to meet the Michigan Merit Curriculum.

Co-teaching classes provide student instruction from two highly qualified teachers in a given subject matter, at 100% of the curriculum.

Co-departmental classes provide student instruction from two highly qualified teachers in a given subject matter, at 80% of the curriculum.

Integrated Studies class provides student instruction from one highly qualified special education teacher in the area of a student’s Individual Education Plan’s goals and transitional needs.

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
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<tbody>
<tr>
<td>Linguistics 1</td>
<td>1328 Sem 1</td>
<td>9, 10, 11, 12</td>
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<td>2 semesters, 1 credit</td>
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<td>Linguistics 3</td>
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<tr>
<td></td>
<td>1354 Sem 2</td>
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**Linguistics 1**  
**1328 Semester 1 • 1341 Semester 2**  
This course uses a multisensory, systematic phonetic approach to reading/spelling. Students will improve reading/spelling deficits through a highly interactive, structured approach. This is an elective credit course.

**1329 Linguistics 2**  
This course is a continuation of Linguistics 1. Students learn to decode and encode multi-syllabic words at a high school level. There will be an emphasis on comprehension and high school vocabulary. This is an elective credit course.

**1330 Linguistics 3**  
This course is a continuation of Linguistics 1 and Linguistics 2. Students learn to decode and encode multi-syllabic words at a high school level. There will be an emphasis on comprehension and high school vocabulary. This is an elective credit course.

**Integrated Studies**  
**1336 Semester 1 • 1354 Semester 2**  
Integrated Studies course will lay the groundwork for success in the student’s high school educational experience; assist the student in satisfying the new Michigan Merit Curriculum graduation requirements; and provide instruction on the Individualized Education Plan goals and objectives while addressing the transitional needs of the student. This course may be taken more than once for elective credit.
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
<th>GRADE</th>
<th>PREREQUISITE</th>
<th>COURSE LENGTH / CREDIT</th>
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</table>
| Chinese III | 1404 Sem 1  
              1405 Sem 2 | 9, 10, 11, 12 | Chinese II | 2 semesters, 1 credit |
|             | IB Mandarin Ab Initio 1  
             (equivalent to Chinese III) | 11 | Chinese II | 2 semesters, 1 credit |
|             | IB Mandarin Ab Initio 2 | 12 | IB Mandarin Ab Initio 1 | 2 semesters, 1 credit |
|             | IB Chinese SL | 11, 12 | Chinese III | 2 semesters, 1 credit |
| French I    | 1412 Sem 1  
              1413 Sem 2 | 9, 10, 11, 12 | None | 2 semesters, 1 credit |
| French II   | 1414 Sem 1  
              1415 Sem 2 | 9, 10, 11, 12 | French I | 2 semesters, 1 credit |
| French III  | 1416 Sem 1  
              1417 Sem 2 | 9, 10, 11, 12 | French II | 2 semesters, 1 credit |
| French IV   | 1468 Sem 1  
              1469 Sem 2 | 11, 12 | French III | 2 semesters, 1 credit |
|             | IB French SL 1  
             (equivalent to French IV) | 11, 12 | French III | 2 semesters, 1 credit |
|             | IB French SL 2 | 12 | IB French SL 1 | 2 semesters, 1 credit |
| Advanced Placement French Language | 1470 Sem 1  
              1471 Sem 2 | 11, 12 | French IV or IB French SL 1 | 2 semesters, 1 credit |
| German I    | 1426 Sem 1  
              1427 Sem 2 | 9, 10, 11, 12 | None | 2 semesters, 1 credit |
| German II   | 1428 Sem 1  
              1429 Sem 2 | 9, 10, 11, 12 | German I | 2 semesters, 1 credit |
| German III  | 1430 Sem 1  
              1431 Sem 2 | 10, 11, 12 | German II | 2 semesters, 1 credit |
| German IV   | 1432 Sem 1  
              1433 Sem 2 | 10, 11, 12 | German III | 2 semesters, 1 credit |
|             | IB German SL 1  
             (equivalent to German IV) | 11, 12 | German III | 2 semesters, 1 credit |
| Japanese I  | 1434 Sem 1  
              1435 Sem 2 | 9, 10, 11, 12 | None | 2 semesters, 1 credit |
| Japanese II | 1436 Sem 1  
              1437 Sem 2 | 9, 10, 11, 12 | Japanese I | 2 semesters, 1 credit |
| Japanese III | 1438 Sem 1  
               1439 Sem 2 | 9, 10, 11, 12 | Japanese II | 2 semesters, 1 credit |
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<td>2 semesters, 1 credit</td>
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<td>Advanced Placement Spanish Language</td>
<td>1476 Sem 1 1477 Sem 2</td>
<td>11,12</td>
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<td>2 semesters, 1 credit</td>
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</table>
IB Mandarin Ab Initio 1
1484 Semester 1 • 1485 Semester 2
Chinese III
1404 Semester 1 • 1405 Semester 2
This is the first year of a two year International Baccalaureate (IB) Ab Initio Level program.

All the Students who have completed Chinese II are encouraged to take this course. This course is for students to achieve communicative competence in a variety of everyday situations. The objective of the course is clear and effective communication through the understanding and usage of a range of essential and spoken and written forms of the Chinese language. Vocabulary and expressions of common usage will be the key focus. While the speaking and the listening skills are emphasized, the reading and writing skills are required as well. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. The students are required to sit for the internal and external exam at the end of Year 2.

IB Chinese SL
1408 Semester 1 • 1409 Semester 2
IB Mandarin Ab Initio 2
1488 Semester 1 • 1489 Semester 2
This is a continuation of IB Mandarin Ab Initio 1 and Chinese III.

All students who have completed IB Ab Initio and Chinese III are encouraged to take this course. This course is for students to achieve communicative competence in a variety of everyday situations. The objective of the course is clear and effective communication through the understanding and usage of a range of essential spoken and written forms of the language. Vocabulary and expressions of common usage will be the key focus. While the speaking and the listening skills are emphasized, the reading and writing skills are required as well. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. The IB Mandarin Ab Initio 2 students are required to sit for the internal and external exam at the end of the year.

French I
1412 Semester 1 • 1413 Semester 2
The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present tense will include clothing, food, school, sports, family, weather, calendar, descriptions and cultural topics from around the French-speaking world.

French II
1414 Semester 1 • 1415 Semester 2
The students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present and past tenses will include daily routine, descriptions, interests, home and family, food and travel, and cultural topics from around the French-speaking world.

French III
1416 Semester 1 • 1417 Semester 2
The students will develop a more advanced proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the past and perfect tenses will include autobiographical information, health, daily routine, famous people, restaurants, shopping, places in the city and cultural topics from around the French-speaking world.
IB French SL 1  
1418 Semester 1 • 1419 Semester 2  
French IV  
1468 Semester 1 • 1469 Semester 2  
This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) French program.  
**All students** who have completed French III are encouraged to take this course. Students will use the French language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. The majority of this course will be taught in French, all texts will be in French, and students are expected to speak in French. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for all advanced French students. *Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.*

IB French SL 2  
1424 Semester 1 • 1425 Semester 2  
This is a continuation of the IB French SL1 course.  
The students will continue to develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. This course provides a comprehensive college-level review of all French grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past International Baccalaureate exams.

**Advanced Placement French Language**  
1470 Semester 1 • 1471 Semester 2  
The purpose of this course is to prepare for the French Language and Culture Exam. The students will continue to develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. This course provides a comprehensive college-level review of all French grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past Advanced Placement exams.

**German I**  
1426 Semester 1 • 1427 Semester 2  
Students will achieve beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present and simple future tenses include alphabet and pronunciation, numbers, family, colors, day/months, time, school vocabulary, free time, hobbies and sports, body parts, house, conversation questions, likes/dislikes, verb conjugation, food, gender and case, weather, map of Europe, current events, shopping and modal verbs.

**German II**  
1428 Semester 1 • 1429 Semester 2  
Students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present, simple past, conversational past, future tense, grammar, lessons, food, furniture, location prepositions, school, health, house and home, occupations, chores, conflict, modal verbs, maps of Europe, current events, weather, adjective comparisons, regular and irregular verbs, nominative, accusative, and dative cases, prepositions, opinions, and conversational dialogue.
German III
1430 Semester 1 • 1431 Semester 2
Students will develop more advanced proficiency in Expression and Inquiry, Constructing Meaning, Linking Language and Culture, Acquiring Knowledge and Using Strategies to communicate in German. German III is designed to develop the student’s reading ability, to look closer at the culture and history of Germany, and to review the grammatical structure of the language. A comprehensive review of past tenses, weak and strong verbs, regular and irregular conjugations, reflexive verbs, gender and case, complex clauses, adjective endings, modal verbs, grammar, verb conjugations, sentence structure, idiomatic expressions, and advanced vocabulary will be integrated into the course units, which include appearances, personality, emotions, opinions, relationships, travel, professions, animals, difficulties, relative clauses, and expressing agreement and disagreement.

IB German SL 1
1478 Semester 1 • 1479 Semester 2
1432 Semester 1 • 1433 Semester 2
German IV
This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) German program. All students who have completed German III are encouraged to take this course. Students will use the German language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught in German, all texts will be in German, and students are expected to speak in German. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for all advanced German students. (Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)

Japanese I
1434 Semester 1 • 1435 Semester 2
Students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present tense include an introduction of the first alphabet Hiragana, greetings, numbers, color, animals, giving and responding to simple instructions, describing things, telling the time, food, sports, family, expressing likes and dislikes asking questions such as, birthday and phone numbers, and cultural topics such as martial arts, tea ceremony, flower arrangement, and calligraphy.

Japanese II
1436 Semester 1 • 1437 Semester 2
Students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present, and past tenses include: introduction of the second alphabet, Katakana, discussing school subjects, geography, talking about what they did, talking about where they went, making suggestions to do something, shopping, ordering at restaurants, asking and giving reasons, asking questions about address, zodiac sign and cultural topics such as Japanese schools, restaurant etiquette, travel in Japan and Japanese currency.

Japanese III
1438 Semester 1 • 1439 Semester 2
Students will continue to gain more advanced levels of proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge, and using strategies to communicate in Japanese. This course will introduce some Kanji (Chinese characters), more advanced vocabulary and grammatical concepts introduced through short stories in the target language.

IB Japanese SL 1
1444 Semester 1 • 1445 Semester 2
Japanese IV
1440 Semester 1 • 1441 Semester 2
This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) Japanese program. All students who have completed Japanese III are encouraged to take this course. Students will use the Japanese language in
a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development.

This course will be taught almost exclusively in Japanese, all texts will be in Japanese, and students are expected to speak in Japanese. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB test second semester of either their junior or senior year. The content is appropriate for all advanced Japanese students. (Note for IB Diploma candidates: this course must be taken in the junior or senior year to be valid in the IB sequence.)

**IB Japanese SL 2**  
1446 Semester 1 • 1447 Semester 2

This is the second year of a two-year International Baccalaureate (IB) Standard Level (SL) Japanese program. All students who have successfully completed IB Japanese SL 1 are encouraged to take this course. Students will use the Japanese language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development.

The students will develop a mastery level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. This course provides a comprehensive college-level review of all Japanese grammatical concepts, structures and vocabulary through repeated written and oral drills and the completion of past Advanced Placement exams.

This course will be taught in Japanese, all texts will be in Japanese, and students are expected to speak in Japanese. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness. Students will prepare to take the SL (Standard Level) IB and the AP exams second semester of either their junior or senior year.

**Advanced Placement Japanese Language**  
1442 Semester 1 • 1443 Semester 2

The purpose of this course is to get ready for the AP Japanese Language and Culture exam. The class is conducted almost exclusively in Japanese. Students will learn more advanced levels of proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Students will learn as many as 500 Kanji characters. (They don’t need to be able to write them.) They will converse with native Japanese-speaking people and learn to write more complicated essays in Japanese.

**Spanish I**  
1448 Semester 1 • 1449 Semester 2

The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present tense will include food, school, sports, family, weather, calendar, descriptions and cultural topics from around the Spanish-speaking world.

**Spanish II**  
1450 Semester 1 • 1451 Semester 2

The students will develop continuing growth in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present and past tenses will include daily routine, descriptions, interests, home and family, food and travel, and cultural topics from around the Spanish-speaking world.

**Spanish III**  
1452 Semester 1 • 1453 Semester 2

The students will develop a more advanced proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present, past, perfect, commands and subjunctive tenses will include autobiographical information, childhood, disasters and accidents, movies and TV, cooking and travel, and cultural topics from around the Spanish-speaking world.
IB Spanish SL 1
  1454 Semester 1 • 1455 Semester 2
Spanish IV
  1474 Semester 1 • 1475 Semester 2

This is the first year of a two-year International Baccalaureate (IB) Standard Level (SL) Spanish program.

**All students** who have completed Spanish III are encouraged to take this course. Students will use the Spanish language in a range of situations and contexts for a variety of purposes. Students will develop their listening, speaking, reading, and writing skills through the study of different types of authentic oral and written texts. Students will continue their acquisition of these skills through the exploration of cultural themes, grammatical concepts, and vocabulary development. This course will be taught in Spanish, all texts will be in Spanish, and students are expected to speak in Spanish. Emphasis continues to be on language proficiency integrated with the International Baccalaureate goal of international-mindedness.

IB Spanish SL 2
  1460 Semester 1 • 1461 Semester 2
Advanced Placement Spanish Language
  1476 Semester 1 • 1477 Semester 2

The students will continue developing their proficiency level in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. This course provides a comprehensive college-level review of all Spanish grammatical concepts, structures and vocabulary and the completion of practice Advanced Placement or International Baccalaureate exams.