

# CEDAR SPRINGS

## Highschool Information and Curriculum guide

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Phone: 616-696-1200 Fax: 616-696-4016  
<http://highschool.csredhawks.org>

2020 - 2021

### Cedar Springs Schools mission statement

Cedar Springs Public Schools is a welcoming, inclusive educational environment where students are challenged to reach their potential, and are prepared for life beyond school.



## Home of the Red Hawks

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### NOTICE

"The Cedar Springs Public Schools does not discriminate on the basis of race, color, national origin, sex, age, height, weight, marital status, political belief, disability or handicap in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination process: Mr. Matt Blood, Human Resource Department, 204 E. Muskegon Street, Cedar Springs, MI 49319, (616) 696-1204. Anti-Harrasment Policy 5517, [www.csredhawks.org/Athletics/Title-IX/Index.html](http://www.csredhawks.org/Athletics/Title-IX/Index.html)."

Graduation Requirements: Students must meet all requirements of graduation in order to receive a diploma and participate in the commencement ceremonies. The personal curriculum options allowed by the State of Michigan for the Michigan Merit Curriculum are the only modifications accepted, without the Cedar Springs Board of Education approval.

## Graduation Requirements by Graduating Class

Subject	2021	2022	2023	2024
English	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature or AP Language.	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature or AP Language.	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature, AP Language, or AP Seminar.	4 Credits English 9 or Honors English 9, English 10 or American Lit, English 11 or British Lit, English 12, AP Literature, AP Language or AP Seminar.
Social Sciences	3 Credits 1-World History .5-Economics .5-Government 1-US History	3 Credits 1-World History .5-Economics .5-Government 1-US History	3 Credits 1-World History .5-Economics .5-Government 1-US History	3 Credits 1-World History .5-Economics .5-Government 1-US History
Mathematics	4 Credits Algebra, Geometry, Algebra II & math related course Senior year	4 Credits Algebra, Geometry, Algebra II & math related course Senior year	4 Credits Algebra, Geometry, Algebra II & math related course Senior year	4 Credits Algebra, Geometry, Algebra II & math related course Senior year
Science	3 Credits Must include Biology and Chemistry or Physics	3 Credits Must include Biology and Chemistry or Physics	3 Credits Must include Biology and Chemistry or Physics, and Earth and Conceptual Physics	3 Credits Must include Biology and Chemistry or Physics, and Earth and Conceptual Physics
Physical Education	0.5 Credit Physical Education or approved waiver	0.5 Credit Physical Education or approved waiver	0.5 Credit Physical Education or approved waiver	0.5 Credit Physical Education or approved waiver
Business & Tech	0.5 Credit Modern Business I	0.5 Credit Modern Business I	0.5 Credit Modern Business I	0.5 Credit Modern Business I
Health	0.5 Credit Health	0.5 Credit Health	0.5 Credit Health	0.5 Credit Health
Visual, Performing or Applied Arts	1 Credit Music, Industrial Tech, Theatre, & Art courses along with some Communications courses	1 Credit Music, Industrial Tech, Theatre, & Art courses along with some Communications courses	1 Credit Music, Industrial Tech, Theatre, & Art courses along with some Communications courses	1 Credit Music, Industrial Tech, Theatre, & Art courses along with some Communications courses
World Language	2 Credit In the same Language earned K-12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA Credit	2 Credits In the same Language earned K-12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA Credit	2 Credits In the same Language earned K-12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA Credit	2 Credits In the same Language earned K-12 grade appropriate. 1 Credit may be substituted with enrollment in a CTE or an additional VPA Credit
<b>Total Required</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>

## Michigan Merit Curriculum Changes – Effective April 2015

<b>Mathematics</b>	
<b>Michigan Merit Curriculum</b>	<b>Personal Curriculum Options</b>
4 credits of mathematics, including: 380.1278a (1,a,i)	3 ½ credits of mathematics, including: MCL 380.1278b (5,g)
Algebra I (may be granted prior to grade 9)	Algebra I (may be granted prior to grade 9)
Geometry	Geometry
Algebra II or <input type="checkbox"/> Algebra II over 2 years for 2 credits <input type="checkbox"/> Algebra II over 1.5 years for 1.5 credits <input type="checkbox"/> A MDE-approved CTE program such as machining, electronics, construction, welding, engineering, computer science, renewable energy if course includes same algebra II content assessed on the state high school test	Algebra II may be modified if the student meets <b>one or more of the following</b> : <input type="checkbox"/> One semester of algebra II <input type="checkbox"/> Algebra II over two years for 2 credits <input type="checkbox"/> MDE-approved CTE program or curriculum that completes the same content as algebra II benchmarks assessed on State HS Assessment <input type="checkbox"/> One semester of statistics, functions and data analysis or technical mathematics
An additional math credit (trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of Algebra II, or financial literacy)	
Students must successfully complete at least one math course during final High School year	Students must successfully complete at least 1 math credit during his or her <b>final 2 years</b> of high school
<b>English Language Arts (no modifications)</b>	
At least 4 credits of <b>English Language Arts</b> MCL 380.1278b (1,a)	At least 4 credits of <b>English Language Arts</b> MCL 380.1278b (5, f)
<b>Science (no modifications)</b>	
At least 3 credits of <b>science</b> , including: MCL 380.1278b (1,b)	At least 3 credits of <b>science</b> , including: MCL 380.1278b (5, f)
Biology	Biology
Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content	Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content
One additional science credit or MDE-approved computer science or CTE program	One additional science credit or MDE-approved computer science or CTE program
<b>Social Science</b>	
At least 3 credits in <b>Social Science</b> , including: MCL 380.1278a (1,a,ii)	At least 2 credits of social science, including ½ credit of civics MCL 380.1278b (5, h)
1 credit I United States history and geography	1 additional credit in ELA, mathematics, science, a language other than English, or a CTE program
1 credit in world history and geography	
½ credit in economics	
½ Credit in civics	
<b>Health and Physical Education</b>	
At least 1 credit that includes both <b>health and physical education</b> MCL 380.1278a (1,a,iii)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, i)
<b>OR</b> ½ credit in health, plus ½ credit for district-approved participation in extra-curricular athletics or activities involving physical activity	
<b>Visual, Performing or Applied Arts</b>	
At least 1 credit of <b>visual, performing, or applied arts</b> MCL 380.1278a (1,a,iv)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, j)
<b>World Languages</b>	
Two <b>world language</b> credits, both in the SAME language other than English, Can be earned anytime, K-12, if grade-appropriate. MCL 380.1278a (2) (Effective class of 2016)	
For Graduating Classes of 2015 through 2020 only, may partially or fully substitute 1 world language credit with a MDE-approved CTE program or by completing an additional visual or performing arts course	
American Sign Language “counts” as a world language	
May be an online world language course	
<b>Sub-section K – Students with Disabilities</b>	
Any modification not otherwise allowed but necessary because the pupil is a child with a disability and modification is consistent with both the students EDP and IEP MCL 380.1278b (5, k)	

## The High School

Public, four year, semesters  
Grades 9-12  
Enrollment: 1100 (2019-2020)  
Senior Class: 234  
Accredited by AdvanceED 2021

## GRADING SCALE

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

CR--Credit (used only in limited situations)  
NC--Credit (used only in limited situations)

## Student Services Department

Students are encouraged to access the Guidance Department for assistance regarding personal, social, or academic issues. The Guidance Department also provides assistance with course options and post secondary planning including preparation for the workforce, technical schools, and 2-year or 4-year institutions.

Students are assigned to a counselor according to the student's last name.

## FALL STUDENT ORIENTATION

Important back to school information and dates will be emailed to all students in early August. During the week prior to school, students are assigned a day and time to attend orientation. Our annual orientation is designed to complete many time-consuming tasks so we can begin the school year without interruptions. Please plan to attend. First (1) semester schedules will be provided at this orientation.

## SCHEDULE CHANGE POLICY

Each year the master schedule is built based on student course requests. Teachers are hired, text books are purchased and rooms assigned based on those requests. Therefore, once the school year begins, students' schedules become final. Please choose all courses, including alternates, with great care and deliberation. All online, independent study, and dual enrollment requests must be completed by the deadline of May 1st of the previous school year in order to be considered. Students cannot choose teachers or periods of the day for classes.

Placement in a course that the student requested or that a teacher recommended is considered final, and schedule-change requests for changes to these may be voided. Exceptions to this include schedule-change requests due to: Incomplete Schedules, Duplicate Classes, Errors affecting a timely graduation, Placement changes to KCTC/Dual Enrollment/KTC/etc. Schedule-change requests for these concerns must be brought to your counselor by the third day of the semester in order to be considered.

## POWERSCHOOL

PowerSchool is the computer program that Cedar Springs Public Schools uses to store student information. One of PowerSchool's greatest strengths is its ability to provide up-to-date student information on the internet for parents and students to view.

Parents and students can use the internet to access the following student information:

- Current overall grade and percentage being earned in each class
- Detailed score information for each class (a list of assignments, with score, percentage, and grade)
- Detailed attendance for the current term, including the date of each absence or tardy.

Please keep your demographic information up to date--mailing address, phone number and email address.

## Testing Out Policy

Testing Out encourages highly motivated, academically talented students the opportunity to accelerate through the high school curriculum. It is an opportunity for students to demonstrate mastery of course content in a written cumulative exam. Testing Out is an independent option. Students do not receive classroom instruction or experience prior to examination.

Students must apply in the Guidance Center by the third Monday in May for August testing. Students may pick up a syllabus and text book from the Guidance Center on the last day of 2nd semester exams.

## CREDIT/NO CREDIT

Juniors and Seniors, with the approval of their parents and the support of the affected course teacher, may request placement on a credit/no credit basis for any combination of one (1) credit during the school year, limited to one (1) class per semester. Request approval is the sole decision of the building principal. This option is designed to encourage a student's enrollment in advance courses in which he/she might not ordinarily enroll.

•Required courses cannot be taken on the credit/no credit system

•A student must notify the teacher of his/her interest in taking a course by credit/no credit during the first three (3) days of the class. Passing is contingent upon meeting the course requirements.

•Forms for requesting credit/no credit status may be obtained from the guidance counselor. Forms must be signed by the student's parents or legal guardian and course teacher.

•A passing grade will be recorded as a "CR" (credit) and a failing grade will be recorded as a "NC" (no credit) on the report card and on the transcript. No GPA honor points will be given for either credit/no credit.

## HIGH SCHOOL COURSES TAKEN PRIOR TO ENTRY INTO NINTH GRADE

Any Cedar Springs High School course taken prior to a student's entry into ninth grade and passed will be recorded on their high school transcript as "CR" or credit in the 1st semester of the student's ninth grade year. No honor points are earned when credit is awarded. The letter grade earned for the course will stay on the middle school academic record. If a student wishes to have a course's letter grade included on his or her high school transcript, he or she will need to make a written request to the high school principal prior to the final, permanent transcript being printed or the second week of June in the student's senior year.

## CREDITS FROM NONPUBLIC SCHOOLS

In recognizing its responsibility to uphold the minimum educational standards of the State of Michigan, the Board of Education establishes the following policy and criteria regarding the acceptance of credits from nonpublic schools whether they be State-approved, nonapproved, or home schools.

For credit or course-work to be accepted for courses taken in such schools, assurance of compliance with minimum requirements established by the State must be provided.

Recognition of credits or course-work shall be granted when the proper assurance and the student's transcript has been received. The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the learnings which are prerequisite to a placement.

Although credits from nonpublic schools may be granted and placed on a student's transcript, no grades will be entered on the transcript or considered for class ranking. Only grades awarded for courses taken at the District or at a school approved by a State education agency shall be considered in class ranking and for entering on the transcript.

# MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT (MDCD) CAREER PATHWAYS (CP)

## Overview

According to the U.S. Bureau of Labor Statistics, there are more than 12,000 career options to consider. One option to assist students to maintain a career focus is through Career Pathways (CP). CP are six broad groupings of careers that have similar characteristics and whose requirements call for many common interests, strengths, and competencies. The groupings encompass the entire spectrum of career options, providing opportunities for all students and all ability levels regardless of educational requirements.

## Purpose

The Career Pathways program provides a framework of support and connections for students to help them make seamless transitions from high school to postsecondary education or training in preparation for successful careers in the changing work world.



**Arts and Communication** Careers related to the humanities, and to the performing, visual, literary, and media arts. Are you a creative thinker? Are you imaginative, innovative and original? Do you like making crafts? Does drawing, playing a musical instrument, taking photos or writing stories of interest to you? This may be your career path.



**Health Sciences** Careers related to the promotion of health as well as the treatment of injuries or disease. Do you like to care for people or animals? Are you interested in diseases or how the body works? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your pathway.



**Business Management, Marketing and Technology** Careers related to all aspects of business and marketing. Do you enjoy being a leader, organizing people, planning activities and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? This could be your career pathway.



**Human Services** Careers related to helping people improve their lives physically, socially or emotionally. Are you friendly, open, understanding and cooperative? Do you like to work with people to solve problems? Do you like reading, story-telling, traveling or tutoring young children? This may be your pathway.



**Engineering, Manufacturing, and Industrial Technology** Careers related to technologies necessary to design, develop, install, or maintain physical systems. Engineering - Do you enjoy knowing how things work? Do you ever think of new or better ways of doing things? When you get a gift that says "Assembly Required," do you put it together yourself? Do you like to know why? Manufacturing and Industrial Technology - Are you mechanically inclined and practical? Do you like reading diagrams and blueprints and drawing building structures? Are you curious about how things work? Would you enjoy repairing cars, wiring electrical circuits or woodworking? This could be your career pathway.



**Natural Resources and Agriscience** Careers related to natural resources, agriculture, and the environment. Are you a nature lover? Are you curious about the physical world and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your pathway.

## COURSE OFFERINGS AND DESCRIPTIONS

### BUSINESS & TECHNOLOGY EDUCATION

Business, Management, Marketing, and Technology Education

Business education is essential for all students whether they enter the work force immediately after high school, after college, or after advanced technical training. All jobs require the use of business skills and knowledge. Therefore, a minimum of one semester of business is required for graduation. A full year of business is recommended.

The business and technology education program is a state approved vocational program and is based on state standards for business education. These standards include a full year of business as recommended by the Michigan State Department of Education. The Business, Management, Marketing, and Information Technology Career Pathway for the State of Michigan incorporates the business career clusters of the federal government into the three strands of the State's career pathways; business management and administration, finance, and technology.

#### MODERN BUSINESS I (7-12)

1 Semester

This course is designed to prepare students for employment in today's ever-changing work force. This course emphasizes basic business skills and behavior along with computer concepts and the use of technology. It is taught using current business equipment and software. Business skills include computer and technology use, improved keyboarding skills, business communications and presentations, document formatting, career knowledge, job preparation and application, and foundations of business such as forms of ownership and basic finance. Behavioral skills include business etiquette, meetings, copyright and ethics, transferable skills and human relations.

#### MODERN BUSINESS II

May be used for the communications ½ credit. 1 Semester

Prerequisite: Modern Business I

The second semester lets students explore different aspects of business classes offered here at Cedar. Modern Business II will allow students to get an introduction to Accounting, Advertising, Marketing, Management, Business Law, Personal Finance and elements of Senior Project. Students will also present different ideas and projects throughout the class. With a taste of these different topics students should have a better idea of what business classes they may want to further pursue in the future.

#### ACCOUNTING/FINANCE I

(Introductory Accounting) (10-12)

1 Year

Prerequisite: Modern Business I

This class may be used as a mathematics credit if taken in senior year.

Accounting is for any student who has any interest in a business, technical, or professional career. A basic understanding of how businesses account for their sales, expenses and profits is necessary for business success. Concepts taught using computerized accounting software include accounting for a service business, sole proprietorship accounting principles, partnership accounting for a merchandising business and the accounting cycle for a merchandising corporation.

#### ACCOUNTING/FINANCE II

(Advanced Accounting) (11-12)

1 Year

This class may be used as a mathematics credit if taken in senior year.

Prerequisite: C minimum in Accounting/Finance I

Advanced accounting continues from Accounting I with accounting for assets, liabilities and equity, understanding business information, accounting for different forms of organizations, special accounting systems and accounting for business decisions. All accounting will be done using computerized systems

**BUSINESS LAW I & II (11-12)** 1 Semester Each  
Prerequisite: Modern Business I Elective Credit  
This class offers an introduction to many areas of law, and should be of interest to any student for any career. Study deals with the history of law, criminal law, torts, contracts, buying and selling, and employment. Other content topics are insurance, liabilities, use of credit, and business organization. The class also includes study of the executive, judicial, and legislative branches of government, ethics, and an introduction to international law. Class discussion, case analysis, and other applications will be used throughout the course.

**BUSINESS MANAGEMENT AND MARKETING(10-12)** 1 Year  
Prerequisite: Modern Business II Elective Credit  
Management topics covered in this class will include basic concepts of starting and organizing a business, including organizational structure, the tasks of organizing, planning, leading, and decision-making, as well as personnel and financing. The marketing concepts covered will include the free enterprise system, distribution of products from seller to consumer, interpersonal skills in business, and the sales process including receiving and shipping, merchandise, wholesalers, promotion and stock control.

**PERSONAL FINANCE - Dave Ramsey Based (11-12)**  
Pre-requisite: Algebra I 1 Semester  
Taking 1 Semester of Personal Finance and 1 Semester of Accounting or Business Math will count as a full math credit senior year only. Students may also just take one term of either class which would count as a half math credit. The Personal Finance resources for this course come from the Dave Ramsey's Personal Finance Curriculum. Mr. Ramsey is a nationally known money management expert.

- Save money and build wealth
- Negotiate great deals
- Establish a budget that works
- Identify and understand different types of investments
- Set and achieve financial and career goals
- Describe the many dangers of debt
- Recognize the advantages of renting and owing a home
- Become an aware consumer
- Understand different types of insurance & what's best for you

**BUSINESS MATH (11-12)** 1 Year  
Prerequisite: Algebra I Elective Credit  
This class may be used as a mathematics credit if taken in senior year. Mathematics is used every day whether from the business point of view or the personal side of life. This course provides students with the math skills needed for business and "real-life" applications. Students will use mathematical concepts and procedures to learn personal financial management as well as to analyze and solve business problems. Opportunities in payroll, stocks and investments, loans, financial management, time/value of money, sales and marketing, vehicle transportation and housing costs, checking/saving accounts, and insurance costs are covered.

**WEB PAGE DESIGN I (10-12)** 1 Semester  
Prerequisites: Modern Business and/or Demonstrated Technology Skills Instructor approval  
This class may count as the Visual Performing Arts credit. The web page design courses are one semester each and are designed to prepare students to utilize multimedia functions for web page design using HTML and JavaScript, graphics, audio, and video and be able to create quality business web pages. The initial focus will be on the elements of design, including creating a design document, the types of design and content, creating a storyboard, developing thumbnails, and designing actual sites. Students will then use a variety of software applications including PowerPoint, Word, FrontPage, Notepad, Macromedia Suite, HTML editor, and Photo Editor. Using computers, scanners, digital cameras, and other digital equipment, students will create approved web pages for the school and its organizations, non-profit organizations, and individual teachers. Software skills, multimedia, copyright and security issues, e-commerce, and elements of design will be incorporated with web management skills. Completion of both trimesters may lead to taking the industry standards test for certification.

**WEB PAGE DESIGN II (10-12)** 1 Semester  
Prerequisite: Web Page Design I  
Web Page Design II is a continuation of the first semester and will run concurrently with Web Page Design I. A student may enter the class at either trimester and will be placed at the appropriate level. To take a full year of Web Design, students must sign up for the class two times (two terms, web design I & II). Web Page Design II students will be eligible for leadership roles on the design teams for page maintenance and/or construction.

**SENIOR PROJECT** 1 Semester  
Prerequisite: Modern Business I,  
This class may count as the Visual Performing Arts. Credit  
This is a one semester elective course that would fulfill the V.P.A. graduation requirement. Students will reflect on their experiences during their time here at Cedar Springs. Each student will then incorporate numerous multi-media pieces to sum up their education, experience, and time while attending Cedar Springs Public Schools and how they will utilize these skills in the future. Project pieces will include:

1. Student Made Videos (Video Camera will be provided)
2. Digital Pictures (Digital Camera will be provided)
3. Teacher or Peer interviews
4. Power Point Creations
5. Multi Media Presentation

At the end of the semester each student will present his/her Sr. Project. Each student will take with them a DVD that will contain their most memorable moments and successes throughout their time here at Cedar Springs High School.

This class will be made available to seniors only. Students who enroll in this course must be responsible and dependable due to the time spent independently out of the classroom during the class period and the equipment that will be signed out.

## COMMUNICATIONS

**COMMUNICATIONS (9-12)** 1 Semester  
This course provides a variety of communication activities that deal directly with career and employability skills. Techniques for good oral communication will be developed and a variety of speaking situations will be explored. Students will be expected to utilize class and group discussion practice in order to develop good listening and audience participation skills. Topics that will be covered include: Intrapersonal communication-Interpersonal communication-Non-verbal communication-Verbal communication-Speeches-How to Research, Organize, and Prepare Students will be expected to perform their speeches in front of the class.

**INTRODUCTION TO THEATRE (9-12)** 1 Semester  
V.P.A. Credit  
The first in a series of theatre courses. Students will be introduced to performance skills as actors with an emphasis on becoming comfortable in front of an audience. Students will perform in groups and individually in front of their classmates. The course is designed to introduce students to theatre while incorporating communication skills, fundamentals of play production, and to foster a lifelong appreciation in the subject area. Such topics to be covered are: improvisation, pantomime, character/script analysis, and script writing. Students must realize that this is a performance based class and their active participation is integral to their success. No public performance is required.

**THEATRE II (9-12)** 1 Semester  
V.P.A. Credit  
Prerequisite: Introduction to Theatre or Drama I  
This is the second class in the series of theatre classes. The major focus of this class is to introduce students to performance and acting techniques in order to better their performance skills. Students will develop responsibility and maturity in relation to all aspects of theatrical production. The topics that are covered will be similar to those in the Introduction to Theatre course; however the depth and breadth of the students' direct acting style will be explored and built upon. Students will be responsible for learning from observation, application, and exploration while pushing themselves as actors. Students must

realize that this is a performance based class and their active and positive participation is integral to their success. No public performance is required.

THEATRE III (10, 11, 12) 1 Semester  
V.P.A. Credit

Prerequisite: Theatre II or Drama II  
This is the third in a series of drama classes. This class will delve deeper into all facets of theatrical production and acting. Students are expected to be a positive contributor to all assignments, lessons, and exercises. Topics of instruction will include (but not limited to): large group work, directorial skills, acting methodology, script writing, and monologue performance. No public performance will be required; however outside of class work may be.

ADVANCED THEATRE (11-12) 1 Year  
V.P.A. Credit

Prerequisite: Instructor permission  
Students will learn directing techniques and all responsibilities that fall under directing. These skills will be demonstrated by the performance of a variety of shows (ie: children's play, improvisational show, showcase, etc.). Performance skills will be continually practiced and refined. Other subjects that will be covered include technical design, acting as a career, and full play production. Students must realize that this is a performance based class and their active and positive participation is crucial to the climate of the class. Public performances are required and some outside of class work will be as well.

INTRO TO WRITING FOR PUBLICATIONS (9-12) 1 Semester  
V.P.A. Credit

This course is designed to focus on journalistic law and ethics, interviewing, writing, and design. Students will write many articles and also create a yearbook spread using the same software used to create the yearbook. This course is the prerequisite course to join the newspaper or yearbook staff (with instructor permission and application and interview).

WRITING FOR PUBLICATIONS NEWSPAPER(10-12) 1 Year  
V.P.A. Credit

Prerequisite: An A in Intro To Writing For Publications and special permission of instructor through an application and interview.

In this course, students will write for Cedar Springs High School's online newspaper, Hawk Nation. Students will be responsible for every aspect of online news production: newsgathering, interviewing, story writing, photography, online content posting, and social media linking. Students are expected to be enthusiastically involved in the entire process and should have strong language, communication, and computer skills. Students MUST be willing to spend time outside of school.

WRITING FOR PUBLICATIONS YEARBOOK (10-12) 1 Year  
V.P.A. Credit

Prerequisite: An A in Intro To Writing For Publications and special permission of instructor through an application and interview.

In this course, students will be responsible for creating Cedar Springs High School's yearbook, The Hawk. Students will be responsible for the entire process from start to finish. Students will advertise, market, develop theme, design layouts, take photos, interview, write copy, and edit spreads. Students MUST be willing to spend time outside of school.

TELEVISION & VIDEO PRODUCTION (9-12) 1 Semester  
V.P.A. Credit

This class will cover the basics of television production. These basics will include: camera operation, script writing, video editing, storyboarding, composition, and shot framing. Students will learn life skills such as responsibility, professionalism, dedication, and persistence. Projects for this class will include a variety of options throughout the semester. Students must understand that they need to be proactive, able to meet deadlines, and willing to assume responsibility. Some outside of class work will be required.

C.S.T.V PRODUCTION (11-12) 1 Year  
Prerequisite: Instructor permission V.P.A. Credit

This class will build upon the basics learned in Television Production. Students will be exposed to advanced levels of instruction in all facets of production. Topics of instruction are very similar to the introductory class; however content and execution will be emphasized much more. Live video production will be performed throughout the school year, both inside and outside of class. All students must be responsible, productive, and willing to do work outside of the normal class period.

## FAMILY AND CONSUMER SCIENCES

CAREER LIFE SKILLS (9-12) 1 Semester  
Elective Credit

This course will allow students to examine their aptitude and interest in career areas and then explore a variety of careers. Students will learn to use resources necessary for a job search, how to write a cover letter, how to write a resume, fill out an application and write follow up letters. Students will also prepare and practice personal interviews. A plan of continuing education will also be presented. A variety of guest speakers are available on various topics, such as colleges, financial aid, cost of continuing education and the military.

CHILD DEVELOPMENT (9-12) 1 Year  
Term A must be taken before term B Elective Credit

This course has a two-fold purpose: first, it enables the student to better understand the responsibilities of parenthood, and secondly, it is of benefit to those students who are interested in finding employment in the area of child care. The development of a child from conception through the early childhood years will be studied. Areas covered will be preparing for parenthood, examining human reproduction, caring for the emotional, social, intellectual and physical needs of children and exploring supportive child care services.

CONSUMER EDUCATION (9-12) 1 Semester  
Elective Credit

Everyone is a consumer. This course will help students to develop skills that will help them to better function in today's complex marketplace. Areas covered will be: your consumer behavior, managing your finances, examining your role in the market place, becoming an informed consumer, purchasing "big" ticket items such as transportation, shelter, home furnishings and appliances, health services, life insurance, legal services, personal services and shopping for leisure.

FAMILY LIVING (9-12) 1 Semester  
Elective Credit

We will spend most of our lives living in a family unit. The skills students develop in this course will help them understand and improve family relationships, as well as establish how they want to live in the family they form in the next few years. Areas of study will cover understanding ourselves and others, family relationships, communication, coping with stress, teen relationships and dating, life styles before marriage, preparation for marriage, marital relationships, and divorce crisis.

FOOD AND NUTRITION (9-12) 1 Semester  
Elective Credit

This course covers food in relationship to overall nutritional value. Areas to be covered will include healthy eating, habits, The Food Guide Pyramid, nutritional labeling, the 6 nutrients the body needs and exercise for weight control. Another aspect to this course is safety in the kitchen. We will discuss food and cooking terms as well as creating healthy food preparations. The student will also be able to practice appropriate food etiquette and manners.

FINE ARTS  
(ALL FINE ARTS COURSES MEET V.P.A. CREDIT REQUIREMENTS).  
BAND

MARCHING BAND (9-12) 1 Semester  
Marching Band starts with a required five day band camp, usually during the first full week of August. Extra rehearsals continue one evening per week through the marching season concludes in early November. The band will perform at all home football games, the Red Flannel Marching Band Invitational and Grand Parade, as well as several Saturday competitions throughout the fall. Participation in band is a year-long commitment including participation in Symphonic Band or Wind Ensemble during

second semester. As a concert ensemble, the bands will perform in December for a holiday concert.

JAZZ BAND (9-12) 1 Semester  
Jazz Band will be open to students in grades 9-12 by audition only. This is a performance based class that will also entail extensive practice and listening assignments. Attending live jazz performances will also be a requirement. This class meets after school, beginning after marching band season has concluded.

WIND ENSEMBLE/SYMPHONIC BAND (9-12) 1 Semester  
This class has membership by audition only. Band members are required to be in the Marching Band in the fall and Symphonic Band or Wind Ensemble following the football season. All Marching Band, concert performances and extra rehearsals are a requirement. The bands present concerts annually and compete at various festivals.

### CHOIR

COMALIA SINGERS (9-12) 1 Semester or 1 Year  
This choir is for 9th-12th grade students and is not an auditioned group. Vocal skills, introductory music reading, introductory music theory, 3-part repertoire, and performance skills are the basic areas of the curriculum. This choir performs at concerts and various community/sporting events. Attendance at all performances is a requirement. Students may choose to take first semester, second semester, or both. No prior experience is required.

CONCERT CHOIR (9-12) 1 Year  
This choir is auditioned. Prior choral experience is required. Students will be selected based on vocal tone and sight reading ability. Vocal skills, intermediate music reading, intermediate music theory, intermediate 3-part repertoire, and performance skills are the basic areas of the curriculum. Students also have the opportunity to perform as soloists or in small ensembles. This choir performs at concerts, various community/sporting events, and competes in festivals. Attendance at all performances is a requirement.

CHAMBER SINGERS (10-12) 1 Year  
This choir is auditioned. Prior choral experience is required. Students will be selected based on vocal tone and sight reading ability. Vocal skills, advanced music reading, advanced music theory, advanced 4-8 part repertoire, and performance skills are the basic areas of the curriculum. Students also have the opportunity to perform as soloists or in small ensembles. This choir performs at concerts, various community/sporting events, and competes in festivals. Attendance at all performances is a requirement. Students must have a history of good attendance and must have demonstrated efficient rehearsal skills in class.

### VISUAL ARTS

INTRODUCTION TO DRAWING AND DESIGN Semester  
Do you want to learn how to draw? Learning how to see differently is the key! You can learn the skills. You don't need to know how to draw before you take this class. Bring an open mind with a positive attitude, and let the teacher guide you. This course explores a variety of drawing techniques and a variety of different two-dimensional mediums such as pencil, charcoal, oil pastels, colored pencil, tempera paint, and watercolor. There is an emphasis on the understanding and use of the elements and principles of design. The course incorporates aesthetics, art criticism, and art history. Grading will be based on self evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

INTERMEDIATE DRAWING AND DESIGN Semester  
Prerequisite: Introduction to Drawing and Design  
This class is an in-depth continuation of the drawing skills explored in Introduction to Drawing and Design. Some projects will include the reproduction of visual images from still life, the human figure, and original ideas. Intermediate Drawing and Design lays the groundwork for a successful transition into many of the other art courses offered. Grading will be based on self evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework

will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

PAINTING & PRINTMAKING 1 Semester  
Prerequisite: Introduction to Drawing and Design  
Students will study different styles and techniques of painting and printmaking. Students will use many new materials to explore figure drawing, portraiture, advanced color theory, and composition. Pastels, acrylic paints, charcoal, colored pencils, watercolor, and ink washes are among the many materials being used. Students will also explore both additive and subtractive printmaking techniques. Grading will be based on self evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

SCULPTURE & CERAMICS 1 Semester  
Prerequisite: Introduction to Drawing and Design  
Students will practice working with a variety of different three-dimensional mediums such as clay, wood, plaster, wire, paper, and found objects. In this class, students will learn the additive, subtractive, modeling, and casting techniques while creating functional and decorative sculptures. Grading will be based on self evaluations, clear rubrics, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Homework will include a weekly sketch that should take approximately one hour to complete. This course includes a traditional final written exam. Materials will be supplied.

CRAFTS- ARTS & CULTURES 1 Semester  
Crafts is a hands-on course in which students will explore a variety of both traditional and contemporary crafts from around the world. Projects may include jewelry making, sand art, weaving, ceramics, fiber arts such as crochet, knitting, and fabric dyeing. There is no prerequisite to this course and students do not need a drawing background to be successful in this course. There will be research required of various cultures. Grading will be based on self evaluation assessments, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Materials will be supplied.

FASHION DESIGN 1 Semester  
Prerequisite: Introduction to Drawing & Design  
This course is designed to introduce students to the world of fashion. This class will focus on all aspects of fashion design, from illustrating designs, choosing fabrics and textiles, basic accessorizing, and simple sewing techniques. The class will also place emphasis on the wide variety of careers offered in the world of fashion and how to begin pursuing them with some job shadowing and resume building opportunities. Grading will be based on self evaluation assessments, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Materials will be supplied.

DIGITAL PHOTOGRAPHY & GRAPHIC DESIGN 1 Semester  
Prerequisite: Introduction to Drawing & Design  
This course will explore the basics of photography and graphic design. Students will examine aspects of photography as an art form, including history, composition and design. Graphics projects will be executed both by hand and digitally through Adobe Photoshop. Topics will include the history of graphic design, advertising strategies, organizing visual space, typography, logo and package design. Grading will be based on self evaluation assessments, final projects, quizzes, reflective artist statements, and the completion of a digital portfolio. Materials will be supplied.

\*It is helpful if students have a phone or device to take photos at home. A small point and shoot camera may be checked out for homework. All DSLR cameras must remain in the classroom and we are currently sharing 5 cameras. Students should be prepared to work closely with other artists in a collaborative environment. Students may also bring in their own personal DSLR camera if they prefer to work more independently.



## LANGUAGE ARTS

### ENGLISH 9

1 Year  
English Credit

The goal for English Language Arts Grade 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 9, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies. In addition, students will deepen and expand their understanding of how written language functions rhetorically to communicate writer's intentions and elicit readers' responses in particular situations. Through the development of core character traits, they will analyze how they build relationships, how their relationships impact others, and their responsibility to society.

### HONORS ENGLISH 9

1 Year  
English Credit

Prerequisite: Successful completion of English 8 with 90% or higher, strong habits of mind, and teacher recommendation. This course is designed for those students possessing a high degree of skill and interest in reading and writing. The basic content areas covered include those of the regular English 9 curriculum; however, students will also analyze additional literature, be required to write more in-depth responses, and write with accuracy and precision within narrative, informative, argumentative, and rhetorical structures.

### ENGLISH 10

Prerequisite: English 9

1 Year  
English Credit

The goal for English Language Arts Grade 10 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 10, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. In addition, students will deepen and expand their understanding of how written language functions rhetorically to communicate writer's intentions and elicit readers' responses in particular situations. Tenth graders will connect with and respond to texts through critical response. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social actions and appropriate use of power. Critical response offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

### AMERICAN LITERATURE

1 Year  
English Credit

Prerequisite: Successful completion of Honors English 9 or English 10 or completion of English 9 and/or teacher recommendation.

This class will study American literature with depth from the Native Americans to today. Students will read a variety of fictional and nonfictional selections, both prose and verse. Continual connections will be made between the content covered in U.S. History and the similar time periods in American Literature. Writing genres will include literary / rhetorical analysis, argumentative and synthesis essays. Both their writing and their reading should make students aware of the interactions between a writer's subject, purpose, and audience, as well as the way conventions and command of language contribute to effectiveness in writing. The intensity of reading, writing, and thinking requirements will exceed that of regular English.

### ENGLISH 11

Prerequisite: English 10

1 Year  
English Credit

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will read various selections of classic and contemporary literature. Students will also read informational and argumentative texts. The reading and writing students do in the course should deepen and expand their understanding

of how written language functions rhetorically to communicate writers' intentions and elicit readers' responses in particular situations. Genres covered include fictional and nonfictional prose, the novel, and satire.

### BRITISH LITERATURE

1 Year  
English Credit

Prerequisite: Successful completion of American Literature or AP Language and Composition OR English 11 and teacher recommendation.

This course teaches students to become skilled readers of prose and poetry selected from a variety of periods and to become skilled writers who compose for a variety of purposes. The course will emphasize literary analysis, rhetorical analysis, and research. Both their writing and their reading should make students aware of the interactions between a writer's subject, purpose, and audience, as well as the way conventions and command of language contribute to effectiveness in writing.

### ENGLISH 12

Prerequisite: English 11

1 Year  
English Credit

The study of literature is a combination of teacher and self-selected narrative text, informational text, poetry, and fiction. Students write in response to a variety of genres, study grammar and vocabulary to develop their own writing, and improve their critical thinking skills. The writing process is emphasized as a tool for advancing comprehension and composition proficiency. Students will use skills of questioning, synthesizing, determining importance, and defending thinking with text evidence. The study of composition is a combination creative, formal, and timed writings, including the research process. Reading, writing, communication, and grammar will be emphasized as students mature in their command of language.

### AP ENGLISH LITERATURE AND COMPOSITION (12)

(Advanced Placement)

1 Year  
English Credit

Prerequisites: American Literature or AP Language.

Advanced Placement English Literature and Composition emphasizes the skills necessary in the critical reading of different genre of literature and in writing about literature and related ideas. It is for students capable of doing college/university level work while they are in high school, who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. Students are engaged in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as a shared experience. To achieve these goals, students study the individual work, its language, characters, action, and themes. They consider its structure, meaning and value, and its relationship to contemporary experiences as well as to the times in which it was written. Students are involved in both the study and practice of writing and the study of literature. Through listening, speaking, and reading, but chiefly through the experience of their own writing, students become aware of the resources of language. Writing assignments focus on the critical analysis of literature and include essays in exposition and argumentation. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive way. Students study intensely several representative works from various genres and periods. They concentrate on works of recognized literary merit, worthy of scrutiny because their richness of thought and language challenges readers. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

### AP ENGLISH LANGUAGE AND COMPOSITION

(Advanced Placement)

1 Year  
English Credit

Prerequisites: AML OR Humanities and teacher recommendation. An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of

how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse. The exam and completion of the course are required to receive the full 5.0 honor points

**AP SEMINAR (10-12)** 1 Year  
(Advanced Placement) English Credit  
Prerequisite: Students may take AP Seminar beginning in their sophomore year, concurrently with, or after successfully completing, American Literature and/or AP Language.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The exam and completion of the course are required to receive the full 5.0 honor points.

**ENGLISH EXTENSION (11)** 1 Semester  
Elective Credit

This course provides eleventh grade students with supplementary reading and writing instruction designed to support students in their required English courses and to prepare them for state-level assessments. Over the course of the semester, students will learn how to actively read and respond to texts. They will also be introduced to the foundations of rhetoric and will use their knowledge to analyze the choices that writers make when crafting a piece of writing. Specifically, students will study strategies for reading actively, determining context, and annotating text.

In addition, students will learn how to effectively proofread and edit their work and the work of classmates. Instruction will focus on punctuation rules, appropriate usage, and writing with clarity (i.e. avoiding awkward constructions, parallel structure, etc.). Students will also receive help editing and drafting essays for their English class.

**CREATIVE WRITING: FICTION (11-12)** 1 Semester  
Elective Credit

Creative Writing: Fiction is a workshop class for students who enjoy writing stories, who desire more time for writing, and who want to improve their skills. The purpose of the course is to deepen knowledge of the elements of fiction and to increase skills in creating them. Students will generate a substantial amount of raw writing in fiction and will polish several fiction projects. They will practice constructively responding to pieces of fiction, developing feedback skills through readings and activities. Students will be required to share some of their writings with partners, small groups, and the whole class.

**CREATIVE WRITING: POETRY (11-12)** 1 Semester  
Elective Credit

Creative Writing: Poetry is a workshop class for students who enjoy writing poems, who desire more time for writing, and who want to improve their skills. The purpose of the course is

to deepen knowledge of the elements of poetry and to increase skills in creating them. Students will generate a substantial amount of raw writing in poetry and will polish several poems. They will practice constructively responding to poetry, developing feedback skills through readings and activities. Students will be required to share some of their writings with partners, small groups, and the whole class.

**MYTHOLOGY (10-12)** 1 Semester  
Prerequisite: Eng. 9 Elective Credit

This is an elective course designed for the student that loves adventures and likes to read. Its purpose is to expose students to a variety of mythological and legendary allusions common in world literature. There are two objectives. One is to read a variety of myths and legends focusing on the content and the literary elements. The other is to see the influence of Greek and Roman mythology, as well as sample of world legends, on the literary world. A variety of film, music, and art will be used to enhance student understanding and appreciation of mythology and its influence.

**MATHEMATICS**  
**PRE-ALGEBRA** 1 Year

Admissions requirement: Approval by Math Teacher and/or placement test This course is designed to help students who need work on the basic math skills necessary to be successful in future math courses. The course is intended for students who do not yet have mastery of the concepts and skills required to be successful in Algebra 1. Topics for this course include: working with numbers (including integers and fractions), writing and solving equations, working with exponents, analyzing patterns using multiple representations, proportional thinking, and linear functions. Some note taking and test taking strategies will be discussed to build the confidence and essential skills to achieve success in this and future math courses.

**ALGEBRA I (8-12)** 1 Year  
Math Credit

The Algebra I course explores the language of Algebra in verbal, tabular, graphical and symbolic forms. Problem solving activities and applications encourage students to model patterns and relationships with variables and function. This class will prepare students for education beyond the high school level.

**GEOMETRY (9-12)** 1 Year  
Math Credit

Prerequisites: Successful completion of Algebra 1  
This is the first course of formal logical reasoning. Students will use this ability to apply facts and relationships concerning plane figures in problem solving. This class will prepare students for foreducation beyond the high school level.

**HONORS GEOMETRY (9-10)** 1 Year  
Math credit

Pre requisites: Successful completion of Algebra 1 and Teacher recommendation  
This is the first course of formal logical reasoning for 2 dimensional and 3 dimensional figures. Students will use this ability to apply facts and relationships concerning plane figures in problem solving. This class will prepare students for continuing onto Pre calculus and beyond math classes. This class will go more in depth into the Geometry curriculum and will have the students think deeper about the concepts.

**ALGEBRA II (10-12)** 1 Year  
Prerequisite: Algebra I Math Credit

The focus of this course is to develop skills in algebra using graphical and verbal perspectives to enhance learning. Additional topics involving algebraic functions will be covered within an emphasis on application. Algebra II is the minimum requirement for a degree at most universities and colleges. This course could save you time and money at the university and college level.

**HONORS ALGEBRA II (10-12)** 1 Year  
Math Credit

Prerequisite: Successful completion of Algebra 1 and Teacher Recommendation  
The focus of this course is to develop skills in algebra using graphical and verbal perspectives to enhance learning. Additional topics involving algebraic functions will be covered within an

emphasis on application. This course will go more in-depth into the Algebra 2 curriculum and will have the students think deeper about the concepts. This would be a good course to take if continuing onto Pre-calculus math and beyond.

#### AP CALCULUS ADVANCED PLACEMENT (12) 1 Year

Prerequisite: Pre-Calculus with teacher recommendation  
Math Credit

The focus of this course is to develop an understanding of calculus. The advanced placement course description will be followed. Differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions will be covered with an emphasis on application. Students can receive college credit by taking the AP Exam and meeting their college requirements. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

#### AP STATISTICS ADVANCED PLACEMENT (11 – 12) 1 Year

Prerequisite: Statistics teacher approval. Math Credit

This course covers descriptive and inferential statistical techniques. This includes the fundamentals of data collection, data organization, and prediction based on data analysis. Students can receive college credit by taking the AP Exam and earning a qualifying score. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

#### BUSINESS MATH (11-12) 1 Year

Prerequisite: Algebra I Elective Credit  
See the Business and Technology Education Department for course description.

#### REAL-WORLD MATHEMATICS/PROBLEM SOLVING (11-12)

1 Semester

Prerequisite: Successful completion of Geometry Math Credit

This course is designed to improve critical thinking, metacognition, math literacy (both reading and writing) and equip students with a variety of problem solving strategies. Through the exploration of a variety of real world problems, students will learn how to approach unfamiliar problems and see how mathematics can be used to solve a variety of problems that arise in real life. Coursework will include a variety of concepts from Algebra and Geometry as well as introduce new concepts such as discrete mathematics. In-class work will primarily be done in groups. Throughout the course, students will be given some freedom to explore and present problems that are of interest to them.

#### PRE-CALCULUS (11-12)

1 Year

Prerequisite: Successful completion of Algebra II Math Credit  
Pre-Calculus is designed to explore advanced topics in mathematics that have not been taught or have only been briefly introduced in previous courses. Students taking Pre-Calculus will actively build upon previous knowledge to gain understanding of previously learned material while constructing new knowledge. The content of this course may be useful when fulfilling basic mathematics and science requirements necessary for a four year college degree. Additionally, this course is essential for those seeking to enter Calculus. While in the course, students will develop an understanding of trigonometric functions, vectors, polar coordinates, complex numbers, exponential and logarithmic functions, permutations and combinations, and will be introduced to both limits and derivatives.

#### STATISTICS AND PROBABILITY (10-12)

1 Semester

Successful completion of Algebra I Math Credit

The focus of this course is to develop an understanding of probability, statistics, and how these two subjects apply to the student's lives. Students will learn how to obtain and analyze data in order to make inferences about daily life. Topics that will be included in this course are the role of statistics, graphical representations, numerical summary, and probability.

### **PHYSICAL EDUCATION and FITNESS**

The primary purpose of Physical Education and Fitness is to assist the learner in developing:

1. An understanding of fitness and a desire to achieve and maintain it.
2. A sense of self-worth and dignity.
3. An understanding of the importance of flexibility.
4. An appreciation and understanding of specific activities and sports.

#### CONDITIONING AND WEIGHT TRAINING I (10-12)

1 Semester

Elective Credit

Prerequisite: Successful completion of Physical Education course.  
This class will teach the proper weight lifting, conditioning and agility techniques. Each student will be involved in daily conditioning and agility drills, as well as, intense weight successful in this course.

#### CONDITIONING AND WEIGHT TRAINING II (10-12)

1 Sem

Elective Credit

Prerequisite: Successful completion of Physical Education  
This course is a continuation of conditioning and weight training I. The student is knowledgeable when it comes to weight training, interest and cardiovascular exercises and agility drills. Intrinsic motivation is essential to achieving personal goals and attain success in this course.

#### CROSS TRAINING AND LIFE TIME ACTIVITIES (10-12)

1 Year

Elective Credit

In this course the use of two or more types of exercises are performed in one workout or used alternately in successive workouts. Examples of workouts to be used but not limited to will be, jogging, walking aerobics, Tae-bo, sprinting, and agility drills. Students will also be learning life time activities so they may continue these exercise and fitness throughout their life time. Some of the major goals of this course would be to, strengthen the heart and body, reduce body fat, and increase self-esteem. The use of lifetime and team sports will be incorporated into this course as well.

#### PHYSICAL EDUCATION (9-12)

1 Semester

Required for graduation Physical Education Credit

Quality Physical Education and Fitness is a fundamental right of every child and an integral part of the curriculum that, through human movement, concentrates on the development of the individual's maximum physical potential and related social, emotional, and intellectual growth. Physical Education and Fitness provides students with many opportunities to develop positive attitudes and social competencies that will help them become successful members of a changing global society. Activities are taught in an environment that fosters cooperation, sports etiquette, positive decision making, leadership, communication, and understanding and respect for similarities and differences of others. Students may apply to their counselor to have the Physical Education 1/2 credit awarded if they have completed two full seasons of an MHSSA sponsored sport or two years of high school marching band.

#### HEALTH (8-12)

1 Semester

Required for graduation Health Credit

The Cedar Springs Public Schools provides a comprehensive Health curriculum as recommended by the Michigan Department of Education. The students will apply health promotions and disease prevention concepts and principles to personal, family and community health issues along with accessing valid health information, practicing health enhancing behaviors to reduce health risks. The students will also analyze the influences of culture beliefs, media, and technology on health issues. They will be using goal setting and decision making skills to enhance their health so they may demonstrate effective interpersonal communication and other social skills which will help enhance their health and be advocate for health promotion in their family and community.

### **SCIENCE**

The Class of 2020-2022 should progress through science courses to earn at least 3 Science credits to meet graduation requirements. From the Class of 2023 and beyond freshmen should enroll in the Earth and Conceptual Physics course for their freshmen year.

#### ANATOMY AND PHYSIOLOGY (11-12)

1 Year

Prerequisite: Biology Science Credit

This course is recommended for students who are interested in a medically related career. Emphasis is on the study of the human body systems through lectures, demonstrations, and laboratory experiments including dissections. Science Department approval is required for this academically challenging and fascinating exploration of human systems. Students must have taken Anatomy and Physiology A to take

## Anatomy and Physiology B.

### AP BIOLOGY (ADVANCED PLACEMENT) (11-12) 1 Year Science Credit

Prerequisite: Earn a minimum final grade of B or better in Biology and Chemistry or Instructor approval.

AP Biology is a college level biology course. Students interested in possibly pursuing a science related career or accumulating college credit while still in high school should consider taking this course. The majority of the labs focus on the molecular and cellular level of common biological principles. Topics included are: metabolism, genetics, evolution, the cell, biochemistry and ecology. This course will require a major time commitment on the part of the student due to the level of the material. If you are considering a career in science and want to earn college credit via the AP Test, this course prepares a student for both that test and the intensity of material in a college biology course. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

### AP CHEMISTRY (ADVANCED PLACEMENT) (11-12) 1 Year Science Credit

Prerequisite: Earn a minimum final grade of B or better in Biology, Chemistry, Algebra I, and Geometry or Instructor approval. AP Chemistry is similar to a first year college chemistry class.

This class will move at a fast pace with a more in-depth study of the material. Students will have nightly homework as well as a summer assignment. This class (all AP-classes) require a time commitment. If they have difficulty with the material then students will need to seek answers from their instructor, classmates or from an outside source. The use of a scientific calculator is required. This class helps prepare students for other college chemistry courses and fields of study, such as: pre-med, pre-vet, chemical engineering, pharmacy, nursing, physical therapy, ecologist (soil, water & air) or metallurgist. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

### BIOLOGY (10) 1 Year Prerequisite: None Science Credit

This course covers a broad spectrum of topics in the area of biology. Some major topics covered include: ecology, the cell, photosynthesis, respiration, cell division, genetics, evolution, biochemistry, classification of living things, body systems & homeostasis. Students will be required to do experiments and laboratory experiments. This science credit is required for all students.

### EARTH AND CONCEPTUAL PHYSICS (9-10) 1 Year Science Credit

This course covers a broad spectrum of topics in the area of Earth Science and Physics. Some major topics we cover include: motion and stability, forces and interactions, electricity and magnetism, Earth's place in the universe, Earth systems, history of the Earth, weather and climate, and human sustainability. Students will explore disciplinary core ideas of the NGSS standards through appropriate Science and Engineering Practices.

### GENERAL CHEMISTRY (10-12) 1 Year Science Credit

Prerequisite: Math: Algebra I and currently taking Geometry. Science: Biology.

This course covers a broad spectrum of topics in the area of chemistry. Some major topics we cover include: matter, atomic theory, chemical bonding, states of matter, the mole, and acids & bases. Students will be required to do experiments and laboratory exercises. This course helps prepare students for chemistry in college and it is required for AP Biology and AP Chemistry; and is highly recommended for entrance into Anatomy & Physiology.

### PHYSICS (11-12) 1 Year Science Credit

Prerequisite: Earn a minimum final grade of B or better in Algebra I and Geometry.

Physics is a course designed to build understanding of the physical laws that govern our world. Many people use physics terminology in their everyday life; however, many people

do not understand what such terms mean nor do they have an understanding of the concepts associated with such the terms. In this course, students will interact with both the concepts and mathematical methods of describing the physical world. Learning will occur through discussion, experimentation, demonstrations and reading. This course will help prepare students for college level physics, which is often required for engineering, science majors, and a large number of medical-based careers. Topics covered will include one and two dimensional motion, force, momentum, energy, periodic motion, waves, sound, light, electricity, magnetism and a brief introduction to nuclear physics. A scientific calculator is recommended.

### AGRISCIENCE

Agriscience courses are for the student who likes outdoor activity, who is interested in animals and things that grow. Students have the opportunity to join the FFA, travel, and develop leadership and Agriscience skills. The program covers a variety of subjects which help prepare students for the more than 200 careers available in agriculture today. Agriscience classes provide science credit for students for graduation.

### AGRICULTURE & NATURAL RESOURCES (9-12) 1 Year Science Credit

Students may opt to take this course, Earth Science or Biology for their first year of science. This course is open to all students. The primary focus of this course is to introduce students to the "Science" of Agriculture. Emphasis is placed on environmental science as it applies to Michigan agriculture. Students are also introduced to the FFA organization and exciting contests. This course includes earth concepts. This course covers the same state standards as the Earth Science course with emphasis on Agriculture and Leadership.

### PLANT SCIENCE 1st Semester (10-12) 1 Semester ANIMAL SCIENCE 2nd Semester (10-12) 1 Semester Elective Credit

Prerequisite: Agriculture and Natural Resources or Conceptual Earth and Physics

This course involves the use of the FFA greenhouse and campus area to develop an awareness of the careers and skills available in the areas of animal and plant science. Emphasis is placed on the biology of plant, soil, and animal sciences and their systems. FFA membership is encouraged. Class projects include raising plants, animals, landscaping projects, and animal judging contests.

## SOCIAL STUDIES

### WORLD HISTORY (9) 1 Year World History/Geography Credit

This course will examine the historical, economical, geographical, political, and cultural aspects of various civilizations and peoples of the world. The A section of the course will cover the Middle Ages through the Spread of Civilizations in East Asia. The B section of the course will cover the Renaissance and Reformation through the French Revolution.

### AP WORLD HISTORY ADVANCED PLACEMENT (9) 1 Year Prerequisite: B average in previous Social Study courses or teacher recommendation.

The AP World History course is a comprehensive, accelerated, survey course of World History from the origins of humanity to the present day. The class is taught at a college level pace and is designed for freshmen students who have a serious interest in history and desire to challenge themselves in their first year of high school. The objective of this course is to draw together a group of students who have advanced reading, writing, and critical thinking skills and prepare them to take the national Advanced Placement World History Exam in May. Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, write papers, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. In other words, you need to be a mature, motivated and self-directed student. The AP Exam and completion of the course is required to receive the full 5.0 honor points.

## ECONOMICS (10)

1 Semester  
Economics Credit

This course covers the basic economic principles. Students will study the basic economic questions, and how those questions are answered. This course will cover different economic systems, including that of the United States. Finally, students will learn their role, and that of the government, in the United States economy and the global economy.

## GOVERNMENT (10)

1 Semester  
Government Credit

Government is a one-Trimester study of the origins, functions and values of the United States Government, its institutions, and the basic principles of the Constitution. The goals of this course are to aid and instruct the student to analyze objectively American democratic institutions, the problems of governing, the roles of government at different levels and the meaning of citizenship and its practical applications.

## UNITED STATES HISTORY I: 1877-1945 (11)

1 Semester  
U.S. History Credit

This is a survey course which will cover the major social, cultural and political events in the United States from the Reconstruction to the Great Depression. Major areas of study include: Reconstruction, Growth of Industrialism, Settling of the West, The Populist Revolt, The Gilded Age, Imperialism, The Progressive Age, World War I, The Roaring Twenties, The Stock Market Crash and the Onset of the Great Depression.

## UNITED STATES HISTORY II: 1945-Present (11)

1 Semester  
U.S. History Credit

This is a survey course which will cover the major social, cultural, and political events in the United States from the Great Depression to the present. Major areas of study include: FDR and the New Deal, Isolationism, World War II, the Cold War, the Postwar Years at Home, the Civil Rights Movement, the Kennedy and Johnson Years, the Vietnam War, Upheaval of the 1960's, the Nixon Years and Watergate, the Ford and Carter Years, the Reagan Revolution, and the Clinton Presidency and Impeachment.

## AP UNITED STATES HISTORY ADVANCED PLACEMENT

(11-12)

1 Year  
U.S. History Credit

Prerequisite: B average in previous social study courses or teacher recommendation. The Advanced Placement U.S. History course is a comprehensive, accelerated, two semester survey course of United States History from the Age of Discovery to the present. The class is taught at a college level pace and is designed for students who have a serious interest in history. The objective of this course is to draw together a group of students who have advanced reading, writing, and critical thinking skills and prepare them to take the national Advanced Placement U.S. History Exam in May. Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, write papers, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. In other words, you need to be a mature, motivated and self-directed student. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## AP EUROPEAN HISTORY ADVANCED PLACEMENT (11-12)

1 Year

Prerequisite: B average in previous Social Study courses or teacher recommendation.

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## AP MACROECONOMICS ADVANCED PLACEMENT (10-12)

1 Semester

Prerequisite: B average in previous Social Study courses, or C average in previous AP course. Teacher recommendations also accepted.

The Advanced Placement Macroeconomics course is a comprehensive, accelerated, one semester course that will emphasize economic principles as applied to the economy as a whole. Topics discussed will reflect the material included in the booklet, and the Macroeconomics course description from the College Board. Lessons will 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 objective of this course is to draw together a group of students who have advanced reading, and critical thinking skills and prepare them to take the national Advanced Placement Macroeconomics Exam in May. Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. AP Macroeconomics classes provide 1/2 math credits for students for graduation. The AP Exam and completion of the course is required to receive the full 5.0 honor points.

## CURRENT ISSUES (11-12)

1 Semester  
Elective Credit

This is a research based class that is intended to focus on many current issues in society. The television show, "The Simpsons", will be used to demonstrate the particular topics. The ideas will range from trash to gun control to the two-party system. The students will be expected to do quality research, take notes, and participate regularly using higher level thinking skills. Writing skills are also a necessity. Several essays and a term paper are required.

## HITLER, NAZI GERMANY AND THE HOLOCAUST (11-12)

1 Semester  
Elective Credit

This course will focus on the rise of Adolf Hitler and the National Sozialistische Deutsche Arbeiterparti (Nazi Party) in post World War I Germany, the end result of which was the Holocaust, the systematic murder of between 6-8 million European Jews. This course will include a biographical study of Hitler, the impact of the Versailles Treaty upon postwar Germany, the philosophical beliefs of the Nazi Party and its anti-Semitism, the concentration camps, the Wannsee Conference and the "final solution". Ultimately, this course will attempt to answer the question "How could it have happened?" Students who sign up for this course will be expected to: participate in class discussions, work on independent projects and group projects, give class presentations, write papers, read primary sources and other outside readings, take notes, and show enthusiasm and a genuine desire to learn. In other words, you need to be a mature, motivated student. In addition, due to the brutal and sensitive nature of the topic, students must be especially mature when viewing film of the death camps and movies like "Schindler's List".

## THE 1950'S AND 1960'S (11-12)

1 Semester  
Elective Credit

This course will focus on the social, cultural, and political characteristics of two of the most important decades in United States history. Topics will include but are not limited to: Politics of the Cold War, Birth of Rock 'n Roll, 1950's Youth Culture. The Civil Rights Movement, the Kennedy Assassination, the politics of the Vietnam War, the election of 1968, and the counter culture/hippies. Students who sign up for this course will be expected to: participate in class discussions; work on independent and group projects; give class presentations; write papers; read primary sources and other outside readings; take notes; and show enthusiasm and a genuine desire to learn. You need to be a mature, motivated student.

## PSYCHOLOGY I (11-12)

1 Semester  
Elective Credit

Prerequisite: B average in previous English and Social Studies courses and/or teacher recommendation/approval

This is a college prep elective course that guides learners to perceive psychology as a habit of mind as they study the scientific and systematic study of the behavior and mental process of all human beings. Students will learn about some of the explorations

This is a college prep elective course that guides learners to perceive psychology as a habit of mind as they study the scientific and systematic study of the behavior and mental process of all human beings. Students will learn about some of the explorations and discoveries made by psychologists of the past as well as the present. Students will assess and differentiate approaches that have been practiced by psychologists of diverse perspectives such as humanistic, biological, psychodynamic, behavioral, cognitive, and sociocultural among others. Psychology II will cover memory and thinking, language, intelligence, motivation and emotion, developmental psychology, personality, testing, statistics, and disorders and treatments.

## **TECHNOLOGY INDUSTRIAL EDUCATION**

### **BEGINNING WOODS (9-12)**

1 Semester  
V.P.A. Credit

This course will teach basic fundamentals in woodworking. Measuring, cutting, gluing, construction, hand tool operation, power tool operation, and safety procedures will be taught.

### **GENERAL METALS (10-12)**

1 Year  
V.P.A. Credit

This course allows students to explore skills which may lead to an occupational decision or further training in one of the following areas: forging, threading, foundry, machine metals, sheet metals, and welding.

### **HOME TECHNOLOGY (9-12)**

1 Semester  
V.P.A. Credit

This class will explore areas of home repair and maintenance. Topics covered will involve plumbing, electrical wiring, wall and structural repairs, concrete, and general household repairs. This class is open to all students with no prerequisites. This course would be especially helpful for students preparing for independent living, or those interested in a possible career in Home Construction.

### **MACHINE WOODWORKING (10-12)**

Prerequisite: Beginning Woods

1 Year  
V.P.A. Credit

This course acquaints the student with skills required for furniture and construction trades. Emphasis is placed on safety, operation of all woodworking machines, cost estimation, design, finishing, care and upkeep of tools, machines, and equipment.

## **WORLD LANGUAGE**

### **FRENCH I (8-12)**

1 Year

No prerequisite. The first year French class is designed to help students develop the abilities of reading, writing, speaking, and listening to French at an introductory level. Students will learn to communicate about familiar topics related to self, home, family, friends, school, and free time activities. By the end of French 1 students are expected to be able to communicate at a survival level by completing language tasks such as introducing themselves, asking for directions, or ordering food at a restaurant. Students will also explore cultural aspects from France and some of the 29 other countries where French is spoken as an official language, as well as experience music, movies, food, and other cultural products.

### **FRENCH II (9-12)**

1 Year

Prerequisite: French I. In the second year of French, students will continue to further develop their abilities of reading, writing, speaking, and listening to French. Students will communicate more complex ideas while conversing with classmates in French. Students will continue refining their ability to carry out everyday social and survival tasks, as well as communicating in the present, future, and past tense. Students will also progress in their exploration of cultural aspects from France and some of the 29 other countries where French is spoken as an official language, as well as experience music, movies, food, and other cultural products.

### **FRENCH III/IV\* (11-12)**

1 Year

Prerequisite: French I, II. In the third year of French, students will explore the French language and culture, continuing to expand and refine their command of spoken and written French through reading, writing, conversational speaking, and listening. Students will be able to express themselves in a variety of tenses and will learn vocabulary used in the typical French lifestyle including celebrations, childhood experiences, and school. Students will

also learn about French art and read French literature. In addition, students will read and view multiple authentic texts, including poetry, articles, short stories, and movies in French. \*If this class is taken for level IV credit, students will expand upon the course themes by exploring more advanced vocabulary, grammatical structures, and cultural aspects. French III is a prerequisite for taking this course for French IV credit.

### **SPANISH I (8-12)**

1 Year

The first year Spanish class is designed to help students develop the abilities of reading, writing, speaking, and listening to Spanish at an introductory level. Students will learn to communicate about familiar topics related to self, family, friends, school, telling time, and free time activities. In addition, students will read and view multiple authentic texts in Spanish. They will communicate in Spanish using verbs in the present tense and the immediate future construction. Students will learn basic grammar structures and will explore the culture of Latino countries, as well as experience music, movies, food, and other cultural products.

### **SPANISH II (9-12)**

1 Year

Prerequisite: Spanish I In the second year of Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics while conversing with classmates in Spanish. Students will learn to communicate about topics such as emotions, extending invitations, sports, weather, city navigation, market interactions, and restaurant etiquette. In addition, students will read and view multiple authentic texts in Spanish. Students will learn the present and present progressive tenses. Students will learn more advanced grammar structures and progress in their exploration of the culture of Latino countries, as well as experience music, movies, food, and other cultural products.

### **SPANISH III (10-12)**

1 Year

Prerequisite: Spanish I, II In the third year of Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics while conversing with classmates in Spanish about daily routine, household and chores, news, childhood, celebrations, and health and illness. In addition, students will read and view multiple authentic texts in Spanish. Students will learn the preterit and imperfect tenses. Students will also learn command forms. Students will learn more advanced grammar structures and progress in their exploration of the culture of Latino countries, as well as experience music, movies, food, and other cultural products.

### **SPANISH IV (11-12)**

1 Year

Prerequisite: Spanish I, II, III In the fourth year of Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics while conversing with classmates in Spanish about experiences and accomplishments, physical and personality features, volunteerism and social activism, the environment, and nature. In addition, students will read and view multiple authentic texts in Spanish. Students will draft and revise essays and speak easily about everyday situations. Students will learn the future, conditional, subjunctive, and perfect verb tenses. Students will learn more advanced grammar structures and progress in their exploration of the culture of Latino countries, as well as experience music, movies, food, and other cultural products.

### **AP Spanish Language and Culture (12)**

1 Year

Prerequisite: Spanish I, II, III, IV

In AP Spanish, students will continue to further develop their abilities of reading, writing, speaking, and listening in Spanish. Students will communicate more complex topics while conversing with classmates in Spanish about various themes, including: Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life, Science and Technology, and Global Challenges. In addition, students will read, view, and listen to multiple authentic texts, including poetry, articles, short stories, podcasts, news programs in Spanish. Students will draft and revise essays, emails, and other writings. Students will frequently record themselves speaking. Students should expect a half an hour of homework each night. Students will learn more advanced grammar structures and progress in their exploration of the culture of Latino countries, as well as experience music, movies, food, and other cultural products. The AP Exam and completion of the course are required to receive the full 5.0 honor points.

## ADDITIONAL CLASS OFFERINGS and PROGRAMS

INDEPENDENT STUDY (10-12) Varies  
Prerequisite: Special Permission from teacher and principal. Applications for Independent Studies must be completed by May 1st of the previous school year. Within a curriculum, the independent study course is available to students on a limited basis with the approval from the teacher and the high school principal. Under teacher supervision, the student works independently to complete the designated requirements and content for the course. Credit is awarded through a letter grade or CR/NC with principal approval.

ROUTES TO THE FUTURE PLACEMENT SERVICES  
These programs are offered to students who want to explore job training and experience while completing their high school education. All students must maintain enrollment equal to six class periods, regardless of credits required for graduation purposes.

KENT CAREER TECHNICAL CENTER (11-12)  
Length of program varies  
Elective Credit  
The Kent Career Technical Center is an off campus Career training facility which offers students an opportunity to receive job skills training in a chosen pathway. Students at KCTC must be enrolled as juniors or seniors. Most of these programs offer core academic credit which meet required credits for graduation. The programs are geared to prepare students with the specific skills they will need. There are 1 and 2 year programs offered in the six state Career Pathways. Most programs articulate credit to a variety of colleges. See the Guidance Counselor for further information, site visitation and enrollment timelines.

DUAL ENROLLMENT (9-12) Core or Elective Credit  
The Postsecondary Enrollment Options Act of 1996 established the opportunity for eligible public school students to be dual enrolled in high school and at Michigan Postsecondary Institutions. Eligible students in grades 9 through 12 may take college courses if the student has a qualifying Explore, PLAN, ACT, PSAT & SAT or MME score (see counselor for score requirements). Students may not enroll for college courses that are the same or equivalent to courses offered at CSHS. Students may take both daytime and evening classes; however, the college class times and the drive time to and from the class cannot conflict with the student's high school schedule. All dual enrollment students must be enrolled in at least one high school course and have no more than the equivalent number of total courses offered in the daily schedule of the high school. [The school district will pay for the tuition portion of the college course (when certain criteria have been met) according to the state foundation allotment formula. All other costs are the responsibility of the student/parents (e.g. fees, books, supplies, transportation, and parking).] Interested students and parents MUST meet with the high school counselor prior to applying to and enrolling for classes at a college by the school district's dual enrollment deadline. (May 1st for Fall Enrollment and December 1st for Winter Enrollment) Additional paperwork and approvals are needed beyond signing up for next year's courses in our traditional high school enrollment process conducted in the spring. All college courses must be approved by the high school principal prior to enrollment with final payment approval by the district office of curriculum and instruction. IF A DUAL ENROLLMENT STUDENT FAILS, IMPROPERLY WITHDRAWLS, OR STOPS ATTENDING A COLLEGE COURSE, HE/SHE AND THEIR PARENTS WILL BE HELD FINANCIALLY RESPONSIBLE FOR THE REIMBURSEMENT OF FUNDS INITIALLY PAID BY THE DISTRICT, LESS ANY REIMBURSEMENTS FROM THE POSTSECONDARY INSTITUTION TO THE DISTRICT. As a rule of thumb, college courses are costing between \$400 and \$1000 dollars depending on the Postsecondary Institution.

DIGITAL LEARNING, ONLINE CLASSES, VIRTUAL LEARNING (9-12) Core or Elective Credit  
Cedar Springs offers digital courses through two different providers: Michigan Virtual Schools and Apex Learning. Student may be enrolled into these courses for remedial or elective purposes, or to meet world language requirements. Applications for online courses must be completed by May 1st of the previous school year in order to be eligible for an online course. Unless there is a scheduling conflict, students wishing to sign-up for a course that CSHS offers will need to take the course through CSHS. To view the course catalog for these course providers, please go to their website: [www.mivhs.org/Courses](http://www.mivhs.org/Courses) or [www.apexlearning.com/catalog](http://www.apexlearning.com/catalog).

EDUCATIONAL DEVELOPMENT PLAN (EDP)  
Students at Cedar Springs High School must keep updated a state mandated EDP developed in 7th grade utilizing the internet based Career Cruising program or Naviance. This program enables students to complete career interest surveys, work values, setting goals, career pathways, educational requirements, developing EDP's and college searches. Information on the EDP's includes: Interests, Career Pathway Interests, Lifestyle Preference, Workplace Skills, Achievements, Awards, Certificates, Career Exploration and Goal Setting.

NCAA INITIAL-ELIGIBILITY (GENERAL INFORMATION)  
The NCAA Initial-Eligibility is an organization that works with the NCAA to determine a student's eligibility for athletics participation in Division I, Division II, and Division III. Athletics. Students who want to participate in college sports during their first year of enrollment in college must register with the Eligibility Center. Students should preferably register with the NCAA in their junior year. The clearinghouse staff follows NCAA bylaws and regulations in analyzing and processing a student's high school academic records, ACT or SAT scores, and key information about amateurism participation, to determine the student's initial eligibility. The registration process is straight forward and done online; however, it does require a fee. If you have any questions, or need help registering see Mr. Norton in the Athletic office before your senior year. Any athlete interested in playing in NAIA sports will also have to register with them as well.

EARLY MIDDLE COLLEGE (EMC)  
The Early Middle College Program is one in which students receive both high school and college credit in a structured cohort format. Students will receive both a high school diploma and an associate degree from Cedar Springs High School and Grand Rapids Community College in a five-year model.

Freshman students that have a 2.5 cumulative GPA and a qualifying Lexile Score at the end of first semester are invited to attend an informational meeting in January of each year. Applicants will be scheduled to take the GRCC Accuplacer Test prior to acceptance. Students enrolled in EMC will begin taking GRCC courses within their traditional high school schedule beginning their sophomore year.

GEAR UP ACADEMY  
Gear Up Academy is a "school within a school" option available to freshman. Students whom appreciated the house model that exists in our middle school would enjoy this program as they would have the same core teachers. Academy students have lunch and elective courses with the rest of the high school.

Academy Students participate in a team building experience in the beginning of their freshman year and have access to core teachers for tutoring after school with the option to take the elementary bus home. In addition, various projects and trips occur throughout the year focusing on Career and College Readiness Skills in collaboration with corporate partnerships.

NAVIANCE: <http://connection.naviance.com/cedarshs>  
All CSHS students can access college searches, scholarship information, and career assessments tools through Naviance: <http://connection.naviance.com/cedarshs>. Students can enter their PowerSchool login and PowerSchool password to access their accounts.

ACADEMICALLY TALENTED YOUTH PROGRAM (Kent ISD ATYP)  
ATYP is a highly accelerated Math or Language Arts Program designed for students who need to learn at a greater depth, complexity and at a much faster pace than what individual school districts are typically able to offer their students. Students begin the program in either 7th or 8th grade. ATYP is a three-year program in which students are able to earn middle school, high school as well as AP (advanced placement/college credit). At the end of the three year sequence of classes, students would earn all HS level course work for either English or Math and typically test out of AP courses.

## Articulation

Articulation is a process where students may earn college credits for certain courses taken in high school. Cedar Springs High School, Davenport University and Grand Rapids Community College entered into an agreement granting college credit to students for achieving a specified grade (B or better) in identified courses within our school district. Qualifying CSHS courses include Modern Business I & II, Accounting/Finance I. Students must enroll in GRCC within 2 years after their high school graduation and be degree seeking for the credits to transfer. Applications for credit must be submitted by the CSHS course instructor at the request of the student.

As Applicable

## SPECIAL EDUCATION DEPT.

### Special Education Classes (9-12)

Prerequisite: Current Individualized Educational Plan (I.E.P.) is determined by IEP team.

Resource Room Classes include core curriculum and other curriculum areas with a focus on individualized goals. General Education classes are also offered with collaboration and accommodations for success.

Self Contained Classes are offered with an emphasis through small group structure with individualized goals in core curriculum subjects, career based instruction and transition activities. Pre-Vocational/Vocational Education/Transitioning Activities are available and are an important part of the educational environment. The transition activities may include planning for classes, vocational

## PROGRAMS, CLUBS AND ORGANIZATIONS

<http://highschool.csredhawks.org/Clubs/index.html>

### Fall Play

Every year Cedar Springs Fine Arts Department produces a full length play. Auditions are open to all high school students. The play generally requires 7-9 weeks of rehearsals and three or four performances. Positions are open for cast members as well as all areas of technical work including set construction, stage crew, costumes, makeup, properties, and publicity. Tryouts are held in September with performances in November.

### Musical

Every year Cedar Springs Fine Arts Department produces a musical. Tryouts are open to all high school students. Students work on acting, singing and dancing skills. Students may also choose to play in the pit orchestra, or work on publicity, costume, make-up, properties set construction or stage crews. Tryouts are usually held in January with performances in March.

### Student Council

The Student Council represents the student government of their class. The council consists of a president, vice-president, secretary, treasurer, and three representatives comprise the remainder of the council. Any student is eligible to run as an officer or representative, but must follow guidelines set by the Student Senate advisor. The Student Council positions are a one-year term.

### National Honor Society

Cedar Springs high school is a member of the National Association of Honor Societies. Our Chapter is called Athena. Students are selected after a full trimester in high school. Various qualities are required to gain membership, including scholarships. Students are invited to an induction in the fall. Eleventh and twelfth grade students may also become eligible.

### FFA

Here at Cedar Springs the FFA is known as the "Future For America" club. Through club activities student members develop leadership, citizenship, and cooperation skills needed for the future. The FFA mission statement states, FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Public speaking, group committee functions, record keeping, community service, and problem solving are major focuses. Other activities encourage discovery of the many careers available in the field of agriculture. Members in the FFA must either be enrolled in or have been enrolled in an Agriscience class.

In addition to the aforementioned school sponsored activities there are many student lead clubs (not sponsored or financially supported by CSPS) for our students.

### Gay-Straight Alliance (GSA)

A student organization meant to create a safe environment for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and their straight peers. GSA hopes to educate the school community about the LGBTQ community and to prevent violence against these students.

### Athletic Leadership Council

The Cedar Springs High School Athletic Leadership Council (ALC) is on a mission to unite the students, staff, and community and spread the Red Hawk Pride.

The Athletic Leadership Council (ALC) was formed at the start of the school year and consists of thirty High School Athletes in grades 9-12 from varying athletic teams. The ALC is student directed and committed to create connections between student athletes and the greater community.

### Career Club

Career Club is an exclusive club meant for students who will have obstacles in the path towards their future careers. The club focuses on connecting students with people, places, and resources that will help them plan for their futures.

### The Anime Club

This club celebrates Japanese culture through anime, j-rock, cosplay, videos, and more!

### V2 Crew

"V2" stands for "Virtuous Too". V2 Crew is a support group for students who want to develop a positive character in the footsteps of Jesus. Meetings include music, snacks, and a discussion on an important topic that the group has selected. Movie nights, service opportunities, and other events are in the works as well.



## EXTRA-CURRICULAR PROGRAMS

### ATHLETICS

#### Philosophy of Athletics

Athletics are part of the total educational program of the Cedar Springs Public Schools. We realize not everyone can be a team member, but we do believe everyone can benefit from the program. The criteria upon which our program is judged is as follows:

1. Interscholastic participation is a privilege, not a right and must be earned.
2. Participation in interscholastic athletics is for those that have physical skills appropriate for the respective sport.
3. Success of the program is not necessarily determined by the win/loss record.
4. School and community values should be evident throughout the program.
5. The school community is identified by the publicity generated through the athletic program.
6. The coaching staff, athletes, student body, and adult followers should never act in a manner that would be detrimental to the name of Cedar Springs Public Schools.

#### Objectives of Athletics

An athletic program must have objectives to be meaningful. These objectives are applicable for all levels. The objective should be consistent with its philosophy and the educational objectives of Cedar Springs Public Schools.

The Cedar Springs Athletic Program is dedicated to the following objectives within available means:

1. Provide all athletes with the best teaching and coaching personnel possible.
2. Provide all athletes with the best facilities and equipment possible.
3. Provide the opportunity for all athletes to participate in the best interscholastic program possible.
4. Provide all spectators an opportunity to identify with and support the interscholastic teams of Cedar Springs.
5. Provide all athletes an opportunity to grow physically, mentally, and emotionally through participation in the athletic program.

## ATHLETIC TEAMS

### FALL

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#### GIRLS

Volleyball - Varsity, JV, Freshman  
Sideline Cheer - Varsity, JV  
Cross-Country - Varsity, Reserve  
Equestrian (Club)  
Golf-Varsity, JV

#### BOYS

Football - Varsity, JV, Freshman  
Soccer - Varsity, JV  
Cross-Country - Varsity, Reserve  
Equestrian (Club)  
Tennis - Varsity, JV

### WINTER

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#### GIRLS

Basketball - Varsity, JV, Freshman  
Competitive Cheer - Varsity, JV  
Bowling (Club)

#### BOYS

Basketball - Varsity, JV, Freshman  
Wrestling - Varsity, JV  
Hockey - Co-Op Varsity  
Bowling (Club) Varsity

### SPRING

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#### GIRLS

Softball - Varsity, JV  
Soccer - Varsity, JV  
Track - Varsity, Reserve  
Tennis - Varsity, JV

#### BOYS

Baseball - Varsity, JV, FR  
Track - Varsity, Reserve  
Golf - Varsity, JV

# EDUCATIONAL DEVELOPMENT PLAN

9th Grade Course Titles	Cr	Notes		Course Titles	Notes

10th Grade Course Titles	Cr	Notes		Course Titles	Notes

11th Grade Course Titles	Cr	Notes		Course Titles	Notes

12th Grade Course Titles	Cr	Notes		Course Titles	Notes