Ann Arbor Public Schools

High School Course Selection Guide
Grades 9-12

2017-18 School Year

AAPS High Schools

Community High School ● 401 N. Division ● 48104 ● (734) 994-2025
Huron High School ● 2727 Fuller Road ● 48105 ● (734) 994-2040
Pathways to Success Academic Campus ● 2800 Stone School Road ● 48104 ● (734) 997-1237
Pioneer High School ● 601 W. Stadium Blvd. ● 48103 ● (734) 994-2120
Skyline High School ● 2552 N. Maple Road ● 48103 ● (734) 994-6515

Ann Arbor Public Schools
Jeanice K. Swift, Ph.D., Superintendent of Schools
2555 South State Street
Ann Arbor, MI 48104
(734) 994-2200
www.a2schools.org
Ann Arbor Public Schools’ Comprehensive Guidance & Counseling Program provides the complete support all students need to overcome obstacles and achieve their academic, personal/social and career development objectives.

The program includes four unique but interconnected components – Guidance Curriculum, Responsive Services, Individual Student Planning and Systems Support – designed to help make the most of each student’s middle and high school experience.

### MIDDLE SCHOOL COUNSELING OFFICES

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Middle School</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Arbor Open</td>
<td>994-1910</td>
<td>Forsythe Middle School</td>
<td>994-1985</td>
</tr>
<tr>
<td>A2 STEAM</td>
<td>994-1958</td>
<td>Scarlett Middle School</td>
<td>997-1223</td>
</tr>
<tr>
<td>Clague Middle School</td>
<td>994-1980</td>
<td>Slauson Middle School</td>
<td>994-2005</td>
</tr>
<tr>
<td>Tappan Middle School</td>
<td>994-2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNITY HIGH SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Boshoven</td>
<td>994-2017</td>
</tr>
<tr>
<td><a href="mailto:boshoven@a2schools.org">boshoven@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Brian Williams</td>
<td>994-2027</td>
</tr>
<tr>
<td><a href="mailto:willia18@a2schools.org">willia18@a2schools.org</a></td>
<td></td>
</tr>
</tbody>
</table>

### HURON HIGH SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Eaddy-Richardson</td>
<td>994-2027</td>
</tr>
<tr>
<td><a href="mailto:eaddy@a2schools.org">eaddy@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Rising Scholars</td>
<td></td>
</tr>
<tr>
<td>Nicole Nunlee</td>
<td>994-2066</td>
</tr>
<tr>
<td><a href="mailto:nunlee@a2schools.org">nunlee@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students Mu-Z (2018)</td>
<td></td>
</tr>
<tr>
<td>(2020)</td>
<td></td>
</tr>
<tr>
<td>Robyn K. Watson</td>
<td>994-2064</td>
</tr>
<tr>
<td><a href="mailto:watson@a2schools.org">watson@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students De-Mc (2017)</td>
<td></td>
</tr>
<tr>
<td>(2019)</td>
<td></td>
</tr>
<tr>
<td>Wendy Reinhardt</td>
<td>994-2057</td>
</tr>
<tr>
<td><a href="mailto:reinhardt@a2schools.org">reinhardt@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students De-Mo (2018)</td>
<td></td>
</tr>
<tr>
<td>and (2020)</td>
<td></td>
</tr>
<tr>
<td>Nina Perko</td>
<td>994-2058</td>
</tr>
<tr>
<td><a href="mailto:perkon@aaps.k12.mi.us">perkon@aaps.k12.mi.us</a></td>
<td></td>
</tr>
<tr>
<td>Students Me-Z (2017)</td>
<td></td>
</tr>
<tr>
<td>T-Z (2019)</td>
<td></td>
</tr>
</tbody>
</table>

### PATHWAYS TO SUCCESS ACADEMIC CAMPUS

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Brown</td>
<td>997-1238</td>
</tr>
<tr>
<td><a href="mailto:brownc@aaps.k12.mi.us">brownc@aaps.k12.mi.us</a></td>
<td></td>
</tr>
<tr>
<td>Marissa Bailey-Johnson</td>
<td>994-2027</td>
</tr>
<tr>
<td><a href="mailto:baileyjonnsm@aaps.k12.mi.us">baileyjonnsm@aaps.k12.mi.us</a></td>
<td></td>
</tr>
</tbody>
</table>

### PIONEER HIGH SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorvia Thomas-Hill</td>
<td>994-2149</td>
</tr>
<tr>
<td><a href="mailto:thomashillld@a2schools.org">thomashillld@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students A-Ch</td>
<td></td>
</tr>
<tr>
<td>Sara Vance</td>
<td>994-2131</td>
</tr>
<tr>
<td><a href="mailto:vance@a2schools.org">vance@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students H-K</td>
<td></td>
</tr>
<tr>
<td>Stephanie Carter</td>
<td>994-2124</td>
</tr>
<tr>
<td><a href="mailto:carters@a2schools.org">carters@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students P-So</td>
<td></td>
</tr>
<tr>
<td>Kevin Kilgore</td>
<td>994-2188</td>
</tr>
<tr>
<td><a href="mailto:kilgorek@a2schools.org">kilgorek@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Student Ci-G</td>
<td></td>
</tr>
<tr>
<td>Colleen Creal</td>
<td>997-1944</td>
</tr>
<tr>
<td><a href="mailto:creal@a2schools.org">creal@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students L-O</td>
<td></td>
</tr>
<tr>
<td>Christopher Kasper</td>
<td>994-8229</td>
</tr>
<tr>
<td><a href="mailto:kasperec@a2schools.org">kasperec@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students Sp-Z</td>
<td></td>
</tr>
</tbody>
</table>

### SKYLINE HIGH SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Brunzell</td>
<td>994-7674</td>
</tr>
<tr>
<td><a href="mailto:brunzellld@a2schools.org">brunzellld@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students A-De</td>
<td></td>
</tr>
<tr>
<td>Heather Schimmel</td>
<td>994-7695</td>
</tr>
<tr>
<td><a href="mailto:schimmel@a2schools.org">schimmel@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students J-MI</td>
<td></td>
</tr>
<tr>
<td>Ben Graham</td>
<td>994-7683</td>
</tr>
<tr>
<td><a href="mailto:grahamb@a2schools.org">grahamb@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students Si-Z</td>
<td></td>
</tr>
<tr>
<td>Rakiba Mitchell</td>
<td>994-8492</td>
</tr>
<tr>
<td><a href="mailto:mitchellr@a2schools.org">mitchellr@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students Di-H</td>
<td></td>
</tr>
<tr>
<td>Jacinta Nafziger</td>
<td>994-7701</td>
</tr>
<tr>
<td><a href="mailto:nafzigerj@a2schools.org">nafzigerj@a2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>Students Mo-Sh</td>
<td></td>
</tr>
<tr>
<td>Amy McLoughlin</td>
<td>994-7685</td>
</tr>
<tr>
<td><a href="mailto:mclough@2schools.org">mclough@2schools.org</a></td>
<td></td>
</tr>
<tr>
<td>9th graders as assigned</td>
<td></td>
</tr>
</tbody>
</table>
# Table of Contents

Graduation Requirements ................................................................. 1  
Generic Four Year Plan Worksheet .................................................. 2  
Definitions and Explanations .......................................................... 3  
Personal Curriculum ........................................................................ 7 

## Course Listings

A2 Virtual+ Academy (Online Courses) ............................................ 80  
Academic Support (Miscellaneous) .................................................. 78  
Art (Visual, Performing and Applied Arts) ...................................... 159  
Business Administration & Management ....................................... 8  
Career and Technical Education ..................................................... 21  
English Language Arts .................................................................... 30  
Health Education ............................................................................ 59  
Mathematics .................................................................................... 62  
Miscellaneous (Academic Support) ................................................ 78  
Music (Visual, Performing and Applied Arts) .................................. 171  
Online Courses (A2 Virtual+ Academy) ......................................... 80  
Physical Education ......................................................................... 92  
Project Lead the Way .................................................................... 101  
Science ............................................................................................ 104  

Skyline Magnet Programs:  
- Business, Marketing & Information Technology (BMIT) .............. 125  
- Communication, Media & Public Policy (CMPP) ....................... 128  
- Design Technology & Environmental Planning (DTEP) ............. 133  
- Health & Medicine (H&M) ......................................................... 135  

Social Studies .................................................................................. 140  

Visual, Performing and Applied Arts:  
- Art ............................................................................................... 159  
- Music ........................................................................................... 171  
- Theater and Dance ..................................................................... 183  

World Language ............................................................................... 187

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
# GRADUATION REQUIREMENTS

**SUBJECT AREA CREDIT REQUIREMENTS**

Each student must earn **18 credits** in the subject areas and courses specified below:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td>1.0</td>
<td>Visual, performing and applied arts (1 credit)</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4.0</td>
<td>English 9* (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 10* (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English electives (2 credits)</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>0.5</td>
<td>Health &amp; Wellness (.5 credit)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4.0</td>
<td>Algebra I (1 credit)†</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra II (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics elective – Grade 12 (1 credit)†</td>
</tr>
<tr>
<td></td>
<td></td>
<td>† Algebra I credit earned in 8th grade applies toward graduation requirements</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>0.5</td>
<td>Personal Fitness (.5 credit)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3.0</td>
<td>Biology* (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry or Physics* (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Elective (1 credit)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3.0</td>
<td>World History &amp; Geography (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>United States History &amp; Geography (1 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>United States Government (.5 credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics (.5 credit)</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

## ALSO REQUIRED:

- Online Learning as described in the Revised School Code in section 280.1278a
- Electives ........................................................................................................ 4.0

## Total Credits Required To Earn A High School Diploma ........................................ 22

---

*Course names may differ among schools from what appears above. The detailed course selection guide will indicate whether the course will meet the specific requirement in these subject areas.

NCAA eligibility must be established prior to graduation. Students must review course selection with counselors to ensure requirements are met.

ANN ARBOR PUBLIC SCHOOLS STATEMENT OF NON-DISCRIMINATION

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender, gender identity, gender expression, socioeconomic status, height, weight, marital or familial status, disability or veteran status. The following person has been designated to handle inquiries regarding the nondiscrimination policies: The Executive Director of Human Resources, 2555 S. State Street, Ann Arbor, MI 48104, (734) 994-9444.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*  
AAPS High School Course Selection Guide – January 2017
 GENERIC FOUR-YEAR PLAN WORKSHEET
Each school will provide a more detailed worksheet for you to complete.

Goals are essential to planning your career. They serve as a road map, giving you a destination and a route. With a concrete path, you will be able to plan for and achieve the career of your choice. There is no better time to plan for your future than now. To help you along the way, complete the four-year high school plan using graduation requirements and electives that support your career path. Include work-related experience in your plan. As you gain new experiences, you may find the need to revise your plan. Remember that this plan should reflect your interests and abilities and should be INDIVIDUALIZED TO MEET YOUR NEEDS.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st TERM</strong></td>
<td><strong>1st TERM</strong></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6*</td>
<td>6*</td>
</tr>
<tr>
<td>7*</td>
<td>7*</td>
</tr>
<tr>
<td><strong>2nd TERM</strong></td>
<td><strong>2nd TERM</strong></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6*</td>
<td>6*</td>
</tr>
<tr>
<td>7*</td>
<td>7*</td>
</tr>
<tr>
<td><strong>3rd TERM (Skyline Only-Trimester Schedule)</strong></td>
<td><strong>3rd TERM (Skyline Only-Trimester Schedule)</strong></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 10</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st TERM</strong></td>
<td><strong>1st TERM</strong></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6*</td>
<td>6*</td>
</tr>
<tr>
<td>7*</td>
<td>7*</td>
</tr>
<tr>
<td><strong>2nd TERM</strong></td>
<td><strong>2nd TERM</strong></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6*</td>
<td>6*</td>
</tr>
<tr>
<td>7*</td>
<td>7*</td>
</tr>
<tr>
<td><strong>3rd TERM (Skyline Only-Trimester Schedule)</strong></td>
<td><strong>3rd TERM (Skyline Only-Trimester Schedule)</strong></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide – January 2017
A2 VIRTUAL+ ACADEMY:
The primary objective for the A2 Virtual+ Academy is to provide students access to online and extended learning options that will help them to develop a personalized learning path. Visit the website for more information at http://www.a2virtual.org.

There are a variety of online courses that students may take through A2 Virtual+ Academy. Students approved for an online course are required to complete an orientation and have a minimum of two of their texts proctored. Students can request to take an online course by completing registration and following the directions posted at http://www.a2virtual.org.

ADULT EDUCATION:
You do not have to live in the Ann Arbor school district to take advantage of the AAPS Adult Education program. Free classes are offered for adults 18 and older who wish to improve their English language skills or complete their high school education by earning their General Equivalency Degree (GED) certificate. Please call (734) 997-1250 for more information.

ADVANCED CAREER AND TECHNICAL EDUCATION:
Advanced Career and Technical Education programs are laboratory courses. Instruction is related to the skills and practices for specific occupational areas. These programs are open to all high school students. Students are encouraged to talk with their counselors and a coordinator in the Cooperative Education Office at Huron or Pioneer in order to plan a sequence of Career and Technical Education classes.

COMMUNITY RESOURCE PROGRAM:
The Community Resource Program offers a non-traditional choice to all AAPS secondary students. The program offers students flexibility in how they earn high school credits by offering:

- Self-paced courses
- Specialized or in-depth experiences
- Flexibility in curriculum design
- Non-traditional educational settings

Contact your counselor or the CR office at Community High School for more information, at (734) 994-2026.

CR Courses:
A Community Resource (CR) course is a learning experience conducted by a member of the community who is an expert in their field of study. CR courses are designed to help students explore their community, enrich the curriculum, and meet individual needs through non-traditional methods. Students may study in a variety of community settings including colleges, universities, businesses, and social service agencies. A certified AAPS teacher, called a CR Monitor, monitors all CR courses. Courses must align with the Michigan Merit Curriculum.

CREDIT:
One (1) full unit of credit is the equivalent of one class period per day, five days per week for one school year.

CREDIT TRANSFER (FROM 9th GRADE):
The maximum number of units of credit allowable towards graduation and transferable from the ninth grade is seven (7).

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide – January 2017
EARLY GRADUATION:
Students who complete the minimum graduation requirements in fewer than four years are encouraged to explore other course offerings in high school. Allowable variances from this general requirement include:

a. Early admission to an institution of higher education
b. Early admission to a technical training school or other valid post-secondary educational setting
c. Entrance into a branch of military service
d. Employment in the private or public sector

ENROLLMENT OPPORTUNITIES:

Dual Enrollment:
Under certain conditions, a secondary student may enroll in a class in a Michigan public or private college and receive partial or full tuition and fees from the school district. Contact your counselor for more information.

Split Enrollment:
Under certain conditions, a student may enroll in a class (or classes) at another Ann Arbor Public high school other than their assigned school. When this occurs, this is considered as being a split-enrolled student. Contact your counselor for more information.

FOREIGN EXCHANGE REQUIREMENTS:
International exchange students who qualify for senior status and desire a diploma from the Ann Arbor Public School district must earn 4.0 credits distributed as follows:

- American Literature (0.5)
- Additional English Elective (0.5)
- United States Government (0.5)
- United States History (1.0)
- Additional Electives (1.5)

GRADE POINT AVERAGE (GPA):
GPA is a number that represents the average of all courses calculated on work completed in grades 9-12. The high school GPA is used also to determine rank in class.

To calculate your grade point average, take the sum of the total grade points multiplied by the credit for each course divided by the sum of all credits attempted.

\[
\frac{\sum (\text{grade points}) \times (\text{credit for each course})}{\sum \text{all credits attempted}}
\]
GRADE POINT SYSTEM:
This table reflects the 4.00 grade point scale. To compute your GPA, add up the number of Grade Points received and divide by the number of credits attempted.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Weighted Grade Points for AC/AP Courses (Honor Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>3.33</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>2.33</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>2.00</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>1.33</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>1.00</td>
</tr>
<tr>
<td>E</td>
<td>0.00</td>
<td>No Weighting</td>
</tr>
</tbody>
</table>

HIGH SCHOOL DIPLOMA:
A certificate that represents 22 credits earned within four years of study in grades 9-12 (or its equivalent).

OPTIONS PROGRAM:
The Options Program is a unique, alternative educational program that serves 6th through 12th grade students who would like to take more than half of their classes outside of the traditional classroom. This is a great opportunity for students that are currently home-schooled and wish to transition back to public school as well as students who are looking to develop their own Educational Development Plan. Contact your counselor for more information.

SPECIAL EDUCATION SERVICES:
Special Education services for the Ann Arbor Public Schools are operated and administered through the Student Intervention and Support Services (SISS) department, local buildings, and the Washtenaw Intermediate School District. Federal and State law regulates Special Education. Contact your counselor or the SISS Department at (734) 994-2318 for more information.
STANDARDIZED TESTING:

Students and parents are notified of testing dates and information each school year. Check with your counselor for more information.

- **AP** (Advanced Placement Examinations) follow a national schedule by exam subject
- **MME** (Michigan Merit Exam) participation required for graduation from the Ann Arbor Public Schools
- **PSAT/NMSQT** (Preliminary Scholastic Assessment Test) simulation tests (for practice only), open to all students
- **SAT I and II** (Scholastic Assessment Test) – [http://www.collegeboard.com](http://www.collegeboard.com)

TESTING OUT:

Any high school student may test out of any Michigan Merit Curriculum course offered by his/her high school. Students who test out of a course required for graduation will receive graduation credit.

Testing Out occurs during the summer. Specific instructions will be given to high school buildings prior to the registration period. Registration deadlines are firm, no exceptions. Some courses may require research papers, essays, portfolios, etc., or performance demonstrations, as well as written exams. See your counselor for more information. Listen for building announcements and check the school district’s website at [http://www.aaps.k12.mi.us/aaps/academics/testing_out](http://www.aaps.k12.mi.us/aaps/academics/testing_out).

WORK-BASED LEARNING PROGRAM (WBL):

Students who are junior and seniors have the opportunity to participate in the Work-Based Learning (WBL) program, which is designed to recognize the value of school-supervised work as a learning experience. Students enrolled in the Work-Based Learning program work 10 hours per week under the supervision of the employer and the school coordinator. Students are paid and receive one full unit of credit each term. For more information, contact your counselor or the coordinator at Huron, Pioneer, or Skyline.
Annual Notice of the Right to Request a Personal Curriculum
Modifying Michigan Merit Curriculum Requirements for Graduation

What is personal curriculum?
The personal curriculum (PC) is a process to modify specific Michigan Merit Curriculum (MMC) high school credit requirements and/or content expectations based on a student’s unique learning needs and post-secondary goals. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize MMC requirements to earn a high school diploma.

Who may request a personal curriculum?
A personal curriculum may be requested by
• the parent or guardian of a student for whom a personal curriculum is sought, or
• the student if the student is of the age of majority,
• or an emancipated minor may request a personal curriculum,
• a teacher who is currently teaching the student (who currently teaches in, or whose expertise is in, a subject area proposed to be modified by the PC, or who is determined by the principal to have qualifications otherwise relevant to developing a PC), or
• a school counselor or school employee qualified to act in a counseling role.

If the request for a PC is made by the student’s parent or legal guardian or, if the student is at least age 18 or is an emancipated minor, by the student, the school district shall develop a PC for the student pursuant to the parameters outlined in 380.1278b(5).

When may a personal curriculum be requested?
If the student has an Individualized Education Program (IEP), the personal curriculum request may be submitted prior to 9th grade.
(Note: Any resulting PC may not be implemented until the student begins/enters 9th grade.) If the student does not have an Individualized Education Program (IEP), the personal curriculum request may be requested after the student has completed 9th grade.

For more information on the Personal Curriculum (PC), or to make a request for a PC, please contact your student’s principal or counselor or visit the district’s website at http://a2schools.org/Page/11701.
We live in a world of numbers! Whether you are planning on starting your own business, pursuing a business degree or just living in this world; accounting matters! It is the “language of business”. Develop critical-thinking skills as you learn basic accounting concepts. Prepare the financial records that will be used to make managerial decisions. Accounting practices are demonstrated through the use of real world business simulations using Accounting software. This class is a must if you are considering any business career. Get a leg up in your college business classes; enroll in this course!

Software used: Accounting Software and Microsoft Excel

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

Are you ready to take the next step to financial success? This course will continue to expand on the concepts learned in Accounting I, applying those concepts to partnerships and corporations. Students will learn the “language of business”; mastering topics like accounts payables and receivables, payroll accounting, inventory management and depreciation. Real world business simulations will take students into in-depth problem solving and critical thinking exercises using Accounting software. This class provides a solid foundation for anybody interested in pursuing a business degree OR for those interested in starting their own business someday. Get prepared -- take this course!

Software Used: Accounting Software and Microsoft Excel

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.
### BUSINESS ADMINISTRATION & MANAGEMENT

#### BUSINESS AND MANAGEMENT SL (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>Graduation</td>
<td></td>
</tr>
</tbody>
</table>

Business and Management SL is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Business and Management SL (IB) is intended to help students develop their understanding of the fundamental concepts of Business and management. The course will cover all of the business and management related standards adopted by the State of Michigan. This course is intended for 11th and 12th grade students. The performance expectations of the course will focus on business and management practices such as; employing information management techniques and strategies to assist in decision-making, planning and time management, managing customer relationships, understanding day-to-day business activities, risk management strategies, human resources, and operational and functional aspects of management. This course satisfies the Individuals and Societies requirement for Full IB Diploma students.

*An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA).*

#### BUSINESS FUNDAMENTALS

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>Graduation</td>
<td></td>
</tr>
</tbody>
</table>

This course builds survival skills. All business decisions are made from the records we work with and everyone needs the skills we build: business ethics, time management, setting priorities, accuracy, following directions, making informed decisions and learning to manipulate personal computer to create all types of different business correspondence and reports. Explore business careers and your personal interests. Develop employability skills such as building a resume and the art of interviewing will give you a jump on your competition in the work force!

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
BUSINESS TECHNOLOGY

Course #: 614031

Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>None</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Business Technology offers you the opportunity to develop employability skills for the future. Students learn Microsoft Office applications software including Word, Excel, Access and PowerPoint, communication skills, resume building, interviewing, interpersonal relations, organization and time management. The program is centered around the strengths and needs of the students and the community.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

BUSINESS/OFFICE WORK-BASED LEARNING

Course #: 614091

Huron, Pioneer

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>16 years old and concurrent enrollment in, or completion of, Business Software Applications or Business Technology</td>
<td>Year (2 periods per term)</td>
<td>1.0</td>
<td>None</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Earn credit and get paid. Work-Based Learning (WBL) extends student-learning opportunities beyond the school building into the workplace through supervised, part-time employment. This course serves as a laboratory experience for students enrolled in the business classes, and provides an actual paid part-time job closely supervised by the school. Students will be able to practice or observe skills learned in their class under the direct supervision of an employer.

Students may enroll in one or more semesters. Students must work a minimum of 10 hours per week. Hours of work will be after school, but students may shorten their school schedule to accommodate their job.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

10
COMPUTER APPLICATIONS I

Grade(s): 9 10 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: None
NCAA Status: None

Computer Applications I is a curriculum designed to enhance your keyboarding speed and computer skills in a variety of applications. Learn how powerful your word processing program really is. Explore how to use your spreadsheet program to calculate functions and graph your results. Develop dynamic multimedia slideshows utilizing Microsoft PowerPoint. Students will also develop time management and organizational skills. Today’s jobs and all college curriculums demand computer software skills. Enroll Now!

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

COMPUTER APPLICATIONS I (IB)

Grade(s): 9 10 11 12
Prerequisite: None
Duration: Semester
Credit/Term: 0.5
Meets Graduation Requirements For: None
NCAA Status: None

Computer Applications I (IB) is offered to grades 9-12. It is recommended that all students include Business in their academic course choices to better prepare them for attending college and giving you an advantage in your other high school classes. Students enrolled in Computer Technology 1 will be introduced to Adobe Photoshop, video editing, web design, and graphic design. Students will learn some of the advanced features in Microsoft Word and PowerPoint that most don’t even know exist as well as be introduced to Microsoft Excel. At the end of the semester students can enroll in the Microsoft Imagine Academy to receive their MOS Certification in Microsoft Word. Students who plan to participate in Business Professionals of America (BPA) or DECA are highly encouraged to take Computer Applications I. Students may be eligible to receive college credit at Washtenaw Community College through the Articulation Program. Students should contact the teacher for more information.
We all know how important computer skills are today. Computer Applications I got you started down the right path, now it is time to continue expanding your computer expertise! Computer Applications II is a self-paced curriculum designed to enhance your readiness for college and the work force. You will focus on mastering spreadsheets, databases and desktop publishing. You will also gain experience utilizing multimedia technology. If you want to impress all of your teachers, family, friends and future college professors and employers - become tech savvy and take Computer Applications II.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.
COMPUTER BOOT CAMP

Grade(s): 9 10 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status:

Skyline

This is an entry-level computer course designed for students who have limited computer skills. This course emphasizes keyboarding skills, formatting skills, Microsoft Office Programs, computers in society and the Internet. This course is designed for students who want to develop basic computer skills in PC operation, computer hardware, software and terminology.

ENTREPRENEURSHIP

Grade(s): 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status:

Huron, Pioneer, Skyline

Do you have what it takes to be your own boss? This class will teach you what you need to consider and the steps necessary to start your own business and become a successful entrepreneur. You will be responsible for completing a term-long project that involves starting your own business and performing the activities necessary to make it successful. Many virtual business simulations are available. Are you considering attending a College of Business when you graduate? This course will give you an introduction to all aspects of the business world. By the end of the term, you will have a good idea of whether or not a career in business is the right choice for you. Areas covered include developing a detailed business plan, locating the finances necessary to start the business, marketing your product or service and eliminating the legal red tape.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer. Huron’s students are eligible to participate in Eastern Michigan University’s Business Plan competition.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide - January 2017
MARKETING EDUCATION

Prerequisite:

Duration:

Credit/Term:

Meets Graduation Requirements For:

NCAA Status:

Grade(s):

Huron, Pioneer, Skyline*

This year long business administration course is designed to prepare students for entry-level occupations in marketing, management, and entrepreneurial ventures. The class also prepares students wishing to major in business administration in college. Students who enjoy learning by doing will have fun with the numerous skits and role-plays used to teach marketing skills and concepts. This course addresses the following seven career pathways: Management & Entrepreneurship, Professional Sales & Marketing, Buying & Merchandising, Advertising & Promotion, Marketing Information Management & Research, Distribution & Logistics, and E-Marketing. The marketing curriculum incorporates multimedia lessons, class sales and promotion projects, and a hands on virtual business retailing simulation that teaches the importance of pricing, advertising, purchasing, merchandising, and market research.

Students will have the opportunity to apply their skills by working in the student operated store at Huron (The Green House) and Skyline (Sky Store).

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

MARKETING EDUCATION AND STORE OPERATIONS

Prerequisite:

Duration:

Credit/Term:

Meets Graduation Requirements For:

NCAA Status:

Grade(s):

Huron, Skyline

This course focuses on the skills learned in Marketing. Students will gain hands-on experience in selling, promoting, advertising, servicing, merchandising and displaying by completely running and managing the school store. Each student will be given the opportunity to manage the store as a cashier or salesperson.

This course may be repeated for credit.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA).

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
MARKETING I

**Course #:** 613025

**Grade(s):** 10 11 12  
**Prerequisite:** None  
**Duration:** 1 Term  
**Credit/Term:** 0.5  
**Meets Graduation Requirements For:** Skyline  
**NCAA Status:** None

This course is a study of how a product or service is conceived to the point it is purchased by the user. Students will be exposed to the fundamentals of: marketing, management, entrepreneurship, communications, economics, market segmentation, product decisions from innovation to production and packaging, pricing strategies, promotion decisions from advertising to personal selling, and placement decisions from channel of distribution to displaying, salesmanship and technology. In this class students will learn vital skills necessary to be successful in any career they choose as well as working in the school store, "The Sky Store" to put the skills learned to use. Students should enroll in two trimesters.

*An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA).*

MARKETING WORK-BASED LEARNING

**Course #:** 613091

**Grade(s):** 11 12  
**Prerequisite:** 16 years old and concurrent enrollment in, or completion of, Marketing Education or Marketing Education & Store Operations.  
**Duration:** Year (2 periods per term)  
**Credit/Term:** 1.0  
**Meets Graduation Requirements For:** Huron, Pioneer  
**NCAA Status:** 16 years old and concurrent enrollment in, or completion of, Marketing Education or Marketing Education & Store Operations.

Earn credit and get paid. Work-Based Learning (WBL) extends student-learning opportunities beyond the school building into the workplace through supervised, part-time employment. This course serves as a laboratory experience for students enrolled in the Marketing Education class, and provides an actual paid part-time job closely supervised by the school. Students will be able to practice or observe skills learned in their Marketing Education class under the direct supervision of an employer. Students may enroll in one or more semesters. Students must work a minimum of 10 hours per week. Hours of work will be after school, but students may shorten their school schedule to accommodate their job.

*An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program will receive credits towards the prestigious High School MBA Award at Pioneer.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
MARKETING, ADVANCED

Course #:
613028

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Marketing Education</td>
<td>1 Term</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This semester class is a continuation of the Marketing Education class with an emphasis on in-depth analysis of the four main components of Marketing: Product, Price, Place, and Promotion. Upon completion of this course, students will be prepared to focus on a business administration major in college. Additional, students will become informed consumers who are able to navigate the world of business.

Students will learn basic principles that lead to careers in marketing, finance, hospitality, and management. Students will be introduced to the world of marketing, including the free enterprise system. The seven core functions of marketing will be examined: Marketing Planning, Marketing - Information Management, Pricing, Product/Service Management, Promotion, Channel Management, and Selling. An additional focus throughout the course will be the development of soft skills including teamwork, oral communication, written communication, decision-making, and leadership. Students will have the opportunity to participate in DECA, a student organization that prepares emerging leaders and entrepreneurs. DECA related activities and curriculum will be used throughout the course.

This project-based course allows students to develop and demonstrate management-level marketing skills. Students will learn advanced marketing principles and will demonstrate proficiency by completing several projects throughout the year. Examples of projects include: developing employment letters, creating an advertising or public relations campaign, developing a business plan, conducting market research for a business and making suggestions for improvement and a financial analysis of an existing business.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

MONEY MANAGEMENT/PERSONAL FINANCE I

Course #:
612012

Huron, Pathways, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>MATH ELECTIVE (.5)</td>
<td></td>
</tr>
</tbody>
</table>

We all would like to have more money! A secret to “more” is learning to budget and save what we have so that it goes farther. This course offers students the opportunity to practice money management and investment strategies where mistakes will not cost them real dollars. Students will learn a variety of strategies: how to prepare a budget; prepare income tax returns; play the stock market; evaluate investment options; personal banking and employee pay and benefits. This class has the power to change the financial course of a student’s life! Computer skills are also stressed. Students will use Microsoft Word, Excel and PowerPoint. Take Money Management and learn valuable lessons that will last a lifetime!

Software used: Microsoft Word, Excel and PowerPoint
Simulations: Virtual Stock Exchange, the Stock Market Game

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
MONEY MANAGEMENT/PERSONAL FINANCE II

Course #: 612013

Money will not buy happiness, but it sure doesn’t hurt! This class will help you avoid the financial stress that plagues many adults. Topics covered include: how to effectively use credit cards; understanding your credit score; and the importance and benefits of insurance. Students will learn personal decision making skills such as purchasing a car, renting an apartment, obtaining a mortgage for a home, paying for college and budgeting for major life events. They will be able to put their financial skills to use through online simulations and projects. This is a hands-on course that will give students important skills that will last a lifetime!

Software used: Microsoft Word, Excel and PowerPoint
Simulations: Virtual Business Personal Finance

This course can be taken without having taken Money Management/Personal Finance I.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

NOTETAKING AND STUDY SKILLS

Course #: 614011

Want tools and strategies to help prepare yourself for college or high school? Then the note taking/study skills course is a must for you. The course emphasizes good notetaking and organizational skills, listening, memorization, time management, and good test taking skills. Students strengthen their presentation skills for speech and multimedia projects. Learn keyboarding skills and increase typing speed. Students learn how to find information for research papers on the Internet by using the browser tools and learn Internet concepts and techniques through practical applications. Students also prepare for the ACT, SAT and MEAP tests.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA).
PROGRAMMING, VISUAL BASIC  
Course #: 611011

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is an introduction to programming in the Visual Basic language. You will learn how to write your own programs, instead of just running a program that somebody else wrote for you! Topics covered include basic programming concepts, as well as features such as setting the development environment, working with intrinsic and Active X controls, making executable files, using “if” statements, string functions, image controls, message boxes, and using the VB debugging features. Students will also have the opportunity to program games like Hangman, Tic-Tac-Toe and Minesweeper. This is a great course for people new to programming. It is also an excellent opportunity for more experienced programmers who have not yet been exposed to Visual Basic!

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA).

PUBLISHING, DESKTOP  
Course #: 611031

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td>Business Technology I</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Turn your computer into a powerful desktop tool. This course covers techniques and applications, combining text and clip art to create professional-looking documents. Page layout software will be used to produce in-class projects including flyers, advertisements, charts, greeting cards and freehand sketches. Artistic talent a plus but not required. This skill-building class sells itself.
SPORTS AND ENTERTAINMENT MARKETING I  
Course #:  613041

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron, Pioneer, Skyline</td>
<td>Marketing Education</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are you ready to join the exciting career field of Sports and Entertainment Marketing? Would you like to take your Marketing Education experience to the next level? This is an advanced marketing course, providing students with the opportunity to apply marketing principles in the fields of Sports and Entertainment. This course is designed for students who are interested in business and marketing and want to learn the “behind the scenes” business of promoting sports, music and television. Topic areas covered in this course include a review of the basic marketing functions, target marketing and segmentation, sponsorship and endorsements, licensing, event marketing, promotions and publicity and sports marketing plans. Instructional strategies include computer/technology applications, current event research, event planning, real and/or simulated occupational experiences and projects performed using the marketing functions. Software programs include Virtual Business Sports Simulation, Concert Tour Entrepreneur, Fantasy sports Simulation - Football, Hockey, Basketball, Baseball. Explore the intriguing world of sports and entertainment from the perspective of marketing. The class gives students the necessary skills to succeed in their careers, as well as learn solid academic skills such as math, reading, and language arts.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

SPORTS AND ENTERTAINMENT MARKETING II  
Course #:  613042

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pioneer</td>
<td>Marketing Education, Sports &amp; Entertainment Marketing I</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is an advanced course that will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting and/or entertainment events. The areas this course will cover include a review of basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and sports marketing plans. This course will also delve into the components of promotion plans, sponsorship proposals and the key elements needed in sports marketing plans. Computer simulations are used to apply and practice Sports and Entertainment Marketing strategies. Students taking sports marketing will have the opportunity to participate in DECA (student marketing leadership organization). DECA related activities and curriculum may be used as an approved part of all marketing classes.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
Web page design has become important to our daily lives! Learn how to create these pages which may include the following software packages: Adobe Dreamweaver suite and Notepad. Discover the mysterious HTML tags, content development and multimedia elements, the adding of dynamic effects such as banners, animation, automatic date and layers that make publishing on the Internet possible! Topics covered include: HyperText Markup Language (HTML) including advanced HTML features such as frames, tables, and animation; gif and jpeg files; animated cartoons; scanner and digital camera projects to include in your personal web pages.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

---

Continue your web page design experience by planning and designing web pages that include all the bells and whistles! Plan and design dynamic web pages that include animated symbols/buttons and layers. Flash: create your own movie streams and animations; and add sound to your web pages. Fireworks: Create sophisticated buttons/JavaScript buttons/advanced rollovers; create hotspots and image maps; create slicing images; apply live effects; and create and export animations.

An integral part of the program is an opportunity for participating in a student professional organization (DECA/BPA). Students completing the program may receive credits towards the prestigious High School MBA Award at Pioneer.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
CAREER & TECHNICAL EDUCATION

Career & Technical Education Course Groupings
(course offerings may vary by school)

<table>
<thead>
<tr>
<th>AUTOMOTIVE SERVICES</th>
<th>COSMETOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Service Technology</td>
<td>Cosmetology</td>
</tr>
<tr>
<td>Engine Repair</td>
<td></td>
</tr>
<tr>
<td>Know Your Auto</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSTRUCTION TECHNOLOGY</th>
<th>ENGINEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homebuilding</td>
<td>Intro to Engineering Design</td>
</tr>
<tr>
<td></td>
<td>Principles of Engineering</td>
</tr>
<tr>
<td></td>
<td>Engineering Design &amp; Development</td>
</tr>
<tr>
<td></td>
<td>Robotics Engineering Curriculum, Physics (REC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH</th>
<th>HUMAN SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences Technology</td>
<td>Nutrition and Foods</td>
</tr>
<tr>
<td>Health Sciences Clinical</td>
<td>Multicultural Foods</td>
</tr>
<tr>
<td></td>
<td>Hospitality Today</td>
</tr>
<tr>
<td></td>
<td>Interior Design</td>
</tr>
<tr>
<td></td>
<td>Parenting – Child Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Marketing &amp; School Store Operations</td>
</tr>
<tr>
<td>Business Fundamentals</td>
<td>Sports Entertainment Marketing</td>
</tr>
<tr>
<td>Business &amp; Management – IB</td>
<td>Advanced Marketing</td>
</tr>
<tr>
<td>Business Technology</td>
<td>Money Management</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>Notetaking</td>
</tr>
<tr>
<td>Computer Boot Camp</td>
<td>Visual Basic Programming</td>
</tr>
<tr>
<td>Computer Applications I &amp; II – IB</td>
<td>Desktop Publishing</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Web Page Design</td>
</tr>
</tbody>
</table>

Career & Technical Education and Business Administration & Management
Courses that Meet Graduation Requirements

<table>
<thead>
<tr>
<th>MATHEMATICS ELECTIVE</th>
<th>SCIENCE ELECTIVE</th>
<th>ART ELECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I &amp; II (.5 credit each)</td>
<td>Cosmetology (1.0 credit)</td>
<td>Web Page Design I &amp; II (.5 credit each)</td>
</tr>
<tr>
<td>Auto Service Technology (1.0 credit)</td>
<td>Health Science Technology (1.0 credit)</td>
<td>Intro to Engineering (.5 credit)</td>
</tr>
<tr>
<td>Homebuilding (1.0 credit)</td>
<td></td>
<td>Cosmetology (.5 credit)</td>
</tr>
<tr>
<td>Hospitality Today (1.0 credit)</td>
<td></td>
<td>Homebuilding (.5 credit)</td>
</tr>
<tr>
<td>Intro to Engineering Design (.5 credit)</td>
<td></td>
<td>Hospitality Today (.5 credit)</td>
</tr>
<tr>
<td>Money Management/Personal Finance I &amp; II (.5 credit each)</td>
<td></td>
<td>Interior Design (.5 credit)</td>
</tr>
<tr>
<td>ENGLISH or ECONOMICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing (.5 credit for completing both semesters)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide – January 2017
## AUTO SERVICE TECHNOLOGY I
**Course #:** 651531

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>Year (2 periods per term)</td>
<td>1.0</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Auto Service Technology is redesigned, exciting, and is open to juniors and seniors who are interested in learning more about automotive service and repair. Students will learn to use industry standard diagnostic equipment as they work on “live” projects with the opportunity to work on their own car.

Students develop their automotive knowledge through hands-on, project-based learning in a limited class size environment, to learn the skills they need. Come join the fun and learn skills that you will use throughout your lifetime! This two-hour course will prepare graduates for a national automotive certificate (ASE) and accelerate their college journey.

*Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.*

---

## AUTO SERVICE TECHNOLOGY II
**Course #:** 651532

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>Year (2 periods per term)</td>
<td>1.0</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

---

## AUTO, KNOW YOUR
**Course #:** 651521

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is open to students interested in learning about maintenance and service items that every car owner should know. This is a hands-on course. Areas of study include: tires, suspension, engine cooling, engine lubrication, basic tune-up, basic brakes and engine construction. Emphasis will be given to learning car purchasing and ownership responsibilities.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
### COSMETOLOGY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Application &amp; Interview</td>
<td>2 Years (3 periods per term)</td>
<td>1.50</td>
<td>SCIENCE ELECTIVE (1.0)</td>
<td>VPAA: Art (.5)</td>
</tr>
</tbody>
</table>

The Cosmetology program offered through the public schools prepares a student for employment in one of our nation’s largest personal service industries. Students must enroll in the course for **two** school years plus summer sessions. The Cosmetology program prepares a student with the entry-level skills needed for employment in the beauty trades. Class work includes all skills required in the professional care and fashion of hair, nails and skin.

This program is open only to those eligible students who have made a serious commitment to become professional cosmetologists.

*Off-site program offered at Huron Valley Beauty Academy. Transportation is provided.*

*Upon completion of the 1,500 hours combined theory and clinical instruction, the student will be qualified to take the State Board of Cosmetology exam.*

*Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.*

### ENGINE REPAIR

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Want to learn how your car engine works? In this course, students will disassemble and put engines back together so that they learn about the parts and mechanics of the automobile engine. A great course for students who want hands-on experience as they learn the inner workings of the engine under the hood of a car. This course is an excellent introduction to applied mechanical processes.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
ENGINEERING DESIGN AND DEVELOPMENT
*PROJECT LEAD THE WAY*

**Course #:** 671041

<table>
<thead>
<tr>
<th>All High Schools</th>
<th>Grade(s): 12</th>
<th>Prerequisite: Introduction to Engineering Principals of Engineering</th>
<th>Duration: Year</th>
<th>Credit/Term: 0.5</th>
<th>Meets Graduation Requirements For: NCAA Status:</th>
</tr>
</thead>
</table>

Students work in teams to identify, research, design and construct a solution to an open-ended engineering problem, with its environmental impact in mind. Students apply principles developed in the three preceding courses and are guided by a community mentor. Teams present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

---

ENGINEERING DESIGN, INTRODUCTION TO
*PROJECT LEAD THE WAY*

**Course #:** 671011

<table>
<thead>
<tr>
<th>All High Schools</th>
<th>Grade(s): 9 10 11 12</th>
<th>Prerequisite: None</th>
<th>Duration: 2 Terms</th>
<th>Credit/Term: 0.5</th>
<th>Meets Graduation Requirements For: NCAA Status:</th>
</tr>
</thead>
</table>

This course uses problem-solving skills to explore creative designs and alternative solutions for problems facing our world today by using a design system approach. Students will design, analyze, and communicate possible solutions to a variety of environmental and technological problems. 3-dimensional models will be created using solid modeling computer design software. Possible tools include laser engraving and rapid prototyping.

*This course may be taken as an elective by all students. College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition program.*

---

ENGINEERING, PRINCIPLES OF
*PROJECT LEAD THE WAY*

**Course #:** 671021

<table>
<thead>
<tr>
<th>All High Schools</th>
<th>Grade(s): 10 11 12</th>
<th>Prerequisite: Introduction to Engineering Design</th>
<th>Duration: 2 Terms</th>
<th>Credit/Term: 0.5</th>
<th>Meets Graduation Requirements For: NCAA Status:</th>
</tr>
</thead>
</table>

This course provides an overview of the field of engineering and engineering technology. By exploring various technology systems and manufacturing processes, students learn how the engineering problem-solving process uses math, science and technology to benefit society. A product’s entire life cycle will be analyzed to help address concerns about its environmental, social, and political consequences. Possible areas of interest include alternative energy, waste management, transportation, aerodynamics, material analysis, and construction.

*This course may be taken as an elective by all students. College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition program.*


---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
FOODS, MULTICULTURAL

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
</tr>
</tbody>
</table>

This course is designed to emphasize students’ understanding of the different characteristics of foods from different cultures, regions and countries. Students will explore social factors that might influence their eating habits. We will research regional cuisines, select recipes and prepare foods from around the world. Additional topics include safety and sanitation, kitchen math, nutrition and vegetarianism.

FOODS, NUTRITION AND

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
</tr>
</tbody>
</table>

This course is designed to provide students with skills necessary to apply proper nutrition to meal planning and preparation. Students also have opportunities to participate in various laboratory experiences. These experiences focus on creative and nutritious food choices. Yes, you get to eat everything you make! During this course we will cover the following topics and areas of study: nutrition and its relationship to food preparation and health, food safety and kitchen sanitation, kitchen math, social, cultural and media influences on our food choices, trends in eating patterns and disorders, table manners, and exploration of job and career opportunities.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

25
Health Sciences Technology is designed for 11th and 12th grade students interested in health careers at the professional level. The program is open to all Ann Arbor High School students, with first preference given to 12th graders. The course places emphasis on anatomy and physiology, which will prepare students for college level coursework.

Areas of study include anatomy and physiology, disease process, medical ethics, patient rights, medical terminology, advancement and trends in health care, and career exploration. Students will receive certification in CPR and First Aid, as well as develop skills in taking vital signs, patient care and safety, health education, assessment and documentation. Professionals from various health occupations will present information regarding their personal experience in medicine, nursing, dentistry, respiratory therapy, physical therapy, and more. During 2nd semester, students shadow health care professionals in hospitals, clinics, long-term care facilities and therapy centers.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

Application process is required.

Work-Based Learning (WBL) extends student-learning opportunities beyond the school building into the workplace through supervised, part-time employment. This course serves as a laboratory experience for students enrolled in the Health Sciences class, and provides an actual paid part-time job closely supervised by the school. Students will be able to practice or observe skills learned in their class under the direct supervision of an employer.

Students may enroll in one or more semesters. Students must work a minimum of 10 hours per week. Hours of work will be after school, but students may shorten their school schedule to accommodate their job.
HOMEBUILDING

Grade(s): 11 12  
Prerequisite: Application & Interview  
Duration: Year  
Credit/Term: 1.5  
Meets Graduation Requirements For: MATH ELECTIVE (1.0)  
NCAA Status: VPAA: Art (.5)

This program is designed especially for those students who are interested in the architecture, engineering and design as well as the construction trades industries. Students are involved in the complete construction of a residential house. Emphasis is placed on the development of teamwork to complete the project. Skills students will develop include masonry, frame carpentry, plumbing, electrical wiring, installation of heating and air conditioning equipment, blueprint reading, flooring installation, painting, trim carpentry and employability skills.

Application process is required.

Classroom hours also fulfill state requirements toward building licensure.

Students spend three hours per day on the program. Students enrolling are expected to participate all year. Transportation is provided.

This course may be repeated based on teacher recommendation.

Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

HOSPITALITY TODAY

Grade(s): 11 12  
Prerequisite: None  
Duration: Year  
Credit/Term: 0.5  
Meets Graduation Requirements For: MATH ELECTIVE (1.0)  
NCAA Status: VPAA: Art (.5)

This course will focus on the major components in the rapidly growing Hospitality industry. The primary areas of focus will include Culinary Arts, Lodging and Travel/Tourism. This hands-on focus will blend a classroom environment with the support of the community which will include both field trips in the local community and subject-related expert presentations. Students will learn the importance of skills in communication, problem solving and techniques to handle what it takes to make it in today’s Hospitality industry. Students will also be exposed to the production side of hospitality by catering different school activities/events. Students are encouraged to participate in student competitions.

Huron & Pioneer: Students may be eligible to receive college credit at Washtenaw Community College through the Articulation program. Students should contact their teacher for more information.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
CAREER & TECHNICAL EDUCATION

INTERIOR DESIGN

Course #: 654041

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td>VPAA: Art (.5)</td>
</tr>
</tbody>
</table>

This course is an interesting and challenging course that allows you an opportunity to explore some possible career avenues and develop skills that you can apply throughout life. During this course we will cover the following topics and areas of study: the need for housing, careers in housing and interiors, choosing where to live, renting versus buying, understanding construction, interior and exterior design, landscaping, architectural design, early home styles and trends in design, and exploration of job and career opportunities in the design industry.

PARENTING - CHILD DEVELOPMENT

Course #: 654051

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this course, students gain an understanding of the development and care of children. Consideration is given to parenting skills, discipline, and guidance that will promote the development of a happy and secure individual. Areas of study include: parenting choices, heredity and human reproduction, pregnancy and prenatal care, birth and care of a newborn. Students will study physical, intellectual, emotional and social development of children, children’s activities, effective parenting skills, and community resources and services for children and family crisis. Students interested in education, medicine, psychology or other child-related careers will benefit from this class. This course is valuable to both male and female students for developing effective parenting skills. Students will practice with baby simulators.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
CAREER & TECHNICAL EDUCATION

TECHNICAL/INDUSTRIAL WORK-BASED LEARNING

| Course #: 657091 |

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>16 years old; enrollment in/ completion of, CTE course related to the student’s job placement.</td>
</tr>
<tr>
<td>Duration:</td>
<td>Year (2 periods per term)</td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Huron, Pioneer, Skyline

Work-Based Learning (WBL) extends student-learning opportunities beyond the school building into the workplace through supervised, part-time employment. This course serves as a laboratory experience for students enrolled in the technology courses, and provides an actual paid part-time job closely supervised by the school. Students will be able to practice or observe skills learned in their technology class under the direct supervision of an employer. Students must be enrolled in Auto Service Technology, Cosmetology, Homebuilding or Hospitality.

Students may enroll in one or more semesters. Students must work a minimum of 10 hours per week. Hours of work will be after school, but students may shorten their school schedule to accommodate their job.

WORK-BASED LEARNING

| Course #: 657591 |

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>16 years old</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Huron, Pathways

Work-Based Learning (WBL) extends student learning opportunities beyond the school building into the work place through supervised, part-time employment. This provides an actual paid part-time job closely supervised by the school. Students will be able to practice or observe under the direct supervision of an employer.

Students may enroll in one or more semesters. Students must work a minimum of 10 hours per week. Hours of work will be after school, but students may shorten their school schedule to accommodate their job.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

29
English Language Arts (ELA) courses teach subject-area content and processes. ELA students experience texts and ideas as a community of learners to hone small- and large-group interpersonal communication skills. All courses assume completion of 6th, 7th, and 8th grade middle school ELA courses.

### Typical English Language Arts Offerings by Grade Level
**(course offerings may vary by school)**

#### GRADE 9
- **English 9 or English 9 (IB)**
- **English Language Learning (ELL) I, II, II**
  - Acting I & II
  - Argumentation
  - Composition
  - English Plus or English Plus (IB)
  - Journalism I & II
  - Literature, Women’s I
  - Speech & Communication
  - TV & Radio Production I & II
  - Writing, Creative Poetry & Prose I & II

#### GRADE 10
- **English 10 or English 10 (IB)**
- **English Language Learning (ELL) I, II, II**
  - Acting I & II
  - Argumentation
  - Composition
  - English 10 Intensive (Pioneer)
  - English Plus or English Plus (IB)
  - Humanities, African American English AC (Huron)
  - Journalism I & II
  - Literature, Women’s I
  - Speech & Communication
  - TV & Radio Production I & II
  - Writing, Creative Poetry & Prose I & II

#### GRADE 11
- Acting I & II
- Argumentation
- Composition
- English Learning (EL) I, II & III
- English Language Composition, AP
- Journalism I & II
- Literature, African-American
- Literature, American
- Literature, British
- Literature, Modern Readings
- Literature, Short Readings
- Literature, Twentieth Century
- Literature, Women’s I
- Speech & Communication
- TV & Radio Production I & II
- Writing, Creative Poetry & Prose I & II
- Writing for Publication: Newspaper & Yearbook

#### GRADE 12
- Acting I & II
- Argumentation
- Composition
- English 12
- English Learning (EL) I, II & III
- English Language Composition, AP
- Film I, Literature as & II
- Journalism I & II
- Literature, African-American
- Literature, American
- Literature, British
- Literature, Contemporary World
- Literature, Modern Readings
- Literature, Short Readings
- Literature, Twentieth Century
- Literature, Women’s I
- Speech & Communication
- TV & Radio Production I & II
- Writing, Creative Poetry & Prose I & II
- Writing for Publication: Newspaper & Yearbook

#### Grade 11 & 12 - IB
- Film SL/HL – IB
- Language & Literature SL/HL – IB
- Literature SL/HL - IB

* Required for graduation  ** English Plus and ELL meet the English 9 and English 10 graduation requirement.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide – January 2017

30
ACADEMIC LITERACY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10</td>
<td>Literacy assessments and teacher recommendation</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH 9 or ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

This Tier II course is designed to be taken in addition to English 9 or English 10. The course is designed to accelerate students’ reading and writing achievement, engagement, and fluency. Students will engage with high-interest, challenging texts and continue to build motivation. Research-based reading and writing strategies built into this program will increase students’ strategic and critical reading literacy skills capabilities, enabling them to construct meaning from academic texts. They will analyze the way words and sentences are constructed and use writing as a tool for learning. Additionally, the course will build students’ grammar and composition skills, enabling them to convey clear and concise arguments in various genres of writing. The focus on core literacy improvement will build student knowledge in ways that will transfer to student success across the curriculum.

This course will serve as a supplement for students struggling with literacy skills in English Language Arts coursework and new graduates of the Read 180 program. It will serve as a supplement transitional course dedicated to building the literacy skills necessary for success across the curriculum in a general education English Language Arts course. It is aligned with the English Language Arts High School Content expectations.

ACTING I

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Theater I (at Skyline)</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA or ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Acting I is an introductory course in the fundamentals of stage acting. Through games, activities, exercises and performances that include but are not limited to storytelling, scenes and monologues, students will gain confidence in presenting themselves before an audience, developing their skills in focus, concentration, movement, and vocal delivery. In a safe and positive environment students build together, they will have the opportunity to take risks and reflect upon themselves and their experiences with the goal of expressing emotion and thought on stage in a believable and fulfilling way.
### ACTING II

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Acting I or Theater I (at Skyline)</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA or ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Successful completion of Acting I is a prerequisite, but this can be waived with teacher permission. Acting II builds upon the skills of Acting I but is more focused on performance of monologues, scenes, and one act plays. Performance are attended by invited audiences and guests, including a performing arts festival. The class also takes field trips to a professional theater performance. Acting II is the ideal course for students who have a desire to act in “straight theater” (as opposed to musical theater) and are seeking opportunities to develop their skills.

### ARGUMENTATION

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Students study persuasive public speaking and debate. The focus is on researching, outlining, presenting and supporting logical arguments in a debate setting. Students study speech organization, persuasion strategies and delivery techniques. They evaluate content and delivery of speeches. Students gain experience defending their arguments when questioned by their "opponents” and class by using evidence, critical thinking, and listening skills. Students participate in various public speaking assignments ending with a formal team debate.

### COMPOSITION

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Composition focuses on the development of expository writing skills. Coursework includes concentration on sentence variation, paragraph development, and essay organization. Students progress from free writing to the finished essay. Students build skills by analyzing model essays, attending to genre, audience and purpose, writing daily, and self assessment.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ENGLISH LANGUAGE ARTS

ENGLISH 9

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH 9</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

English 9 students read literature and nonfiction texts; analyze texts through close reading and application of critical perspectives; write creatively and analytically; develop speaking and listening skills; and study how language functions in different contexts. English 9 builds students’ ability to analyze bias, author’s intent, and literary devices; make claims supported with textual evidence; identify and address counter arguments; and learn to use an authoritative tone; develop small group oral communication skills using a process approach.

Skyline:
Portions of this course are designed to correlate with the social studies world history focus.

Huron - English 9 (IB)
The International Baccalaureate MYP framework emphasizes a global and inquiry-based approach toward learning.

*This course is the first half of a two-year sequence to be completed in English 10 or English 10 Intensive.*

ENGLISH 9 (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>None</td>
<td>Year</td>
<td>.5</td>
<td>ENGLISH</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

English 9 (IB) students read literature and nonfiction texts, analyze texts through close reading and application of critical perspectives; write creatively and analytically; develop speaking and listening skills; and study how language functions in different contexts. English 9 builds students’ ability to analyze bias, author's intent, and literary devices; make claims supported with textual evidence; identify and address counterarguments; and learn to use an authoritative tone; develop small group oral communication skills using a process approach. The International Baccalaureate MYP framework emphasizes a global and inquiry-based approach toward learning.
ENGLISH 10

Grade(s): 10
Prerequisite: None
Duration: 2 Terms
Credit/Term: 0.5
Meets Graduation Requirements For: ENGLISH 10
NCAA Status: APPROVED

Huron, Pathways, Pioneer, Skyline

English 10 students read literature and nonfiction texts; analyze texts through close reading and application of critical perspectives; write creatively and analytically; develop oral communication skills for small and large groups; and study the history of English language. Students continue to increase their literary analysis skills by studying a variety of authors and works as they analyze multiple perspectives and a variety of literary devices, support their claims with evidence from more than one source, and make formal written and oral presentations with attention to their audience.

Huron - English 10 (IB):
English 10 (IB) is an inquiry-based collaborative where students will develop into globally-minded listeners, speakers, readers, and writers. The International Baccalaureate MYP framework emphasizes a global and inquiry-based approach toward learning.

ENGLISH 10 (IB)

Grade(s): 10
Prerequisite: English 9
Duration: Year
Credit/Term: .5
Meets Graduation Requirements For: ENGLISH
NCAA Status: APPROVED

Huron

English 10 (IB) is an inquiry-based collaborative where all students will develop into globally-minded listeners, speakers, readers, and writers. Students will read literature and nonfiction texts, analyze texts through close reading and application of critical perspectives; write creatively and analytically; develop oral communication skills for small and large groups; and study the history of English language. Students continue to increase their literary analysis skills by studying a variety of authors and works as they analyze multiple perspectives and a variety of literary devices, support their claims with evidence from more than one source, and make formal written and oral presentations with attention to their audience. The International Baccalaureate MYP framework emphasizes a global and inquiry-based approach toward learning.
ENGLISH LANGUAGE ARTS

ENGLISH 10 INTENSIVE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pioneer</td>
<td>10</td>
<td>None</td>
<td>Year</td>
<td>ENGLISH 10</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Students read literature and informational texts, write creatively and analytically, communicate individually and in groups, and study English language arts. Using the same core curriculum as in English 10, students explore, with a greater degree of analysis and independence, the works of a greater variety of authors (world literature), genres, and composition forms; engage in guided outside readings based upon themes selected by the teacher; study and practice the prose forms of description, narration, and exposition; focus on the history of the English language.

This course may be taken in place of English 10. Many students who elect this course will pursue AP English Language & Composition as juniors and AP English Literature & Composition or Humanities Literature AC as seniors. Students wishing Intensive credit are expected to do additional assignments that enhance and expand their work in English.

ENGLISH 11 (A)
ENGLISH 11 (B)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways, Skyline</td>
<td>9 10 11 12</td>
<td>None</td>
<td>Year</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

English 11 students read literature and nonfiction texts, analyzing rhetorical strategies authors employ; synthesize multiple sources of information to create cohesion as they write creatively, analytically, and for presentations; adjust language to advance the purpose of their writing. Students explore literature and language through social, cultural, historical and economic perspectives.

ENGLISH 12 (A)
ENGLISH 12 (B)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways, Skyline</td>
<td>12</td>
<td>None</td>
<td>2 Terms</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In English 12 students synthesize a variety of texts across genres and styles of literature. The course will explore literary criticism and challenge students to use reliable academic sources as they prepare for college-level writing. Students will attend to how context, language, and voice shape both what they read and what they produce.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

35
ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE AND COMPOSITION AP (11)

Prerequisite: English 10
Duration: 2 Terms
Credit/Term: 0.5

Huron, Pioneer, Skyline

Students will engage in a rigorous study of English composition and literature. Students will strengthen the effectiveness of their writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments. Students will become critical readers of nonfiction and fiction works from various authors and time periods.

This course has preparation for the Advanced Placement examination for college credit as one of its objectives. However, students electing the course are not obligated to take the examination. Advanced Placement testing occurs in May.

ENGLISH LANGUAGE LEARNING (ELL) I

Grade(s): 9 10 11 12
Prerequisite: WIDA assessment level 1 or teacher recommendation
Duration: Year
Credit/Term: 0.5

Huron, Pioneer, Skyline

This class is for beginning level English language learners. It is focused on learning decoding skills, reading, writing, speaking, listening, grammar, and culture. Students will learn these skills through relevant contexts such as school settings, social studies, science, and language arts. They will learn to write several sentences on a given topic and how to write paragraphs. As warranted, this may include instruction through a System 44 program tailored to meet needs of English language learners.

Placement determined by WIDA assessment level and ELL eligibility criteria. (WIDA - World-class Instructional Design and Assessment)

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

36
ENGLISH LANGUAGE LEARNING (ELL) II

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Prerequisite: WIDA assessment levels 2 & 3 or teacher recommendation

Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: ENGLISH 9 or 10
NCAA Status: ENGLISH 9 or 10

This class is for intermediate level English language learners. This course is focused on reading, writing, speaking, listening, grammar, and culture. Students will learn these skills through relevant contexts such as social studies, science, and language arts. They will learn how to write for a variety of purposes. Students will learn the basic structure of a 5 paragraph essay. They will also read and discuss short chapter books. It might include instruction through an English Plus program tailored to meet the needs of ELL students.

Placement determined by WIDA assessment level and ELL eligibility criteria. (WIDA - World-class Instructional Design and Assessment)

ENGLISH LANGUAGE LEARNING (ELL) III, TRANSITIONAL

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Prerequisite: WIDA assessment levels 4 & 5 or teacher recommendation

Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: ENGLISH 9 or 10
NCAA Status: ENGLISH 9 or 10

This class is for intermediate/advanced level English language learners. This course is focused on reading, writing, speaking, listening, grammar, and culture. Students will learn these skills through relevant contexts such as social studies, science, and language arts. They will learn how to write for a variety of purposes. Students will learn the basic structure of a 5 paragraph essay with an emphasis on critical thinking skills and academic vocabulary usage. Students will also read and discuss chapter books. It might include instruction through an English Plus program tailored to meet the needs of ELL students.

Placement determined by WIDA assessment level and ELL eligibility criteria. (WIDA - World-class Instructional Design and Assessment)

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

37
### ENGLISH LITERATURE & COMPOSITION AP (12)

**Prerequisite:** English 10  
**Duration:** 2 Terms  
**Credit/Term:** 0.5  
**NCAA Status:** ENGLISH ELECTIVE APPROVED  
**Course #:** 102041  
**Skyline:** (A) 102042; (B) 102043; (C)  

**Meets Graduation Requirements For:** ENGLISH ELECTIVE  
**Grade(s):** Huron, Pioneer, Skyline

Students study a blend of advanced composition and literature. Students read literature ranging from classic to modern including American, British, and translated works; practice advanced composition skills, participate in group discussions, listen to lectures; engage in group work; present ideas before the class. Some class assignments are designed to resemble test questions on the Advanced Placement Test. This course is equivalent to a freshman college course but offered in a high school setting. Students will benefit if they have also elected English 10 Intensive and English AC in grade 11.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. Advanced Placement testing occurs in May.*

### ENGLISH PLUS

**Course #:** 991100  
**Grade(s):** Huron*, Pathways*, Pioneer, Skyline

English Plus is a Tier III course designed specifically for students who enter high school reading below grade level. This course teaches the core plus more: the English 9 and English 10 core skills in a scaffolded environment. This course is designed to provide research-based instruction in the core areas essential to student success: reading, writing, speaking and listening, and self assessment.

English Plus emphasizes four daily activity types: 1) starter activities include brain teasers, word games, and/or goal setting; 2) daily choice/free reading; 3) whole-group mini-lessons target reading, writing, organization, study strategies; 4) pathway work scaffolds access to English 9/10 curriculum grade appropriate literature/texts. Classwork rotates between whole group, small group stations, and individual conferences. Students will be considered for graduation from English Plus at the end of each semester/trimester.

*Huron and Pathways may offer the course as a double period in which students earn English 9 or 10 graduation credit as well as Elective credit.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017  
38
FILM I, LITERATURE AS

Course #: 106021

Huron, Pioneer

Grade(s): 12  Prerequisite: None  Duration: 1 Term  Credit/Term: 0.5

Meets Graduation Requirements For: ENGLISH ELECTIVE

NCAA Status:

Students study the motion picture as a means of self-expression in the same manner that they would explore a literary form in a creative writing or literature class. Emphasis will be placed on film history including cinematic culture and criticism. Students will view representative film classics.

FILM II

Course #: 106022

Huron, Pioneer

Grade(s): 12  Prerequisite: None  Duration: 1 Term  Credit/Term: 0.5

Meets Graduation Requirements For: ENGLISH ELECTIVE

NCAA Status:

Students study the motion picture as a means of self-expression in the same manner that they would explore a literary form in a creative writing class or literature class. Emphasis will be placed on specific directors, genres, cinematic culture and criticism. Students will view representative film classics as well as popular modern film examples.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ENGLISH LANGUAGE ARTS

FILM SL/HL YR 1 (IB)  IB109300
FILM SL YR 2 (IB)    IB109301
FILM HL YR 2 (IB)    IB109302

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td></td>
<td>Year each</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Film is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Film SL/HL Yr1 (Grade 11)
This two-year course aims to develop both a keen, inquiry-based appreciation and deep understanding of the art of cinema. In year one, international cinema across multiple genres will be examined and thoroughly analyzed through the lens of cultural, historical, technical, and aesthetic perspectives. The emphasis in year two shifts to film production, where students will be expected to apply their knowledge of film concepts, techniques, and influences in a collaborative, inquiry-based creative environment. This course satisfies the Arts requirement for Full IB Diploma students.

Film SL Yr2 and Film HL Yr2 (Grade 12)
This course is the second year of a two-year course. This two-year course aims to develop both a keen, inquiry-based appreciation and deep understanding of the art of cinema. In year one, international cinema across multiple genres will be examined and thoroughly analyzed through the lens of cultural, historical, technical, and aesthetic perspectives. The emphasis in year two shifts to film production, where students will be expected to apply their knowledge of film concepts, techniques, and influences in a collaborative, inquiry-based creative environment. This course satisfies the Arts requirement for Full IB Diploma students.

FILM, AMERICAN I

Community

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Introduction to Literature</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

This is the first term course where students learn the language of film analysis. They will learn how to “read” a film much the same way as they learn to interpret literature. They will study the history of film, including the history of the technology of film. Students will study the various periods in this history by watching and analyzing representative films from such periods. An emphasis will be on writing critical essays that will reflect the students’ new vocabulary as pertains to film interpretation. We will go up to the beginning of the Hollywood Renaissance.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
### FILM, AMERICAN II

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>American Film I</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

This is the course that takes up where American Film I leaves off. The emphasis here is to build on the skills learned in American Film I. We will continue our study with films from the Hollywood Renaissance and beyond. The format will include the comparison of films from different eras that deal with similar themes and subjects. Students will write comparison essays and also learn about and analyze the structure of the screenplay.

### HUMANITIES AFRICAN-AMERICAN LITERATURE AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 12</td>
<td>Must be enrolled in both sections</td>
<td>2 Terms (2 periods per term)</td>
<td>1.0</td>
<td>GENERAL ELECTIVE or US HISTORY &amp; GEOG* or ENGLISH 10* or ENGLISH ELECTIVE**</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Traditional areas in U.S. history and literature are covered from an African-American perspective. An interdisciplinary approach is used incorporating African-American literature, art, music, and culture throughout the curriculum. This course utilizes a variety of materials and class activities including lectures, discussions, use of primary materials and projects. Research and reading outside the text are required both terms. Students are required to do concentrated reading of challenging materials and formal expository writing. The course content covers a brief review of early American history with focus on the late 1800’s to the present.

* At Huron, this course is only offered in the 10th grade.

** At Pioneer and Skyline, this course is only offered in the 12th grade.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
HUMANITIES LITERATURE AC
HUMANITIES SOCIAL STUDIES AC

Huron, Pioneer

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Must be enrolled in both sections</td>
<td>2 Terms (2 periods/term)</td>
<td>1.0</td>
<td>ENGLISH ELECTIVE (.5) &amp; SOCIAL STUDIES (.5)</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

**Huron and Pioneer:** This course is designed for high school seniors who wish to study recognized classics of the Western world in an interdisciplinary setting. These works are read against a cultural background of art, music, and intellectual history, and in a chronological sequence. Students are required to do concentrated reading of challenging materials and formal expository writing. The course covers major works of art, music, literature, and economic and political philosophers central to Western Civilization. An attempt is made to integrate these disciplines chronologically in order to make the student aware of the impact of one discipline upon the other. The formal lecture is used extensively, together with small group discussions.

**Skyline:** This course is designed for high school seniors who wish to study recognized classics of both the Western and Eastern world in an interdisciplinary setting. These works are read against a cultural background of art, music, and intellectual history. Students are required to do concentrated reading of challenging materials and form an expository writing. The course covers major works of art, music, literature, and economic and political philosophers central to our world. An attempt is made to integrate these disciplines in order to make the student aware of the impact of one discipline upon the other.

*Students enrolling are expected to take both terms. There is no prerequisite to enroll in Humanities AC, but it is recommended that students planning to elect it will have taken at least one literature course.*

HUMANITIES WORLD AC - LITERATURE
HUMANITIES WORLD AC - HISTORY

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>None</td>
<td>2 Trimesters (2 periods/term)</td>
<td>1.0</td>
<td>GENERAL ELECTIVE (1.0) or ENGLISH ELECT (1.0)</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for high school seniors who wish to study world cultures in an interdisciplinary setting. Students are required to do concentrated readings of challenging primary and secondary materials, participate in debate, and produce creative student-centered assignments. The students will analyze literature, architecture, dance, philosophy, anthropology, history, theater, film, art, and music in a thematic sequence. The literature section will use the reading workshop and writing laboratory models as students engage in the rigorous exploration of world cultures. As a reading workshop, this course will teach students to do close analytical readings of challenging primary and secondary texts. Students will work through these texts in an effort to make social, historical, ideological, and discursive connections among various cultures and time periods. Students should expect to thoroughly analyze a number of visual and printed mediums including critical essays, visual art, novels, poems, music, films, advertisements, plays, and television shows. Students will use a variety of analytical techniques such as dialogic journaling, annotated readings, and guided notes to delve into texts. As a writing laboratory, a great deal of attention will be given to the writing process. Critical theory, focused readings, substantive research, visual media, and rich discussions provide the basis for student writing. Students are expected to write formally and informally both inside and outside of the classroom.

*Students must select both courses and are expected to take both trimesters.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
These are writing courses with emphasis on learning the principles of journalistic news and feature writing. Articles are submitted to the school newspaper for possible publication. Students also study the newspaper, the publication process, media law, and the role of the press in a democracy.

*Community and Skyline only offer Journalism I
Literature is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Literature SL/HL, Yr1 (Grade 11)
Literature SL/HL (IB) is the first year of a two-year course that teaches students to develop their analytical skills as it relates to reading, interpreting, presenting on, and writing about literature. The course will cover all CCSS for the English Language Arts. The course is intended for 11th grade students who are either enrolled in the Diploma Programme (DP) or are seeking a course-specific certificate in DP. The content of the course includes literature in a broad range of genres, including poetry, drama, fiction, and non-fiction prose from around the world. The performance expectations of the course will focus on reading, speaking and listening, and writing practices such as rhetorical analysis, literary analysis or close reading, historical and cultural research, oral interpretation of literature, small group discussions, and oral presentations. This course satisfies the Language and Literature requirement for Full IB Diploma students.

Literature SL, Yr2 (Grade 12)
Literature SL Yr2 (IB) is the second year of a two-year course that teaches students to develop their analytical skills as it relates to reading, interpreting, presenting on, and writing about literature. The course will cover all CCSS for the English Language Arts. The course is intended for 12th grade students who are either enrolled in the Diploma Programme (DP) or are seeking a course-specific certificate in DP. The content of the course includes literature in a broad range of genres, including poetry, drama, fiction, and non-fiction prose from around the world. The performance expectations of the course will focus on reading, speaking and listening, and writing practices such as rhetorical analysis, literary analysis or close reading, historical and cultural research, oral interpretation of literature, small group discussions, and oral presentations. This course satisfies the Language and Literature requirement for Full IB Diploma students.

Literature HL, Yr2 (Grade 12)
Literature HL Yr2 (IB) is the second year of a two-year course that teaches students to develop their analytical skills as it relates to reading, interpreting, presenting on, and writing about literature. The course will cover all CCSS for the English Language Arts. The course is intended for 12th grade students who are either enrolled in the Diploma Programme (DP) or are seeking a course-specific certificate in DP. The content of the course includes literature in a broad range of genres, including poetry, drama, fiction, and non-fiction prose from around the world. The performance expectations of the course will focus on reading, speaking and listening, and writing practices such as rhetorical analysis, literary analysis or close reading, historical and cultural research, oral interpretation of literature, small group discussions, and oral presentations.
LITERATURE, AFRICAN-AMERICAN

Grade(s): 11 12  
Prerequisite: None  
Duration: 2 Terms  
Credit/Term: 0.5  
Meets Graduation Requirements For: ENGLISH ELECTIVE  
NCAA Status: APPROVED  
Course #: 105013

This course is designed for students who have an interest in African-American literature. Students will engage in critical reading, thoughtful discussion, and formal and personal forms of writing related to the readings. The emphasis is on a deeper understanding of novels, autobiographies, plays, short stories, and poetry by well known African-American writers.

LITERATURE, AMERICAN

Grade(s): 11 12  
Prerequisite: Not open to students who have completed AP English Language & Composition  
Duration: 2 Terms  
Credit/Term: 0.5  
Meets Graduation Requirements For: ENGLISH ELECTIVE  
NCAA Status: APPROVED  
Course #: 105011

Students become acquainted with some major American novels, short stories, drama and poetry. Emphasis is placed on both critical reading and the study of characteristics of various literary types. The course requires outside readings based on themes selected by the teacher and continual writing of formal essays.

LITERATURE, AMERICAN CANON

Grade(s): 9 10 11 12  
Prerequisite: Introduction to Literature  
Duration: Year  
Credit/Term: .5  
Meets Graduation Requirements For: ENGLISH ELECTIVE  
NCAA Status: APPROVED  
Course #: 105006

American Canon is a two term course. During the first term, readings are somewhat chronologically organized. This helps provide a historical context for the works; with luck, readings will parallel some of your American history assignments. We start with selections from Native American literature (old and new) and touch briefly on colonial and Puritan roots before we read Hawthorne, Poe, Miller (because of The Crucible’s time period, not Miller’s place in history), Emerson, Thoreau, Whitman and Dickinson. Then, we read The Adventures of Huckleberry Finn, by Mark Twain and start 20th Century African-American authors Morrison, Ellison and Brown. Second term’s focus is on themes that mark our diverse literary heritage. Both terms are packed with great reading as well as many essay assignments, mostly analytical.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
LITERATURE, BRITISH

Course #: 105021

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Not open to students who have completed English Language &amp; Composition AP</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 Terms</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: ENGLISH ELECTIVE
NCAA Status: APPROVED

In this course students read novels, poetry and drama by British writers, ranging from 11th Century to 20th Century. Emphasis is on critical reading as well as the study of various literary types. The course requires outside readings based on themes selected by the teacher and continual writing of formal essays.

LITERATURE, CONTEMPORARY WORLD

Course #: 105024

Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Duration:</td>
<td>Year</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: ENGLISH ELECTIVE
NCAA Status: APPROVED

Students will explore perspectives from various parts of the world and their influence on life in America. Emphasis will be placed on readings that will give students a more complete world-view and understandings of their connection to past and present global perspectives. Contemporary novels will be supplemented with memoirs, speeches, poetry, essays, news articles, video and online content. Students should expect to write traditional essays as well as informal responses to ideas and themes.

LITERATURE, FANTASY

Course #: 105031

Community

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9 10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: ENGLISH ELECTIVE
NCAA Status: APPROVED

Students will read five fantasy novels and ten to fifteen short stories. They will write multiple analytical essays on selected texts.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
LITERATURE, GRAPHIC NOVELS

Course #: 105039

Skyline

Grade(s): 9 10 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: GENERAL ELECTIVE
NCAA Status: None

Graphic novels (or comic books as they are often called) are gaining acceptance for the legitimate, often insightful portrayals of modern issues. Because of the rich contribution graphic novels have made to literature, students will study the birth and growth of the graphic novel and explore various graphic novels from a variety of world cultures. Of particular emphasis will comparing eastern versus western modes of and meaning in graphic novel storytelling.

LITERATURE, HARLEM RENAISSANCE AND BEYOND

Course #: 105010

Community

Grade(s): 9 10 11 12
Prerequisite: Introduction to Literature
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: ENGLISH ELECTIVE
NCAA Status: APPROVED

In this course, students will begin studying literature of the Harlem Renaissance and progress to more contemporary African American literature. Students will study a myriad of genres including novels, autobiographies, plays, essays, short stories and poetry. Students will engage in critical reading, thoughtful discussions, and various forms of writing related to the readings.

LITERATURE, HISTORICAL FICTION

Course #: 105040

Community

Grade(s): 9 10 11 12
Prerequisite: Introduction to Literature
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: ENGLISH ELECTIVE
NCAA Status: APPROVED

In this course, we will study novels that are set during important times in history. It will be the best of both worlds, history and literature! Possible novels are Tale of Two Cities by Charles Dickens (French Revolution), Kite Runner by Khaled Hosseini (Afghanistan), Cold Mountain by Charles Frazier (Civil War) Atonement by Ian McEwan (WWII), Ragtime by E.L. Doctorow (first two decades of the 1900s), Possession by A.S. Byatt, (Victorian England), Birdsong by Sebastian Faulks (WWI), The Things They Carried by Tim O'Brien (Vietnam War) and so many more! The most difficult challenge will be choosing which great books to read!

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

47
### LITERATURE, HYPHENATED AMERICAN

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9  10  11 12</td>
<td>Introduction to Literature</td>
<td>Year</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

These American Lives focuses on authors from outside the American mainstream. These writers come to American literature from distinct places, angles and backgrounds; their stories reflect a common struggle to be a part of modern American culture while staying rooted to other traditions. It is this chorus of cultural hybrids that has defined American Literature and culture itself for at least a century. Students will study texts, write essays and engage in class discussion.

### LITERATURE, INTRODUCTION TO

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9*  10  11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Introduction to Literature introduces students to the critical study of a variety of texts: novels, short stories, plays, poems, and essays. Students review the elements of plot, theme, characterization, point of view, conflict, and setting in the readings. Students write both analytical and creative papers.

* Required for all 9th grade students.
Language and Literature is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Language and Literature SL/HL, Yr1 (Grade 11)
Language and Literature - SL/HL Yr1 (IB) aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. This course satisfies the Language and Literature requirement for Full IB Diploma students.

Language and Literature SL and Language and Literature- HL, Yr2 (Grade 12)
The Language and Literature SL Yr2 (IB) course is the second year of a two-year course. IB Language and Literature course. The language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

Language and Literature HL, Yr2 (Grade 12)
The Language and Literature HL Yr2 (IB) course is the second year of a two-year course. IB Language and Literature course. The language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. This course satisfies the Language and Literature requirement for Full IB Diploma students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide - January 2017
LITERATURE, MODERN DRAMA

This course will look at selected dramatic works from Ibsen to the present. We will do close readings of the works, study the playwrights and their times, and attend actual performances when the opportunity arises. Students will be required to read plays before discussion of them and a close in-class reading. Students will compose essays of various types based on the plays read. Students will also attain a working knowledge of the terminology of dramatic literature.

LITERATURE, MODERN READINGS

Students study readings of modern work representing various types of writing that reflect contemporary themes and problems. There is more emphasis on the aesthetic aspects of the readings than on critical analysis. Novels are the main literary form. Writing assignments include answers to prepared study questions and papers in response to the readings and/or class discussions.

LITERATURE, PHILOSOPHICAL ISSUES IN

This course will explore various philosophical issues that are raised and treated by writers in their poems, short stories, novels, plays and treatises. It is helpful if the student has either taken an introduction to philosophy course, has read philosophy on his/her own, has read great literary works that deal with the big questions, or simply has a desire to discuss the eternal questions. We will read selections from authors such as Dostoyevski, Plato, Huxley, Conrad, Voltaire, Kafka, Camus, Hesse, Stevenson, Golding, Norris, Crane, etc.
LITERATURE, SCIENCE FICTION

Community | Grade(s): | Prerequisite: | Duration: | Credit/Term | Meets Graduation Requirements For: | NCAA Status: 
--- | --- | --- | --- | --- | --- | --- 
Community | 9 10 11 12 | Introduction to Literature | 1 Term | 0.5 | ENGLISH ELECTIVE | APPROVED 

Students will read five science fiction novels and ten to fifteen short stories. The class will discuss and analyze them. Students will write multiple analytical essays on selected texts.

LITERATURE, SHAKESPEARE

Community | Grade(s): | Prerequisite: | Duration: | Credit/Term | Meets Graduation Requirements For: | NCAA Status: 
--- | --- | --- | --- | --- | --- | --- 
Community | 9 10 11 12 | Introduction to Literature | 1 Term | 0.5 | ENGLISH ELECTIVE | APPROVED 

Students will read five Shakespeare plays. Class format will include performance and interpretation of the plays, dramatic activities, lecture, and written responses to the texts. Students will write multiple analytical essays on selected plays.

LITERATURE, SHORT READINGS

Community | Grade(s): | Prerequisite: | Duration: | Credit/Term | Meets Graduation Requirements For: | NCAA Status: 
--- | --- | --- | --- | --- | --- | --- 
Community | 9 10 11 12 | None | 1 Term | 0.5 | ENGLISH ELECTIVE | APPROVED 

Students focus on the regular careful reading of various types of relatively short modern works. The readings include short stories, plays, fiction, and nonfiction. There is more emphasis on aesthetic aspects of the readings than on critical analysis. There is concentrated focus on written communication. Students will write short papers in response to the reading, as well as answer prepared study questions in writing.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
### LITERATURE, TWENTIETH CENTURY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Introduction to Literature</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for students interested in modern literature. They will study modern classics, popular fiction, science fiction, personal narrative and contemporary poetry. Students write formal papers related to issues raised in the readings and class discussion. Outside readings based on themes selected by the teacher are required.

*At Skyline, this course is offered for one term only.

### LITERATURE, WOMEN’S I

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Introduction to Literature</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Women’s Literature is designed to provoke students’ thinking about the role that gender plays in literature and life. The course looks at literature that spans place and time. Through reading we can vicariously have experiences that can broaden our own perspective and understanding of the world. Our course texts range from classic novels to contemporary poetry. Students will write creatively and analytically about the texts and the issues they present. This course offers students a community in which they can broaden their understanding of the past, present and future through literature.

### LITERATURE, WORLD

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Introduction to Literature</td>
<td>Year</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is a yearlong survey of classic world literature. Units include Literature from Britain, Russia, Spain and South American, Ancient Greece and Rome, Africa, and the ancient Middle East. Students will write multiple analytical essays on selected texts.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

52
LITERATURE, WORLD MYTHOLOGY

Course #: 105025

This course will explore the nature, purposes and focus of myth. Themes explored include creation, heroic journeys and modern allusions. Texts/films include the Odyssey, Ramayana, Gilgamesh and the Star Wars Trilogy. Students will keep journals, create group presentations, write essays and build an illusions folder.

MEDIA LITERACY

Course #: 106051

Introduction to Media Literacy exposes students to techniques of mass media: TV, film, newspapers, magazines, and radio. Students will critically analyze mass media, its messages, and its role in society. Students, in small groups, also produce their own media. The students will work with video and computer media to create presentations that tell a story, provide information in an unbiased manner, or express a viewpoint. They learn the techniques of video production including: using a video camera, selecting camera angles, working with lighting, story boarding, scriptwriting, conducting on-camera interviews, and editing video and audio tracks to create a polished presentation. Students also view and analyze commercial productions as well as student work. Students are expected to exhibit professional ethics, manage their resources, and meet deadlines. Students may be required to film school-related activities.

SPEECH AND COMMUNICATION

Course #: 106032

Students study the communication process. They focus on the fundamentals of oral language and develop a communication literacy. Students participate in a variety of speech activities, such as interviews. Students prepare speeches by selecting and researching topics, organizing ideas and information, and presenting speeches for specific audiences. Students evaluate content and delivery of speeches.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

53
The purpose of this course is to introduce the student to the power of the theater to reflect the world. The first part of the course will concentrate on the listening and communication skills necessary to develop the actor within and creating a safe environment in which each student can explore freely. Some of the activities students will participate in will include improvisation; pantomime; monologue and scene performance; basic set, lighting, and text analysis and the role theater plays in our society.

Students learn about radio and television by writing, directing, reading, acting, and crewing radio and television productions. They learn to understand these media regarding their role, scope, practices, and techniques as providers of news, information, education, entertainment, and sports. Moreover, students develop visual literacy, i.e., they learn criteria by which they can evaluate what they hear and view regarding its value relative to its purpose.

Students write, direct, edit, and produce radio and television shows for school and community use. Cable TV and local radio stations serve as outlets for student produced material. Critical analysis of TV and radio are incorporated into the production process. After school production work is expected for this class (5 hour minimum per week).
The Writer's Way is a course designed for students who are dedicated to developing or honing their writing. Class activities include: quick writes (writing prompts), writing time, mini-lessons, reading/writing notebooks, portfolios and class readings. Professional authors visit the class and share their writing experiences with us. Past writers have included: songwriters, journalists, medical writers, short story writers, novelists, essayists, and poets. Serious time will be dedicated to writing and students should prepare to push themselves to find their writer's voice inside and outside of class.

Students enrolled in English 11-12: Writing Center will participate in weekly seminars to assist them in becoming pedagogically informed and well-practiced peer tutors. In seminars, students are expected to: read important theoretical works about writing centers, peer tutoring, teaching writing, respond to these readings in formal and informal ways, observe the work of others, and reflect on their own practice using student and teacher feedback data. During their enrollment in the course, tutors will work every day in the writing center, in classrooms, and/or in the online writing lab to assist their classmates in becoming better writers in classes across the curriculum. Tutors are expected to be able to assist students at any skill level with any writing assignment in individual, small group, and whole group settings. Tutors maintain a reflexive portfolio that charts and measures their growth as a writing tutor throughout the term.

Students study the newspaper and participate in the publication process. They learn the skills of publishing, including copy reading, headline writing, layout and photography. Requirements include writing assignments for the publication.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
WRITING FOR PUBLICATION - YEARBOOK

Students participate in the production of the yearbook from theme selection through printing and distribution of the finished product. Throughout the year, students are involved in photography, sales and advertising, page layout, photo scanning, interviewing and writing. All students will learn how to write headlines, captions, and use expository writing to create articles. They will be expected to use these writing skills to contribute to the yearbook. They will also edit and peer edit. All students will learn how to use InDesign desktop publishing software. Students are expected to put in additional hours outside of class in order to meet deadlines.

WRITING WORKSHOP

Writing Workshop revolves around four principles: time, choice, response and community. Writing Workshop strives to create a writing community where students enjoy time to write, choice in topics and genres, response from peers and the teacher, and a community where students can share their writing joys and frustrations. Students will be exposed to various genres of writing through lessons, student examples and professional models. The goal of this course is to help students define themselves as writers.

WRITING, ART OF

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
WRITING, CREATIVE POETRY & PROSE I

Course #: 103031

<table>
<thead>
<tr>
<th>Community, Huron, Pioneer*, Skyline*</th>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td>APPROVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is designed for students who have a strong interest in writing both poetry and prose. Critiquing, revising, and learning what professionals say about writing are important elements of the class. Students may be required to keep a writer’s journal.

*At Pioneer and Skyline, this course is only open to 11th and 12th graders.

WRITING, CREATIVE POETRY & PROSE II

Course #: 103032

<table>
<thead>
<tr>
<th>Community, Huron, Pioneer*, Skyline*</th>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Writing, Creative Poetry &amp; Prose I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td>APPROVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students write nearly every day, study various types of poetry and prose, revise and critique their own work and the works of others, and keep a writer’s journal.

*At Pioneer and Skyline, this course is only open to 11th and 12th graders.

WRITING, SCREEN

Course #: 103052

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Screenwriting focuses on the techniques of writing film scripts. Students read professional and student writings to analyze techniques. Their own work is read and critiqued by other students as well as by the teacher. The course culminates in the filming of student screenplays.
WRITING, SHORT STORY: FREE VERSE

Course #: 103046

Prerequisite: Introduction to Literature

Duration: 1 Term
Credit/Term: 0.5

Meets Graduation Requirements For: ENGLISH ELECTIVE

NCAA Status: APPROVED

Short Story Writing: Free Verse is a one term elective that appeals to serious and aspiring writers. This course works exclusively on short stories and includes all the elements of shorts stories students have studied in literature courses: setting, plot, characterization, conflict, climax, resolution, etc. Students will write to in-class prompts to provide lots of practice, and they will write approximately six stories, with rewrites when appropriate. Students will be expected to write for an audience and share their pieces from time to time with the class as well as comment on others’ work. Students will often be assigned to read short stories by published authors - for class discussion and for models. The class also juries submissions for Free Verse, the school’s literary magazine. They will work on all aspects of production: editing, proofreading, layout, etc.
HEALTH AND WELLNESS

Course #: 851011

All High Schools

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: HEALTH & WELLNESS

NCAA Status: None

This is a required course intended for 10th - 12th graders. This class is specifically aimed at teaching or reinforcing skills in how to live - at providing students with the physical, mental, emotional, social and spiritual, and environmental platform from which they can reach their potential. Units include: The Concept of Wellness, Exercise and Nutrition, Mental Health, Stress and Disorders, Human Sexuality and Alcohol and Other drugs. Familiar topics with a mature twist, these units meet students where they are at even as they prepare students to move toward independent, fulfilling and healthy futures.

At Community and Skyline, this course may be repeated for additional credit.

HEALTH & WELLNESS WAIVER INFORMATION: Consistent with the guidelines from the State Board of Education Public Act 226 (1977), parents have the right to excuse their child, without penalty, from participating in the reproductive health portion of the Health & Wellness course. Parents who wish to exercise this option must submit a written request to the appropriate administrator. The student will be given an alternative, individual assignment during this section of the course.

HEALTH AND WELLNESS (IB)

Course #: IB851011

All High Schools

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>None</td>
<td>Semester</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: HEALTH & WELLNESS

NCAA Status: Semester

Each individual must be responsible for his/her own lifestyle decisions now and in the future. Health and Wellness (IB) will emphasize wellness and prevention. This course is designed to help students make more educated and responsible choices now and throughout their lives. The goal of Health and Wellness (IB) is to bring awareness to young adults that the choices they make now can have effects on their short-term and/or long-term well-being.

HEALTH & WELLNESS WAIVER INFORMATION: Consistent with the guidelines from the State Board of Education Public Act 226 (1977), parents have the right to excuse their child, without penalty, from participating in the reproductive health portion of the Health & Wellness course. Parents who wish to exercise this option must submit a written request to the appropriate administrator. The student will be given an alternative, individual assignment during this section of the course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

59
This class is designed for juniors and seniors who have 1) successfully completed health and wellness and 2) who are interested in examining one of the many domains of public health. Students will work with each other and various public agencies to explore the dynamics of the world of public health. Students will be required to complete a research project that is data driven and offers a unique solution to a contemporary public health issue. Contact and partnerships with community agencies will be a mandated part of the course. Regular peer evaluations will be a part of the grading process as well as serve as an introduction to the multi faceted communications necessary for public health problem solving. There will be off campus meeting sites.

Goals and Objectives:
To provide an interesting, dynamic course in Public Health.
To expand on the issues discussed in Health and Wellness.
To provide an avenue for students to explore and interact with community agencies.
To enable students to identify, invest and apply problem solving skills to their own lives.
Provide students a forum to explore and resolve a health issue that they feel is important.
Provide students with the opportunity to partner with our community resources.

*At Skyline, students who are part of the Health & Medicine Magnet may not take this course.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
PUBLIC HEALTH PROJECT

This is an advanced health class for juniors and seniors who have taken health/wellness successfully and are interested in further examining issues discussed there. Curriculum is based on guest lecturers from and visits to various community agencies and organizations; content research as well as peer advocacy training to raise awareness and educate others about a variety of public health issues. Organizations represented will include: SAFEhouse, Ozone House, Dawn Farm, UM Collegiate Recovery, HARC, Planned Parenthood, UM Body Peace Corps, UM PREP, UM Depression Center, Campus Mindworks, UM Kinesiology, MC4ME, Athletes Connected, NAMI.

Contact and partnerships with above organizations is required as is the occasional off-campus meeting/visit. Evaluations and feedback from regular peer advocacy opportunities and presentations in large and small settings, will be part of the grading process.

Goals and Objectives:
To provide an introduction to the field of Public Health.
To expand on issues discussed in Health/Wellness.
To provide students opportunities to explore and interact with community services.
To enable students to identify and apply problem-solving skills in their own lives.
To enable students the opportunity to teach others using the content and skills gained from community partnerships.
Mathematics Course Requirements

During grades 9-12, each student must earn 4 credits by completing a four-year mathematics sequence. Additionally, all students are required to take a mathematics course in their senior year as part of the Michigan’s enhanced graduation requirements. This may be a dual-enrollment course. Specifically, the Michigan Merit Core requires the 4 credits to include:

- Algebra I
- Geometry
- Algebra II
- One additional math or math-related class (math elective)

Students together with their parents/guardians are encouraged to discuss options/recommendations from the student’s mathematics teacher and counselor in order to develop a plan of action to assure success. Through open communication, a “best program” can be decided collaboratively whereby the student can experience the enjoyment of a challenge and the confidence and pride of success in their mathematics ability.

**TYPICAL MATHEMATICS SEQUENCES**

*Students may change levels when appropriate*

*Community, Pathways, Pioneer, Skyline*

<table>
<thead>
<tr>
<th>GRADE 8</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I (A)</td>
<td>Algebra I</td>
<td>Geometry I</td>
<td>Algebra II Option to move to A, B, or E</td>
<td>(A) Math, Senior Advanced</td>
</tr>
<tr>
<td>Algebra I (A)</td>
<td>Algebra I (B)</td>
<td>Geometry I</td>
<td>Algebra II Option to move to A, B, or E</td>
<td>(B) Precalculus</td>
</tr>
<tr>
<td>Algebra I AC</td>
<td>Geometry</td>
<td>Algebra II Option to move to J or K</td>
<td>(J) Precalculus Option to move to E, C, or F (K) Math, Senior Advanced Option to move to B or E</td>
<td>(C) Calculus, AB, AP (D) Calculus, BC, A</td>
</tr>
<tr>
<td>Algebra I AC</td>
<td>Geometry AC</td>
<td>Algebra II AC</td>
<td>Precalculus Option to move to C, E, or F Precalculus AC Option to move to C, D, E, or F</td>
<td>(E) Mathematics / CTE Electives (F) Statistics AP</td>
</tr>
</tbody>
</table>
# MATHEMATICS

## Huron

<table>
<thead>
<tr>
<th>GRADE 8</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I (A)</td>
<td>Algebra I</td>
<td>Geometry I</td>
<td>Algebra II</td>
<td>(A) Math, Senior Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Option to move to A, B, or E</td>
<td>Math Studies SL, Year 1 (IB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math Studies SL, Year 1 (IB)</td>
<td>Math Studies SL, Year 2 (IB)</td>
</tr>
<tr>
<td>Algebra I (A)</td>
<td>Algebra I (B)</td>
<td>Geometry I</td>
<td>Algebra II</td>
<td>(B) Precalculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Option to move to A, B, or E</td>
<td>Math Studies SL, Year 1 (IB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math Studies SL, Year 2 (IB)</td>
<td></td>
</tr>
<tr>
<td>Algebra I AC</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>(J) Precalculus</td>
<td>(C) Calculus, AB, AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option to move to J or K</td>
<td>Option to move to E, C, or F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Option to move to B or E</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math SL, Year 1 (IB)</td>
<td>(D) Calculus, BC, A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math HL, Year 1 (IB)</td>
<td></td>
</tr>
<tr>
<td>Algebra I AC</td>
<td>Geometry AC</td>
<td>Algebra II AC</td>
<td>PreCalculus</td>
<td>(E) Mathematics / CTE Electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Option to move to C, E, or F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PreCalculus AC</td>
<td>(F) Statistics AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Option to move to C, D, E, or F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math SL, Year 1 (IB)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math HL, Year 1 (IB)</td>
<td></td>
</tr>
</tbody>
</table>

### MATHEMATICS ELECTIVES:

- Math, Senior Advanced
- Calculus
- Calculus AB, AP
- Calculus BC, AP
- Computer Science Principles
- Computer Science A, AP
- Computer Science Principles, AP
- PreCalculus
- PreCalculus, AC
- Statistics, AP
- Finance & Statistics

### CTE ELECTIVES:

- Accounting I & II (.5 credit each)
- Auto Service Technology I & II (.5 credit each)
- Homebuilding (1.0 credit)
- Hospitality Today (1.0 credit)
- Intro to Engineering Design (.5 credit)
- Money Management / Personal Finance I & II (.5 credit each)

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide – January 2017

63
**MATHEMATICS**

**ALGEBRA 1, INTENSIFIED**

<table>
<thead>
<tr>
<th>All High Schools</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11</td>
<td></td>
<td></td>
<td>Year</td>
<td>1.0</td>
<td>MATH (1.0)</td>
<td>APPROVED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or MATH ELECTIVE (1.0)</td>
<td></td>
</tr>
</tbody>
</table>

Algebra I Intensified uses an asset based approach that builds on students’ strengths and helps students to develop academic skills and identities by engaging them in the learning experience. The program is designed to help struggling students succeed in catching up to their peers, equipping them to be successful in Algebra I and their future mathematics and science courses. This course is a two-hour block class.

---

**ALGEBRA I**

**ALGEBRA I (A)**

**ALGEBRA I (B)**

This is a comprehensive first-year algebra course that follows the common core state standards, known as CCSS. The course focuses on the real number system, expressions, equations, inequalities, functions, systems of equations and inequalities, linear, exponential, and quadratic relationships, polynomials and descriptive statistics.

*Upon successful completion of Algebra I, students typically elect Geometry.*

---

**ALGEBRA I (IB)**

<table>
<thead>
<tr>
<th>Huron</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Year</td>
<td>0.5</td>
<td>ALGEBRA I</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Algebra I (IB) is intended to help students develop their understanding of the fundamental concepts of mathematics. The course will cover all of the mathematics standards adopted by the State of Michigan. This course is intended for 9th grade students. It will serve as an introductory class that will prepare students for upper level mathematics courses and will meet the State of Michigan graduation requirement for Algebra I. The performance expectations of the course will focus on mathematical practices such as; making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, critiquing the reasoning of others, developing and using models, attending to precision, and making use of structure. explanations.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
This three term course covers the same topics as Algebra I, above.

*Upon successful completion of this course, students typically elect Geometry 1/3, 2/3, 3/3.*

---

### ALGEBRA I (B) YEAR

This year-long course is for students who have successfully completed the first half of Algebra I. It will cover the common core state standards that are taught in the second half of Algebra I. Topics include polynomials, factoring, exponents, exponential relationships, radicals, quadratic equations, quadratic functions, descriptive statistics and other topics.

*Upon successful completion of Algebra I (B), students typically elect Geometry.*

---

### ALGEBRA II

This is an advanced algebra course which includes number systems, review of linear sentences, polynomials, rational expressions, systems of equations and inequalities, introduction to functions, coordinate geometry, exponents, logarithms, trigonometry, conic sections, graphing calculator usage, and some theory of equations, sequences, probability, and statistics.

*Upon successful completion of this course, students typically elect Senior Advanced Mathematics or Pre Calculus.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017

65
Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Geometry</td>
<td>Year</td>
<td>0.5</td>
<td>ALGEBRA II</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Algebra II (IB) is an advanced algebra course which includes number systems, review of linear sentences, polynomials, rational expressions, systems of equations and inequalities, introduction to functions, coordinate geometry, exponents, logarithms, trigonometry, conic sections, graphing calculator usage, and some theory of equations, sequences, probability, and statistics.

---

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Geometry or equivalent</td>
<td>3 Terms</td>
<td>1/3 credit</td>
<td>ALGEBRA II</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This three term advanced algebra course covers the same topics as Algebra II, above.

Upon successful completion of this course, students typically elect Senior Advanced Mathematics.

---

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Geometry AC</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ALGEBRA II</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for students with above average interest in mathematics who plan to study college calculus in high school. Algebra II AC is more theoretical than previous mathematics courses and covers polynomial, rational, exponential, logarithmic, radical, and circular functions; probability; sequences and series; trigonometric identities; introduction to matrices; and graphing calculator usage.

Upon successful completion of this course, students may elect Precalculus or Precalculus AC.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
**CALCULUS**

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td>Precalculus (Math Analysis)</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Building upon a strong foundation of advanced algebra, trigonometry and analytic geometry, this yearlong sophisticated Mathematics course pulls together prior skills into developing a complex understanding of curves, rotations and their graphs. Calculus topics include differentiation and integration of both definite and indefinite integrals. Through these processes we explore sophisticated models of acceleration and other applications in physics and engineering.

*Students who elect to meet outside of class-time may register and take the Advanced Placement (AP) Calculus exam for college credit.*

---

**CALCULUS AB, AP**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Precalculus or Precalculus AC</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course includes topics normally found in a college-level Calculus I and Analytic Geometry courses; limits, derivatives, integrals and their applications.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.*

---

**CALCULUS BC, AP**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Precalculus AC</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This rigorous course is designed to include all the topics outlined by the College Entrance Examination Board for the BC Calculus Advanced Placement Examination. Topics include all those topics typically found in the first two courses (terms) of college Calculus.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
Huron, Pioneer, Skyline

Grade(s): 11 12
Prerequisite: Suggested: Geometry; Algebra II; Ability to write programs in Java or have taken Computer Science Course
Duration: 2 Terms
Credit/ Term: 0.5
Meets Graduation Requirements For: MATH ELECTIVE
NCAA Status: APPROVED

This course is meant to build upon the skills developed in the Computer Science course. Using primarily the Java programming language as tested by the College Board on the Advanced Placement Test, students will experience a rigorous exploration of the theory and associated techniques of object-oriented computer programming. Topics will include: 1) The history and development of the object-oriented approach to computer software engineering; 2) How to utilize the object-oriented aspects of a programming language to achieve its full potential as a programming tool; 3) Conditional, looping, arrays, sorting and searching, recursion, and algorithm complexity are covered; 4) Future developments in object-oriented programming languages and computer programming in general. Other languages and environments may be included as well. Significant out-of-class programming time should be expected.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

COMPUTER SCIENCE PRINCIPLES

Course #: 614043
604044

All High Schools

Grade(s): 9 10 11 12
Prerequisite: Successful completion of Algebra I
Duration: 2 terms
Credit/ Term: .5
Meets Graduation Requirements For: MATH ELECTIVE
NCAA Status: APPROVED

Computer Science Principles (CSP) introduces the student to the essential ideas of computer science and shows how computing and technology can influence the world around them. The student can pursue interests in digital projects -- like apps, films, games or music -- that showcase creativity, and use creations to make a difference in your community. The course is designed to be equivalent to a first semester introductory college computing course.

Utilizing the concept of computational thinking as a unifying theme, topics covered in this class are the “Seven Big Ideas” of Computer Science and include: Creativity, Abstraction, Data & Information, Algorithms, Programming, the Internet and Global Impact of computing.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

68
Computer Science Principles, AP (CSP AP) introduces the student to the essential ideas of computer science and shows how computing and technology can influence the world around them. The student can pursue interests in digital projects -- like apps, films, games or music -- that showcase creativity, and use creations to make a difference in your community. The course is designed to be equivalent to a first-semester introductory college computing course.

Utilizing the concept of computational thinking as a unifying theme, topics covered in this class are the “Seven Big Ideas” of Computer Science and include: Creativity, Abstraction, Data & Information, Algorithms, Programming, the Internet and Global Impact of computing.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.*
Computer Science is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Computer Science SL/HL Yr1 (Grade 11)

Computer Science SL/HL Yr1 is the first year of a two-year course that encourages the exploration of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. IBCS is engaging, accessible, inspiring and rigorous. It has the following characteristics. As part of the course, students will be enabled and empowered to develop innovation, exploration and the acquisition of further knowledge. The curriculum will present opportunities to explore and discuss how technology interacts and influences cultures, societies both at the collective and individual level.

Computational thinking - the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead - is woven throughout the course. The course itself utilizes an experimental and inquiry-based approach to problem-solving where students develop computational solutions to problems by developing algorithms (and express them clearly) and appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally. The abilities of identifying a problem (or unanswered question), design, prototype and test a proposed solution and ultimately liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments are also developed throughout the course as part of the design cycle. This course satisfies the Sciences requirement for Full IB Diploma students.

Computer Science SL, Yr2 (Grade 12)

Computer Science SL Yr2 (IB) is the second year of a two-year course. The course encourages the exploration of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. IBCS is engaging, accessible, inspiring and rigorous. It has the following characteristics. As part of the course, students will be enabled and empowered to develop innovation, exploration and the acquisition of further knowledge. The curriculum will present opportunities to explore and discuss how technology interacts and influences cultures, societies both at the collective and individual level.

Computational thinking - the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead - is woven throughout the course. The course itself utilizes an experimental and inquiry-based approach to problem-solving where students develop computational solutions to problems by developing algorithms (and express them clearly) and appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally. The abilities of identifying a problem (or unanswered question), design, prototype and test a proposed solution and ultimately liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments are also developed throughout the course as part of the design cycle. This course satisfies the Sciences requirement for Full IB Diploma students.

Computer Science HL, Yr2 (Grade 12)

Computer Science HL Yr2 (IB) is the second year of a two-year course that encourages the exploration of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. IBCS is engaging, accessible, inspiring and rigorous. It has the following characteristics. As part of the course, students will be enabled and empowered to develop innovation, exploration and the acquisition of further knowledge. The curriculum will present opportunities to explore and discuss how technology interacts and influences cultures, societies both at the collective and individual level.

Computational thinking - the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead - is woven throughout the course. The course itself utilizes an experimental and inquiry-based approach to problem-solving where students develop computational solutions to problems by developing algorithms (and express them clearly) and appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally. The abilities of identifying a problem (or unanswered question), design, prototype and test a proposed solution and ultimately liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments are also developed throughout the course as part of the design cycle. This course satisfies the Sciences requirement for Full IB Diploma students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
FINANCE AND STATISTICS

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>Algebra II</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

This 12th grade class will be intended for students who prefer real world applications in the area of finance and statistics rather than applications using the traditional calculus courses. The curriculum will emphasize number sense, consumer problem solving, decision making, and statistics. Throughout the course, students will develop valuable skills that will allow them to make informed decisions. The curriculum will emphasize and address consumer decisions, wages and salaries, personal banking, income and debt analysis, financial management, career exploration, home and auto ownership, investments, taxation, government finance, as well as more traditional topics such as probability and statistics.

GEOMETRY

<table>
<thead>
<tr>
<th>All High Schools</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11</td>
<td>Algebra I or equivalent</td>
<td>2 Terms 3 Terms (Pathways)</td>
<td>0.5</td>
<td>GEOMETRY</td>
<td></td>
</tr>
</tbody>
</table>

This course integrates the basic concepts of plane and solid geometry, introduces logic, proof, constructions, and trigonometry, and strengthens algebra skills.

Upon successful completion of this course, students typically elect Algebra II.

GEOMETRY (IB)

<table>
<thead>
<tr>
<th>Huron</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10</td>
<td>Algebra I</td>
<td>Year</td>
<td>0.5</td>
<td>MATHEMATICS</td>
<td></td>
</tr>
</tbody>
</table>

Geometry (IB) is intended to help students develop their understanding of the fundamental concepts of geometry. The course will cover all of the geometry related mathematics standards found in the Common Core State Standards. This course is intended for 9th or 10th grade students and follows the Algebra I class from 8th or 9th grade. It will meet the State of Michigan geometry graduation requirement. The performance expectations of the course will focus on mathematical practices such as using mathematical language and thinking, computational thinking, developing proofs and constructing explanations. The topics of the course will cover the language of geometry, congruent triangles and relationships within triangles, similar triangles and right triangle trigonometry, relationships within the plane, circles, and relationships in space.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

71
GEOMETRY - 1/3  
GEOMETRY - 2/3  
GEOMETRY - 3/3

<table>
<thead>
<tr>
<th>Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 11</td>
<td>Algebra I or equivalent</td>
<td>3 Terms</td>
<td>1/3 credit</td>
<td>GEOMETRY</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This three term course covers the same topics as Geometry, above.

Upon successful completion of this course, students typically elect Algebra II.

GEOMETRY AC

<table>
<thead>
<tr>
<th>Huron, Pioneer, Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>Algebra I or equivalent; and teacher recommendation</td>
<td>2 Terms</td>
<td>0.5</td>
<td>GEOMETRY</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course integrates the basic concepts of plane and solid geometry, introduces logic and trigonometry, and strengthens algebra skills. It is designed to include all of the topics normally taught in Geometry but in greater depth and a more intensive pace.

Upon successful completion of this course, students typically elect Algebra II AC.
Math HL Yr1 (Grade 11)
The Math Higher Level Yr1 is the first year of a two-year course that focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course satisfies the Mathematics requirement for Full IB Diploma students.

Math HL Yr2 (Grade 12)
The Math Higher Level Yr2 course is the second year of a two-year course that focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course satisfies the Mathematics requirement for Full IB Diploma students.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron</td>
<td>11 12</td>
<td></td>
<td>Year each</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Math SL is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

**Math SL Yr1 (Grade 11)**
The Math Standard Level Yr1 (IB) is the first year of a two-year course that caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. This course also focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. This course satisfies the Mathematics requirement for Full IB Diploma students.

**Math SL Yr2 (Grade 12)**
The Math Standard Level Yr2 (IB) course is the second year of a two-year course that caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. This course also focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. This course satisfies the Mathematics requirement for Full IB Diploma students.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
Math Studies is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Math Studies SL Yr1 (Grade 11)  
Math Studies SL Yr1 (IB) is the first year of a two-year course that is designed to provide the framework for students to build higher level math skills starting with Algebra 2 content. This course will meet all of the State of Michigan standards required for an Algebra 2 course. In addition students will be introduced to logic, sets, linear regression analysis, and introduction to differential calculus. This course is intended for 11th graders who have successfully completed Geometry as 10th graders. The performance expectations of the course will focus on conceptual understanding and high quality explanation of produced work. The course includes an investigative project that involves the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. This course satisfies the Mathematics requirement for Full IB Diploma students.

Math Studies SL Yr2 (Grade 12)  
Math Studies SL Yr2 (IB) is the second year of a two-year course that is designed to provide the framework for students to build higher level math skills starting with Algebra 2 content. This course will meet all of the State of Michigan standards required for an Algebra 2 course. In addition students will be introduced to logic, sets, linear regression analysis, and introduction to differential calculus. This course is intended for 11th graders who have successfully completed Geometry as 10th graders. The performance expectations of the course will focus on conceptual understanding and high quality explanation of produced work. The course includes an investigative project that involves the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. This course satisfies the Mathematics requirement for Full IB Diploma students.

The Math Support class will center on building math skills of students enrolled in another math class and will include pre-teaching and re-teaching activities related to topics covered within their course.

Math support counts as an elective credit and does not contribute toward the mathematics graduation requirement.
### MATHEMATICS, ANALYTICAL THINKING WITH

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline, Pathways 11 12</td>
<td>Algebra II</td>
<td>1 Term</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Using analytical reasoning to solve problems will answer the question often asked by students throughout their Mathematics careers, “When are we ever going to use this stuff?” During this course students will be introduced to logic problems, puzzles and relevant Mathematical experiences, providing real world applications for the Mathematics foundations the students have built. Skills developed in this course will continue to be applied for years after receiving credit. Analytical/logic puzzles include but are not limited to ... Hashiwokakero, Slither Link, Sudoku, Nonograms, Light Up, Nurikabe, Dominosa, Shikaku, Chess, Ken-Ken, Logic problems, and real world Mathematical investigations.

### MATHEMATICS, SENIOR ADVANCED

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron, Pioneer, Skyline 11 12</td>
<td>Algebra II or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Senior Advanced Mathematics bridges the gap between a second year algebra course and a Precalculus course. Topics previously covered in Algebra II are presented in greater depth and breadth, including coordinate geometry, conics, inequalities, functions, sequences and series, trigonometry, logarithms, complex numbers, and probability. Graphing calculators are used throughout the course.

Upon successful completion of this course, students typically elect Precalculus.

### PRECALCULUS

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools 11 12</td>
<td>Algebra II or Algebra III</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for students with above average interest in Mathematics who are preparing for Calculus. Strong algebra skills are a must for taking on complicated operations with polynomial and rational functions. The course includes thorough investigation of intercepts, asymptotes, and transformations, as well as sequences and series, conic sections, matrices, exponential and logarithmic functions, vectors, trigonometric identities, and limits. Polar coordinates and parametric equations are introduced.

Students who have taken Algebra II and plan to take Calculus should take Precalculus or Precalculus AC; otherwise, they should take Senior Advanced Mathematics. Juniors who have taken Senior Advanced Mathematics may take Precalculus in their senior year.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

76
**MATHEMATICS**

**PRECALCULUS AC**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11</td>
<td>Algebra II AC or Senior Advanced Mathematics</td>
<td>2 Terms</td>
<td>0.5</td>
<td>304022</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for students with above average interest in Mathematics who plan to take AP Calculus while in high school. This course includes some review of advanced algebra, graphing strategies, sequences and series, probability, matrices and determinants. New topics and extensions include Mathematical induction, polynomial, exponential, logarithmic and circular functions, DeMoivre's Theorem, vectors, polar graphs, parametric equations, limits and derivatives.

*Upon successful completion of this course, students may elect Calculus BC/AP or Calculus AB/AP or a Mathematics elective.*

---

**STATISTICS, AP**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Precalculus or Precalculus AC (Math Analysis) or taking it concurrently.</td>
<td>2 Terms</td>
<td>0.5</td>
<td>304031</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course has four major themes: exploratory analysis, planning a study, probability and simulation, and statistical inference. The goal of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ACADEMIC SUPPORT

Grade(s): 9 10 11 12  
Prerequisite: Placement 
Duration: 1 Term  
Credit/Term: 0.5 
Meets Graduation Requirements For:  
NCAA Status: 

Huron, Pioneer, Skyline, Pathways

Academic Support is a one-term course. Each term of the school year a varied and differentiated curriculum is offered, so students can take the course all year if appropriate without repeating content.

The objectives of the Academic Support class are designed to develop the skills for independence, which include:
1. Study skills necessary for academic success,
2. Self-advocacy skills, and
3. Employability skills.

An option to retake the class as an independent study is possible.

PASS (PERSONALIZED ACADEMIC SUPPORT FOR STUDENTS)

Grade(s): 11  
Prerequisite: Placement/Counselor Referral 
Duration: 2 Terms  
Credit/Term: 0.5 
Meets Graduation Requirements For:  
NCAA Status: 

Pathways

This program is designed to provide academic support to 11th grade students who are experiencing academic difficulty and have historically performed poorly on standardized tests. Students will develop skills in test preparation, coping with test anxiety and effective time management. Students will become familiar with standardized test formats and vocabulary. Students will learn test-taking strategies, and their individual testing accommodations. All students will take a diagnostic test which will identify their strengths and weakness, as well as create an individualized learning path.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
**PEER CONNECTIONS**

Course #: 908040

<table>
<thead>
<tr>
<th>Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this course, students learn about students with disabilities and become peer mentors to a student with a disability in the school. Through the curriculum of the course, students will gain knowledge of the various disabilities and support systems available at school for students with disabilities, learn how to use different communication styles to assist in problem-solving, and develop critical thinking, writing, and collaborative problem-solving skills. Additionally, students will act as peer advocates and mentors as they work collaboratively with students with disabilities, under the supervision of Skyline Support Staff members and general education personnel.

*Students who are service-oriented or interested in pursuing careers in the Human Services Field (counseling, social work, teaching, psychology) would benefit from this course.*

*An option to retake the class as an independent study is possible.*

---

**PERSONAL PROJECT (IB)**

Course #: IB919100

<table>
<thead>
<tr>
<th>Huron</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>None</td>
<td>Semester</td>
<td>0.5</td>
<td>ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

The personal project is a culminating 10th grade activity that showcases individual learning in the *Middle Years Programme (MYP)*. It focuses on a topic chosen by the student, and it challenges students to demonstrate their learning capabilities.

Success with the Personal Project is connected to skills every successful student needs (but not all schools intentionally address) including being a thoughtful planner and problem solver. In MYP schools around the world, the Personal Project is regarded as a marker that defines readiness for learning opportunities in high school and beyond. Many MYP students refer to their Personal Project in their college admissions essays and scholarship applications. In addition, students who are entering the trades or job market following high school distinguish themselves as well by explaining their work to select a project, plan it, carry out the plan and then evaluate the effectiveness of the project.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017

79
ENGLISH LANGUAGE ARTS: Online courses are offered through the A² Virtual+ Academy. Students approved for an online course are required to complete an orientation session and have a minimum of two of their tests proctored. On the following pages are some of the online offerings. Please check the A² Virtual+ Academy website at http://www.a2virtual.org for the current course offerings.

Application and registration information can be found at http://www.a2virtual.org.

CREATIVE WRITING - ONLINE

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>English 8 or equivalent</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
</tr>
</tbody>
</table>

This course is designed for students who have a strong interest in writing both poetry and prose. Students will explore elements of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

ENGLISH 10 - ONLINE

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>English 9 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH 10</td>
</tr>
</tbody>
</table>

Student read novels, short stories, poetry, literature, and informational texts, write creatively and analytically, communicate individually and in online discussion forums, and study English language arts. Students continue to increase their literary analysis skills by studying a variety of authors and works, including world literature; develop their composition skills by applying the writing process to essays of reflection, argumentation and critical analysis; focus on the history of the English language.

ENGLISH 9 - ONLINE

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>English 8 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH 9</td>
</tr>
</tbody>
</table>

Students read literature and informational texts, write creatively and analytically, communicate individually and in groups, and study English language arts. Students increase their literary analysis skills by studying a variety of authors and works, focusing on American literature and poetry; develop their composition skills by applying the writing process to literary analysis, character and memory sketches; focus on the social, regional, and functional varieties of American English.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
### ENGLISH LANGUAGE & COMPOSITION AP - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>English 10 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Students will engage in a rigorous study of English composition and literature. The course is aligned with the AP requirements and will assist with successful completion of the High School Advanced Placement English exam. Students will participate in class discussions, listen to lecture, engage in group work and critical thinking exercises. Multiple writing exercises will improve student writing proficiency.

*This course has preparation for the Advanced Placement examination for college credit as one of its objectives. However, students electing the course are not obligated to take the examination. Advanced Placement testing occurs in May.*

### ENGLISH LITERATURE & COMPOSITION AP - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>English 10 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Students study a blend of advanced composition and literature. Students read literature ranging from classic to modern including American, British, and translated works; practice advanced composition skills, participate in group discussions, listen to lectures; engage in online group work; present ideas before the class. Some class assignments are designed to resemble test questions on the Advanced Placement test. This course is equivalent to a freshman college course but offered in an online high school setting.

*This course has preparation for the Advanced Placement examination for college credit as one of its objectives. However, students electing the course are not obligated to take the examination. Advanced Placement testing occurs in May.*

### LITERATURE, AMERICAN - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>English 10 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Students become acquainted with some major American novels, historical documents, short stories, drama and poetry. Emphasis is placed on both critical reading and the study of characteristics of various literary types. The course requires outside readings based on themes selected by the teacher and continual writing of formal essays.

*Course is comparable to Literature, American, #105011.*

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
ONLINE - English Language Arts

LITERATURE, BRITISH - ONLINE

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English 11 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

In this course students read novels, poetry and drama by British writers, ranging from 11th Century to 20th Century. Emphasis is on critical reading as well as the study of various literary types. The course requires outside readings based on themes selected by the teacher and continual writing of formal essays.

Course is comparable to Literature, British, #105211

MEDIA LITERACY - ONLINE

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 8 or equivalent</td>
<td>1 Term</td>
<td>0.5</td>
<td>ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Introduction to Media Literacy exposes students to techniques of mass media: advertisements, blogs, websites, social media, news media, and wikis. Students will critically analyze mass media, its messages, and its role in society. The students will work with computer media to create presentations that tell a story, provide information in an unbiased manner, or express a viewpoint.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
MATH: Online courses are offered through the A² Virtual+ Academy. Students approved for an online course are required to complete an orientation session and have a minimum of two of their tests proctored. On the following pages are some of the online offerings. Please check the A² Virtual+ Academy website at http://www.a2virtual.org for the current course offerings.

Application and registration information can be found at http://www.a2virtual.org.

The online math courses below are self-paced and use mastery learning instructional and assessment methods. Using web-based intelligent software, students receive math explanations and practice problems from the course objectives. They are given periodic assessments where they demonstrate mastery.

---

**ALGEBRA I - ONLINE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 9 10 11 12</td>
<td>Math 7 or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ALGEBRA I</td>
</tr>
</tbody>
</table>

This is a comprehensive first-year algebra course that follows the common core state standards, know as CCSS. The course focuses on the real number system, expressions, equations, inequalities, functions, systems of equations and inequalities, linear, exponential, and quadratic relationships, polynomials and descriptive statistics.

---

**ALGEBRA II - ONLINE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Geometry</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ALGEBRA 2</td>
</tr>
</tbody>
</table>

This is an advanced algebra course which includes number systems, review of linear sentences, polynomials, rational expressions, systems of equations and inequalities, introduction to functions, coordinate geometry, exponents, logarithms, trigonometry, conic sections, graphing calculator usage, and some theory of equations, sequences, probability, and statistics.

---

**GEOMETRY - ONLINE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Algebra I or equivalent</td>
<td>2 Terms</td>
<td>0.5</td>
<td>GEOMETRY</td>
</tr>
</tbody>
</table>

This course integrates the basic concepts of plane and solid geometry, introduces logic, proof, constructions, and trigonometry, and strengthens algebra skills.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ONLINE - Mathematics

MATH, FINANCIAL - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Algebra II</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

MATH, MODELING AND APPLICATIONS - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Algebra I</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Providing timely and highly useful content, this two-semester course is a must-have for any high school student. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

PRECALCULUS - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Algebra II</td>
<td>2 Terms</td>
<td>0.5</td>
<td>MATH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

This course is designed for students with above average interest in Mathematics who are preparing for Calculus. Strong algebra skills are a must for taking on complicated operations with polynomial and rational functions. The course includes thorough investigation of intercepts, asymptotes, and transformations, as well as sequences and series, conic sections, matrices, exponential and logarithmic functions, vectors, trigonometric identities, and limits. Polar coordinates and parametric equations are introduced.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
This course has four major themes: exploratory analysis, planning a study, probability and simulation, and statistical inference. The goal of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.
PHYSICAL EDUCATION & HEALTH: Online courses are offered through the A² Virtual+ Academy. Students approved for an online course are required to complete an orientation session and have a minimum of two of their tests proctored. On the following pages are some of the online offerings. Please check the A² Virtual+ Academy website at [http://www.a2virtual.org](http://www.a2virtual.org) for the current course offerings.

Application and registration information can be found at [http://www.a2virtual.org](http://www.a2virtual.org).

### HEALTH & WELLNESS - ONLINE

<table>
<thead>
<tr>
<th>Course #</th>
<th>988511</th>
</tr>
</thead>
</table>

**Grade(s):**

- 9
- 10
- 11
- 12

**Prerequisite:**

- None

**Duration:**

- 1 Term

**Credit/Term:**

- 0.5

**Meets Graduation Requirements For:**

- HEALTH & WELLNESS

This course will provide an overview of current facts and issues in the following areas of health: Health and Wellness, Nutrition and Physical Activity, Alcohol, Tobacco, and Other Drugs, Safety, Social and Emotional Health, HIV Prevention, and Sexuality Education.

### PERSONAL FITNESS - ONLINE

<table>
<thead>
<tr>
<th>Course #</th>
<th>988112</th>
</tr>
</thead>
</table>

**Grade(s):**

- 9
- 10
- 11
- 12

**Prerequisite:**

- None

**Duration:**

- 1 Term

**Credit/Term:**

- 0.5

**Meets Graduation Requirements For:**

- PERSONAL FITNESS

As part of this course, students are required to meet with instructor for an orientation and 2 baseline fitness assessments. This course involves instruction and practice in planning, implementing and evaluating an individualized fitness program. Students are required to participate and log weekly flexibility, cardiovascular, muscular strength and endurance activities. The emphasis of the course will be on lifetime health and related fitness.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ONLINE - Science

SCIENCE: Online courses are offered through the A² Virtual+ Academy. Students approved for an online course are required to complete an orientation session and have a minimum of two of their tests proctored. On the following pages are some of the online offerings. Please check the A² Virtual+ Academy website at http://www.a2virtual.org for the current course offerings.

Application and registration information can be found at http://www.a2virtual.org.

---

**BIOLOGY - ONLINE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>8th Grade Science</td>
<td>2 Terms</td>
<td>0.5</td>
<td>BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

This compelling two-term course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

---

**CHEMISTRY - ONLINE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Algebra I and Geometry</td>
<td>2 Terms</td>
<td>0.5</td>
<td>CHEMISTRY/PHYSICS</td>
<td></td>
</tr>
</tbody>
</table>

This rigorous full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes 18 virtual laboratory experiments that encourage higher-order thinking applications. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

---

**PHYSICS, CONCEPTUAL - ONLINE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Algebra I and Geometry</td>
<td>2 Terms</td>
<td>0.5</td>
<td>CHEMISTRY/PHYSICS</td>
<td></td>
</tr>
</tbody>
</table>

This full-year course acquaints students with topics in classical and modern physics. The first term offers an introduction to physics and discusses topics in Newtonian mechanics, gravity, work and energy, oscillatory motion, waves, and electricity and magnetism. The second semester discusses the topics of electric circuits, light, fluids, sound, heat, nuclear physics and modern physics. The course emphasizes conceptual understanding of basic physics principles, with some problem solving.

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
SOCIAL STUDIES: Online courses are offered through the A² Virtual+ Academy. Students approved for an online course are required to complete an orientation session and have a minimum of two of their tests proctored. On the following pages are some of the online offerings. Please check the A² Virtual+ Academy website at http://www.a2virtual.org for the current course offerings.

Application and registration information can be found at http://www.a2virtual.org.

ECONOMICS - ONLINE

<table>
<thead>
<tr>
<th>Course #: 982034</th>
</tr>
</thead>
</table>

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Prerequisite: 1 credit High School Social Studies

Duration: 1 Term

Credit/Term: 0.5

Meets Graduation Requirements For: ECONOMICS

NCAA Status:

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

GOVERNMENT, U.S. - ONLINE

<table>
<thead>
<tr>
<th>Course #: 982043</th>
</tr>
</thead>
</table>

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Prerequisite: 1 credit High School Social Studies

Duration: 1 Term

Credit/Term: 0.5

Meets Graduation Requirements For: US GOVERNMENT

NCAA Status:

Responsible citizenship, including civil and political participation is essential to maintain a representative government that truly represents the people of the United States. In this course, students learn about the structure of government and how it shares power at the local, state and federal levels. This course also explores founding principles that inspired the Constitution and Bill of Rights, reserving the freedom that students experience daily. Students will examine the processes of each branch of government, the election process, and how citizens can impact public policy. The media, interest groups and influential citizens provide examples of how the government can be effected by informed and active participants. Students will examine the U.S. Court system, and become a part of the process by participating in the judicial decision making process. They will also discover ways the United States interacts with countries around the world, through domestic policy, foreign policy and human rights policy. Completion of this course will allow you to act as an informed citizen who is ready to participate in the American democracy.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
# ONLINE - Social Studies

## GOVERNMENT, U.S. AP - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>1 credit High School Social Studies</td>
<td>1 Term</td>
<td>0.5</td>
<td>US GOVERNMENT</td>
<td></td>
</tr>
</tbody>
</table>

This course studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They’ll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government prepares students for the AP exam and for further study in political science, law, education, business, and history.

*This course has been authorized by the College Board to use the AP designation. However, students electing the course are not obligated to take the examination. Advanced Placement testing occurs in May.*

## HISTORY AND GEOGRAPHY, U.S. - ONLINE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>1 credit High School Social Studies</td>
<td>2 Terms</td>
<td>0.5</td>
<td>US HISTORY &amp; GEOG</td>
<td></td>
</tr>
</tbody>
</table>

The historical development of our nation is studied to help students know how its social, cultural and political institutions developed. Students will, therefore, comprehend the causes of the problems which exist in contemporary society. Attention will be given to an analysis of the effects of the unique multiethnic/multicultural composition of this country’s population on the evolution of its national history. The first term covers a brief review of early American history to reconstruction and focus is on the late 1800’s through the Great Depression. The second term covers the development of modern America through the 20th century to the present.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
HISTORY AND GEOGRAPHY, WORLD - ONLINE

As students study World History, they will learn about the human experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions amongst various environmental, human and social forces that have influenced and continue to influence us. Studying World History connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. The curriculum will encourage students to take a global and comparative approach in working across time and space to study, analyze and develop an understanding of the causes, consequences and global patterns of World History. Students will be able to understand, analyze, and interpret historical movements and events to help them better understand and make sense of the world we live in today.

PSYCHOLOGY - ONLINE

Psychology is a survey course designed to clarify and build an understanding of ourselves, our peers, and other important relationships in our lives. The emphasis is placed upon learning the skills and approaches necessary to study human behavior and mental processes. This includes: how we learn to be ourselves, how we store memories and experiences, how we think, how our physical being affects our mind, factors motivating our behaviors, and learning basic skills to promote healthy relationships.

PSYCHOLOGY, AP - ONLINE

This course provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection.

This course has been authorized by the College Board to use the AP designation. However, students electing the course are not obligated to take the examination. Advanced Placement testing occurs in May.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

90
This course will allow students to look at the world in a much different way than they usually would. They will be looking at the world through the eyes of someone else. Students will use critical thinking and research methods to understand society through different points of view. Some topics to be discussed include crime, deviance, social control, social inequality, gender, racial and ethnic minorities, human relationships, family, the impact of groups on the individual, and social change. Students will have an opportunity to uncover the role they place in society and the role society has in shaping their identity.

### Course Information

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  10  11  12</td>
<td>High school student</td>
<td>2 Terms</td>
<td>0.5</td>
<td>ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
## AEROBICS, CORE & MORE

*Course #: 813011*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For students from beginner to advanced. A variety of routines with emphasis on low impact, high impact, step and slide aerobics. Special emphasis on muscle toning, cardiovascular endurance and physical conditioning.

*This course may be taken more than once.*

## CONDITIONING, BASKETBALL I

*Course #: 812011*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

For students from beginner to advanced. This course involves instruction and practice of fundamentals and techniques. Instruction and practice of conditioning activities, drills, officiating concepts, rules of the game, and competition.

## CONDITIONING, BASKETBALL II

*Course #: 812012*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Basketball Conditioning I; and teacher recommendation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For students with advanced skills and knowledge in the game of Basketball. This course involves advanced concepts, techniques, and competitive drills, with an emphasis on conditioning, weight training, and plyometric training.

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
**CONDITIONING, WEIGHTLIFTING AND**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9* 10 11 12</td>
<td>Personal Fitness I (Skyline)</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Huron, Pathways, Pioneer, Skyline*

For students from beginner to advanced. This course is designed to offer opportunities for the student seeking significant progress in strength, quickness, cardiovascular efficiency, and flexibility.

*Offered only in 9th grade at Skyline.

At Skyline, this course may be taken more than once.

---

**FIT AND FLEXIBLE**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Community

This is a participation class focused on cardio warm-up, body weight resistance training and significant yoga-inspired flexibility training. Guest instructors, music, free weights, core work and yoga mats are just a few of the things students can look forward to.

---

**PERSONAL CONDITIONING - FITNESS**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>PERSONAL FITNESS</td>
<td></td>
</tr>
</tbody>
</table>

Community

This required course is a departure from sports-oriented physical education classes and a recognition of the importance of lifelong, personal fitness. In the first nine weeks (or second during the 2nd semester), you will learn how to assess your own fitness levels and participate in a conditioning program designed to prepare you to run a 5k or 10k race. In the second nine weeks (or first, during the 2nd semester), the focus is strength training, along with cardio conditioning. The curriculum involves exercise physiology principles and guidelines.

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017

93
This course is designed to meet the needs and abilities of all students. The program is geared to team sports, individual sports, recreational, leisure and lifetime activities. The goal of the program is to develop favorable attitudes and appreciation toward athletics, play, leisure, lifetime activities and healthful living. Understanding game rules and safety, development of physical skills, and making improvements in overall motor fitness levels and cardiovascular fitness are emphasized. Social and emotional outcomes such as cooperation, honesty, dependability, courage, leadership, friendship, sportsmanship and self-confidence are also stressed.

The purpose of Introduction to Personal Fitness (IB) is to promote lifelong physical fitness through the International Baccalaureate Programme. This course educates ALL individuals in a comprehensive manner to enhance current levels of fitness through inquiry-based activities. Students will develop their knowledge about nutrition, anatomy, injury prevention, and personal fitness/weight training concepts. Students will incorporate reflection to observe noticeable improvements in their fitness levels thus attaining improved energy, self-confidence, self-awareness, and overall wellness. Additionally, as students engage in various movement activities such as circuit training, yoga, Pilates, or aerobics, characteristics of the IB Learner profile will be enhanced. These qualities include risk-taking, effective communication, balance, caring and global awareness… skills that are important no matter what path life takes you.

The purpose of Introduction to Personal Fitness (IB) is to promote lifelong physical fitness through the International Baccalaureate Programme. This course educates ALL individuals in a comprehensive manner to enhance current levels of fitness through inquiry-based activities. Students will develop their knowledge about nutrition, anatomy, injury prevention, and personal fitness/weight training concepts. Students will incorporate reflection to observe noticeable improvements in their fitness levels thus attaining improved energy, self-confidence, self-awareness, and overall wellness. Additionally, as students engage in various movement activities such as circuit training, yoga, Pilates, or aerobics, characteristics of the IB Learner profile will be enhanced. These qualities include risk-taking, effective communication, balance, caring and global awareness … skills that are important no matter what path life takes you.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
The purpose of Introduction to Personal Fitness (IB) is to promote lifelong physical fitness through the International Baccalaureate Programme. This course educates ALL individuals in a comprehensive manner to enhance current levels of fitness through inquiry-based activities. Students will develop their knowledge about nutrition, anatomy, injury prevention, and personal fitness/weight training concepts. Students will incorporate reflection to observe noticeable improvements in their fitness levels thus attaining improved energy, self-confidence, self-awareness, and overall wellness. Additionally, as students engage in various movement activities such as circuit training, yoga, Pilates, or aerobics, characteristics of the IB Learner profile will be enhanced. These qualities include risk-taking, effective communication, balance, caring and global awareness … skills that are important no matter what path life takes you.

This required course involves instruction and practice in planning, implementing and evaluating an individualized fitness program. The course will focus on understanding the basic concepts of flexibility, cardiovascular and muscular endurance and strength through instruction and practice. The emphasis of this course will be on lifetime health related fitness.

This is a more advanced program of physical training for the student seeking significant progress in strength, quickness, cardiovascular efficiency, and flexibility.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

95
### PHYSICAL EDUCATION & PEER MENTOR

| Grade(s): | 9 | 10 | 11 | 12 | Prerequisite: | None | Duration: | 1 Term | Credit/Term: | 0.5 | Meets Graduation Requirements For: | None | NCAA Status: | None |

Students will gain practice in planning, implementing and evaluating a variety of weight lifting and conditioning programs. Students will focus on understanding the basic concepts of flexibility, muscular endurance and strength through instruction and practice. This PE class is unique to other PE classes because it is an inclusive PE course in which both students with disabilities and those without will participate. Students are expected to work cohesively to ensure all students benefit from the social, physical and educational aspects of the class.

### SPORTS MEDICINE I

| Grade(s): | 9 | 10 | 11 | 12 | Prerequisite: | None | Duration: | 1 Term | Credit/Term: | 0.5 | Meets Graduation Requirements For: | None | NCAA Status: | None |

This course provides knowledge and instruction of health occupations in sports. Theory and practical laboratory experiences are offered in the mechanics of sports injuries and preventive/protective measures.

### SPORTS MEDICINE II

| Grade(s): | 9 | 10 | 11 | 12 | Prerequisite: | Sports Medicine I | Duration: | 1 Term | Credit/Term: | 0.5 | Meets Graduation Requirements For: | None | NCAA Status: | None |

The evaluation of fitness traits and prescriptions; knowledge of nutrition, sports psychology, ergogenic aids, biomechanics, and the diagnosis, treatment, and rehabilitation of sport related injuries.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
SPORTS, LIFETIME I

Course #: 814031

Grade(s): 9 10 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For:
NCAA Status:

Huron, Pioneer, Skyline*

Instruction and experience in a variety of lifetime leisure sports. Sports may include Frisbee, pickle ball, tennis, golf, disc golf, badminton, table tennis, and volleyball.

* At Skyline, this course may be taken more than once.

SPORTS, LIFETIME II

Course #: 814032

Grade(s): 9 10 11 12
Prerequisite: Lifetime Sports I
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For:
NCAA Status:

Huron, Pioneer, Skyline*

Competition and advanced techniques for students who have completed Lifetime Sports I.

* At Skyline, this course may be taken more than once.

SPORTS, TEAM I

Course #: 814041

Grade(s): 9 10 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For:
NCAA Status:

Huron, Pathways, Pioneer, Skyline*

Instruction, drills, and competition in traditional sports such as football, soccer, cardioball, basketball, volleyball, floor hockey, etc.

* At Skyline, this course may be taken more than once.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

97
PHYSICAL EDUCATION

SPORTS, TEAM II

<table>
<thead>
<tr>
<th>Huron, Pioneer</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 11 12</td>
<td>Team Sports I</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instruction, drills and competition in seasonal sports such as volleyball, basketball, track, softball, floor hockey, cardioball, team handball, flag football, etc.

STEP UP TO FITNESS/AEROBIC FITNESS

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>PERSONAL FITNESS</td>
<td></td>
</tr>
</tbody>
</table>

This aerobic class utilizes “steps” in combination with various types of music and movement combinations to attain a cardiovascular workout. In addition to the cardio portion of class, students will work with weights for strength and endurance training. This workout will help trim and recondition the body while providing excellent starting or continuing fitness program. Incorporated into the class is also yoga exercises, flexibility training and relaxation techniques. No prior dance or exercise experience is required. Exercise clothes and aerobic shoes are required.

SWIMMING I - CO-ED
SWIMMING I - FEMALE ONLY (Skyline)
SWIMMING I - MALE ONLY (Skyline)

<table>
<thead>
<tr>
<th>Pioneer, Skyline*</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For students from beginner to advanced. This course is designed to offer opportunities for stroke refinement, analysis and practice, fitness swimming, water games, synchronized swimming, diving and other water related activities based on need.

*At Skyline, this course may be taken more than once.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

98
PHYSICAL EDUCATION

SWIMMING II - CO-ED 816021
SWIMMING II - FEMALE ONLY 816022
SWIMMING II - MALE ONLY 816023

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skyline

This course will focus on basic instruction in the following strokes; free style, back stroke, breast stroke, and butterfly. We follow American Red Cross swim instruction model using levels 1-7 for student assessment.

This course may be taken more than once.

SWIMMING, LIFE GUARD 816031

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Must be 15 years old and pass swim test</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pioneer, Skyline*

This course will prepare life guard candidates to recognize emergencies, respond quickly and effectively to emergencies and prevent drowning and other incidents. The course also teaches other skills individuals need to become a professional life guard.

Qualifying swim test includes: 500 yard swim, submerge to a depth of 13 ft and retrieve a 10 lb. object, tread water two minutes using legs only. Upon completion of this course participants will receive American Red Cross Life Guard Training, First Aid and CPR certification.

*At Skyline, this course may be taken more than once.

SWIMMING, WATER SAFETY INSTRUCTOR 816041

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Life guarding Certificate and must be 17 years old before class ends</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pioneer

Preparation for instruction in all phases of swimming.

Students will receive an American Red Cross WSI certificate upon successful completion of course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

99
PHYSICAL EDUCATION

TRIATHLON BASICS

- Course #: 812024
- Grade(s): 9 10 11 12
- Prerequisite: None
- Duration: 1 Term
- Credit/Term: 0.5
- Meets Graduation Requirements For: None
- NCAA Status: None

A triathlon is a multi-sport endurance event consisting of swimming, cycling and running in immediate succession over various distances. This course will focus primarily on periodized training in each of the three disciplines, as well as combination workouts and general strength conditioning.

*At Skyline, this course may be taken more than once.

WEIGHT TRAINING

- Course #: 812022
- Grade(s): 9 10 11 12
- Prerequisite: None
- Duration: 1 Term
- Credit/Term: 0.5
- Meets Graduation Requirements For: None
- NCAA Status: None

For beginner to advanced students. This is a participation course designed for students seeking significant muscular endurance and strength gains. Students will become comfortable with sets, circuit, x-training and pylo techniques, along with weight room safety, etiquette and cardio conditioning.

*At Skyline, this course may be taken more than once.

YOGA

- Course #: 812023
- Grade(s): 9 10 11 12
- Prerequisite: None
- Duration: 1 Term
- Credit/Term: 0.5
- Meets Graduation Requirements For: None
- NCAA Status: None

Yoga is described as the union of the physical body with the mind and spirit as a method of reaching enlightenment. This course will cover the eight limbs of yoga focusing on asana (posture), pranayama (breath control) and dyana (meditation). Benefits of yoga include increased flexibility, calmness, increased strength and stamina.

This course may be taken more than once.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
PROJECT LEAD THE WAY is a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions and lead their own learning. All Ann Arbor High Schools offer the PLTW experience.

### ENGINEERING DESIGN AND DEVELOPMENT

**PROJECT LEAD THE WAY**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All High Schools</td>
<td>Engineering, Introduction to, Engineering, Principles of</td>
<td>12 Year</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students work in teams to identify, research, design and construct a solution to an open-ended engineering problem, with its environmental impact in mind. Students apply principles developed in the three preceding courses and are guided by a community mentor. Teams present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

### ENGINEERING DESIGN, INTRODUCTION TO

**PROJECT LEAD THE WAY**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All High Schools</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course uses problem-solving skills to explore creative designs and alternative solutions for problems facing our world today by using a design system approach. Students will design, analyze, and communicate possible solutions to a variety of environmental and technological problems. 3-dimensional models will be created using solid modeling computer design software. Possible tools include laser engraving and rapid prototyping.

*Offered as CTE elective sequence of Engineering & Design courses.

### ENGINEERING DESIGN, INTRODUCTION TO (IB)

**PROJECT LEAD THE WAY**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Engineering Design (IB) students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
This capstone course gives students the opportunity to work with a mentor, identify an engineering research topic, conduct research, write a scientific paper, and defend conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the engineering and/or technical community guiding their research.

Capstone project of their senior project may also include job, internship, partnership, science project, research, and community outreach.

*This senior year project can take place during any senior year trimester. Includes Engineering, Design and Development.*

*This course may be repeated for credit.*

Students create interactive stories in Scratch™ (an easy to use programming language): work in teams to create simple apps for mobile devices using App Inventor; and analyze data about students’ health, social habits, and interests using functions in Excel. Students will learn the impact of computing in society and the application of computing across career paths. They will also transfer the understanding of programming gained in App Inventor to a third language. Python as a primary tool and incorporating multiple platforms and languages for computation. Projects and problems include app development, visualization of data, cyber-security, robotics and simulation. The course aligns with CSTA 3B standards.

*College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition program. Students may be encouraged to take the Advanced Placement Test in Computer Science at the end of the course.*

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
This course provides an overview of the field of engineering and engineering technology. By exploring various technology systems and manufacturing processes, students learn how the engineering problem-solving process uses math, science and technology to benefit society. A product’s entire life cycle will be analyzed to help address concerns about its environmental, social, and political consequences. Possible areas of interest include alternative energy, waste management, transportation, aerodynamics, material analysis, and construction.

College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition program.

*Offered as CTE elective sequence of Engineering & Design courses.
Minimum Science Course Requirements  
_Students Graduating in Class of 2017 to 2020_

During grades 9-12, each student must earn 3 credits by completing a three-year science sequence. Specifically, the Michigan Merit Curriculum requires the 3 credits to include:
- Biology
- Chemistry or Physics
- One additional unit of science (science elective)

Students together with their parents/guardians are encouraged to discuss options/recommendations from the student’s science teacher and counselor in order to develop a plan of action to assure success. Below are suggested sequence of science courses. Students preparing for careers in science should, as a minimum, complete a four-year sequence that includes courses in:
- Earth Science
- Biology
- Chemistry
- Physics

**TYPICAL SCIENCE SEQUENCES**

**Pioneer**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology</td>
<td>• Geophysical Science AC</td>
<td>• Chemistry</td>
<td>• Physics (see available options)</td>
</tr>
<tr>
<td></td>
<td>• Earth Science</td>
<td>• Chemistry, AP</td>
<td>• Biology, AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Physics, Conceptual</td>
<td>• Chemistry, AP</td>
</tr>
</tbody>
</table>

**Skyline**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science, Integrated I/Biology</td>
<td>• Science, Integrated II AC/Earth Science</td>
<td>• Chemistry, AP</td>
<td>• Physics (see available options)</td>
</tr>
<tr>
<td></td>
<td>• Chemistry, Sustainable Green</td>
<td>• Chemistry, Sustainable Green</td>
<td>• Biology, AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chemistry II, Sustainable Green</td>
<td>• Chemistry, AP</td>
</tr>
</tbody>
</table>

**Huron**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology</td>
<td>• Chemistry 1/Physics 1</td>
<td>• Earth Science (year) OR Earth Science (sem)</td>
<td>• Chemistry 2/Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DP Science or AP Science (Chemistry, Physics, Biology)</td>
<td>• DP Science (Chemistry, Physics, Biology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Chemistry, Physics, Biology)</td>
<td>AP Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Chemistry, Physics, Biology)</td>
<td>(Chemistry, Physics, Biology)</td>
</tr>
</tbody>
</table>

**CTE Electives that Meet Science Elective Requirement (1.0 credit)**
- Cosmetology
- Health Sciences Technology

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide – January 2017
**Minimum Science Course Requirements**

*Students Graduating in Class of 2021 and Beyond*

For students in the **Class of 2021 and beyond**, the Michigan Merit Curriculum requires students to earn 3 science credits which address the full spectrum of standards specified in the Michigan Science Standards. This requires, at a minimum, taking or demonstrating proficiency with the standards addressed in the following courses offered by Ann Arbor Public Schools.

- **Biology**
- **Earth Science**
- **Chemistry 1/Physics 1**

Students preparing for a career in science should consider a fourth year of science that might include an additional term of both Chemistry and Physics or other advanced course(s) listed in the guide that follows.

- **Biology**
- **Earth Science**
- **Chemistry 1/Physics 1**
- **Chemistry 2/Physics 2**

**TYPICAL SCIENCE SEQUENCES**

The typical sequences shown below have multiple variations, contact your counselor or science teacher to understand additional options.

### Community

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundations of Science I</td>
<td>• Foundations of Science II</td>
<td>• Foundations of Science III</td>
<td>• Foundations of Science IV</td>
</tr>
</tbody>
</table>

### Huron

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology (IB)</td>
<td>• Chemistry 1 (IB) / Physics 1 (IB)</td>
<td>• Earth Science (sem)</td>
<td>• Chemistry 2 /Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DP Science (Year 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Earth Science (sem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Chemistry</td>
</tr>
</tbody>
</table>

### Pioneer, Pathways

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology</td>
<td>• Earth Science</td>
<td>• Chemistry 1/Physics 1</td>
<td>• Chemistry 2/Physics 2</td>
</tr>
<tr>
<td></td>
<td>• AP Environmental Science</td>
<td>(can be taken concurrently with Biology &amp; Earth Science)</td>
<td>• AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>• AP Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Science Electives</td>
</tr>
</tbody>
</table>

### Skyline

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology</td>
<td>• Earth Science</td>
<td>• Chemistry 1/Physics 1</td>
<td>• Chemistry 2 SG/Physics 2</td>
</tr>
<tr>
<td></td>
<td>• AP Environmental Science</td>
<td>(can be taken in Gr 9, 10)</td>
<td>• AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>• AP Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Science Electives</td>
</tr>
</tbody>
</table>

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide – January 2017
This is a specialized course in the study of the human body and how it works. The focus is on the structure and function of the major systems of the human body: muscular, skeletal, circulatory, respiratory, nervous, and digestive systems. Advanced laboratory techniques will be utilized to take an in-depth look at the wonder and complexities of the human body.

*At Pathways, this course is offered only in 12th grade.

This course is designed to give the advanced science student an in-depth study of human anatomy and physiology. Part of the course is focused on comparative anatomy of both invertebrates and vertebrates and the evolution of body systems. This course includes required lab dissection of sample invertebrate and vertebrate organisms. The text is written for college level students. Students need to be independent learners in order to be successful.

This course will take an in depth look at the cosmos, with topics such as black holes, stellar processes, and the structure of the galaxies and the universe. Space travel, history, and issues in space exploration will be considered.
### BIOLOGY SUPPORT

<table>
<thead>
<tr>
<th>Pathways, Pioneer, Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
<td>BIOLGY</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Biology is intended to help students develop their understanding of the concepts of biology. The course will cover all of the science standards adopted by the State of Michigan in 2015 for the life science discipline. This course is intended for 9th grade students. It will serve as an introductory class that will prepare students for upper level science courses and will meet the State of Michigan biology graduation requirement. The performance expectations of the course will focus on scientific practices such as: developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, and engaging in argument from evidence.

This course is required for 9th grade students.

### BIOLOGY (IB)

<table>
<thead>
<tr>
<th>Huron</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td>SCIENCE/BIOLOGY</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Biology (IB) is intended to help students develop their understanding of the concepts of biology. The course will cover all of the science standards adopted by the State of Michigan in 2015 for the life science discipline. This course is intended for 9th grade students. It will serve as an introductory class that will prepare students for upper level science courses and will meet the State of Michigan biology graduation requirement. The performance expectations of the course will focus on scientific practices such as: developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, and engaging in argument from evidence.
Biology is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Biology SL/HL Yr1 (Grade 11)
Biology SL/HL Yr1 (IB) is the first year of a two-year course that is intended to help students develop their understanding of the fundamental concepts of biology. This course will deepen and add breadth to the knowledge and practices that are included in the Michigan Science Standards (MSS) and will address all expectations of the International Baccalaureate Organization. This two year course is intended for students to begin in grade 11 and will proceed with the expectation that students are proficient with the content addressed in the Biology, Chemistry 1, Physics 1, Earth Science sequence. It will serve as a continuation of the Biology 1 course, building on the content and skills acquired in 9th grade. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. This course satisfies the Sciences requirement for Full IB Diploma students.

Biology SL Yr2 (Grade 12)
Biology SL Yr2 (IB) is the second year of a two-year course that is intended to help students develop their understanding of the fundamental concepts of biology. This course will deepen and add breadth to the knowledge and practices that are included in the Michigan Science Standards (MSS) and will address all expectations of the International Baccalaureate Organization. This two year course is intended for students to begin in grade 11 and will proceed with the expectation that students are proficient with the content addressed in the Biology, Chemistry 1, Physics 1, Earth Science sequence. It will serve as a continuation of the Biology 1 course, building on the content and skills acquired in 9th grade. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. This course satisfies the Sciences requirement for Full IB Diploma students.

Biology HL Yr2 (Grade 12)
Biology HL Yr2 (IB) is the second year of a two-year course that is intended to help students develop their understanding of the fundamental concepts of biology. This course will deepen and add breadth to the knowledge and practices that are included in the Michigan Science Standards (MSS) and will address all expectations of the International Baccalaureate Organization. This two year course is intended for students to begin in grade 11 and will proceed with the expectation that students are proficient with the content addressed in the Biology, Chemistry 1, Physics 1, Earth Science sequence. It will serve as a continuation of the Biology 1 course, building on the content and skills acquired in 9th grade. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. This course satisfies the Sciences requirement for Full IB Diploma students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
SCIENCE

BIOLOGY, ADVANCED

<table>
<thead>
<tr>
<th>Community, Pathways</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td>Science, Foundations of II or Biology</td>
<td>1 Term or Year</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is a one term course designed for those students who wish to study biological principles in greater depth, particularly at the molecular level. The course is rigorous and the textbook is written at the college level. Topics include: cell structure and function, the cell cycle, genes to proteins, DNA repair, reproduction of DNA and repair, molecular biology of cancer, cancer cell histology, DNA cloning, DNA genomics and analysis, electrophoresis of DNA, embryology and animal development, natural selection, population evolution, origin of species, primate evolution, and human evolution.

BIOLOGY, AP

<table>
<thead>
<tr>
<th>Huron, Pioneer, Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11 12</td>
<td>Huron &amp; Pioneer: Biology and Chemistry or Chemistry, AP, or Chemistry</td>
<td>Year</td>
<td>0.5</td>
<td>BIOLOGY</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Skyline: Biology, SG Chemistry

II A & B or Chemistry, AP

This is a college level course in introductory biology, which expands on the concepts introduced in Biology. Emphasis will be placed on special laboratory techniques, data interpretation, and application of concepts. Areas of biology covered are: cellular structure, process and functions; genetics; DNA technology, evolution, ecology, botany, microbiology, embryology and anatomy and physiology.

Enrollment in AP Biology should be based on previous excellent work in Biology and Chemistry. AP Biology should not be considered as a substitute for Physics by students planning careers in science. AP Biology and Physics may be taken concurrently in grade twelve. The nature of the course may require the student to spend some extra time in the laboratory. This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

109
Chemistry is the study of matter, its properties, its composition, and how and why it reacts and changes. The laboratory is used extensively as a means to discover and develop understanding of the facts, principles, and theories that are the framework of this science. Laboratory exercises are a vital part of the course and will be required each term. Since a quantitative, mathematical approach is used frequently, success depends upon the ability to use mathematics.

*Chemistry is generally elected in the 11th grade, but it is also open to seniors. Students must earn a “D” or higher to continue in the second term of this course.*

### CHEMISTRY 2, SUSTAINABLE/GREEN (A)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Chemistry: Sustainable/Green</td>
<td>2 Terms</td>
<td>0.5</td>
<td>CHEMISTRY/PHYSICS</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is a continuation of Chemistry: Sustainable/Green or Chemistry 1. The fundamental relationship between cause and effect in chemistry is deeply explored while adhering to the 12 principles of green chemistry. The curriculum goal is to spark students' interest in chemistry in general and to introduce students to the newest way of approaching chemical process. Topics covered include: bonding, gas laws, solutions, acids/bases, thermodynamics, and organic and nuclear chemistry. Topics include labs that will assist students in developing skills in inquiry problem solving, teamwork, and the role of decision maker when environmental decisions are often difficult and require higher order thinking.

### CHEMISTRY I (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>Semester</td>
<td>0.5</td>
<td>SCIENCE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Chemistry I (IB) is intended to help students develop their understanding of the fundamental concepts of chemistry. The course will cover all of the chemistry related physical science standards adopted by the State of Michigan in 2015. This course is intended for 10th grade students and follows the Biology class from 9th grade. It will serve as an introductory class that will prepare students for upper level science courses and will meet the State of Michigan graduation requirement. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
Chemistry is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Chemistry SL/HL Yr1 (Grade 11)
Chemistry SL/HL Yr1 (IB) is the first year of a two-year course intended to help students develop their understanding of the fundamental concepts of chemistry. The course will deepen student understanding and add breadth to the chemistry-related physical science standards adopted by the State of Michigan in 2015. This course is intended for 11th grade students and follows the MYP Biology/Chemistry/Physics, and Earth Science sequence. It will provide a rigorous student experience that will prepare students for college level science courses. This course will also meet the requirements of the International Baccalaureate. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. This course has a significant amount of time allocated to laboratory experiments. This course satisfies the Sciences requirement for Full IB Diploma students.

Chemistry SL Yr2 (Grade 12)
Chemistry SL Yr 2 (IB) is the second year of a two-year course intended to help students develop their understanding of the fundamental concepts of chemistry. The course will deepen student understanding and add breadth to the chemistry-related physical science standards adopted by the State of Michigan in 2015. This course is intended for 12th grade students and follows the MYP Biology/Chemistry/Physics, and Earth Science sequence. It will provide a rigorous student experience that will prepare students for college level science courses. This course will also meet the requirements of the International Baccalaureate. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. This course has a significant amount of time allocated to laboratory experiments. This course satisfies the Sciences requirement for Full IB Diploma students.

Chemistry HL Yr2 (Grade 12)
Chemistry HL Yr 2 (IB) is the second year of a two-year course intended to help students develop their understanding of the fundamental concepts of chemistry. The course will deepen student understanding and add breadth to the chemistry-related physical science standards adopted by the State of Michigan in 2015. This course is intended for 11th grade students and follows the MYP Biology/Chemistry/Physics, and Earth Science sequence. It will provide a rigorous student experience that will prepare students for college level science courses. This course will also meet the requirements of the International Baccalaureate. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. This course has a significant amount of time allocated to laboratory experiments. This course satisfies the Sciences requirement for Full IB Diploma students.
CHEMISTRY, ADVANCED

Course #: 404021

Prerequisite: Credit/Term Duration: Meets Graduation Requirements For: NCAA Status:
CHEMISTRY, ADVANCED 404021 1 Term 0.5 CHEMISTRY/PHYSICS APPROVED

This course is the next step beyond the chemistry that was learned in FOS and FOS 3 (first term). There is a greater emphasis on theory and a mathematical, quantitative approach. A college chemistry level text is used. Content includes: History of Chemistry, Measurements/Calculation/Significant Figures, Solution Chemistry, Equilibrium, Acids and Bases, Polymer Chemistry, Oxidation/Reduction/Electrochemistry, Thermochemistry, and Nuclear Chemistry.

CHEMISTRY, AP CHEMISTRY LAB, AP (Huron & Pioneer)

Course #: 404031 404039

Prerequisite: Credit/Term Meets Graduation Requirements For: NCAA Status:
CHEMISTRY, AP 404031 0.5 CHEMISTRY APPROVED

This is a college level class offered to students who have achieved above average grades in Chemistry: Sustainable/Green, Chemistry 1 or AC Geophysical Science, and who have a genuine interest in chemistry. Chemistry topics will be addressed in greater depth with emphasis on problem solving and descriptive chemistry. The laboratory work will be more quantitative.

The lab section does not earn credit. This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

*Huron and Pioneer: Students must elect both sections (course & lab).
**Skyline: Students elect the course only - lab is embedded in longer class periods.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide - January 2017
CHEMISTRY, SUSTAINABLE/GREEN

This course is an introduction to the world of Green Chemistry. Students will be exposed to real world example of environmental/green chemistry while being introduced to the basis of life and matter. This course will provide a conceptual understanding of chemistry terminology and an introduction to hands on chemical analysis and will provide a foundation for students to take Chemistry AP or Advanced Green Chemistry. On June 26, 2000, Daryle Busch, president of the American Chemical Society said, “Green chemistry represents the pillars that hold up our sustainable future. It is imperative to teach the value of green chemistry to tomorrow's scientists.” (Color Me Green. Chem Eng. News 2000, 78(28) 49-55).

This course is required in the third trimester of sophomore year before Chemistry AP can be taken in 11th grade.

EARTH SCIENCE

This laboratory course takes an inquiring view of the planet earth in its environment in space. Course content is drawn from the fields of astronomy, geology, meteorology, oceanography, paleontology, geography, soil science, and ecology.

*Because of considerable overlap in subject matter, credit cannot be earned in both Earth Science and Geophysical Science AC.
# SCIENCE

## ECOLOGY AND RESOURCE MANAGEMENT

<table>
<thead>
<tr>
<th>Grade(s): 12</th>
<th>Prerequisite: Community*: Biology, Earth Science, Chemistry, Sustainable/Green Community: Science, Foundations of III</th>
<th>Duration: 1 Term 2 Terms*</th>
<th>Credit/Term: 0.5</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status: APPROVED</th>
</tr>
</thead>
</table>

This course is designed to provide an in-depth understanding of human impact on earth's environment. The cause and effect of current issues, particularly in our community are emphasized. Students are expected to analyze issues and propose solutions. Topics include ecosystems, energy, air and water pollution, land use, and waste management. These topics are explored using current events, lecture, labs, hands-on work outdoors and possible field trips.

*Community*: This course will cover major ecological concepts across several areas of study; including ichthyology (fish), ornithology (birds), entomology (bugs), limnology (lakes), and botany (plants). Topics include the interactions among individuals of these populations, interactions in their abiotic environment, and interactions with other species. We will also look at the role humans have had in changing each of these ecosystems and the impact these changes have had on the world as a whole. Specifically, we will research factors threatening the survival of endangered plants and animals - habitat destruction; pollution; deforestation; desertification; climate change. Activities and projects will be oriented towards researching current literature, studying preserved specimens, collecting data, analyzing information and drawing conclusions that are supported by the data to generate solutions.

## ENVIRONMENTAL SCIENCE

<table>
<thead>
<tr>
<th>Grade(s): 11 12</th>
<th>Prerequisite: Earth Science</th>
<th>Duration: 1 Term</th>
<th>Credit/Term: 0.5</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status: APPROVED</th>
</tr>
</thead>
</table>

This course will be an in-depth study of environmental systems and concepts. Topics studied include the structure, function, and changes that effect ecosystems. Global and physical systems such as ecosphere, atmosphere, hydrosphere and lithosphere will be investigated. Finally human interactions and impact on the environment will be discussed. Laboratory activities will be real-world based and involve students in the design and analysis of scientific experiments in their environment.

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
ENVIRONMENTAL SCIENCE, AP  

Huron, Pioneer, Skyline  

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Biology</td>
<td>Year</td>
<td>0.5</td>
<td>ENVIRONMENTAL SCIENCE/EARTH SCIENCE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course; science process and practices, energy conversions in ecological processes, the interconnected Earth system, human alteration of natural systems, social and cultural context for environmental problems and the development of sustainable systems.

*Concurrent enrollment in Algebra II or beyond is recommended.*

---

ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (IB)  

Huron  

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Biology</td>
<td>Year</td>
<td>0.5</td>
<td>ENVIRONMENTAL SCIENCE/EARTH SCIENCE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Environmental Systems and Societies SL is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to [http://ib.a2schools.org](http://ib.a2schools.org).

Environmental Systems and Societies SL (IB) is an interdisciplinary course that studies the interaction of humans and the environment. The students will gain the knowledge and understanding of environmental systems and issues on a variety of levels. Environmental issues will be studied on personal, local and global levels, this will help students develop an awareness of environmental issues, make future environmental decisions and be motivated to be stewards for the environment. This course satisfies the Sciences requirement or the Individuals and Societies requirement for Full IB Diploma students.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017

115
FORENSIC SCIENCE I

Course #:
406051

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Biology, Earth Science, Chemistry S/G, Chemistry 1</td>
<td>1 Term</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Skyline, Pathways

Forensic Science is a one term science elective. The application of integrated science will introduce students to the application of science to the law. The major topics of study will include observation skills, crime-scene investigation and evidence collection, study of hair, fibers, textiles, fingerprints, handwriting analysis, casts and impressions and blood and blood spatter.

Community

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Science, Foundations of III</td>
<td>1 Term</td>
<td>0.5</td>
</tr>
</tbody>
</table>

This course will extend the content learner in FOS 3 through additional forensic investigative techniques. Forensic entomology, advanced blood splatter analysis, advanced fingerprint analysis, DNA analysis, document analysis, skeletal analysis, drug analysis, dental and shoe analysis, fiber analysis, autopsy analysis and advanced crime scene reconstruction. The science behind each of these techniques is explored in depth. There will be an optional field trip to a medical examiner’s lab.

FORENSIC SCIENCE II

Course #:
406052

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Skyline &amp; Pathways: Biology, Earth Science and Chemistry S/G or Chemistry 1 Community: Forensic Science I and Science, Foundations of III</td>
<td>1 Term</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Community, Skyline, Pathways

Forensic Science II is a second level course in forensic science where students will have the opportunity to expand their knowledge of chemistry, biology, physics, earth science, math, and psychology. Advanced topics will include: arson and explosions, forensic anthropology and entomology, DNA fingerprinting, drug identification and toxicology, glass evidence, tool marks, ballistics, crime scene reconstruction, criminal profiling and a final capstone crime scene project.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide - January 2017
SCIENCE

GEOLOGY

<table>
<thead>
<tr>
<th>Skyline</th>
<th>Grade(s): 11 12</th>
<th>Prerequisite: Earth Science, Chemistry S/G or Chemistry 1</th>
<th>Duration: 1 Term</th>
<th>Credit/Term 0.5</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status: APPROVED</th>
</tr>
</thead>
</table>

This class will provide advanced study in science topics such as rocks and minerals, volcanoes, earthquakes, mountain building, glaciers, astronomy, meteorology and plate tectonics. Students will apply principles of Geophysical Science to their world to explain how and why it works. This course will prepare all students to be scientific thinkers and environmentally responsible citizens.

GEOPHYSICAL SCIENCE, AC

<table>
<thead>
<tr>
<th>Huron, Pioneer</th>
<th>Grade(s): 10</th>
<th>Prerequisite: Geometry and concurrently enrolled in Algebra II</th>
<th>Duration: Year</th>
<th>Credit/Term 0.5</th>
<th>Meets Graduation Requirements For: SCIENCE ELECTIVE</th>
<th>NCAA Status: APPROVED</th>
</tr>
</thead>
</table>

This is a challenging course designed for able students with a keen interest in science. A strong background in mathematics is essential. Basic principles of geology, astronomy, meteorology, oceanography, paleontology, physics, and chemistry are covered. Laboratory activity is a part of the course. The course is intended to be part of a four-year sequence of science courses, beginning with biology in grade nine. Geophysical Science AC is intended to prepare students for electing AP Chemistry in 11th grade.

*Because of considerable overlap in subject matter, credit cannot be earned in both Earth Science and Geophysical Science AC*

Due to a shift in new science standards, this course will not be available for students in the class of 2021 and beyond. See the beginning of the Science section for typical course sequences that would meet requirements (Earth Science, Chemistry 1, Physics 1) for students in the class of 2021 and beyond.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

117
PHYSICS

Course #: 405021

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Geometry and Algebra I</td>
<td>2 Terms-</td>
<td>0.5</td>
<td>CHEMISTRY/PHYSICS</td>
<td>APPROVED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Huron</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Terms-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skyline</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The course involves a heavy emphasis on the laboratory and a quantitative, mathematical approach in developing an understanding of physical laws and theories by which they are explained. Topics studied include mechanics, wave motion, sound, optics, heat, electricity, and electromagnetism. The course is strongly recommended for all students planning careers in science or engineering, but its value is not limited to students with such plans.

A working knowledge of algebra and geometry is essential to success in the course. Students must earn a “D” or higher to continue in the second term of this course.

This course is not available to students in the class of 2021 and beyond due to a shift to new science standards.

PHYSICS C: MECHANICS, AP

Course #: 405031

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Precalculus and concurrent enrollment in Calculus.</td>
<td>Year</td>
<td>0.5</td>
<td>CHEMISTRY/PHYSICS</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Huron, Pioneer, Skyline:
The course begins at the same point as Physics, but the depth of the material studied is typical of a college course; a college textbook and calculus are used in the course. Topics considered in greater depth than in Physics include rotational and translational aspects of mechanics, oscillations, gravitation, and kinetic theory.

Skyline:
This is a calculus-based college level course in introductory physics, including a thorough investigation of mechanics and an introduction to electricity and magnetism, modern physics and relativity.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
Physics I (IB) is intended to help students develop their understanding of the fundamental concepts of physics. The course will cover all of the physics related physical science standards adopted by the State of Michigan in 2015. This course is intended for 10th grade students and follows the Biology class from 9th grade. It will serve as an introductory class that will prepare students for upper level science courses and will meet one term of the State of Michigan graduation requirements for science. The performance expectations of the course will focus on scientific practices such as; developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations.
Physics is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Physics SL/HL Yr1 (Grade 11)
Physics SL/HL Yr1 (IB) is the first year of a two-year course. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these models can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings. This course satisfies the Sciences requirement for Full IB Diploma students.

Physics SL Yr2 (Grade 12)
Physics SL Yr2 (IB) is the second year of a two-year course. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these models can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings. This course satisfies the Sciences requirement for Full IB Diploma students.

Physics HL Yr2 (Grade 12)
Physics HL Yr2 (IB) is the second year of a two-year course. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these models can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings. This course satisfies the Sciences requirement for Full IB Diploma students.
**PHYSICS, CONCEPTUAL**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Algebra I</td>
<td>2 Terms</td>
<td>0.5</td>
<td>CHEMISTRY/PHYSICS</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Community, Huron, Pioneer

This course is a descriptive approach to physics for students with less of a mathematics background. It is a survey course about topics such as light, sound, force, momentum, and gravity. It focuses on developing an understanding of physics through real world applications and hands-on activities. Students must successfully complete the first semester of Conceptual Physics to enroll in the second semester.

*This course will not be available to the class of 2021 and beyond.*

**PHYSICS, ROBOTICS ENGINEERING CURRICULUM**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td>SCIENCE/PHYSICS (.5)</td>
<td></td>
</tr>
</tbody>
</table>

Pathways

Robotics Engineering Curriculum (REC) provides a robust study of engineering concepts including physics, programming, mechanical systems, and electrical/electronic systems. Core concepts are delivered through interactive curriculum, relevant activities and projects using VEX robotics hardware.

**PHYSICS: MECHANICS**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Geometry and Algebra I</td>
<td>2 Terms</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pioneer

The course places heavy emphasis on the laboratory and a quantitative, mathematical approach in developing an understanding of physical laws and theories by which they are explained. Topics studied include mechanics and wave motion. The course is strongly recommended for all students planning careers in science or engineering, but its value is not limited to students with such plans.

*A working knowledge of algebra and geometry is essential to success in the course. Students must earn a “D” or higher to continue in the second term of this course. This course does not satisfy the State of Michigan graduation requirement for Physics.*

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
SCIENCE, FOUNDATIONS OF I - GEOLOGY/ECOLOGY

Course #: 406011

Community  Grade(s): 9  Prerequisite: None  Duration: Year  Credit/Term 0.5  Meets Graduation Requirements For: SCIENCE/EARTH SCIENCE

This first course in the Foundations of Science sequence begins with an in-depth, multidisciplinary study of a local tributary to the Huron River. In this project, students conduct three assessments focusing on the physical parameters, biological indicators, and water chemistry of Traver Creek. In addition, students study the chemical concepts of water solubility, periodicity of elements and ionic reactions. A wide range of ecological concepts including ecosystem dynamics, environmental justice, and the topography and land usage of the watershed are also studied. Second semester focuses on energy transfers in the environment, including photosynthesis, cellular respiration and alternative energies. Student will research green technologies with a focus on engineering and reducing human-related environmental impact. Working in groups, students will then design a parcel of urban land within Ann Arbor using sustainable design techniques and alternative energies. Focusing on the Ann Arbor area, students will look at glacial and topographical evidence to analyze evidence of past climatic change. Geology, glaciology, paleoclimatology, and paleobiology are the main content areas.

*The four main goals of the Foundations of Science program are to: 1) integrate the separate science disciplines, 2) to do real science using projects as the driving force in the curriculum, 3) to create a classroom situation where the use of computational media is routine, and 4) to develop scientifically literate citizens. The development of FOS was supported by a grant from the National Science Foundation. Completion of three years of FOS is the equivalent of one year of college preparatory earth science, biology and chemistry.

SCIENCE, FOUNDATIONS OF II - MOLECULAR BIOLOGY

Course #: 406012

Community  Grade(s): 10  Prerequisite: None  Duration: Year  Credit/Term 0.5  Meets Graduation Requirements For: SCIENCE/EARTH SCIENCE

With an emphasis in Biology, Biochemistry, and Astronomy, the Foundations of Science II curriculum has students explore the question, “What is Life?” We start the year studying Mendelian genetics, cell division, DNA, protein synthesis, mutations, genetic diseases and DNA technology. Students will explore the questions, What’s in Your Genes? Why is no child identical to their parents? How do you grow? How does your DNA control your traits? In our next unit, we will explore the question, “Is Life On Earth Doomed To Extinction?” Students will be examining the interaction between two of the most important fundamental pillars of geology and biology. Evolution means change over time, and both the Earth and life undergo this process. Students will study the mechanisms of evolution and relate it to how the Earth has changed over time. Then we will expand our journey to beyond the Earth and ask the question, “Is Anybody Out There?” Students will examine our solar system, stellar evolution, and cosmology. We will explore different theories of how life began on Earth.

*The four main goals of the Foundations of Science program are to: 1) integrate the separate science disciplines, 2) to do real science using projects as the driving force in the curriculum, 3) to create a classroom situation where the use of computational media is routine, and 4) to develop scientifically literate citizens. The development of FOS was supported by a grant from the National Science Foundation. Completion of three years of FOS is the equivalent of one year of college preparatory earth science, biology and chemistry.
### SCIENCE, FOUNDATIONS OF III - ANALYTICAL AND BIOCHEMISTRY

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td>SCIENCE/BIOLOGY</td>
<td>None</td>
</tr>
</tbody>
</table>

The emphasis of this course is to integrate the tools of science and technology with broad scientific themes and apply these to major societal issues. Chemistry is the featured content area with biology being related to these topics. Content is organized around projects. The culminating design project of semester 1, Crash Test Dummies, requires students to use their knowledge of chemistry concepts to design, build, and test a vehicle that has a chemical air bag protecting an egg. Concepts required are periodicity, electron configuration, heats of reaction, equilibrium, moles, stoichiometry and gas laws. In semester 2, organic chemistry will be studied through researching and producing the organic molecule, soap, and debating the use of plastics in our society. Concepts of cell structure, bacterial and viral structure and function, and the immune system will be studied in the context of investigating emerging and reemerging infectious diseases.

*The four main goals of the Foundations of Science program are to: 1) integrate the separate science disciplines, 2) to do real science using projects as the driving force in the curriculum, 3) to create a classroom situation where the use of computational media is routine, and 4) to develop scientifically literate citizens. The development of FOS was supported by a grant from the National Science Foundation. Completion of three years of FOS is the equivalent of one year of college preparatory earth science, biology and chemistry.*

---

### SCIENCE, FOUNDATIONS OF IV - THE PHYSICAL UNIVERSE

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td>SCIENCE/PHYSICS</td>
<td>None</td>
</tr>
</tbody>
</table>

The Physical Universe is an algebra-based, integrated science course that incorporates concepts from physics, biology, and chemistry. The class consists of four units, each with a different focus and approach to the physical universe. The first unit is mechanical physics, which includes kinematics, dynamics, vectors and forces. Students construct several machines and observe how these structures relate to mechanical phenomena. The second unit of the class involves particle physics where the students examine the interactions, forces, and attractions between elementary particles, and explore new research regarding particle accelerators and collisions. The astronomy and astrophysics unit addresses concepts regarding gravitation, light, and radiation. The students complete a project on a topic of their choosing related to the covered material. The course ends with a final unit on medical physics, biomechanics and biophysics. This portion of the course covers optics, work, energy, radiation exposure, nuclear medicine, and imaging in the context of how these topics relate to the human body.

*The four main goals of the Foundations of Science program are to: 1) integrate the separate science disciplines, 2) to do real science using projects as the driving force in the curriculum, 3) to create a classroom situation where the use of computational media is routine, and 4) to develop scientifically literate citizens. The development of FOS was supported by a grant from the National Science Foundation. Completion of three years of FOS is the equivalent of one year of college preparatory earth science, biology and chemistry.*
ACIS I provides an integrated unique offering to the natural sciences predominantly at an accelerated pace. Rather than being organized around the historical progression of biology, earth science, chemistry and physics, the ACIS curriculum is organized around the kinds of mathematical models that are used in describing and understanding the world around us. Students will be provided with a unified and powerful approach to thinking about science, while at the same time being exposed to the richness and diversity of the different disciplines. Each trimester the curriculum concludes with a capstone offering the opportunity to investigate advanced topics at the forefront of science today.

ACIS II provides a continuation of the integrated unique offering to the natural sciences predominantly at an accelerated pace. Rather than being organized around the historical progression of biology, earth science, chemistry and physics, the ACIS curriculum is organized around the kinds of mathematical models that are used in describing and understanding the world around us. Students will be provided with a unified and powerful approach to thinking about science, while at the same time being exposed to the richness and diversity of the different disciplines. Each trimester the curriculum concludes with a capstone offering the opportunity to investigate advanced topics at the forefront of science today.
SKYLINE MAGNET: BMIT

BUSINESS, MARKETING & INFORMATION TECHNOLOGY: Students explore the dynamics of business, marketing, and entrepreneurship within a global society. Students study production, distribution, and consumption of goods and services. They use key technology applications, like information management systems, graphics, and web design to connect local and global markets through business planning, management, marketing, advertising.

BUSINESS AND MARKETING INTERNSHIP

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td></td>
<td>1 term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course gives students an opportunity to extend student learning into the community by working with a local business to conduct a needs analysis to help them achieve their goal(s). This opportunity could also help students explore career areas or just aid them in learning basic business skills that will help them in college and eventually in their career choice.

This business and marketing internship can take place during any senior year trimester. Includes Business Leadership Research.

May be repeated for credit.

BUSINESS LEADERSHIP CAPSTONE AND RESEARCH

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td></td>
<td>Year</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This culminating course will provide the advanced student with the opportunity to assume a leadership role within the magnet program by overseeing the operations of a group of marketing managers (in school store or other location in the community). The experience will also include conducting a needs assessment for a local company and working with them to conduct a business plan and carry out the goals of that business.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
BUSINESS PRINCIPLES

Course #: 631011

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>None</td>
<td>1 Term</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provides a broad study and analysis of the philosophy, language and environment of business. It introduces students to contemporary business principles, practices, and ethics. Students will understand legal knowledge as it relates to their roles as citizens, consumers, employers, and future business leaders. The curriculum will address the basics of marketing, management, accounting, and entrepreneurship using technology (including Microsoft Office) to apply these skills. Students will also explore the various business related careers.

MARKETING EDUCATION

Course #: 613031

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Business Principles &amp; New Venture Planning (For Skyline BMIT ONLY)</td>
<td>Year 2 Trimesters (Skyline)</td>
<td>.5</td>
<td>ENGLISH ELECTIVE or ECONOMICS</td>
<td></td>
</tr>
</tbody>
</table>

This year long business administration course is designed to prepare students for entry-level occupations in marketing, management, and entrepreneurial ventures. The class also prepares students wishing to major in business administration in college. Students who enjoy learning by doing will have fun with the numerous skits and role-plays used to teach marketing skills and concepts. This course addresses the following seven career pathways: Management & Entrepreneurship, Professional Sales & Marketing, Buying & Merchandising, Advertising & Promotion, Marketing Information Management & Research, Distribution & Logistics, and E-Marketing. The marketing curriculum incorporates multimedia lessons, class sales and promotion projects, and a hands on virtual business retailing simulation that teaches the importance of pricing, advertising, purchasing, merchandising, and market research.

This course is meant to complement and enhance the Marketing COE Course and is a prerequisite for Marketing COE. All participating students earn college credits they can apply at Washtenaw Community College. An integral part of the program at Pioneer is an opportunity for participation a student professional organization (DECA/BPA). Marketing Education is a prerequisite for the Sports and Entertainment Marketing class at Pioneer only. Pioneer and Huron students completing this program will receive a Career & Technical Education Certificate/High School Diploma Endorsement and credits towards the prestigious High School MBA Award at both Huron and Pioneer.

*Skyline 11th grade BMIT ONLY

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.  
AAPS High School Course Selection Guide - January 2017
NEW VENTURE PLANNING

Course #: 631021

Skyline

Grade(s): 10
Prerequisite: Business Principles
Duration: 1 Term
Credit/Term: 0.5

Meets Graduation Requirements For: NCAA Status:

Examines the essential elements of starting and growing a new business within the context of the 21st century and the triple bottom line theory. Students acquire skills in assessing business opportunities, crafting of entrepreneurial strategies, development of comprehensive business plans, funding of start-up operations and management of rapid growth, all in preparation to launch and manage successful new ventures. Case analysis enables students to practice strategic decision-making for a variety of start-up scenarios, and course learning is applied through creation of a detailed business plan for a new business venture. Students will use many different software applications to create their documents including a final technology-based presentation.
COMMUNICATION, MEDIA & PUBLIC POLICY: Students develop the analytical, media literacy, critical thinking and communication skills required for success in the 21st century digital world. Students apply these skills by completing real projects solving real problems for real-life clients.

**BROADCAST COMMUNICATION**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Credit/Term</th>
<th>Duration:</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td></td>
<td>1 Term</td>
<td></td>
</tr>
</tbody>
</table>

This course covers the practical and legal aspects of mass communication. Students use multimedia projects as a basis for learning how to successfully navigate through the broadcast communication process. Students gain expertise in federal guidelines for broadcasting industry. Students examine the impact of communication law as it relates to the copyrights and the Internet, and constitutional guarantees of freedom of speech. Students apply their knowledge of these regulations to examine what public interests are served by current regulations and public policy issues resulting from the gap between technological advances and current regulations.

**DIGITAL MEDIA & EFFECTIVE COMMUNICATION**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Credit/Term</th>
<th>Duration:</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td></td>
<td>1 Term</td>
<td></td>
</tr>
</tbody>
</table>

This project-based course provides an opportunity to apply knowledge of public policy, media literacy, multimedia production, and broadcast communication law to the delivery of audio and video information over the Internet. Students work collaboratively to create professional quality podcasts and video-on-demand. Student teams use public policy analysis as a foundation for developing issue-focused Internet based projects.

**FILM MAKING, DOCUMENTARY I**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Credit/Term</th>
<th>Duration:</th>
<th>Meets Graduation Requirements For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td></td>
<td>1 Term</td>
<td></td>
</tr>
</tbody>
</table>

This course focuses on the basic skills related to nonfiction film making including idea generation, and researching and writing, narration and interviewing skills for a specific project. The course covers the initial steps of film production including create and pitching a treatment to scheduling and budgeting.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
FILM MAKING, DOCUMENTARY II

Course #: 222042

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>Film Making, Documentary I</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is a practicum in filming and post-production focusing on continuity, refining dramatic structure and incorporating music and sound effects to produce a clear, dramatic documentary.

MACROECONOMICS

Course #: 224011

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course examines macroeconomic theories relating to inflation and unemployment, fiscal policy, the Federal Reserve system, monetary policy, and international trade.

MULTIMEDIA PRODUCTION

Course #: 222011

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Public Policy and the Media</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This project-based course covers every stage of the audio and video production process including planning, production (scripting, storyboarding, framing, lighting and audio techniques) and editing (including special effects, titles and credits). Students also learn how to use and care for professional quality camera, audio and lighting equipment. Students use their knowledge of public policy analysis, media literacy and multimedia production to raise awareness about a current problem or policy issue.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
POLITICS OF RACE, GENDER & CLASS

Course #: 221061

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course focuses on how race, ethnicity, gender and socio-economics shape public policy. The course also examines the political relationships between racial, ethnic, gender and class groups and includes case studies on the politics of welfare, crime, immigration, and terrorism.

PUBLIC POLICY AND INDIVIDUAL RIGHTS

Course #: 221041

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The course examines the impact of public policy on individual rights as described in the U.S. Constitution and the international declaration of human rights. Topics include freedom of speech, free exercise of religion, rights to privacy, equal protection and due process, and rights of citizenship.

PUBLIC POLICY AND THE ENVIRONMENT

Course #: 221051

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course explores the impact public policy on the environment and includes a study of impediments to sustainable development and the effect of property rights, globalization, trade and international investment on environmental policy.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
## PUBLIC POLICY AND THE MEDIA

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Public Policy, Introduction to</td>
<td>1 Term</td>
<td>0.5</td>
<td>Skyline</td>
<td></td>
</tr>
</tbody>
</table>

This course involves the study of media literacy with a focus on the accessing, analyzing, evaluating and creating messages in a variety of forms. Students apply policy analysis skills to the analysis of form and content of media messages. The course also includes an in-depth examination of the media’s function and role in the political process. Students learn about the relationship between the media and public policy and, in the process, improve their visual, media, critical thinking and information literacies.

## PUBLIC POLICY INTERNSHIP

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Broadcast Communication</td>
<td>1 Term</td>
<td>0.5</td>
<td>Skyline</td>
<td>VPAA</td>
</tr>
</tbody>
</table>

Students complete a comprehensive public policy analysis project and use multimedia technology to communicate the results of the analysis. Students working independently on a current policy issue will define a problem, investigate the problem, identify solutions, recommend solutions and evaluate effectiveness. Students will complete the work associated with pre-production, production and post-production required to produce a professional quality multimedia project to raise awareness about the issue. All students are expected to demonstrate proficiency in each of the creative steps required for successful production. Student work will be showcased and evaluated by a panel of local policy experts.

## PUBLIC POLICY RESEARCH

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Digital Media &amp; Effective Communication</td>
<td>1 Term</td>
<td>0.5</td>
<td>Skyline</td>
<td></td>
</tr>
</tbody>
</table>

Students complete a comprehensive public policy analysis project and use multimedia technology to communicate the results of the analysis. This course gives students an opportunity to complete a comprehensive policy analysis project and use multimedia technology to communicate the results of the analysis. Students, working independently or on behalf of a local non-profit client, will define a problem, investigate the problem, identify solutions, recommend solutions and evaluate effectiveness. Students will complete the work associated with pre-production and post-production phases required to produce a professional quality multimedia project for the client.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
SKYLINE MAGNET: CMPP

PUBLIC POLICY, INTRODUCTION TO

Course #: 221011

Grade(s): 10
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: None
NCAA Status: 0.5

Skyline

This project-based course introduces the concept of public policy. Public policies are the regulations, decisions and actions of government that affect everyone’s lives. Students gain expertise in using a systematic process to examine real-world public policy issues. Case studies related to individual rights, healthy families, cultural diversity or a sustainable environment provide the basis for policy analysis projects. Students use a combination of independent work and teamwork to gather information about the public policy issue, analyze the information and consider solutions to the issue.

SKYLINE TV NEWS

Course #: 103047

Grade(s): 11 12
Prerequisite: None
Duration: 1 term
Credit/Term: 0.5
Meets Graduation Requirements For: None
NCAA Status: 0.5

Skyline

This course gives students the opportunity to create video versions of Skyline announcements and other news segments, that air during the weekly Skytime class. Regular video segments include Skyline Announcements, Skyline Sports, School Events, CMPP Policy Issues, club meetings, current events and Student Action Senate news. Students learn pre-production (developing a treatment, storyboard and shotlist), production (shooting video) and post-production (editing) using professional quality equipment. Students work as a team of directors, producers, talent writers, camera and audio to produce each edition of the Skyline News.

Experience in Final Cut Pro is recommended but not required.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

132
SKYLINE MAGNET: DTEP

DESIGN TECHNOLOGY & ENVIRONMENTAL PLANNING: Students explore innovations that change and shape our human design world. They apply science, technology, engineering, and mathematics, to find practical solutions for real-world issues. Through hands-on, problem-solving activities, students will understand how technology and society affect each other. Utilizing computer design, prototyping, and modeling systems students focus on technological innovations for an environmentally sustainable society.

ENGINEERING DESIGN AND DEVELOPMENT

PROJECT LEAD THE WAY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Design Technology &amp; Environmental Planning Magnet Student</td>
<td>Year</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Skyline

Students work in teams to identify, research, design and construct a solution to an open-ended engineering problem, with its environmental impact in mind. Students apply principles developed in the three preceding courses and are guided by a community mentor. Teams present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

ENGINEERING DESIGN, INTRODUCTION TO

PROJECT LEAD THE WAY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Skyline

This course uses problem-solving skills to explore creative designs and alternative solutions for problems facing our world today by using a design system approach. Students will design, analyze, and communicate possible solutions to a variety of environmental and technological problems. 3-dimensional models will be created using solid modeling computer design software. Possible tools include laser engraving and rapid prototyping.

This course may be taken as an elective by all Skyline students. College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition program.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

133
**ENGINEERING RESEARCH**

<table>
<thead>
<tr>
<th>Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>Engineering, Introduction to and Engineering, Principles of</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This capstone course gives students the opportunity to work with a mentor, identify an engineering research topic, conduct research, write a scientific paper, and defend conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the engineering and/or technical community guiding their research.

Capstone project of their senior project may also include job, internship, partnership, science project, research, and community outreach.

*This senior year project can take place during any senior year trimester. Includes Engineering, Design and Development.*

*This course may be repeated for credit.*

**ENGINEERING, PRINCIPLES OF PROJECT LEAD THE WAY**

<table>
<thead>
<tr>
<th>Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 11</td>
<td>Engineering Design, Introduction to</td>
<td>2 Terms</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides an overview of the field of engineering and engineering technology. By exploring various technology systems and manufacturing processes, students learn how the engineering problem-solving process uses math, science and technology to benefit society. A product’s entire lifecycle will be analyzed to help address concerns about its environmental, social, and political consequences. Possible areas of interest include alternative energy, waste management, transportation, aerodynamics, material analysis, and construction.

*Offered as CTE elective sequence of Engineering & Design course.*

*This course may be taken as an elective by all Skyline students.*

*College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition program.*
**SKYLINE MAGNET: H & M**

**HEALTH & MEDICINE:** Students explore global health issues that include medical care, biomedical technology, innovations, research, and preventative health practices. Students partner with practitioners to investigate applications in health, wellness, and medicine. This magnet includes a research and development component.

---

### BIOMEDICAL INNOVATIONS

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Medical Interventions I &amp; II; Health &amp; Medicine Magnet; Students only</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representative from the local business and healthcare community.

*College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition Program.*

---

### BIOMEDICAL SCIENCE, PRINCIPLES OF I

**BIOMEDICAL SCIENCE, PRINCIPLES OF II**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>None; Health &amp; Medicine Magnet; Students only</td>
<td>1 Term each</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These courses provide an introduction to health and medical sciences through “hands-on” projects and problems. Student work involves the study of health, human medicine, and research processes. By investigating the factors that led to the death of a fictional person, students will study the human body systems and various health conditions such as heart disease, diabetes, sickle-cell disease, cholesterol, and infectious diseases. After determining the factors responsible for the death, students investigate the preventative health practices, such as lifestyle choices, healthy schools, healthcare treatment and medical treatments that might have prolonged the person's life. In addition, students will explore the ethical issues, genetics, social conditions, cultural factors and public health policies that impacted the person's health and health care.

*College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition Program.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
BIOTECHNOLOGY

Course #: 871071

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Science, Integrated AC II</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course offers the student an opportunity to experience the basics of microbiology, human genetics, biotechnology, and exploration of bioethical issues. The course will provide demonstrations of the structure and function of DNA, RNA, chromosomes, and genes. The course will offer a definition of biotechnology, including examples of real-world applications. The course will provide opportunities to apply laboratory techniques with the appropriate lab equipment and materials. The course offers opportunities to discuss and debate selected bioethical issues.

This course is open to all Skyline students.

EPIDEMIOLOGY

Course #: 871083

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Science, Integrated AC I</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides an introduction to understanding diseases that affect human populations, how we control a disease or outbreak and how we prevent the spread of disease to improve the health of local, state and our nation's populations. The goal of this course is to understand the issues facing our public safety in regards to individuals, clinics, public health, community, and research levels. We will study epidemiology, public health protection, describe the interventions for improving our nations health that are supported by professional guidelines, describe the responsibilities of persons concerned with disease control, and describe areas of care that need further research.

This course is open to all Skyline students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
HEALTH AND PUBLIC POLICY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td></td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in this course will be introduced to Health Care in our city, Michigan and the United States and how personal and social healthy choices are affected. An overview of key health services issues including quality, access, financing, insurance, ethics, and delivery systems plus an introduction to health care policy and politics. Students will be introduced to health law and ethics for health, healthcare and public health administration. Related disciplines include marketing, finance, management, organizations, and systems and decision analyses. Current health services delivery concerns from policy perspectives. Guest speakers, debates, and development of issue papers are used to explore implications for access and quality of healthcare. Students will gain an understanding of how changes in the healthcare market affect care for under served populations and develop strategies to ensure that the needs of these populations are met.

This course is open to all Skyline students.

HUMAN ANATOMY AND PHYSIOLOGY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td>Science, Integrated AC I</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, metabolism, electrolyte balance, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, integumentary, skeletal, muscular, nervous systems, and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

*For Anatomy & Physiology, please see Course 406041.
SKYLINE MAGNET: H & M

HUMAN BODY SYSTEMS I
HUMAN BODY SYSTEMS II

Prerequisite: Credit/Term Duration: Credit/Term
- HUMAN BODY SYSTEMS I: Biomedical Science, Principles of I & II Health & Medicine - 871021
- HUMAN BODY SYSTEMS II: 871022
- 1 Term each: 0.5

Course #: 871021
871022

Meets Graduation Requirements For:
NCAA Status:

The human body is a complex system requiring care and maintenance. This course will engage students in the study of basic human physiology, especially in relationship to human health. Students will study different global healthcare system practices, and use a variety of procedures and instruments to examine body systems (respiratory, circulatory, nervous, etc.) at rest and under stress, and observe the interactions between these systems. Student work will include conducting research and inquiry experiments in health and medicine as well as socialized factors that exist among communities and populations. Students will use software to design and build systems to monitor body functions in relationship to human health and monitor public health systems. Students will understand that to have a healthy human body it must be maintained and that new technologies have created both medical advances and ethical dilemmas.

College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition Program.

MEDICAL INTERVENTIONS I
MEDICAL INTERVENTIONS II

Prerequisite: Credit/Term Duration: Credit/Term
- MEDICAL INTERVENTIONS I: Human Body Systems II - 871031
- MEDICAL INTERVENTIONS II: Health & Medicine Magnet Students only - 871032
- 1 Term each: 0.5

Course #: 871031
871032

Meets Graduation Requirements For:
NCAA Status:

Medical practice includes interventions to support humans in treating diseases and conditions as well as maintaining health. Student projects will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will study the design and development of various medical devices including vascular stints, cochlear implants, and prosthetic limbs. Students will study the care and rehabilitation delivered by the healthcare system professionals. Student work will include conducting research and inquiry experiments in health, medicine and social factors/policies that safely influence health equity. They will research the history of organ transplants and gene therapy, and review current health and medical literature to be aware of cutting edge developments. Using 3-D imaging software and current scientific research, students will design and build a model of a therapeutic protein.

Health & Medicine Magnet Students only.

College credit may be articulated with the National Affiliate/PLTW Exemplary Student Recognition Program

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
SKYLINE MAGNET: H & M

MEDICAL SCIENCE RESEARCH

Course #: 871041

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td>Medical Interventions II, Health &amp; Medicine Magnet</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This capstone course gives students the opportunity to work with a mentor, identify a science research topic, conduct research, write a scientific paper, and defend conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the scientific and/or medical community guiding their scientific research. Capstone project of their senior project may also include job, internship, partnership, science project, research, and community outreach. Students are encouraged to complete their remaining Service Learning hours in conjunction with their senior project/work experience/job shadow/ or internship.

This senior year project can take place during any senior year trimester. Includes Health and Medicine Senior Seminar. May be repeated for credit.

SCIENCE OF WELLNESS

Course #: 871063

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyline</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student work involves the study of human medicine, epidemiology, food chemistry, research processes and an introduction to public health and policy. A theme throughout the course is to determine the factors that lead to the obesity epidemic in the USA. Students investigate lifestyle choices and medical treatments, heart-healthy lifestyles, with hopes of reducing their future risk of cardiovascular disease and diabetes. Students will be directly involved in outreach program delivered to public school students in partnership with The University of Michigan Cardiovascular Center, MFit and Project Healthy Schools.

This course is open to all Skyline students. May be repeated for credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

139
AFRICAN-AMERICAN STUDIES

Huron, Pathways, Skyline*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

The purpose of this course is to develop an appreciation and understanding of African-American culture, its historical, political, and social significance and its impact on the total society. It deals with the African origin and leads up through 21st century America.

* At Skyline, this course is only offered in grade 12.

CIVILIZATIONS, NON-WESTERN

Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course promotes an interdisciplinary approach that will examine the major influences on the development of cultures in specific regions of the world. Students will examine the impact of geography, significant people, economic and political forces, religion, folk traditions, science and technology. In this course one of the following areas will be studied: Africa, Asia, Latin America, or Middle East. Reading, note-taking, listening and critical thinking are important for success in the course.

CIVILIZATIONS, WESTERN

Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Through an interdisciplinary approach, incorporating history, art, and music. This course will examine the major influences in the development of early western civilizations. Students will examine the impact of geography, significant people, economic and political forces, religion, art, folk traditions, science and technology on the development of early western civilizations. Reading, note-taking, listening, writing, and critical thinking are important for success in the course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
CIVILIZATIONS, WESTERN - MODERN

Course #: 202012

Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Through an interdisciplinary approach, incorporating history, art, and music. This course will examine the major influences in the development of modern western civilizations. Students will examine the impact of geography, significant people, economic and political forces, religion, art, folk traditions, science and technology on the development of modern western civilizations. Reading, note-taking, listening, writing, and critical thinking are important for success in the course.

ECONOMICS

Course #: 201021

All High Schools*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9* 10* 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>ECONOMICS</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed to promote the understanding of basic economic concepts on the local, national, and international level. It will also explore the roles of consumers and producers. Throughout this course students will learn from discussions, research, and interactive activities.

*At Community, this course is offered in grades 9-12.
*At Huron, this course is offered in 10th grade.
*At Skyline, this course is offered beginning 3rd Trimester for 10th grade.

ECONOMICS (IB)

Course #: IB201021

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>History &amp; Geography World</td>
<td>Semester</td>
<td>0.5</td>
<td>ECONOMICS</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Economics (IB) is intended to help students develop their understanding of the fundamental concepts of economics. The course will cover all of the economic social studies standards. This course is intended for 10th grade students. It will serve as an introductory class that will prepare students for upper level social studies courses and will meet the State of Michigan economics-social studies graduation requirement. The performance expectations of the course will focus on skills such as; analyzing economic systems, understanding changes in the market, evaluating changes in the business cycle, explaining monetary and fiscal policy responses to changes in the business cycle, and discussing the role of choice in regards to the usage of scarce resources from multiple perspectives that include households, firms, domestic economies, and the global economy.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
SOCIAL STUDIES

ECONOMICS, BUSINESS

Course #: 201023

Grade(s): 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5

Meets Graduation Requirements For: None
NCAA Status: None

Skyline

This course is designed to help students become better participants in the economics process. The course draws upon a number of real-world events and problems to introduce and apply economic concepts. Students learn basic economic principles as well as business operations. The students learn how to operate their own business, prepare a business plan, conduct market research, raise capital, produce and sell product, and maintain records.

Credit given toward the Business Magnet at Skyline.

GENDER STUDIES

Course #: 204032

Grade(s): 9* 10* 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5

Meets Graduation Requirements For: APPROVED
NCAA Status: APPROVED

Community, Huron

This course provides students the opportunity to examine current issues in relation to women and gender roles. Students will look at the roles women had, and were expected to have, as well as what occurred when people have deviated from traditional roles and the consequences of that deviation for both men and women. Political, legal, religious and health issues are also discussed as they concern women and men historically and currently. The course takes a multicultural approach and utilizes a variety of class formats including lectures, discussions, and guest speakers. Primary source materials, and a project are included in the course requirements.

* At Community, this course is offered in grades 9-12.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

142
GLOBAL POLITICS SL (IB)

Grade(s): 11 12
Prerequisite: None
Duration: 0.5 Year
Credit/Term: 1 Term
Meets Graduation Requirements For: GENERAL ELECTIVE
NCAA Status: APPROVED

Global Politics is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Global Politics SL (IB) allows students to explore basic fundamental political concepts. It is designed for students to develop an understanding of the local, national, international, and global dimensions of political activity and processes, as well to explore political issues affecting their own lives. The course is intended for 11th and 12th grade students, and will serve as a component of the IB Diploma Program. This course satisfies the Individuals and Societies requirement for Full IB Diploma students.

GLOBAL RELATIONS, MODERN

Grade(s): 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: GENERAL ELECTIVE
NCAA Status: APPROVED

This course will focus on significant topics in World History since the end of World War II. A major goal of the course is to encourage an understanding and evaluation of current world events in light of their historical background. Students will be expected to read current news publications in addition to assigned text materials and will be engaged in an examination of a key world conflict or problem throughout the course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
GOVERNMENT AND POLITICS, U.S. AP

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron*, Pioneer, Skyline</td>
<td>10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>US GOVERNMENT</td>
</tr>
</tbody>
</table>

The course is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

This course includes preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

*At Huron, this course is offered in 10th grade.

GOVERNMENT, U.S.

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All High Schools</td>
<td>9* 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>US GOVERNMENT</td>
</tr>
</tbody>
</table>

This course offers special emphasis on the purposes of government, the historical evolution of the American political system, the U.S. Constitution, the branches of the national government, the elective process, and a review of state and local government.

*At Community, this course is offered in grades 9-12.
*At Huron, this course is offered in 10th grade.
*At Skyline, this course is offered in the 10th grade in Trimester 3.

GOVERNMENT, U.S. (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron</td>
<td>10</td>
<td>History &amp; Geography World</td>
<td>Semester</td>
<td>0.5</td>
<td>GOVERNMENT</td>
</tr>
</tbody>
</table>


Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
HISPANIC-AMERICAN STUDIES

Course #: 204035

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

The purpose of this course is to develop an appreciation and understanding of Hispanic-American culture, its historical, political, and social significance and its impact on the total society. It deals with the Hispanic origin and leads up through 20th century America.

HISTORY AND GEOGRAPHY, U.S.

Course #: 203012

All High Schools*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9* 10 11* 12</td>
<td>None</td>
<td>2 Terms 3 Terms-Pathways</td>
<td>0.5</td>
<td>US HISTORY &amp; GEO</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

The historical development of our nation is studied to help students know how its social, cultural and political institutions developed. Students will, therefore, comprehend the causes of the problems which exist in contemporary society. Attention will be given to an analysis of the effects of the unique multiethnic/multicultural composition of this country’s population on the evolution of its national history. The first term covers a brief review of early American history to reconstruction and focus is on the late 1800’s through the Great Depression. The second term covers the development of modern America through the 20th century to the present. Research projects and reading outside the text are required both terms. The course content covers a brief overview of early American history with focus on the late 1800’s to the present.

*At Community, this course is offered in grades 9-12.
*At Huron, this course is offered in 11th grade.

HISTORY AND GEOGRAPHY, U.S.-ELL

Course #: 203011

Huron only

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td>US HISTORY &amp; GEO</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed to meet English language learning needs, provide the necessary cultural and historical background knowledge, as well as facilitate the U.S. History content demands for the English language learners. Students will discover American history beginning with the formation of the American nation and conclude with experiences of the United States in the modern era. American geography will also be a focus, including both state and physical maps, and the influence of geography on American growth. An emphasis will be placed on skills relating to graph, table, chart and image interpretation to assist students with their comprehension of history information.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
### HISTORY AND GEOGRAPHY, WORLD

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9* 10 11 12</td>
<td>None</td>
<td>2 Terms 3 Terms-Pathways</td>
<td>0.5</td>
<td>WORLD HIST &amp; GEO</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course examines the world chronologically and thematically. The purpose of this course is to enable students to understand their connections to the development of civilizations. They will examine the past to prepare for their futures as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to address contemporary problems in academic, civic, social, and employment settings.

*At Community, this course is offered in grades 9-12.*

### HISTORY AND GEOGRAPHY, WORLD (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>Year</td>
<td>0.5</td>
<td>HISTORY</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

World History and Geography (IB) is intended for 9th grade students and follows the World History class from 7th grade. It will serve as an introductory class that will prepare students for upper level social studies courses and will meet the State of Michigan world history graduation requirement. The performance expectations of the course will focus on inquiry-based exercises, research and collaborative projects as well as academic skills including note-taking, group and individual comprehension skills.
HISTORY HL YR 1 (IB)
HISTORY HL YR 2 (IB)

Grade(s): 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: GENERAL ELECTIVE
NCAA Status: APPROVED

Huron

History is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

History HL Yr1 (Grade 11)
The History HL Yr1 (IB) is the first year of a two-year course that is based on a comparative and multi-perspective approach to history. It is evidence-based and involves a rigorous exploration of the past with an emphasis on the global perspective. The standard level IB course (year one of the HL) will explore themes of Global War, including the rise of Authoritarian States and the cause and effects of 20th Century Wars. It will also stress the role the United States played in the 20th Century. The content of this course will also cover all the Michigan High School Social Studies Content Expectations for U.S. History and Geography. The second year (HL) will focus on a history of Europe highlighting the Renaissance, Absolutism, Enlightenment and the First World War. This course satisfies the Individuals and Societies requirement for Full IB Diploma students.

History HL Yr2 (Grade 12)
The History HL Yr2 (IB) course is the second year of a two-year course that is based on a comparative and multi-perspective approach to history. It is evidence-based and involves a rigorous exploration of the past with an emphasis on the global perspective. The standard level IB course (year one of the HL) will explore themes of Global War, including the rise of Authoritarian States and the cause and effects of 20th Century Wars. It will also stress the role the United States played in the 20th Century. The content of this course will also cover all the Michigan High School Social Studies Content Expectations for U.S. History and Geography. The second year (HL) will focus on a history of Europe highlighting the Renaissance, Absolutism, Enlightenment and the First World War. This course satisfies the Individuals and Societies requirement for Full IB Diploma students.

HISTORY OF ROCK & ROLL

Course #: 203042

Grade(s): 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: GENERAL ELECTIVE
NCAA Status: APPROVED

Skyline

Rock and Roll music has played a major role in U.S. history. Popular music has been the “voice” of the people during the 20th century. Powerful social, political, and economic messages have existed in music. Student will examine the influence of rock and roll music on major historical trends: Harlem Renaissance, Great Depression, Native Americans, Women’s Rights Movement, World War II, Civil Rights Movement, and the Vietnam War. Artists will include: Joan Baez, Cab Calloway, Johnny Cash, CSNY, George Clinton, Aretha Franklin, Jimi Hendrix, Billie Holiday, Iron Maiden, Spike Jones, etc. The eight genres of rock and roll will be studied: country, folk, pop, jazz, rhythm and blues, blues/soul, and gospel (white & black).

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide - January 2017

147
History is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

The History SL (IB) course is based on a comparative and multi-perspective approach to history. It is evidence-based and involves a rigorous exploration of the past with an emphasis on the global perspective. The will explore themes of global war, including the rise of Authoritarian States and the cause and effects of 20th Century Wars. It will also stress the role the United States played in the 20th Century. The content of this course will also cover all the Michigan High School Social Studies Content Expectations for U.S. History and Geography. This course satisfies the Individuals and Societies requirement for Full IB Diploma students.

Too often, we are inclined to look at history without assessing its relationship to current events from a global perspective. Conversely, we often experience and witness current events without understanding their roots and history. This course will allow students to investigate the historical roots of contemporary issues found in the realms of politics, economics, the media, popular culture, education and race and gender issues.

*At Pioneer & Skyline, this course is only offered in grades 11 and 12.
SOCIAL STUDIES

HISTORY, EUROPEAN AP  

Course #: 203023

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Huron, Skyline*

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the history of Europe between 1450 and the present. The program prepares students for college courses by making demands upon them equivalent to those made by freshman level college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their validity, their nature of bias, the point of view, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. One major goal is to develop and practice the skills necessary to arrive at conclusions or informed judgments and to present reasons and evidence clearly and persuasively in essay format. Students will be required to apply the effort necessary to act as an historian.

* At Skyline, this course is only offered in grades 11 and 12.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

HISTORY, U.S. - ALTERNATE PERSPECTIVES

Course #: 203008

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>Year</td>
<td>0.5</td>
<td>US HISTORY &amp; GEO</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Community

This course will include the study of U.S. history from approximately 1860 to the present, but from different points of view. For example, we know about white abolitionists and their questions to slavery, but what were the thoughts, plans, actions of enslaved Americans and other people of color who contributed to the building of this nation? What was the Native American perception of the settlement of the West? These questions and many others will be addressed in this special course with a unique perspective on U.S. history.
### HISTORY, U.S. AP

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11* 12</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
<td>US HISTORY &amp; GEO</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course undertakes a general survey of American history. It is distinguished from other high school American history courses in that it places emphasis on historiography, comparisons of historical interpretations, and the use of original resources. Students are expected to read a wide variety of materials and to pursue individual study. This course will focus on our country’s major cultural, political and social institutions as well as the contributions and struggles of the people during the growth and development of the United States. The course also places a greater emphasis on writing. In his/her writing, the student is encouraged to use analytic techniques, to interpret data and points of view, to make generalizations, draw conclusions, to use footnotes and bibliography, as well as to improve skills in writing the essay.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.*

*At Huron, this course is offered in 11th grade.*

### HISTORY, WORLD IN FILM

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

This is a class designed to look at how historical events are portrayed in film. We will view films related to different historical events and discuss their strengths and weaknesses in terms of portraying the events and the facts surrounding the events.

__Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.__

AAPS High School Course Selection Guide - January 2017
HUMAN GEOGRAPHY, AP

Purpose:
The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. On successful completion of the course, students should be able to: use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization processes, and characterize and analyze changing interconnections among places.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

HUMANITIES, AFRICAN-AMERICAN HISTORY AC
HUMANITIES, AFRICAN-AMERICAN LITERATURE AC

Purpose:
Traditional areas in U.S. history and literature are covered from an African-American perspective. An interdisciplinary approach is used incorporating African-American literature, art, music, and culture throughout the curriculum. This course utilizes a variety of materials and class activities including lectures, discussions, use of primary materials and projects. Research and reading outside the text are required both terms. Students are required to do concentrated reading of challenging materials and formal expository writing.

Students must select both courses.

*At Huron, this course is only offered in grade 10.
**At Pioneer & Skyline, this course is only offered in the grade 12.
***US History & Geog credit or English 10 credit for Huron only.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

151
### HUMANITIES, SOCIAL STUDIES AC, HUMANITIES, LITERATURE AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Must be enrolled in both sections</td>
<td>2 Terms (2 periods/term)</td>
<td>1.0</td>
<td>WORLD HIST &amp; GEO and ENGLISH ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for high school seniors who wish to study recognized classics of the Western world in an interdisciplinary setting. These works are read against a cultural background of art, music, and intellectual history, and in a chronological sequence. Students are required to do concentrated reading of challenging materials and formal expository writing. The course covers major works of art, music, literature, and economic and political philosophers central to Western Civilization. An attempt is made to integrate these disciplines chronologically in order to make the student aware of the impact of one discipline upon the other. The formal lecture is used extensively, together with small group discussions.

*Students enrolling are expected to take both terms. There is no prerequisite to enroll in Humanities AC, but it is recommended that students planning to elect it will have taken at least one literature course.*

### HUMANITIES, WORLD HISTORY AC, HUMANITIES, WORLD LITERATURE AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>None</td>
<td>2 Trimesters (2 periods/term)</td>
<td>1.0</td>
<td>ENGLISH ELECTIVE and GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course is designed for high school seniors who wish to study world cultures in an interdisciplinary setting. Students are required to do concentrated readings of challenging primary and secondary materials, participate in debate, and produce creative student-centered assignments. The students will analyze literature, architecture, dance, philosophy, anthropology, history, theater, film, art, and music in a thematic sequence. The literature section will use the reading workshop and writing laboratory models as students engage in the rigorous exploration of world cultures. As a reading workshop, this course will teach students to do close analytical readings of challenging primary and secondary texts. Students will work through these texts in an effort to make social, historical, ideological, and discursive connections among various cultures and time periods. Students should expect to thoroughly analyze a number of visual and printed mediums including critical essays, visual art, novels, poems, music, films, advertisements, plays, and television shows. Students will use a variety of analytical techniques such as dialogic journaling, annotated readings, and guided notes to delve into texts. As a writing laboratory, a great deal of attention will be given to the writing process. Critical theory, focused readings, substantive research, visual media, and rich discussions provide the basis for student writing. Students are expected to write formally and informally both inside and outside of the classroom.

*Students must select both courses and are expected to take both Trimesters.*
SOCIAL STUDIES

LAW

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron, Skyline</td>
<td>9 10 11* 12*</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
</tr>
</tbody>
</table>

This course will focus on an examination of the purpose of law; fundamental principles and values underlying the U.S. Constitution; laws and legal systems; principles and procedures related to criminal law; the juvenile justice system; principles and procedures related to civil law; and current issues and controversies related to law and the legal system. This course will be an elective option.

*At Skyline, this course is offered in grades 10, 11, and 12.

LAW, ADVANCED

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community, Huron, Skyline</td>
<td>9 10 11 12*</td>
<td>Law</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
</tr>
</tbody>
</table>

This course will focus on an examination of the purposes of law; fundamental principles and values underlying the Constitution, laws and legal systems of the United States; principles and procedures related to criminal law; principles and procedures related to civil law; current issues and controversies relating to law and the legal system. The material covered in Law will be reviewed briefly. While similar topics will be covered, they will be covered in greater depth. Less attention will be paid to defining crimes and more attention will be given to examining real cases and social problems. At least one mock trial will be held. Short papers will be required.

*At Skyline, this course is only offered in grades 11 and 12.

LEADERSHIP IN SOCIAL JUSTICE & DIVERSITY

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>11 12</td>
<td>History &amp; Geography, U.S.</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
</tr>
</tbody>
</table>

This course is designed for students of all races, ethnicity’s, gender orientation and backgrounds to develop their own cultural maturity and learn leadership skills that they can call on as they move on to higher education and careers in a multicultural society. Each quarter, students learn what Social Justice is through the lens of diversity, using history, literature, and the exploration of one’s identity. The course scope and sequence requires students to have a deeper understanding of themselves, their school, their community, their nation and their world. Concurrently, students are learning the necessary leadership skills to make change in themselves and the larger community.

This is a yearlong class open to students from all high schools.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
MACRO ECONOMICS AP  

Huron, Pioneer, Skyline  
Grade(s): 10 11 12  
Prerequisite: None  
Duration: 1 Term  
Credit/Term 0.5  
Meets Graduation Requirements For: ECONOMICS  
NCAA Status: APPROVED  

AP Macroeconomics is a one term college-level course that provides an introduction to the principles of economics that apply to an economic system as a whole. Topics that will be discussed and examined in-depth will reflect the material included in the AP Macroeconomics Course Description from the College Board. These include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade. The course emphasizes the study of national income, price determination, economic performance measures, economic growth, and international economics.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

MICRO ECONOMICS AP  

Huron, Pioneer, Skyline  
Grade(s): 10 11 12  
Prerequisite: None  
Duration: 1 Term  
Credit/Term 0.5  
Meets Graduation Requirements For: ECONOMICS  
NCAA Status: APPROVED  

AP Microeconomics is a one term college-level course that provides an introduction to the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Topics that will be discussed and examined in-depth will reflect the material included in the AP Microeconomics Course Description from the College Board. The course provides particular emphasis on the function of consumers and producers within the economic system. The course also offers analysis of the markets in which consumers and producers interact as well as non-market economics.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.
MOCK TRIAL

Community, Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student teams prepare mock trial cases and participate in the Michigan High School Mock Trial Tournament. Students learn about trial procedure and rules and evidence and work with the teacher coach and attorney coaches to prepare a case for state competition in March or April. Team membership may include participation in the national tournament in May. Placement on a competitive team requires audition and coach approval. Teams meet outside of regular class hours, at night and on weekends.

Second term registration with meetings starting in October.

NATIVE-AMERICAN STUDIES

Community

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course focuses on Native-American cultures of North America, pre-Columbian to contemporary Native communities. Specific tribes are chosen for a focus study of different geographic regions to demonstrate the diversity of Native culture. Tribal structure, belief systems, spiritual practices and economic systems are explored. Emphasis is placed on the Native-American experience and perspective; numerous works by Native peoples are included in course reading.

PEACE STUDIES

Community

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From inner peace to world peace, students will read the works of numerous messengers of Peace such as Mahatma Gandhi, Martin Luther King, Jr., Thich Nhat Hahn, Rigoberta Menchu and Marine Corp. Major General Smedley Butler. Students monitor contemporary peace celebrations, organizations and demonstrations. They will study an area of conflict in the world today and discover the inroads and challenges to peaceful resolution. Methods of peacemaking are explored and discussed. Creativity and activism are encouraged but not required.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
PEER FACILITATING

Course #: 205021

**Community, Huron, Pioneer, Skyline**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The purpose of the course is to prepare students to serve as peer facilitators. Skills are developed through the study and practice of communication skills, self-exploration exercises, and decision-making and problem-solving techniques. Students are involved in class and small group discussions and role-playing situations. Students also work in pairs in practice peer facilitating sessions which are video taped and presented to the class for feedback and discussion. The students select the topics to study and speakers from the community are brought in to aid in the study. Topics generally center around the issues of family communication, divorce, stress, depression, suicide, death and grief, substance abuse, dating, sexuality, and the building of self esteem.

*This course is open second term to 10th grade students.*

PHILOSOPHY

Course #: 204021

**Huron, Pioneer, Skyline**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course will examine some of the traditional and contemporary issues and problems of philosophy. Areas of consideration will include ethics, aesthetics, theories of knowledge, logic, freedom, responsibility, and the role of the individual in society. Students will read selections relating to these topics and analyze and assess their relative merits and flaws. Students will draft their own responses/arguments to the various philosophical issues raised. Critical thinking will be the focus.

PSYCHOLOGY

Course #: 205011

**Huron, Pioneer**, **Skyline**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>GENERAL ELECTIVE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Psychology is a survey course designed to clarify and build an understanding of ourselves, our peers, and other important relationships in our lives. The emphasis is placed upon learning the skills and approaches necessary to study human behavior and mental processes. This includes: how we learn to be ourselves, how we store memories and experiences, how we think, how our physical being effects our mind, factors motivating our behaviors, and learning basic skills to promote healthy relationships.

*At Pioneer, this course is only offered in grades 11 and 12.

**At Skyline, this course is only offered in grades 10-12.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

156
PSYCHOLOGY SL (IB)

Huron

Grade(s): 11 12
Prerequisite: Psychology
Duration: Year 0.5
Meets Graduation Requirements For: NCAA Status: APPROVED

Psychology is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

The Psychology SL (IB) course aims are to teach the students major principles in the field of Psychology, understand research methods, and to educate students about human behavior and cognition. The course content will focus on biological, cognitive and sociocultural levels of analysis. Students will also have the opportunity to conduct an experiment and explore one of the following research topics in depth: abnormal psychology, developmental psychology, health psychology, psychology of human relationships, sports psychology. The goal of the course is to teach students how to be critical thinkers, analyze research, explore research methods and to understand the relationship between biopsychosocial events and our behaviors and mental processes. This course satisfies the Individuals and Societies requirement for Full IB Diploma students.

PSYCHOLOGY, APPLIED

Huron, Pioneer*, Skyline*

Grade(s): 10 11 12
Prerequisite: Psychology
Duration: 1 Term
Meets Graduation Requirements For: GENERAL ELECTIVE
NCAA Status: APPROVED

This student-centered course personalizes the content and techniques from Psychology and applies them to our everyday life. Student-designed projects and interaction help build on our understanding of how best to absorb the importance of learning about human behavior and the consequences of our actions.

* At Pioneer & Skyline, this course is only offered in grades 11 and 12.
SOCIAL STUDIES

SOCIOLOGY

Course #: 221081

Skyline

Grade(s): 11 12
Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: SOCIAL STUDIES
NCAA Status: APPROVED

This course will allow students to look at the world in a much different way than they usually would. They will be looking at the world through the eyes of someone else. Students will use critical thinking and research methods to understand society through different points of view. Some topics to be discussed include crime, deviance, social control, social inequality, gender, racial and ethnic minorities, human relationships, family, the impact of groups on the individual, and social change. Students will have an opportunity to uncover the role they play in society and the role society has in shaping their identity.

THEORY OF KNOWLEDGE I (IB)
THEORY OF KNOWLEDGE II (IB)

Course #: IB209501  IB209502

Huron

Grade(s): 11 12
Prerequisite: None
Duration: 2nd Sem 11th 0.5
1st Sem 12th
Credit/Term: None
Meets Graduation Requirements For: None
NCAA Status: APPROVED

Theory of Knowledge is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Theory of Knowledge I (2nd semester 11th Grade)
Theory of knowledge I (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the IB Diploma Programme (DP) by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. This course is continued in TOK II in the senior year. Full IB Diploma students are automatically enrolled in Theory of Knowledge.

Theory of Knowledge II (1st semester 12th Grade)
Theory of knowledge II (TOK II) is a continuation of the TOK I course offered in 11th grade. It is a course centered around critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the IB Diploma Programme (DP) by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Full IB Diploma students are automatically enrolled in Theory of Knowledge.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

158
ART: AREA OF EMPHASIS: Students are required to plan and complete a 2.5 credit program of study or area of emphasis. In preparation for further study beyond high school or for careers in the art and design field, students may wish to plan a program with an art emphasis. Art courses may also be combined with other areas of the curriculum to facilitate a combined area of emphasis. Students are encouraged to work with a member of the art staff to plan a program of study that will meet their post-high school goals.

ART AND DESIGN

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Huron, Pathways, Pioneer, Skyline

Students examine the significance of the visual arts in our lives. Design elements and compositional principles are studied while learning studio techniques. This course will help students appreciate the joy of creating art as well as increase their understanding of the role of art and design in society. Students of all levels and abilities are welcome in this course of study. Students will be evaluated according to their studio participation, quality of work, critical thinking, and class discussions. This course is intended for students with a strong interest in art who are considering professional study or a career in art.

ART AND DESIGN (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term:</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>Semester</td>
<td>0.5</td>
<td>VPAA: Art</td>
<td></td>
</tr>
</tbody>
</table>

Huron

Art and Design (IB) students examine the significance of the visual arts in our lives. Design elements and compositional principles are studied while learning studio techniques. This course will help students appreciate the joy of creating art as well as increase their understanding of the role of art and design in society. Students will be evaluated according to their studio participation, quality of work, critical thinking, and class discussions. Emphasis is placed on materials explorations and artistic reflection using visual journals. Group and individual critiques are an important part of the evaluation and reflection process. This course is intended for students of all levels and abilities. It is also the foundational course for students with a strong interest in art who are considering professional study or a career in art.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ART AND DESIGN AT COMMUNITY

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td>VPAA</td>
</tr>
</tbody>
</table>

The purpose of this class is for the student to become enthused and curious about 2-dimensional art and design. We’ll do this by learning about what makes an effective composition, why some design catches our attention, why other design does not. A successful art student is not defined according to how well you draw a straight line but rather the desire and effort you put into the creative process. Media used include: graphite, charcoal, watercolor, oil pastel, soft pastel ink, and printmaking.

ART PORTFOLIO, ADVANCED

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td>Teacher recommendation</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td>VPAA</td>
</tr>
</tbody>
</table>

This course emphasizes traditional and nontraditional painting and drawing skills and how to express personal concepts using these skills. We will address the articulate use of visual language, focusing on the formal visual elements; philosophical issues, response to the world around us; global issues, interior life and personal history. This course also helps students develop high quality portfolios for admission to art schools, programs, and future artistic endeavors. Critiques are an important part of the course.

ART PORTFOLIO, ADVANCED AC

<table>
<thead>
<tr>
<th>Huron</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 11 12</td>
<td>Art &amp; Design; Drawing, Painting &amp; Printing, a 3rd Art elective; or teacher recommendation.</td>
<td>1 Term</td>
<td>0.5</td>
<td></td>
<td>VPAA</td>
</tr>
</tbody>
</table>

This course is recommended for students with a strong interest in art who are capable of working independently, have a basic knowledge of composition principles, have worked with a variety of art materials, and possess the motivation to complete assigned tasks. Units of study are planned to achieve a balance between the mastery of specific skills, personal expression and creative problem-solving. Media experiences in design, drawing, painting, printmaking, illustration, sculpture and/or ceramics may be included. Students will create a portfolio of their own artwork acceptable for college admission review.

May be repeated for additional credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
ART, MIXED-MEDIA

Students will be guided in the production of visual art that combines traditional as well as non-traditional visual media. Various techniques involving the use of two or more media, such as ink and pastel or painting and collage will be combined in single compositions. There will be an emphasis on the study of the elements and principals of design, specifically how to create a unified composition. Critiques and field trips will be an important aspect of this course.

ART, SALVAGE

In this course, students will be involved in making art from found material. You will use discarded objects, scrap, wrapping/packaging, and recyclable material, to make new things that exist as Art.

CERAMICS AND SCULPTURE I

In this course, students will explore a broad range of techniques and approaches to creating three-dimensional works of art. Students will be guided in creating original works of art that demonstrate knowledge of the principles of design. Although the ceramic process will direct most of the lessons there will also be an emphasis of other media including but not limited to: wood, plaster, wire, metal and paper.

The ceramic component of the class will involve the use of clay by either hand building or throwing on the wheel. Development of technical skills and artistic vocabulary will include scoring, slipping, slab, coil, and pinch techniques, bisque firing, painting, as well as various glazing techniques.
CERAMICS AND SCULPTURE II

Course #: 713012

Grade(s): 10 11 12
Prerequisite: Ceramics & Sculpture I
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: VPAA

This course is a continuation of the beginning ceramics and sculpture class with emphasis on advanced techniques. In addition to clay formation processes, advanced study encompasses glaze mixing and personal experimentation is encouraged. Through these experiences the students will study the history of three-dimensional forms and develop an understanding of how clay forms have recorded the phases of human culture.

May be repeated for credit.

Community

Grade(s): 9 10 11 12
Prerequisite: Ceramics & Sculpture I
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: VPAA

This class is a continuation of “Ceramics & Sculpture I”. Students will explore more advanced beyond the basics. This class will involve ceramic instruction including but not limited to hand building and sculpting using stoneware clay as well as glazing of surface. In addition to ceramics instruction, students will be engaged in art that involves the creation and construction of sculpture using plaster, wood, paper and foam board. The historic and cultural significance of all three-dimensional sculpture will be an important component of this course.

DRAWING & PAINTING

Course #: 712011

Grade(s): 9 10 11 12
Prerequisite: Art and Design
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: VPAA

Students will develop a range of skills that will build into a visual language enabling them to tackle areas such as basic drawing and perception techniques, use of various drawing media, to understand the basic elements of design; line, shape, form, value, proportion, spatial illusion, perspective, and ways of “seeing” and appreciating the art of drawing. Assignments will include figure drawing, architecture, still life, landscape, portraiture, environments, mixed-media compositions, and random subjects chosen by students. Participation in this course will improve the student’s drawing and perceptual skills, and develop a good foundation for future art making. Students will be engaged in the discussion, analysis, and appreciation of the historical and cultural aspects of art. Critique of their own artwork and the work of other students will be an important part of this course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

162
**DRAWING, BEGINNING**

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Students will develop a range of skills that will build into a visual language enabling them to tackle areas such as basic drawing and perception techniques, use of various drawing media, to understand the basic elements of design; line shape, form, value, proportion, spatial illusion, perspective, and ways of “seeing” and appreciating the art of drawing. Assignments will include figure drawing, architecture, still life, landscape, portraiture, environments, mixed-media compositions, and random subjects chosen by students. Participation in this course will improve the student’s drawing and perceptual skills, and develop a good foundation for future art making. Students will be engaged in the discussion, analysis and appreciation of the historical and cultural aspects of art. Critique of their own artwork and the work of other students will be an important part of this course.

**DRAWING, PAINTING AND PRINTMAKING**

<table>
<thead>
<tr>
<th>Huron, Pathways, Pioneer, Skyline</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Art &amp; Design (Huron) Teacher recommendation Pioneer, Skyline, Pathways</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The focus of this course is on the creation of two-dimensional art work. Basic drawing and painting techniques are reinforced. Compositions in watercolor, pastels, pen and ink, charcoal, and pencil may be planned, encouraging students to explore personal themes and work through the creative process. Silk screening, etching and relief printing processes may also be included. Works from various artists, both past and present, will be incorporated to learn how others have solved similar problems. Subject matter may range from creating landscapes and abstract designs to recording observations of figures and still life.

*May be repeated for credit.*

**GRAPHIC ART PRODUCTION: YEARBOOK**

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>9 10 11 12</td>
<td>Teacher recommendation</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Class will be involved with the editing, design and production of the school’s yearbook, Midnight Sun. Students selected for participation will enjoy a high degree of freedom and independence in determining the content (theme and scope) and appearance of the book, and will be expected to learn to organize themselves into a staff and to recruit students from other areas as required. Applicants should expect to attend to details of research, budgeting and/or scheduling as well as photography, digital imaging, publishing, typesetting (on computer) and sales.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
GRAPHIC COMMUNICATIONS I

Community | Grade(s): | Prerequisite: | Duration: | Credit/Term | Meets Graduation Requirements For: | NCAA Status: |
--- | --- | --- | --- | --- | --- | --- |
Community | 9 10 11 12 | None | 1 Term | 0.5 | VPAA | | 

This course is an introduction to the fundamental skills and knowledge needed to understand graphic communications. The course focuses on the computer skills, design decisions, and printing processes needed to create print and digital media that effectively convey information. Students who enjoy creative activities and like hands-on activities should elect this course.

GRAPHIC COMMUNICATIONS II

Community | Grade(s): | Prerequisite: | Duration: | Credit/Term | Meets Graduation Requirements For: | NCAA Status: |
--- | --- | --- | --- | --- | --- | --- |
Community | 9 10 11 12 | Graphic Communications I | 1 Term | 0.5 | VPAA | | 

This course builds on the knowledge and skills gained in Graphic Communications I. The subject areas of graphic design, digital photography, color theory, typography, offset printing, and screen-printing are explored to communicate information. Students who enjoy creative activities and like hands-on activities should elect this course.

GRAPHIC DESIGN I

Community, Huron, Pioneer, Skyline | Grade(s): | Prerequisite: | Duration: | Credit/Term | Meets Graduation Requirements For: | NCAA Status: |
--- | --- | --- | --- | --- | --- | --- |
Community, Huron, Pioneer, Skyline | 9 10 11 12 | Art & Design (Huron) | 1 Term | 0.5 | VPAA | | 

In this course, students solve visual communication problems by developing ideas and creating graphic solutions for various clients. Students will discuss the historical significance of the graphic arts, and become more familiar with the styles and practical applications of type faces. A variety of materials and techniques will be used to create posters, logos, trademarks, packaging and illustrations. Careers, issues and techniques of the contemporary design field are addressed in this course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
Visual, Performing & Applied Arts: ART

GRAPHIC DESIGN II

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Meets Graduation Requirements For</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Graphic Design I</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
</tr>
</tbody>
</table>

Prerequisite:

Credit/Term:

Duration:

Meets Graduation Requirements For:

NCAA Status:

This course is a continuation of Graphic Design I. Using original ideas, students are expected to refine skills to communicate ideas & concepts visually. This will be done by developing personal style, lettering and typography, logo designs using computer programs, package design, designing story boards. A portfolio of quality Graphic Design images will be created and produced.

Skyline:

This course is a continuation of Graphic Design I. Students will learn more advanced techniques for combining image, type, color, illustration, and photography to create dynamic media using Adobe Creative Suite. Students will have the opportunity to work on school and community projects involving graphics to further develop their knowledge and skills. Students will create a portfolio of their work.

ITALIAN ART & CULTURE

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Meets Graduation Requirements For</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
</tr>
</tbody>
</table>

Prerequisite:

Credit/Term:

Duration:

Meets Graduation Requirements For:

NCAA Status:

Students enrolled in this survey course will be immersed in various aspects of Italian culture, geography, basic conversational Italian, visual art and design, theater, music, fashion, architecture, and the rich artistic history in Italy from the Roman Empire to present. The course will also serve as a foundation for experience-based educational travel to Italy, where some projects and assignments may continue.

JEWELRY DESIGN I

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Meets Graduation Requirements For</th>
<th>NCAA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Art &amp; Design</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
</tr>
</tbody>
</table>

Prerequisite:

Credit/Term:

Duration:

Meets Graduation Requirements For:

NCAA Status:

This course teaches students about the design and creation of original jewelry metalwork. Basic design skills are taught. Sequentially planned assignments assist students in developing quality designs. Through these experiences, it is hoped that students acquire an appreciation for past and present jewelry/metal forms and a pride in their own accomplishments.

May be repeated for credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

165
JEWELRY DESIGN II

Huron, Pioneer

Grade(s): 10 11 12
Prerequisite: Jewelry Design I
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: Huron, Pioneer

Students are expected to expand upon the skills learned in the beginning jewelry course. Time may be included for experimental and independent art work. Required assignments will focus on new and advanced techniques exhibiting personal creativity and inventiveness. Participation in school and community exhibits is encouraged.

May be repeated for credit.

OPEN STUDIO

Huron

Grade(s): 9 10 11 12
Prerequisite: Art & Design
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: Huron

This class will provide students with an opportunity to experiment with many different media and ideas within an unstructured format. The teacher will work with students toward individualizing stylization.

Community, Pathways

Grade(s): 9 10 11 12
Prerequisite: Art and Design (Pathways)
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: Community, Pathways

In this class students concentrate on independent projects of his/her choice. They work under contract with the instructor and are evaluated according to the quality of the final product and the amount of effort employed in executing each project. Students should have knowledge of basic skills in drawing, painting, ceramics and be able to work independently in an unstructured studio atmosphere.
Visual, Performing & Applied Arts: ART

PAINTING AND COLOR THEORY

Course #: 712013

Community, Pathways

Grade(s): 9 10 11 12
Prerequisite: Art and Design (Pathways)
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status: VPAA

In this course, the beginner to advanced student of art will be exploring color theory, technique and composition in painting. Examination and analysis of traditional and contemporary art in a historical and cultural context will be an integral part of learning. Media will include: acrylic, color inks, pastels, watercolor, printmaking, and color pencil. Students will review basic drawing principles in order to successfully tackle the art and techniques of painting. Critique of their own artwork and the work of other students will be an important part of this course.

PAINTING AND COMPOSITION

Course #: 712014

Huron

Grade(s): 10 11 12
Prerequisite: Art & Design
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status: VPAA

This course is an introduction to creative techniques and composition applied to watercolor and acrylic painting media as well as the development of visual awareness. A basic class exploring the visual elements and techniques as a tool to problem solving with a special emphasis on controlling the paint, using either gouache (opaque watercolor), or acrylic, while experimenting with various surfaces. Students are given the opportunity to work in greater depth to develop individual approaches, techniques, and forms of creative expression.

PHOTOGRAPHY I

Course #: 715011

Huron

Grade(s): 10 11 12
Prerequisite: Art & Design
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status: VPAA

In this course students learn about and experience photography as a form of visual communication. The students learn basic processes of black and white photography through darkroom experience. Visual literacy, composition, operation of a 35 mm camera, developing film, use of contact prints, enlargements and presentation of the photograph are components of this course. Creative thinking, patience and persistence are important aspects of this course.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
This course studies the art of photography. Students will learn basic chemistry related to developing and printing black and white film, the history of photography, light, film, lenses, cameras, pinhole photography, composition, and the personal enjoyment of photography. Students will engage in actual camera and darkroom experience. An adjustable 35 mm film camera is suggested.

PHOTOGRAPHY II

This course is planned for students who are seriously interested in photography. A portfolio of quality photographs will be created and produced. Experimental techniques and classic darkroom processes such as bas relief, color appliqué, digital photography and composite imagery may be explored.

*May be repeated for credit.*

PHOTOGRAPHY, DIGITAL I

Photography captures moments in time and allows us to view the world from different perspectives. The technology of photography is ever changing but the excitement of combining art and technology remains the same. The photography courses are designed to give students experiences with the creative and technical aspects of photography. Students will use digital cameras and Adobe Photoshop to compose, shoot, and edit digital photography.
Active participation in this course will serve you in many ways. We will experience the realm of digital photography via specific assignments and projects, play, hard work, critiques, exhibitions, technical demos, sharing, and support of each other as photographic artists. You will learn about: cameras, capturing images, pixels, scanning, computing, editing/image management software (Photoshop), composition, printing, image sharing/storage/management, art elements and principles in photography, photo history, light, perception, and seeing.

**PHOTOGRAPHY, DIGITAL II**

This course is a continuation of Digital Photography I. Areas of study include: camera operation for digital SLR, lighting, composition, image processing, printing, and final presentation techniques. Field trips will allow students to learn how to photograph a variety of situations. Students will also study the history of photography.

*May be repeated for credit.*

**PHOTOGRAPHY, FILM AND DIGITAL VIDEO, ADVANCED**

This course offers the study of still photography, motion picture film, and video production as an art form. Lab work and critiques are essential components of the course.
Visual Arts is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Visual Arts SL/HL Yr1 (Grade 11)
The Visual Arts SL/HL Yr1 is the first year of a two-year course that encourages students to challenge their own creative and cultural expectations and boundaries. This course promotes higher order thinking and reflection amongst students, while at the same time developing heightened technical ability in multiple media. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to experiment with and reflect upon their work in multiple mediums. The course is designed for students who have an interest in post-secondary visual arts as well as those who are interested in developing a lifelong love of the subject. The role of the teacher in this course is to organize their students in a studio environment and provide engaged support for the individual exploration of art. This course satisfies the Arts requirement for Full IB Diploma students.

Visual Arts SL Yr2 (Grade 12)
Visual Arts SL Yr2 (IB) is the second year of a two-year course that encourages students to challenge their own creative and cultural expectations and boundaries. This course promotes higher order thinking and reflection amongst students, while at the same time developing heightened technical ability in multiple media. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to experiment with and reflect upon their work in multiple mediums. The course is designed for students who have an interest in post-secondary visual arts as well as those who are interested in developing a lifelong love of the subject. The role of the teacher in this course is to organize their students in a studio environment and provide engaged support for the individual exploration of art. This course satisfies the Arts requirement for Full IB Diploma students.

Visual Arts HL Yr2 (Grade 12)
Visual Arts HL Yr2 (IB) is the second year of a two-year course that encourages students to challenge their own creative and cultural expectations and boundaries. This course promotes higher order thinking and reflection amongst students, while at the same time developing heightened technical ability in multiple media. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to experiment with and reflect upon their work in multiple mediums. The course is designed for students who have an interest in post-secondary visual arts as well as those who are interested in developing a lifelong love of the subject. The role of the teacher in this course is to organize their students in a studio environment and provide engaged support for the individual exploration of art. This course satisfies the Arts requirement for Full IB Diploma students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
BAND, CONCERT

Huron, Pioneer, Skyline*

Grade(s): 9 10 11 12

Prerequisite: Audition

Duration: 1 Year
Credit/Term: 0.5

Meets Graduation Requirements For: VPAA

NCAA Status:

This course is open to wind and percussion instrumentalists. The Concert Band curriculum teaches technical, rhythmic, listening, transitive, analytical, and performance skills through advanced literature in a historical and multi-cultural context. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals and appearances within the community when appropriate.

Placement audition required. Students are encouraged to participate in band camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After-school rehearsals and performances are required. Members participate in one varsity football game performance with the Symphony Marching Band. May be repeated for credit.

*Skyline: This class is open to Symphony and Concert band members who do not wish to march in the marching band at Skyline. All students will be placed in Varsity, Concert or Symphony Band for trimester 2 and 3.

BAND, JAZZ

Huron, Pioneer, Skyline

Grade(s): 9 10 11 12

Prerequisite: Audition (Huron & Pioneer)

Duration: 1 Year (Hur/Pio)
1 Term (Skyline)
Credit/Term: 0.5

Meets Graduation Requirements For: VPAA

NCAA Status:

Jazz Band is open to all qualified saxophone, trumpet, trombone, guitar, piano, bass and percussion players. This course provides opportunities for the performance of outstanding jazz literature and the study of jazz styles, history, and improvisation. This band performs in numerous concerts throughout the year.

After school rehearsals and performances are required. May be repeated for credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
BAND, SYMPHONY

Huron, Pioneer, Skyline

Prerequisite: Audition
Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status: VPAA

This select group of wind and percussion instrumentalists is our finest ensemble in wind music performance. The Symphony Band curriculum teaches technical, rhythmic, listening, translatative, analytical, and performance skills through the most advanced literature in the band repertoire in a historical and multicultural context. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals and appearances within the community when appropriate.

Skyline: This course is open to wind and percussion instrumentalists. During 1st trimester this class is open to any student (varsity/concert/symphony) that wishes to march in the marching band at Skyline. This band will march at all home Varsity Football games and appears in concerts and festivals throughout the year. During trimester 2 and 3 members of this ensemble will participate in full orchestra during the class period. After school rehearsals and performances are required. All bands participate in band camp in August at Interlochen Arts Camp. All students will be placed in Varsity, Concert or Symphony Band for trimester 2 and 3 based on their Spring audition.

Students are expected to participate in band camp in August at the Interlochen Center For The Arts, Interlochen, Michigan. After school rehearsals and performances are required. The Symphony Band is the Marching Band during the fall quarter and appears at all home varsity football games. May be repeated for credit.

BAND, VARSITY - BRASS/PERCUSSION (IB)

Huron

Prerequisite: 
Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: NCAA Status: 

Varsity Band (IB) provides continued development of music fundamentals focusing on posture, instrument set-up, tone production, rhythm and articulation through music reading and scales. The primary goal of this course is to encourage students to become communicators through the art form of music performance. MYP Varsity Band provides all interested students who play wind and percussion instruments an opportunity to study and perform a variety of music. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles and appearances within the community when appropriate.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

172
Visual, Performing & Applied Arts: MUSIC

BAND, VARSITY - WOODWIND
BAND, VARSITY - BRASS & PERCUSSION

Prerequisite:

Credit/Term

Duration:

BAND, VARSITY - WOODWIND
BAND, VARSITY - BRASS & PERCUSSION

Meets Graduation Requirements For:

NCAA Status:

Grade(s): 9 10 11 12

Prerequisite: None

Duration: Year

Credit/Term: 0.5

Huron, Pioneer, Skyline*

These courses provide development of the fundamentals in tone production, articulation, music reading and scales. Varsity Band provides all interested students who play wind and percussion instruments an opportunity to study and perform a variety of music. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals and appearances within the community when appropriate.

Placement audition required. Students are encouraged to participate in band camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.

*Skyline: This class is for Varsity band members who do not wish to march in the marching band at Skyline. The band appears in concert programs and festivals throughout the year.

BAND, VARSITY - WOODWINDS (IB)

Grade(s): 9

Prerequisite:

Duration: Year

Credit/Term: 0.5

Huron

Varsity Band (IB) provides continued development of music fundamentals focusing on posture, instrument set-up, tone production, rhythm and articulation through music reading and scales. The primary goal of this course is to encourage students to become communicators through the art form of music performance. MYP Varsity Band provides all interested students who play wind and percussion instruments an opportunity to study and perform a variety of music. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles and appearances within the community when appropriate.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

173
### CHORUS, A CAPPELLA SELECT MIXED

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Prerequisite:</td>
<td>Credit/Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Audition</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

A Cappella is an advanced, select mixed chorus of all voice parts, grades 9-12, who have demonstrated superior musical ability. Students will study advanced choral literature written for mixed voices in four to eight parts from a variety of musical time periods and styles. This class is designed for the self-motivated singer who is interested in preparing and performing at a high level. The student must be ready to pursue advanced music-reading skills. Members will study many styles of choral literature, including major works. Members are expected to participate in MSVMA Events. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals, and appearances within the community when appropriate.

*Students are expected to participate in choir camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.*

### CHORUS, BEL CANTO SELECT TREBLE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Prerequisite:</td>
<td>Credit/Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Audition</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Bel Canto is a select Treble choir, comprised of students in grades 9-12 who have demonstrated superior musical ability. Students will study music written for treble voices from a variety of musical time periods and styles. This class is designed for the self-motivated singer who is interested in preparing and performing at a high level. The student must be ready to pursue advanced music-reading skills. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals, and appearances within the community when appropriate.

*Students are expected to participate in choir camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
CHORUS, CANTANDO TREBLE

Course #: 754020

Grade(s): 9 10 11 12  
Prerequisite: None  
Duration: Year  
Credit/Term: 0.5  
Meets Graduation Requirements For: None  
NCAA Status: VPAA  

Cantando is open to all students with treble voices who are interested in singing, grades 9-12. Students develop vocal technique and music literacy, as the students perform literature from a variety of styles and time periods. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals, and appearances within the community when appropriate.

*Students are encouraged to participate in choir camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.*

CHORUS, CANTANDO TREBLE (IB)

Course #: IB754020

Grade(s): 9  
Prerequisite: None  
Duration: Year  
Credit/Term: 0.5  
Meets Graduation Requirements For: None  
NCAA Status: VPAA  

The Cantare and Cantando Choirs (IB) are open to all students who are interested in singing. Students develop vocal technique and music literacy, as the students perform literature from a variety of styles and time periods. The curricular objectives follow the Michigan Performing Arts Standards. International Baccalaureate Middle Years Program Unit Plans have been drawn up using the Michigan Vocal Music Association Choral Festival Rubric.

CHORUS, CANTARE BASS

Course #: 754010

Grade(s): 9 10 11 12  
Prerequisite: None  
Duration: Year  
Credit/Term: 0.5  
Meets Graduation Requirements For: None  
NCAA Status: VPAA  

Cantare is open to all students with bass voices who are interested in singing, grades 9-12. Students develop vocal technique and music literacy, as the students perform literature from a variety of styles and time periods. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals, and appearances within the community when appropriate.

*Students are encouraged to participate in the choir camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. May be repeated for credit.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
CHORUS, CANTARE BASS (IB)

Course #: IB754010

Grade(s): 9
Prerequisite: None
Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: None
NCAA Status: None

The Cantare and Cantando Choirs (IB) are open to all students who are interested in singing. Students develop vocal technique and music literacy, as the students perform literature from a variety of styles and time periods. The curricular objectives follow the Michigan Performing Arts Standards. International Baccalaureate Middle Years Program Unit Plans have been drawn up using the Michigan Vocal Music Association Choral Festival Rubric.

CHORUS, CANTARE CANTANDO MIXED

Course #: 704058

Grade(s): 9 10 11 12
Prerequisite: None
Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: VPAA
NCAA Status: None

Cantare Cantando Mixed Chorus is open to all students who are interested in singing. Students develop music literacy as the ensembles perform literature from a variety of styles and time periods. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos, ensembles, recitals, and appearances within the community when appropriate.

Students are encouraged to participate in the choir camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
AAPS High School Course Selection Guide - January 2017
In this unique performance program, instrumental groups study and perform contemporary jazz in a combo setting. This distinguishing characteristic of these classes/groups is the focus on improvisation. Students learn jazz theory, reading, rhythm, improvisation and performance techniques in traditional and contemporary jazz styles. Students gain skill in navigating small-group jazz playing and acquire musical vocabulary for utilization during improvisation. Historical and social relevance are also explored throughout each semester. Any band or orchestra instrument is welcome, including guitar and drum set.

_Jazz I and II perform in a few concerts each year. Jazz III and IV are comprised of a total of six advanced jazz combos. These advanced groups regularly perform in local and regional gigs and sometimes beyond. They also perform in concerts, competitions, and in recording sessions._

---

### GUITAR I

**Huron, Pioneer, Skyline**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**Prerequisite:** None

**Duration:** 1 Term

**Credit/Term:** 0.5

**Meets Graduation Requirements For:** VPAA

**NCAA Status:**

Each student will learn to play the classical (nylon-stringed) guitar, learn to read music notation and guitar tablature, and will obtain a rudimentary understanding of various guitar-playing styles, with an emphasis on the classical style.

_No experience on the guitar is necessary. May be repeated for credit._

---

### GUITAR II

**Huron, Pioneer, Skyline**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**Prerequisite:** Guitar I

**Duration:** 1 Term

**Credit/Term:** 0.5

**Meets Graduation Requirements For:** VPAA

**NCAA Status:**

Each student will learn to play the classical (nylon-stringed) guitar. Students will expand upon techniques learned in Guitar I, and will also learn new techniques, with an emphasis on the classical style. Students will be expected to know basic note- and rhythm-reading, basic cords, and basic right hand technique (p, i, m, a).

_May be repeated for credit._
GUITAR III

Course #:
755033

Huron, Pioneer

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Guitar II</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Each student will learn to play the classical (nylon-stringed) guitar. Much of the learning will be done independently, with guidance from the instructor. Students will be expected to have full knowledge of note- and rhythm-reading, basic scales, basic chords, barre chords, and right hand technique (p, i, m, a).

*May be repeated for credit.*

MUSIC SL (IB)

Course #:
IB759100

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td>1st Semester</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Music SL is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Music SL (IB) is intended to help students develop their understanding of advanced concepts of music. This course is intended for advanced 11th grade music students who are also enrolled in either Concert or Symphony Band/Orchestra, Jazz Band, Bel Canto Choir or A Cappella Choir. It will serve as a rigorous course that will prepare students to take the External Music Assessments required for the IB Diploma. Upon entering the course, students are expected to be proficient in clef reading including treble, bass, alto and tenor clefs, interval and chord identification and creation, major/minor scales, their keys and related chord progressions. Students will apply this knowledge to the intensive study of one western-art instrumental masterwork in addition to studying music from the various Western Art traditions and historical periods, World Music, Jazz, and Popular Music idioms. Students will also craft a 2,000-word paper comparing and contrasting two distinct musical cultures. This course satisfies the Arts requirement for Full IB Diploma students.

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017

178
MUSIC THEORY AND TECHNOLOGY I

Course #: 756011

Huron, Pathways, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Students will be introduced to the creative use of music technology and the fundamentals of music using the latest electronic music equipment such as: synthesizers, computers, Musical Instrument Digital Interface (MIDI) keyboards, sequencers, and the appropriate software. Students will learn to use the equipment through a hands-on lab experience and to create their own compositions. Areas of instruction will include the fundamentals of music notation, ear training, theory, composition and the basics of synthesizing sound and MIDI sequencing.

May be repeated for credit.

MUSIC THEORY AND TECHNOLOGY II

Course #: 756012

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Music Theory &amp; Technology I Music teacher approval (Skyline)</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

A continuation of Music Theory and Technology. Students will be introduced to the creative use of music technology and the fundamentals of music using the latest electronic music equipment such as: synthesizers, computers, Musical Instrument Digital Interface (MIDI) keyboards, sequencers, and the appropriate software. Students will learn to use the equipment through a hands-on lab experience and to create their own compositions. Areas of instruction will include the fundamentals of music notation, ear training, theory, composition and the basics of synthesizing sound and MIDI sequencing.

Skyline: This class is designed for music students who have acquired knowledge of music theory in Music Theory and Technology I and/or Music Ensemble. This class is geared for musicians wanting to develop more intensive skills in theory.

May be repeated for credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
MUSIC THEORY AP

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Instructor approval or successful completion of music theory assessment</td>
<td>Year</td>
<td>0.5</td>
<td>VPAA</td>
<td>Pioneer</td>
</tr>
</tbody>
</table>

Students will study the tools used in reading, writing, and listening to music. The course will focus on vocal and instrumental compositions primarily from 1600-1900, though 20th century contemporary music will also be explored. Students will engage in score analysis, sight-singing, aural recognition (including rhythmic, melodic, and harmonic dictation), composition, and fundamental keyboard harmony.

MUSIC, AFRICAN AMERICAN CULTURE

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td>Pioneer</td>
</tr>
</tbody>
</table>

Music, African American Culture is a music course open to all students of all musical abilities. The purpose of the class is to study the musical and cultural influence of African-Americans, from their West-African roots to the present day, on American musical styles. Attention will be given to the mixing of these components with traditional European influences to shape American musical genres such as Ragtime, Old Time, Blues, Dixieland, Jazz, Gospel, Doo-Wop, Rhythm and Blues, Soul, Funk, Fusion, Hip Hop, and Pop/Rock. Specific musical techniques (both vocal and instrumental) to be successful in these musical styles will be addressed.

ORCHESTRA, CONCERT

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Audition</td>
<td>Year</td>
<td>0.5</td>
<td>VPAA</td>
<td>Huron, Pioneer, Skyline</td>
</tr>
</tbody>
</table>

Concert Orchestra is open to all string instrumentalists in grades 9-12 who pass the audition. The scope of the class is to perform some great literature and fine-tune technical and musical skills in preparation for membership into the Symphony Orchestra. This ensemble rehearses three days a week as a string orchestra. The string players are joined twice a week (once a week at Skyline) by wind, brass and percussionists, recommended by the band director, from the Concert Band after marching season ends.

Students are expected to participate in orchestra camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

180
**ORCHESTRA, PHILHARMONIC**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>VPAA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Philharmonic Orchestra is open to all traditional orchestra string instrumentalists. The emphasis is on building basic individual and ensemble skills, to build musical strength and sensitivity, and to prepare the students for membership into the Concert or Symphony Orchestra.

*Students are encouraged to participate in orchestra camp in August at the Interlochen Center For The Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.*

---

**ORCHESTRA, PHILHARMONIC (IB)**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Audition</td>
</tr>
<tr>
<td>Duration:</td>
<td>Year</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
</tr>
</tbody>
</table>

This course provides continued development of music fundamentals focusing on posture, instrument set-up, tone production, rhythm and articulation through music reading and scales. The primary goal of this course is to encourage students to become communicators through the art form of music performance. Philharmonia Orchestra provides all interested students who play string instruments an opportunity to study and perform a variety of music. Performances are an integral part of the music curriculum, which may include concerts, festivals, solos and small ensembles.

---

**ORCHESTRA, SYMPHONY**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Audition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>VPAA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This orchestra is a select group of string, wind, brass, and percussion players who perform symphonic orchestra literature. Membership in this class is determined by audition. This ensemble rehearses as a string orchestra three days a week; wind and percussion players join the string orchestra twice a week to rehearse as a full orchestra.

*Students are expected to participate in orchestra camp in August at the Interlochen Center For The Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

**AAPS High School Course Selection Guide - January 2017**

181
PIANO

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>VPAA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is designed for the students who wish to learn to read music and play the piano or wish to continue previous study of the piano. Students at all levels of performance skills may enroll. Emphasis will be placed on improving performance skills and reading music. Each student will receive individual coaching. Time for practice will be a part of the course design.

*May be repeated for credit.*

VOICE

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>VPAA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is for those who would like to improve their natural voice and increase their knowledge of singing. It is open to beginners as well as those who have had voice lessons, or who have had experience in choral groups. Emphasis will be on fundamentals of singing, solo work, with time given for individual instruction and practice. Voice class focuses primarily on solo singing of classical and contemporary genres.

*Students may participate in choir camp in August at the Interlochen Center for the Arts, Interlochen, Michigan. After school rehearsals and performances are required. May be repeated for credit.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

182
ACTING I

Course #: 106011

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9 10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Theater I (Skyline)</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 Term</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

This is a one semester English/Fine Arts elective for students grades 9-12. It is an introductory course in the fundamentals of stage acting. Through games, activities, exercises and performances that include but are not limited to storytelling, scenes and monologues, students will develop their skills in focus, concentration, movement, and vocal delivery. In a safe and positive environment, students will build together. They will have the opportunity to take risks, reflect upon themselves and their experiences with the goal of expressing emotion and thought using the given sensory requirements of the text.

ACTING II

Course #: 106012

All High Schools

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Acting I &amp; Theater I (Skyline)</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 Terms</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

This course is designed for the committed theater student. It will emphasize strengthening creative abilities and increasing understanding of the dramatic process. Students will also explore the role of the theater in culture and society while reading and performing several great plays ranging from different periods of theatrical history: Greek, Elizabethan, Restoration, or French and Italian Renaissance. This course will also include improvisation, as well as written assignments. The course will culminate in a public performance of a play studied in class.

DANCE BODY

Course #: 813031

Community*

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9 10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Audition</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 Terms</td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The dance body program is for serious students at an advanced pre-professional level. In addition to the continuation of technical and composite work in the classroom, training and experience in a private studio is highly recommended. The dance body program is designed so that students work independently and with instructor guidance to focus on choreography and/or performance in order to prepare for future work in dance.

*The company is open to all Ann Arbor high school students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
DANCE I

Course #: 813021

Grade(s): 9 10 11 12
Duration: 1 Term
Credit/Term: 0.5
NCAA Status: VPAA

Community

Prerequisite: None

This course provides an introduction to basic ballet, modern and jazz techniques. Students will explore physical aspects of technique, composition concepts, dance criticism and performance. Previous dance experience is not required.

DANCE II

Course #: 813022

Grade(s): 9 10 11 12
Duration: 1 Term
Credit/Term: 0.5
NCAA Status: VPAA

Community

Prerequisite: Audition or teacher recommendation

Students in this class must be able to perform the basic concepts of ballet, modern and jazz technique. They also must show an interest of increasing their dance skills. This course is a continuation of dance education beyond the beginning level. Students will continue training in the techniques of ballet, modern and jazz. Composition, improvisation, dance history, dance criticism, and performance are strong parts of the curriculum.

THEATER DESIGN I

Course #: 731021

Grade(s): 9 10 11 12
Duration: 1 Term
Credit/Term: 0.5
NCAA Status: VPAA

Skyline

Prerequisite: Theater 1

This course will focus on the design and practical application of technical theater. Students will study every aspect of technical theater including set design and construction, lighting design and construction, sound design and construction, costume design and construction and marketing techniques. This class will prepare students for performing arts productions.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
THEATER DESIGN II

Course #: 731022

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Theater Design I, Theatre I</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

This course will continue to focus on the design and practical application of all technical aspects covered in Theater Design I. A more in-depth focus will be placed on design. Students will be asked to create set and light designs. In addition, students in this course will be trained in the technical aspects of the auditorium and will have the opportunity to work for groups that use the auditorium.

THEATER I

Course #: 731011

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA or ENGLISH ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

The purpose of this course is to introduce the student to the power of the theater to reflect the world. The first part of the course will concentrate on the listening and communication skills necessary to develop the actor within and creating a safe environment in which each student can explore freely. Some of the activities students will participate in will include improvisation; pantomime; monologue and scene performance; basic set, lighting, and text analysis and the role theater plays in our society.

THEATER II

Course #: 731012

Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Theatre I</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

Theater II is designed as an intermediate level study of theater arts. It uses individual and group assignments as well as ensemble productions to provide students hands-on experience in the world of theatre. Students will learn intermediate acting, technical theater concepts, theater vocabulary as well as theater history.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
### THEATER III

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Theatre II</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

This course is designed for students with significant experience in theatre and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre and create various aspects of theatre.

### THEATER PRODUCTION

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

This course is for students who are interested in how a play goes from paper to live performance. The class will consist of hands-on technical aspects of theatre and class work centered on plan analysis. Each student will also choose a play to “produce” on paper.

### THEATER, MUSICAL

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>Acting I; and placement audition</td>
<td>1 Term</td>
<td>0.5</td>
<td>VPAA</td>
<td></td>
</tr>
</tbody>
</table>

This course is designed for the vocal music student or theater student who wants to learn the unique techniques required for a musical theater performance. The course will culminate in a Broadway review performance.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
The goal of the Ann Arbor Public Schools World Language program is to prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally, appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. As students develop proficiency in world languages and, at the same time, an understanding of the underlying values and beliefs of other cultures, they gain the skills that are essential to meaningful communication.

At the heart of language learning is the ability to communicate, whether it be person to person, in writing, or through the reading of literature. Communication promotes understanding, tolerance, and respect for others.

The process of learning to comprehend, speak, read, and write another language develops insight into the nature of language as well as connections to other disciplines.

Learning another language prepares students to be citizens of the global community by developing an awareness and appreciation of other cultures.

**Students are required to earn 2.0 credits in World Language for graduation.** A summary of World Language course offerings are listed by school below.

<table>
<thead>
<tr>
<th></th>
<th>COMMUNITY</th>
<th>HURON</th>
<th>PATHWAYS</th>
<th>PIONEER</th>
<th>SKYLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Spanish</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**TYPICAL WORLD LANGUAGE SEQUENCES**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>French II or II AC*</td>
<td>French III or III AC*</td>
<td>French IV or IV AC*</td>
<td>French Language, AP*</td>
</tr>
<tr>
<td>German I</td>
<td>German II or II AC*</td>
<td>German III or III AC*</td>
<td>German IV or IV AC*</td>
<td>German Language, AP*</td>
</tr>
<tr>
<td>Latin I</td>
<td>Latin II</td>
<td>Latin III</td>
<td>Latin IV / Latin V</td>
<td>Latin Literature, AP*</td>
</tr>
<tr>
<td>Mandarin Chinese I</td>
<td>Mandarin Chinese II</td>
<td>Mandarin Chinese III or III AC</td>
<td>Mandarin Chinese IV or IV AC</td>
<td>Mandarin Chinese, AP*</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Spanish II or II AC*</td>
<td>Spanish III or III AC*</td>
<td>Spanish IV or IV AC*</td>
<td>Spanish Language, AP*</td>
</tr>
</tbody>
</table>

*with teacher recommendation*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide – January 2017

187
AMERICAN SIGN LANGUAGE I

Course #: 504510

Prerequisite: None
Duration: Year
Credit/Term: 1.0
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Community, Pathways, Pioneer

Grade(s): 9 10 11 12

This course is designed to teach basic American Sign Language over one full year. Areas of study will include: Vocabulary Development, Grammatical Features, Cultural Awareness, and Conversational Fluency. These components will enable the students to develop visual language skills. Discussion topics include historical information such as sign origin, variations, production, and use of non-manual features. Students will compare and contrast Deaf and Hearing cultural perspectives as well as master basic linguistic structures in English and American Sign Language. Classroom discussions will present opportunities to increase visual language fluency, analyze current level of function, and practice both receptive and expressive sign language skills. This class is in accordance with the Five C’s of the Michigan World Language curriculum—communication, communities, comparisons, connections, and cultures—and accommodates the Michigan World Language Standards and Benchmarks.

AMERICAN SIGN LANGUAGE II

Course #: 504511

Prerequisite: American Sign Language I
Duration: Year
Credit/Term: 1.0
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Community, Pathways, Pioneer

Grade(s): 9 10 11 12

This course is a continuation of American Sign Language 1, and fulfills the second year of the World Language requirement. This course will continue to explore vocabulary development, grammatical features, history (may include but not limited to: sign origin, variations, production, and use of non-manual features), legislation, cultural awareness, and conversational fluency. The course will also continue to build on the natural signed topics learned in ASL 1. This course will continue to not only teach the language, it will also continue to incorporate projects, reports, reflection papers, games, activities, quizzes, tests, etc. that encompass the history and culture behind the language. This class is in accordance with the Five C’s of the Michigan World Language curriculum and accommodates the Michigan World Language Standards and Benchmarks.

ARABIC I

Course #: 506011

Prerequisite: None
Duration: 1 Term
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Huron

Grade(s): 9 10 11 12

This course introduces basic vocabulary and the fundamentals of Modern Standard Arabic grammar, structure, pronunciation as well as reading, writing, and speaking. Using natural and audio-lingual approaches, the course prepares students to understand spoken Arabic, to hold simple conversations, read, and write short descriptive compositions in Arabic. Aspects of contemporary Arabic culture and Arabic history are covered as well.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

188
ARABIC II

Huron

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Arabic I</td>
<td>1 Term</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This course follows Arabic I and continues with more vocabulary acquisition and the fundamentals of Modern Standard Arabic grammar, structure, pronunciation as well as reading, writing, and speaking. Using natural and audio-lingual approaches, the course prepares students to understand spoken Arabic, to hold conversations, read, and write descriptive compositions in Arabic. Aspects of contemporary Arabic culture and Arabic history are covered as well.

CHINESE, MANDARIN AB INITIO SL YR 1 (IB)

Mandarin Chinese Ab Initio is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Chinese, Mandarin Ab Initio Yr1 (Grade 11)
Mandarin Chinese ab initio year 1 course is an entry level course, no pre-requirement. The purpose for this course is for DP students with opportunities to practise and explore the beginning level Mandarin Chinese as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Mandarin Chinese ab initio is available at SL only. The topics are: Who am I, Family, Time and Dates, Chinese New Year, Hobbies. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Chinese, Mandarin Ab Initio Yr2 (Grade 12)
Mandarin Chinese ab initio year 2 course is a Novice Mid/high level course, which requires students to finish Mandarin Chinese ab initio year 1. The purpose for this course is for DP students with opportunities to practise and explore the second year Mandarin Chinese as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Mandarin Chinese ab initio is available at SL only. The topics are: Fruits, Learn Chinese, Daily Life, Make an appointment, Shopping and Transportation. This course satisfies the Language Acquisition requirement for Full IB Diploma students.
CHINESE, MANDARIN AP

**Course #: 504040**

- Grade(s): 9, 10, 11, 12
- Prerequisite: Chinese, Mandarin I, II, III
- Duration: 2 Terms
- Credit/Term: 0.5
- Meets Graduation Requirements For: WORLD LANG
- NCAA Status: APPROVED

This course will prepare you to successfully take the Chinese AP test, and more importantly, to understand and express yourself in Chinese language and culture. The topics include: Custom; Education, Family, Festival and Holidays; Travel and Transportation; Famous people and history; Literary and Art. This AP class will be conducted mostly in Chinese and the students are expected to communicate mainly in Chinese. Instruction and assessment will be aligned to district, state and national world language standards. Language study will be complimented by the study of traditional and contemporary Chinese culture. Reading and writing instruction will focus on simplified Chinese characters.

CHINESE, MANDARIN I

**Course #: 504011**

- Grade(s): 9, 10, 11, 12
- Prerequisite: None
- Duration: 2 Terms
- Credit/Term: 0.5
- Meets Graduation Requirements For: WORLD LANG
- NCAA Status: APPROVED

This course serves as a novice low introduction to Mandarin Chinese. The emphasis is on developing communication proficiency in listening, speaking, reading and writing Chinese relating to everyday topics, includes: Who Am I; Family and Community; Dates and Time; Hobbies; and Visiting Friends. Instruction and assessment will be aligned to district, state and national world language standards. Language study will be complimented by the study of traditional and contemporary Chinese culture. Reading and writing instruction will focus on simplified Chinese characters. Textbooks and workbooks: Integrated Chinese, Level I, Part I.

CHINESE, MANDARIN I (IB)

**Course #: IB504011**

- Grade(s): 9
- Prerequisite: None
- Duration: Year
- Credit/Term: 0.5
- Meets Graduation Requirements For: WORLD LANGUAGE
- NCAA Status: APPROVED

Chinese, Mandarin I (IB) course is a novice low level course, no pre-requrement. The purpose for this course is for MYP students with opportunities to practice and explore the beginning level Mandarin Chinese as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. The topics we will learn are: Who am I, Family, Time and Dates, Chinese New Year, Hobbies.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

190
CHINESE, MANDARIN II

Grade(s): 9 10 11 12
Prerequisite: Mandarin Chinese I
Duration: 2 Terms
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

This course serves as novice high or interpretive low level Mandarin Chinese. The emphasis is on developing communication proficiency in listening, speaking, reading and writing Chinese relating to everyday topics, includes: Making appointments, studying Chinese, school life, shopping, and transportation. Instruction and assessment will be aligned to district, state and national world language standards. Language study will be complimented by the study of traditional and contemporary Chinese culture. Reading and writing instruction will focus on simplified Chinese characters. Textbook and workbook: Integrated Chinese, Level I, Part I.

CHINESE, MANDARIN II (IB)

Grade(s): 9 10
Prerequisite: Chinese Mandarin I
Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANGUAGE
NCAA Status: APPROVED

Chinese, Mandarin II (IB) course is a Novice Mid/high level course, which requests students to finish MYP Mandarin Chinese phase 1. The purpose for this course is for MYP students with opportunities to practice and explore the second year Mandarin Chinese as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. The topics for this year are: Fruits, Learn Chinese, Daily Life, Make an appointment, Shopping and Transportation.

CHINESE, MANDARIN III (A)
CHINESE, MANDARIN III (B)

Grade(s): 9 10 11 12
Prerequisite: Mandarin Chinese I & II
Duration: 2 Terms
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Students will learn from Chapter 11 to Chapter 15 in the textbook (Integrated Chinese). Includes: Talking about the Weather, Dining, Asking Directions, Birthday Party, and Seeing a Doctor. Instruction and assessment will be aligned to district, state and national world language standards. Language study will be complimented by the study of traditional and contemporary Chinese culture. Reading and writing instruction will focus on simplified Chinese characters. Textbook and workbook: Integrated Chinese, Level I, Part II.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

191
Students will learn from Chapter 16 to Chapter 20 in the textbook (Integrated Chinese) which includes: Date, Rent an Apartment, Sports, Travel, and at Airport. Instruction and assessment will be aligned to district, state and national world language standards. Language study will be complimented by the study of traditional and contemporary Chinese culture. Reading and writing instruction will focus on simplified Chinese characters. Textbook and workbook: Integrated Chinese, Level I, Part II.
Mandarin Chinese is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Chinese, Mandarin SL/HL Yr1 (Grade 11)
Chinese, Mandarin SL/HL Yr1 is the first year of a two-year course, for students with a foundational knowledge of Mandarin. The main focus of the Mandarin Chinese course is on language acquisition and development of language skills, students may study at either SL or HL. These Mandarin Chinese skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the Chinese culture(s). The core topics are: Communication and media, Global issues, and Social relationships. The option topics are: Customs and traditions, and Cultural diversity. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Chinese, Mandarin SL Yr2 (Grade 12)
Chinese, Mandarin - SL Yr 2 (IB) is the second year of a two-year course. The main focus of the Mandarin Chinese course is on language acquisition and development of language skills, students may study at either SL or HL. These Mandarin Chinese skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the Chinese culture(s). The core topics are: Communication and media, Global issues, and Social relationships. The option topics are: Customs and traditions, and Cultural diversity. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Chinese, Mandarin HL Yr2 (Grade 12)
Chinese, Mandarin - HL Yr 2 (IB) is the second year of a two-year course. The course is for students who finished MYP 1 and 2 or above. The main focus of DP Mandarin Chinese course is on language acquisition and development of language skills, students may study at either SL or HL. These Mandarin Chinese skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the Chinese culture(s). The core topics are: Communication and media, Global issues, and Social relationships. The option topics are: Customs and traditions, and Cultural diversity. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
This is a class about words. Most students take a class like this because they want to succeed in school, on examinations, or in the professional world. In short, they want to build their vocabulary. In taking this class, students will indeed learn new words, but - more important - they will master the meanings of a wide variety of prefixes, word bases, and suffixes. Students will understand how words are built and will be able to use their knowledge to analyze and understand new words that they encounter outside the classroom. They will become sensitized to words and will have at their command a set of tools that can greatly increase their chances of success in life.

French I offers the opportunity to study both the language and culture of France and French speaking countries. The emphasis is on acquiring basic language skills (listening, speaking, reading and writing). Use of technology will help in the acquisition of these skills.

Upon successful completion of this course students should select French II or French II AC with teacher recommendation.

French I (IB) offers the opportunity to study both the language and culture of France and francophone countries. Students will be assessed on the following MYP criteria: comprehending spoken and visual text (A); comprehending written and visual text (B); communicating in response to spoken, written and visual text (C); and using language in spoken and written form (D). In order to meet these objectives, students will engage in listening, speaking, reading, writing, and viewing and interpreting activities. By the end of the course students are expected to reach Novice Mid or Novice High proficiency levels based on the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.
FRENCH II

Prerequisite: French I
Duration: 2 Terms
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Continued study of the structure of the French language but with a progressively greater emphasis on the acquisition of the four basic skills. By the end of the second year the student should have a basic knowledge of the principal structures of the French language.

Upon successful completion of this course students should select French III or French III AC with teacher recommendation.

FRENCH II (IB)

Prerequisite: French I
Duration: Year
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANGUAGE
NCAA Status: APPROVED

French II (IB) offers the opportunity to continue studying the language and culture of France and francophone countries. Students will be assessed on the following MYP criteria: comprehending spoken and visual text (A); comprehending written and visual text (B); communicating in response to spoken, written and visual text (C); and using language in spoken and written form (D). In order to meet these objectives, students will engage in listening, speaking, reading, writing, and viewing and interpreting activities. By the end of the course students are expected to reach Novice High or Intermediate Low proficiency levels based on the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

FRENCH II AC

Prerequisite: French I; and teacher recommendation
Duration: 2 Terms
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Students with outstanding ability in French I are recommended for this accelerated course which may lead to Advanced Placement in French. Students in this course have more reading, writing and grammar than those in French II.

At Huron, Pioneer & Skyline, French II and French II AC are combined. Students wishing AC credit are expected to do additional assignments that enhance and expand their work in French. Upon successful completion of this course students should select French III AC with teacher recommendation or French III.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
### FRENCH III

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>French II or French II AC</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In French III, students continue developing the four skills with further work on the grammatical structures of the language and continued acquisition of new vocabulary.

*Upon successful completion of this course students should select French IV or French IV AC with teacher recommendation.*

### FRENCH III AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>French II AC or French II; and teacher recommendation</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In this third year accelerated course, there is extensive work on the grammatical structures of the language. Cultural and historical materials may be included. Students are encouraged to use French in class. Students in this course have more reading, writing and grammar then those in French III.

*At Huron, Pioneer & Skyline, French III and French III AC are combined. Students wishing AC credit are expected to do additional assignments that enhance and expand their work in French. Upon successful completion of this course students should select French IV AC with teacher recommendation or French IV.*

### FRENCH IV

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 11 12</td>
<td>French III or French III AC</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In French IV, there is continued development of the four skills with extensive review of grammatical structures. Various cultural readings are used and students are encouraged to speak in French.

*Upon successful completion of this course students should select French IV AC with teacher recommendation or AP French Language with teacher recommendation.*

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
FRENCH IV AC

Course #: 501042

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>French III AC or French III; and teacher recommendation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Terms</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: WORLD LANG

NCAA Status: APPROVED

In this fourth year accelerated course, the emphasis is on the study of the French language and preparation for the Advanced Placement course. Strong emphasis is placed on gaining good control of French grammar and vocabulary. Students are strongly encouraged to use only French in class. Students in this course have more reading, writing and grammar than in French IV.

*At Huron, Pioneer & Skyline, French IV and French IV AC are combined. Students wishing AC credit are expected to do additional assignments that enhance and expand their work in French. Upon successful completion of this course students should select AP French Language with teacher recommendation.*

FRENCH LANGUAGE, AP

Course #: 501051

Huron, Pioneer, Skyline

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>French IV or French IV AC; and teacher recommendation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Terms</td>
<td>0.5</td>
</tr>
<tr>
<td>3 Terms</td>
<td></td>
</tr>
<tr>
<td>(Skyline)</td>
<td></td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: WORLD LANG

NCAA Status: APPROVED

The AP French Language course stresses the use of French for active communication, emphasizing oral skills, composition, and grammar. The students may read current French magazines and newspapers as well as French literature. Students will be expected to demonstrate the ability to understand spoken French in formal and conversational situations, and to express ideas both orally and in writing with reasonable fluency. Written compositions will be required. Students are required to use only French in the classroom.

*This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.*

FRENCH LITERATURE AND CONVERSATION I

Course #: 501060

Community

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>French II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Credit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Terms</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Meets Graduation Requirements For: WORLD LANG

NCAA Status: APPROVED

The class will use French literature to explore ideas, introduce new grammar points, solidify previously learned grammar and expand vocabulary. We will use songs, videos, and poems to generate discussion and conversation in French. The class will be conducted almost entirely in French. A prerequisite for this class is French II. It would be appropriate for current French 3 students. The class will be taught in a two-year cycle, so students can take two years.
# FRENCH LITERATURE AND CONVERSATION II

<table>
<thead>
<tr>
<th>Community</th>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>9 10 11 12</td>
<td>French Literature and Conversation I</td>
<td>2 Terms</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

The class will use French literature to explore ideas, introduce new grammar points, solidify previously learned grammar and expand vocabulary. We will use songs, videos, and poems to generate discussion and conversation in French. The class will be conducted almost entirely in French. A prerequisite for this class is French Literature and Conversation I. It would be appropriate for current French IV students.

---

### FRENCH SL/HL YR 1 (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 12</td>
<td>French Literature and Conversation I</td>
<td>Year each</td>
<td>0.5</td>
<td></td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

French is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to [http://ib.a2schools.org](http://ib.a2schools.org).

**French SL/HL Yr1 (Grade 11)**

French SL/HL Yr 1 (IB) is the first year of a two-year course that approaches the learning of French through meaning. Through the study of the core and option themes plus two literary works (L'étranger, Albert Camus and Huis clos, Jean Paul Sartre). Student will build the necessary skills to reach the assessment objectives of of the French language B course by expanding their receptive, productive and interactive skills. All reading, writing, and oral dialogues and presentations will be conducted in French. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

**French SL Yr2 (Grade 12)**

French SL Yr 2 (IB) is the second year of a two-year course. The French SL/HL (IB) syllabus, a two year course, approaches the learning of French through meaning. Through the study of the core and option themes plus two literary works (L'étranger, Albert Camus and Huis clos, Jean Paul Sartre). Student will build the necessary skills to reach the assessment objectives of of the French language B course by expanding their receptive, productive and interactive skills. All reading, writing, and oral dialogues and presentations will be conducted in French. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

**French HL Yr 2 (Grade 12)**

French HL Yr 2 (IB) is the second year of a two-year course. The French SL/HL (IB) syllabus, a two year course, approaches the learning of French through meaning. Through the study of the core and option themes plus two literary works (L'étranger, Albert Camus and Huis clos, Jean Paul Sartre). Student will build the necessary skills to reach the assessment objectives of of the French language B course by expanding their receptive, productive and interactive skills. All reading, writing, and oral dialogues and presentations will be conducted in French. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
**GERMAN I**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>None</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

The emphasis in German I is on speaking the language and on oral comprehension. Extensive use of technology helps in the acquisition of communication skills, which include reading and writing. Language production and active communication in all its forms is stressed.

*Upon successful completion of this course students should select German II or German II AC with teacher recommendation.*

**GERMAN I (IB)**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>French I</td>
<td>Year</td>
<td>0.5</td>
<td>WORLD LANGUAGE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

German I (IB) aligns with the standards adopted by the State of Michigan. This course is intended primarily for 9th grade students, but may also be populated with appropriately-placed 10th grade, 11th grade, or 12th grade students.

**GERMAN II**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>German I</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In German II, basic grammar, vocabulary, and listening, speaking, reading and writing skills are emphasized. Various aspects of German culture also continue to be studied. Student language production is emphasized.

*Upon successful completion of this course students should select German III or German III AC with teacher recommendation.*

---

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
GERMAN II (IB)  

**Course #: IB502021**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron</td>
<td>German I</td>
<td>Year</td>
<td>0.5</td>
<td>WORLD LANGUAGE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

German II (IB) aligns with the standards adopted by the State of Michigan. This course is intended primarily for 10th grade students, but may also be populated with appropriately-placed 9th, 11th, or 12th grade students.

---

GERMAN II AC  

**Course #: 502022**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron, Pioneer</td>
<td>German I; and teacher recommendation</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Students with outstanding ability in German I are recommended for this accelerated course which may lead to Advanced Placement in German. These students are expected to understand simple spoken German without difficulty, speak German with reasonable accuracy, to read and write at an AC level. Students in this class work more intensively and cover more grammar and language production than those in German II.

*Upon successful completion of this course students should select German III AC with teacher recommendation or German III.*

---

GERMAN III  

**Course #: 502031**

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron, Pioneer</td>
<td>German II or German II AC</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In German III, a general review of topics and vocabulary and grammatical structures is presented for the purpose of proficiency, comprehension and comprehensibility. Training in the organization and writing of short compositions and responding orally in clear German is emphasized. German culture, customs and some current events will also be studied.

*Upon successful completion of this course students should select German IV or German IV AC with teacher recommendation.*

---

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
WORLD LANGUAGE

GERMAN III AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>German II AC or German II; and teacher recommendation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>2 Terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>WORLD LANG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td>APPROVED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this accelerated course a brief review of general grammar is presented, followed by intensive study of more complex grammatical forms and idiomatic expressions. All four language skills are stressed (listening, speaking, reading and writing) on an accelerated basis. German culture is presented through the study of current events, customs, and some German history.

*Upon successful completion of this course students should select German IV AC with teacher recommendation or German IV.*

GERMAN IV

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>German III or German III AC</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>2 Terms</td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>WORLD LANG</td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td>APPROVED</td>
<td></td>
</tr>
</tbody>
</table>

Extensive practice in production of spoken and written German is the primary focus of German IV. German culture and history are obtained from newspapers, magazines and short stories. Dialogues, summarization’s, short reports and language production are emphasized by means of reading and reports. Spoken German continues to be an integral part. Representative works of German authors may be read.

*Upon successful completion of this course students should select AP German Language with teacher recommendation.*

GERMAN IV AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>German III AC or German III; and teacher recommendation</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>2 Terms</td>
<td></td>
</tr>
<tr>
<td>Credit/Term:</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Meets Graduation Requirements For:</td>
<td>WORLD LANG</td>
<td></td>
</tr>
<tr>
<td>NCAA Status:</td>
<td>APPROVED</td>
<td></td>
</tr>
</tbody>
</table>

In this fourth year accelerated course, primary emphasis is placed on advancing the students’ communicative skills through the study of advanced grammatical structures, writing of compositions, oral presentations and reading of authentic German materials, newspapers, magazines, short stories and excerpts of longer German works. Art, culture and current events are also studied. Students are encouraged to use German every day. Instruction is given primarily in German.

*Upon successful completion of this course students should select AP German Language with teacher recommendation.*

*Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.*

AAPS High School Course Selection Guide - January 2017
The AP German Language course is the culmination of the German language program that emphasizes speaking, reading and writing. The goal is a high level of proficiency in understanding spoken German in formal and conversational situations and in the use of vocabulary and grammar. Students should be able to read and understand selected newspaper and magazine articles, fiction and nontechnical writing. They should be able to express a variety of ideas orally and in writing by the end of the year.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017

202
German is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

German SL/HL Yr1 (Grade 11)
German SL/HL Yr1 (IB) is the first year of a two-year course. This course provides students with the opportunity to promote an understanding of other cultures through the study of language. This two year course is intended for 11th and 12th grade students and designed for students who possess a degree of knowledge and experience in German. This course satisfies the foreign language requirement for Full IB Diploma students. Selecting the Higher Level option in senior year should be able to follow university courses in German. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

German SL Yr2 (Grade 12)
German SL Yr2 (IB) is the second year of a two-year course. This course provides students with the opportunity to promote an understanding of other cultures through the study of language. This two year course is intended for 11th and 12th grade students and designed for students who possess a degree of knowledge and experience in German. This course satisfies the foreign language requirement for Full IB Diploma students. Selecting the Higher Level option in senior year should be able to follow university courses in German. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

German HL Yr2 (Grade 12)
German HL Yr2 (IB) is the second year of a two-year course. This course provides students with the opportunity to promote an understanding of other cultures through the study of language. This two year course is intended for 11th and 12th grade students and designed for students who possess a degree of knowledge and experience in German. This course satisfies the foreign language requirement for Full IB Diploma students. Selecting the Higher Level option in senior year should be able to follow university courses in German. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Latin offers the opportunity to study both the language and culture of ancient Rome, which has had a profound influence upon Western culture. Students learn the grammar of the language in its simpler aspects. They read reports, view slides, and study elementary readings based on the daily life and mythology of the Romans. Emphasis is placed on English derivatives and common Latin expressions in English.

Upon successful completion of this course students should select Latin II.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
Latin I (IB) is designed to prepare the student for the reading of authentic Latin texts and promoting the exploration of the languages, literatures and cultures of the ancient Mediterranean. The class also aims to enhance the appreciation of the influence of the Latin language on modern thought and language, and to develop the skills of critical thought, memory, and close textual analysis.

Latin II (IB) is designed to build on the skills learned in Year 1 in preparing the student for the reading of authentic Latin texts and exploring the languages, literatures and cultures of the ancient Mediterranean. The class also aims to enhance the appreciation of the influence of the Latin language on modern thought and language, and to develop the skills of critical thought, memory, and close textual analysis.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
LATIN III

Prerequisite: Latin III
Credit/Term: 2 Terms
Duration: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Latin III will introduce authentic works of Latin prose and poetry. Through these readings, students will gain an in-depth understanding of Roman history, particularly during the transition from the Republic to Empire. Emphasis on acquisition of new vocabulary and mastery of grammatical structures will prepare students for Latin IV.

Upon successful completion of this course students should select Latin IV.

LATIN IV

Prerequisite: Latin III
Credit/Term: 2 Terms
Duration: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

This course will introduce students to Latin prose and poetry. Students who have completed Latin IV will be prepared for the Latin SAT II exam. Topics studied will include rhetoric, metrics, the figurative use of language and the analysis of poetry. These skills will be taught so that they may be used in the analysis of artistic English writing. The primary text studied will be Ovid’s Metamorphoses.

Upon successful completion of this course students should select AP Latin Literature with teacher recommendation.

At Community, this course may be repeated for credit.

LATIN LITERATURE, AP

Prerequisite: Latin IV; and teacher recommendation.
Credit/Term: 0.5
Meets Graduation Requirements For: WORLD LANG
NCAA Status: APPROVED

Latin AP Literature builds on the groundwork laid in Latin IV and will prepare the students for analysis of literary texts at the college level. Readings will concentrate on Vergil’s Aeneid and on Caesar’s Gallic Wars in preparation for the AP exam (which is, however, optional). Emphasis will be given to techniques of Roman epic poetry and to more advanced rhetorical strategies. A significant portion of the course will be dedicated to sight reading.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
Latin is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Latin SL/HL Yr1 (Grade 11)
Latin SL/HL Years 1 and 2 (IB) are designed to train the student in the reading of authentic Latin texts and in the exploration of the languages, literatures and cultures of the ancient Mediterranean. The class also aims to enhance the appreciation of the influence of the Latin language on modern thought and language, and to develop the skills of critical thought, memory, and close textual analysis. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Latin SL Yr2 (Grade 12)
Latin SL Yr2 (IB) is the second year of a two-year course. Latin SL/HL Years 1 and 2 (IB) are designed to train the student in the reading of authentic Latin texts and in the exploration of the languages, literatures and cultures of the ancient Mediterranean. The class also aims to enhance the appreciation of the influence of the Latin language on modern thought and language, and to develop the skills of critical thought, memory, and close textual analysis. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Latin HL Yr2 (Grade 12)
Latin HL Yr2 (IB) is the second year of a two-year course. Latin SL/HL Years 1 and 2 (IB) are designed to train the student in the reading of authentic Latin texts and in the exploration of the languages, literatures and cultures of the ancient Mediterranean. The class also aims to enhance the appreciation of the influence of the Latin language on modern thought and language, and to develop the skills of critical thought, memory, and close textual analysis. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

This course is dedicated to the in-depth study of Latin poetry from the Late Republic and Early Empire and is appropriate for third, fourth, and fifth year students. Students will continue to review and learn advanced grammatical structures, increase their Latin vocabulary, and become familiar with common figures of speech. Students will also work to gain a deeper understanding of the cultural practices and historical events surrounding the poems. Since this course may be repeated for credit, the curricula alternate to prevent repetition. Students will read selections from Vergil’s *Aeneid* during the epic poetry cycle, and selections from Catullus and Horace during the lyric poetry cycle.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.
LATIN, ADVANCED PROSE  

Course #: 503056

Duration: 1 Term  
Credit/Term: 0.5

Meets Graduation Requirements For:  
NCAA Status: Approve

Prerequisite: Latin II

This course is dedicated to the in-depth study of Latin prose from the Late Republic and is appropriate for third, fourth, and fifth year students. Students will continue to review and learn advanced grammatical structures, increase their Latin vocabulary, and become familiar with common figures of speech. Students will also work to gain a deeper understanding of the cultural practices and historical events surrounding the works. Since this course may be repeated for credit, the curricula alternate to prevent overlapping study. Students will read selections from Cornelius Nepos’ *Hannibal*, Caesar’s *De Bello Gallico*, and Cicero’s *Somnium Scipionis* during the history/philosophy cycle, and selections from Cicero’s speeches during the ancient rhetoric cycle.

SPANISH I  

Course #: 505011

Duration: 2 Terms  
Credit/Term: 0.5

Meets Graduation Requirements For: World Language  
NCAA Status: Approve

Prerequisite: None

Spanish I offers the opportunity to study both the language and culture of the Spanish speaking community. The course focuses on building a proficiency that allows students to communicate with native speakers in realistic situations. Class activities and assessments will emphasize interpretive reading and listening skills and interpersonal and presentational speaking and writing skills. Students will utilize authentic resources from the target culture to concentrate on culture, comparisons, and connections.

Upon successful completion of this course students should select Spanish II or Spanish II AC with teacher recommendation.

SPANISH I (IB)  

Course #: IB505011

Duration: Year  
Credit/Term: 0.5

Meets Graduation Requirements For: World Language  
NCAA Status: Approve

Prerequisite: None

Spanish I (IB) is intended to help students develop their understanding of the fundamental concepts of Spanish language and Spanish-speaking cultures. The course will cover all of the novice ACTFL and Michigan standards for foreign language. This course is intended for all students with no prior experience in Spanish. It will serve as an introductory class that will prepare students for upper level Spanish courses and will meet half of the State of Michigan 2-year language graduation requirement. The performance expectations of the course will focus on all language competencies: interpretive reading, interpretive writing, interpersonal writing, interpersonal speaking, presentational writing, presentational speaking and students cultural competencies.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
SPANISH II

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Spanish I</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In Spanish II, students will continue to develop proficiency to communicate with native speakers in realistic situations. Teachers will offer activities that allow them to work on developing their interpretive reading and listening skills, as well as interpersonal and presentational speaking and writing skills. Students will have opportunities to use authentic resources from the target language that will focus on culture, comparisons and connections with the target culture.

Upon successful completion of this course students should select Spanish III or Spanish III AC with teacher recommendation.

SPANISH II (IB)

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10</td>
<td>Spanish I</td>
<td>Year</td>
<td>0.5</td>
<td>WORLD LANGUAGE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

In Spanish II (IB) students continue to study the structure of the language through listening, oral and written drills and more complex grammatical structures. This course include conversation and a progressively greater emphasis is placed on the acquisition of reading and writing skills. The study of Spanish-speaking cultures continues.

SPANISH II AC

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>Prerequisite:</th>
<th>Duration:</th>
<th>Credit/Term</th>
<th>Meets Graduation Requirements For:</th>
<th>NCAA Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td>Spanish I, and teacher recommendation</td>
<td>2 Terms</td>
<td>0.5</td>
<td>WORLD LANG</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

Students with outstanding ability in Spanish I are recommended for this accelerated course which may lead to Advanced Placement in Spanish. Students in this class work more intensively and cover more vocabulary and grammar than those in Spanish II.

Upon successful completion of this course students should select Spanish III AC with teacher recommendation or Spanish III.

Course offerings are subject to sufficient enrollment; course offerings and descriptions are subject to change.

AAPS High School Course Selection Guide - January 2017
In Spanish III, students will continue to develop proficiency to communicate with native speakers in realistic situations. Teachers will offer activities that allow them to work on developing their interpretive reading and listening skills, as well as interpersonal and presentational speaking and writing skills. Students will have opportunities to use authentic resources from the target language that will focus on culture, comparisons and connections with the target culture. Students will be expected to communicate in the target language. This course offers a more challenging approach to the four language skills. This course provides students additional opportunities to expand their listening, speaking, reading and writing skills as they create the language and as they access short literary texts, authentic materials and media on generally familiar topics.

Upon successful completion of this course students should select Spanish IV or Spanish IV AC with teacher recommendation.

*At Community, this course is also offered in 9th grade.
**At Huron, also available in 9th grade with recommendation from teacher.

In this third year accelerated course primary emphasis is placed on expanding speaking, reading, writing and listening skills. Grammar is reviewed as needed and more advanced grammatical structures are studied, accompanied by conversational practice incorporating extensive vocabulary acquisition. Spanish-speaking cultures are presented in a variety of authentic ways.

Upon successful completion of this course students should select Spanish IV AC with teacher recommendation or Spanish IV.

* At Huron, also available in 9th grade with recommendation from teacher.
In Spanish IV, students will continue to develop proficiency to communicate with native speakers in realistic situations. Teachers will offer activities that allow them to work on developing their interpretive reading and listening skills, as well as interpersonal and presentational speaking and writing skills. Students will have opportunities to use authentic resources from the target language that will focus on culture, comparisons and connections with the target culture. Students do extensive culture readings, research on various culture topics, and practice writing skills through several essay assignments. Students at this advanced language level are expected to demonstrate greater and more sophisticated proficiency of the target language through literature, culture and history.

Upon successful completion of this course students should select Spanish IV AC with teacher recommendation or AP Spanish Language with teacher recommendation.

* At Community, this course is also offered in 9th grade.

In this fourth level accelerated course, emphasis is placed on improving student’s reading, writing, listening and speaking proficiency in Spanish. The coursework is rigorous and students are expected to use Spanish during the entire duration of the course. Authentic texts focusing on culture, literature and current events of Spanish speaking cultures are incorporated.

Upon successful completion of this course students should select AP Spanish Language with teacher recommendation.
Students will improve interpersonal, interpretive, and presentational modes of communication in Spanish and increase vocabulary usage, language control, communication strategies, and cultural awareness. The course engages students in an exploration of culture in both contemporary and historical contexts and it develops students’ awareness and appreciation of cultural products, practices, and perspectives. The course is taught exclusively in Spanish and students are expected to speak Spanish at all times.

This course has preparation for the Advanced Placement examination, for college credit, as one of its objectives. However, students electing the course are not obligated to take the examination. AP testing occurs in May.
Spanish is one of the 26 Diploma Programme courses now being offered at Huron High School, an IB World School. The Diploma Programme is a course of study taught worldwide and is open to all 11th and 12th grade students in consultation with the Huron DP coordinator and Huron counselors. For more information about the Huron DP and Ann Arbor IB, please go to http://ib.a2schools.org.

Spanish SL/HL Yr 1 (Grade 11)
Spanish SL/HL Yr1 (IB) is the first year of a two-year course intended to help students develop an advanced proficiency level enabling them to interpret authentic text and communicate in Spanish as well as understand cultural themes. The course will cover the Lengua B Core and Optional Themes and prepare students to the DP internal and external assessments. This course is intended for 11th and 12th grade students who already possess a foundational knowledge of Spanish. The performance expectations of the course will focus on using the target language 100% of the class period, building language proficiency from an intermediate to an advanced level and researching, learning about and presenting cultural themes. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Spanish SL Yr 2 (Grade 12)
Spanish SL Yr2 (IB) is the second year of a two-year course intended to help students develop an advanced proficiency level enabling them to interpret authentic text and communicate in Spanish as well as understand cultural themes. The course will cover the Lengua B Core and Optional Themes and prepare students to the DP internal and external assessments. This course is intended for 11th and 12th grade students who already possess a foundational knowledge of Spanish. The performance expectations of the course will focus on using the target language 100% of the class period, building language proficiency from an intermediate to an advanced level and researching, learning about and presenting cultural themes. This course satisfies the Language Acquisition requirement for Full IB Diploma students.

Spanish HL Yr 2 (Grade 12)
Spanish HL Yr2 (IB) is the second year of a two-year course intended to help students develop an advanced proficiency level enabling them to interpret authentic text and communicate in Spanish as well as understand cultural themes. The course will cover the Lengua B Core and Optional Themes and prepare students to the DP internal and external assessments. This course is intended for 11th and 12th grade students and follows the Spanish 3 course. The performance expectations of the course will focus on using the target language 100% of the class period, building language proficiency from an intermediate to an advanced level and researching, learning about and presenting cultural themes.