

# **Ida High School**

## **Course Description Book**

**2023-2024**



**Chuck Fuller  
Principal**

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## **IDA HIGH SCHOOL**

**2023-2024**

### **MISSION STATEMENT**

Ida High School, in partnership with the community, will provide the means to maximize the potential of all students. We will encourage excellence and offer a curriculum that will empower all students to become responsible individuals, life-long learners, and productive citizens.

### **BELIEF STATEMENTS**

#### **THE STAFF OF IDA HIGH SCHOOL BELIEVES:**

- 1) Every student needs to learn responsibility, and each student needs self-confidence and self-esteem in order to be successful.
- 2) The learning environment must be a positive, disciplined, and fresh setting in order to foster a student's awareness of his/her potential.
- 3) A student should develop critical thinking skills beyond a mere accumulation of rote knowledge.
- 4) School should be more diverse to meet the varied needs of students and society; curriculum should have high expectations and engender positive attitudes toward knowledge.
- 5) A student can and will learn more in an intellectually charged environment.

### **YOUR HIGH SCHOOL SCHEDULE OF SUBJECTS**

The counselors in the Guidance Department will help you with important decisions concerning your future. He/she will not make decisions for you but will help you make decisions for yourself. Remember, the ultimate responsibility of course selection lies with you—the student—and your parents. Students come to a counselor with many kinds of problems: academic, vocational, and personal. One of the most common problems is "What subjects are best for me to take in high school?" This is an individual matter, so the counselor will discuss it with you as an individual. The Guidance Department will schedule a conference (or as many conferences as are necessary) to help you set up a high school course of study. Your parents are invited to make appointments with a counselor on any regular school day.

## **STUDENT TESTS**

PSAT 8/9: Taken spring of freshman year at school.

PSAT 10: Taken spring of sophomore year at school.

PSAT NMSQT: **Optional** Preliminary Scholastic Aptitude Test (Taken in fall of junior year.) Basis for the National Merit Scholarship Program. Offered at school for a fee.

SAT: Taken spring of junior year in school and is a requirement. Scholastic Aptitude Test. Can determine scholarship eligibility. Students may register at College Board to take an additional SAT if needed. <https://collegereadiness.collegeboard.org/sat/register>

ACT: American College Test. Can determine scholarship eligibility. Typically taken junior/senior year. Not offered at school. Students may register at ACT.org .  
<http://www.act.org/content/act/en/products-and-services/the-act/registration.html>

MME/ACT: Michigan Merit Exam/ACT. Required junior year for graduation. Consists of WorkKeys and MME tests.

CAREER CRUISING: Career Interest Surveys. A variety of tools may be used to help explore career options and maintain the Educational Development Plan (EDP). The EDP is a graduation requirement.

## **GENERAL GUIDELINES FOR UNIVERSITY BOUND**

### **STRONGLY SUGGESTED COURSE OF STUDY**

<b>ENGLISH</b>	4 years of English
<b>MATH</b>	4 years (Algebra I, Geometry, Algebra II required)
<b>COMPUTERS</b>	1 semester required
<b>SOCIAL STUDIES</b>	3 years--(World History, American History, Economics & Government required)
<b>SCIENCE</b>	3 years-- (Biology, Chemistry, Physics required)
<b>FOREIGN LANGUAGE</b>	2 years

## IDA HIGH SCHOOL REQUIREMENTS FOR GRADUATION

1. 24 credits are required for graduation.
2. Eight semesters of attendance are required.
3. EDP Completion
4. Any exceptions to any of the rules and regulations must have the approval of the Ida Board of Education.

### Graduation Requirements

#### **Class of:**

English:	4 credits
Mathematics:	4 credits
Science:	3 credits
Social Studies:	3 credits
PE:	.5 credit
Health:	.5 credit
Computers:	.5 credit
Sr. Sem/Fin. Lit.:	1 credit
Fine/Practical Arts:	1 credit
Foreign Lang.:	2 credits*
Electives:	<u>4.5 credits</u>
 Total:	 24 credits

\*The second year of foreign language may be replaced by an additional VPF if it fits the students EDP.

### Grade Classification

Ida High School classifies students by graduating class upon their entry into the high school (i.e., Class of 2024, Class of 2025, Class of 2026, Class of 2027). In order to graduate in 4 years, students should plan to complete 6 credits per year.

## **IMPORTANT STATE GUIDELINES:**

### I. DUAL ENROLLMENT (Information in guidance office)

A junior or senior interested in dual enrollment (taking classes at Ida High School and a post-secondary educational institution) is allowed to enroll in the subject areas for which he/she has achieved state endorsement; computer science or foreign language not offered by the school district; or in fine arts as permitted by the school district. Students are advised to consult with the high school guidance office for more specific guidelines as the Michigan legislature clarifies dual enrollment rules and regulations. The dual enrollment course grade will be factored into the student's high school GPA unless otherwise indicated. The student's graduation requirements take precedence over dual enrollment scheduling. Conflicts with high school and college scheduling do NOT make an exception to this rule. Students can make college selections according to what is available during their free hour(s) or evenings.

### II. Ida Early Middle College (Information in guidance office)

In this 5th-year program, students enroll in college classes at Monroe County Community College and receive both high school and college credit. Students can be eligible for college coursework junior year, senior year, and during the 5th year. All course work is completed at MCCC during the 5th year. Students can earn between 15-60 credit hours of college credits. A separate application is due June 1st of the student's sophomore year.

### III. (E.D.P.) EDUCATIONAL DEVELOPMENT PLAN

Each student beginning in 7<sup>th</sup> grade and throughout high school will be required to maintain a student educational development plan. It should include:

- A) annual academic & non-academic plan
- B) career preparation record
- C) record of academic achievements
- D) record of recognitions & accomplishments
- E) record of extracurricular activities submitted by the student
- F) personal references

### IV. TESTING OUT OF HIGH SCHOOL COURSES

Ida High School will allow any high school student not enrolled in a particular course the opportunity to test out of that course by exhibiting mastery (78% or better) on a comprehensive test of the course material. Testing out will not affect the G.P.A. of the student. In addition, once a student has tested out of a course, he/she may not receive credit for a lower level course in the same subject area. The high school office must receive the testing out request **PRIOR** to May 1<sup>st</sup> of the school year before the student is required to take the class. (Example: a student who wishes to test out of American History—a 10<sup>th</sup> grade requirement—must make the request by May 1<sup>st</sup> of his/her freshman year.) Students may only attempt to test out once per class.

## **COURSE DESCRIPTIONS:**

### **ENGLISH LANGUAGE ARTS**

#### English I (Required freshman course)

This freshman course is designed to provide students an opportunity to develop an appreciation and understanding of literature, composition, and writing skills. It is designed to specifically focus on critical reading and thinking, grammar, language development, and study skills. Students will be offered a variety of opportunities to engage in the writing process, including an introduction to research paper writing. Students will primarily focus on the concepts of inter-relationships and self-reliance throughout the duration of the course.

#### Honors English I (Prerequisite: Teacher approval)

This is a freshman course designed for the above-average English student who desires to have his or her abilities challenged. Students who select Honors English I should be self-motivated and conscientious. Students will be exposed to a diverse selection of literature, including novels, poetry, and short-stories. Students will also be given a wide variety of opportunities to engage in the writing process, including a research paper, several creative-writing pieces, and many personal narratives and reflections. Students will primarily focus on the concepts of inter-relationships and self-reliance throughout the duration of the course.

#### English II (Required sophomore course)

Tenth graders will connect with and respond to texts through critical response and stance, which offers students the lens to assess their beliefs and views of the world and how they have power to impact them. This sophomore course is designed to build on the basic skills taught in English I. Students will continue to develop their writing skills in various genres; a portfolio of all writing pieces will showcase the student's work. In literature, students will apply their understanding of literary devices and use their knowledge to analyze various aspects of literary works covered in class. To encourage students to read, outside reading books will also be required. Oral communication (speaking and listening) will be stressed throughout the course, as well.

#### Honors English II (Prerequisite: Teacher approval)

This sophomore course is designed for the above-average English student who enjoys in-depth assignments that challenge his/her abilities. It will cover the same areas as English II, but will demand more intensive reading, writing, and development of communication skills. The student who chooses this course must be self-motivated and conscientious. Students may be required to obtain one or more of the novels read in class. A research paper is required.

### English III (Required junior course)

Eleventh graders will connect with and respond to texts through Transformational Thinking. The course builds on skills taught in English I and II, further developing knowledge of grammar, literature and literary devices, group work, and composition. At least four novels or plays per semester will be read. Themes throughout the course are based on the Michigan Merit Curriculum, including an emphasis on skills necessary for success on the SAT/MME exams.

### Honors English III (Prerequisite: Teacher approval)

This junior course is designed for the above-average English student who enjoys in-depth assignments that challenge his/her abilities. The course will cover the same areas as English III, but will demand more intensive reading, writing, and development of communication skills. The student who chooses this course must be self-motivated and conscientious. Writing themes focus on comparison/contrast and developing characterization. Students may be required to obtain one or more of the novels read in class.

### English IV (Required senior course)

The objective of this course is to help students continue to build and master their reading, writing, and speaking skills, and prepare them for life beyond high school. Seniors will analyze information, ideas, and themes to understand the past and present, and to think innovatively about the future. In correlation with the Michigan Department of Education's focal point for 12th grade English, students will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world.

### Honors English IV (Prerequisite: Teacher approval)

The objective of this course is to help students translate their reading, writing, and speaking skills from high school into the collegiate arena. In conjunction with the MDE's focal point for 12th grade English—leadership qualities—this course is centered on narratives, memoirs, and other first person point of view pieces. Students are challenged to delve deeper into their reading to correlate their literary lessons with life lessons.

### Yearbook Production (Prerequisite: Teacher approval)

This course is for students with above average English grades. It is a full year advanced journalism course where students will use skills to produce the high school yearbook. In addition to earlier learned techniques, students will learn advanced writing, layout, and photography skills, along with the use of online design. A commitment to the entire year, not just one semester, is required. This class also counts as Tech and VPF credit.



### Film as Literature (Prerequisite: Junior or Senior Status)

This one semester course is a study of film with particular emphasis on themes, history, genre, and film making technique as applied in analysis and interpretations of films as a type of literature. Genres covered: Drama, Comedy, Suspense, Action, Adventure, Musical, Biography, Documentary, Film Noir, Cult Film, B Movie. Students will be required to take part in class lectures and discussions, complete assigned reading, and various forms of writing. Students will learn about copyright laws and follow them during their own film projects and assignments.

### Young Adult Literature (Prerequisite: Freshman English I )

This course will examine the recent surge of high-quality fiction that is aimed at the young adult audience. The course focuses on some common themes in young adult fiction such as dystopia, multiculturalism, problem solving and self-understanding. The class will attempt to understand what makes a novel a “Young Adult” novel. Students will participate in literature circles, do research, and develop projects. Students will need to supply their own novels (from any library or purchase).

### Mythology (Prerequisite: English I)

A survey of the major gods and legends of mythology—especially Greek, Roman, and Norse—and their effects on modern culture. Students will learn through a combination of reading, lecture, and creative projects; required assessments will include at least one presentation.

## **FOREIGN LANGUAGE**

### Spanish I (Can be completed in 8<sup>th</sup> grade for high school credit)

In Spanish I, the areas of listening, speaking, reading, writing and culture are emphasized. The student learns useful vocabulary for some basic communication. A good background in English is helpful, but not a prerequisite.

### Spanish II

Spanish II builds upon the information learned in Spanish I. There is a continued focus on vocabulary building and use of more tenses. The areas of listening, speaking, reading, writing and culture are emphasized.

### Spanish III (Prerequisite: C average or better in Spanish II or teacher approval)

Spanish III builds upon information and structures previously learned. The perfect tenses and the subjunctive mood are introduced. Communication and use of language are stressed. Students will have the opportunity to do creative writing in Spanish, to read short stories, and to develop a wider appreciation of Hispanic culture.

## **SOCIAL STUDIES**

### World History (Required freshman course)

Designed as a two-semester course, the content will be an integrated study of World History with political, economic, geographic and social aspects applied to the study of world history from 500 A.D. through the 20<sup>th</sup> Century. Studies will focus on the collapse of the classical world, growth of major world religions, Medieval Europe, Renaissance Europe, European exploration, world trade networks, influences of the Ottoman Empire, East and South Asian cultures, global revolutions of political and economic systems, growth of nationalism, industrialization, imperialism, and world conflicts of the 20<sup>th</sup> Century. Contemporary studies will focus on issues of population, resources, global interactions, conflict, and cooperation. The course will require a substantial amount of reading, writing and some research.

### American History (Required sophomore course)

Content of this course focuses primarily on 20<sup>th</sup> century America, including units on industrialization, immigration, World War I, the Great Depression, World War II, the Cold War, the Civil Rights Movement, women's rights, the Vietnam Conflict, and contemporary issues. The course promotes cultural literacy regarding social, political, and economic developments and core democratic values that have shaped present day American life. A substantial amount of reading, writing and research is required to successfully complete this two-semester course.

### Government (Required junior course)

The purpose of this one-semester course is to provide an opportunity for juniors to briefly explore the history, function, structure, and purpose of local, state, and national governments. The course will concentrate on types of modern government; the American political system and process; the President and the executive branch; Congress and the legislative branch; the Supreme Court and the judicial branch.

### Economics (Required junior course)

The purpose of this junior level course is to provide students with a basic understanding of economics, mainly microeconomics, and a general understanding of how the American economy functions. Discussion of topics will focus on how they apply to our world today. Topics will include basic introduction to economics, economic systems, business organizations and advertising, supply and demand, unemployment, and taxes.

### Psychology (Prerequisite: Junior or Senior status, teacher approval)

The purpose of this course is to give Ida High School juniors and seniors a brief introduction into the field of psychology. Some students will want to take psychology to help prepare them for college and a later career. Basic fundamentals will be taught to help these students in future college courses. Various careers in psychology and related areas will be

discussed. Students taking psychology will develop a better understanding of themselves and others, and will acquire practical information for everyday human interaction and social psychology.

### Military History

This one semester course examines the role of the military and conflict on both the ancient and modern world. Students will research and analyze the strategic, technological, cultural, and political influence of warfare on human history and the development of civilizations from Ancient Greece to the war in Afghanistan. Additionally, this course will debate the many reasons why Military History is the most common theme of modern popular history.

### History of Rock and Roll (Prerequisite: Sophomore status.)

This course will focus on the history of rock and roll from its earliest roots in country western and rhythm and blues to modern music. It will discuss how society can reflect and influence the music being produced. We will also discuss how Rock and Roll has influenced other cultures and even how other cultures have influenced the development of rock and roll. The ultimate goal of this course is to help students understand the music that they are listening to: where it comes from, what it is made of, where it is going, and to make connections between music and historical events. This chronological course will focus on rockabilly and soul rock, the British Invasion, Jazz, the San Francisco sound, disco, heavy metal and rap. Current musical trends will also be discussed. The course will utilize various forms of multimedia including recordings, videos and documentary films.

### Current Events

This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, social, and political issues in a respectful, meaningful, and active way. Throughout the semester, students will have an opportunity to familiarize themselves with the issues that frequent newspapers, television news and stay up to date on current issues and trends. Because the subject of this class is "contemporary," topics will vary considerably depending on the current news cycle. Students will be challenged to defend their opinions on many different issues.

### History of Sports (Prerequisite: Sophomore status.)

This course will investigate milestones in various amateur and professional sports. An emphasis will be placed on North American collegiate and professional sports including the NCAA, NBA, NHL, MLB, and NFL. International sporting events including the Olympics will also be discussed. Students will also analyze the impact of world wide historical events on sports.

## SCIENCE

### Biology I (Required Freshman course)

Biology I is a general survey of the biological sciences. The course will cover topics as set forth in the Michigan High School Content Expectations. A brief section on biochemistry will lead into a comprehensive unit on cellular biology including structure, function, and division. In the second semester the topics of genetics and ecology will be followed by an overarching unit on evolution. Laboratory sessions will include using the microscope, dissection of vertebrates and invertebrates, and various investigations to reinforce material covered in class.

### Honors Biology I (Freshmen only)

Honors Biology I will parallel the subject areas presented in Biology I. However, the course will provide a broader, deeper, and more intense view into the Biology I curriculum to prepare students for future Honors science classes. There will be a greater number of laboratories, and several formal lab reports will be required throughout the year. This course meets all topics for biology mandated in the Michigan Merit Curriculum. Students taking this course should be self-motivated.

### Chemistry (Required sophomore class)

This is a general chemistry course designed to provide students practical knowledge and experience, as well as prepare them for post-secondary education. The course will cover topics as set forth in the Michigan High School Content Expectations. Topics covered include the scientific method, lab safety, measurement, matter, atomic structure, periodic table, bonding, formulas, the mole concept, equations, kinetic molecular theory, gas laws, phases of matter, solutions, acids and bases, energy, as well as a brief section on organic chemistry. Lab exercises will stress safety and application of topics covered. This course requires a good foundation in math skills, including a familiarity with basic algebra skills, as calculations and conversions are essential components of chemistry.

### Honors Chemistry (Sophomores only)

Honors Chemistry will cover those topics covered in the traditional Chemistry course, but will go deeper into concepts of thermodynamics, reaction kinetics, and acid/base reactions. The expedited pace of Honors Chemistry will also allow completion of more laboratory investigations and activities than those completed within the traditional Chemistry course. Some of these supplementary laboratory investigations include: titrimetric analysis, fractional distillation, and clock reactions. This course meets all required and recommended topics mandated by the Michigan Merit Curriculum. Students taking this course should be self-motivated. Instructor approval required.

### Physics I (Required junior course)

Physics is the most fundamental science and is concerned with basic principles. This course will cover the topics for physics as laid out in the Michigan Merit Curriculum. The topics covered will come from the main categories of Newtonian mechanics, fluid mechanics, thermal physics, electricity and magnetism, waves, optics, atomic physics, nuclear physics, and quantum mechanics. Laboratories and projects will be utilized as much as it's appropriate. Algebra and right angle trigonometry are used during the entire course.

### Physics II (Prerequisite: Senior status, C- in Algebra II, and instructor approval)

Physics II is a college prep course. This class will cover topics from Newtonian mechanics and electromagnetism in more depth than was explored in Physics I. A variety of approaches will be used: theory, mathematics, labs, and engineering projects.

### Anatomy & Physiology (Prerequisites: Senior status, Biology, Chemistry, Physics)

This senior only course is offered to students who are interested in biology or health related topics, and is designed to give these students an introduction to college level biology topics. Focusing mainly on human anatomy and physiology, this first semester course will include major units of instruction in cells; tissues; and the skeletal, muscular, and nervous systems.

### Forensics (Prerequisite: Sophomore status.)

This one semester class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies. The Forensics class is designed around the idea that in the real world all learning is interrelated and interdependent. Students will be asked to read, research, hypothesize, interview, compute and use deductive reasoning to propose crime solutions.

### Forensics II Course Description (Prerequisite: Forensics.)

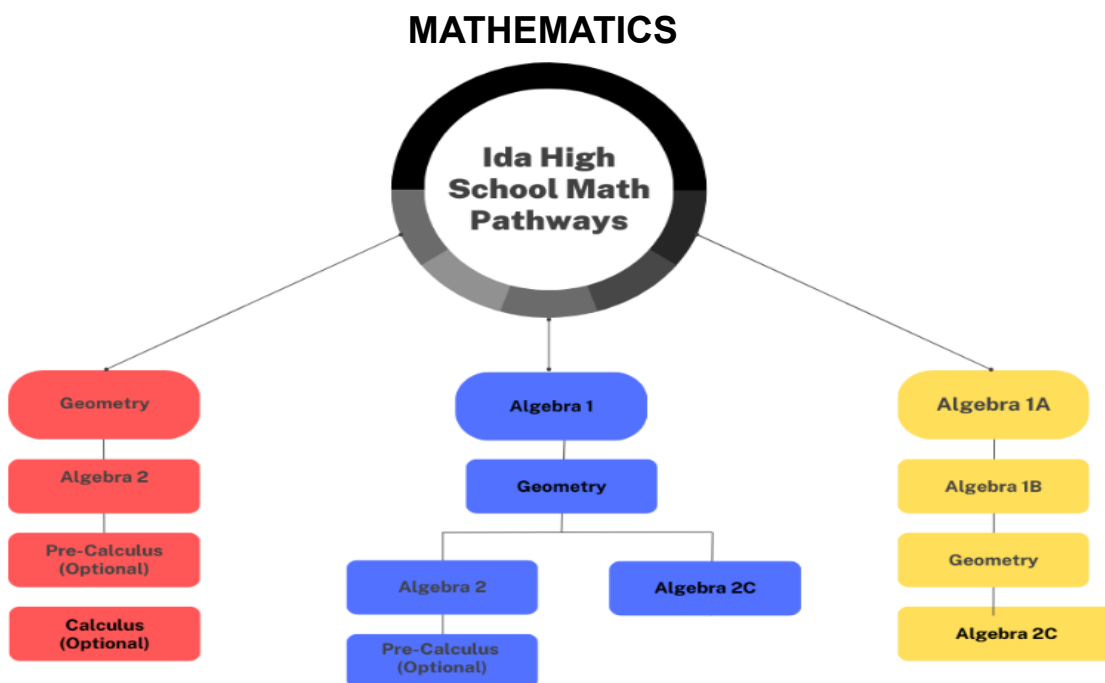
This class will be a continuation of Forensics I, using critical thinking skills, technology, and all areas of science to solve crimes. Topics will include DNA as Evidence, Hair and Fibers as evidence, Forensic Psychology, Ballistics, as well as topics of interest. The class is designed to use several cooperative learning experiences and deductive reasoning to problem solve and use knowledge learned in class for real-world applications. Communicating findings in an appropriate scientific manner that will incorporate language arts, art, math, and social studies skills will also be a major focus of the course.

### Renewable Energy

This one semester course will enlighten students on the need for and the use of renewable energies. It will begin with information on non-renewable energy and global climate change to create the understanding for the planet's need for alternative energy sources. Multiple renewable energy sources will be discussed; however hydro, solar, wind, and biofuel energy will be the focus. Instruction will include how the energy is created, delivered, and stored. The course will include class discussions, research, projects, and presentations about current and future energy sources.

### 8<sup>th</sup> Grade Earth Science

Starting in 2012-2013, students passing the 8<sup>th</sup> grade Earth Science final exam with a 78% or better can receive a high school elective credit for that course.



**\*All seniors are required to take Financial Literacy and Senior Seminar.**

Algebra I (Can be completed in 8<sup>th</sup> grade for high school credit)

The student will be introduced to the basic structure of algebra, acquire facility in applying algebraic concepts and skills, and perceive the role of deductive reasoning in algebra. Topics include (1) numbers and sets, (2) variables and mathematical expressions (3) open sentences (equations); (4) real numbers; (5) transforming equations; (6) using equations to solve problems; (7) inequalities; (8) polynomials; (9) graphing functions and relations; (10) percents; (11) ratios; (12) rational and irrational number operations; (13) factoring; (14) algebraic fractions, and (15) transformations.

Algebra 1A/B (Prerequisite: Teacher approval, qualifying test score)

This course covers all the same concepts as Algebra I, some more in-depth, but does it over a period of two years. Additional Algebra II topics will be integrated into the curriculum.

Geometry

Geometry involves the student with deductively constructing a logical mathematical system. Topics include (1) parallel and perpendicular lines; (2) congruent and similar triangles; (3) right triangle relationships; (4) right triangle trigonometry; (5) circles; (6) areas and volumes of geometric figures; (7) transformations, and (8) two-column proofs.

### Honors Geometry (Prerequisite: Teacher approval)

This is a course designed for the above-average mathematics student who desires to have his or her abilities challenged. Students who select Honors Geometry should be self-motivated and conscientious. Honors Geometry will parallel the subject areas presented in Geometry; however, this course will provide a broader, deeper, and more intense view into the Geometry curriculum to prepare students for future Honors mathematics courses.

### Algebra II

Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. Topics include relations, functions, equations, inequalities, conic sections, polynomials, matrices, logarithmic functions, exponential functions, sequences, series, counting principles, and probability.

### Algebra 2C (Prerequisite: Completion of Algebra 1A/B)

This course covers additional state-required algebra topics that were not covered in Algebra 1A/B.

### Pre-Calculus

Pre-Calculus blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, polar coordinates, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability, and an introduction to calculus.

### Calculus

This is an introductory course of single variable calculus involving differentiation and integration. The types of functions studied will include algebraic and transcendental. Topics include (1) functions; (2) limits; (3) differentiation; (4) applications of differentiation; (5) integration; (6) applications of integration, and (7) integration techniques.

### Financial Literacy (Prerequisite: Senior class status)

This class is a semester course designed to familiarize students with the finances of daily life. While reinforcing mathematical skills and concepts the focus will be on the



application of those skills, not the remediation of them. Areas of study include (1) **Percentages**, including basic percentage calculations and percent of increase or decrease of original value; (2) **Income**, including gross and net pay, hourly rate, commission, royalties, piecework, benefits, Social Security and Medicare; (3) **Filing Taxes**, including federal forms W4, 1040EZ, 1040A and 1040 with itemizing; (4) **Consumer Credit**, including credit cards, credit scores and credit reports; (5) **Banking Services**, including simple interest, compound interest, present value of investments, future value of investments, savings accounts and checking accounts.

### Math Lab

This course is designed for students who need extra help and reinforcement in order to be successful in their mathematics course(s). The curriculum of this class will follow your primary math class curriculum. Math Lab teachers will not reteach the material of your primary math class; however, skills and lessons will be reinforced through group stations and extra practice. Math Lab students are required to work in a small group with the instructor each day, and independently work on their math assignments. Although the Math Lab teacher is there to help the student work through math concepts and skills, the student is responsible for the completion of his or her work and assignments. Grades will be based on: citizenship, classwork, journals, and signed progress reports

### Test Preparation A (Prerequisites: completion or current enrollment in Algebra 2, Teacher Approval)

This test preparation course provides comprehensive and thorough preparation for all areas of the SAT exam. It reviews content to promote mastery, while teaching test strategies and methods. Along with the use of paper materials for test prep, this course allows the students to utilize online resources to help increase test scores, such as: Khan Academy, College Board, and E2020. With this course, students will build test-taking skills and increase confidence levels to take the SAT test. Test preparation A is only offered for the first semester of the school year.

### Test Preparation B (Prerequisites: completion or current enrollment in Algebra 2, Teacher Approval)

This test preparation course is a continuation of the course above, with the added focus of preparing for the Accuplacer test as well. Test preparation B is only offered for the second semester of the school year.

## **BUSINESS EDUCATION**

### Technology for Academics

This course is designed to bring students to a basic level of proficiency in applying computer technology in the academic setting. Emphasis will be placed on file-management and appropriate technology use in an educational environment. Students will be introduced to fundamental computer concepts, word-processing, multi-media presentations, Internet applications and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology for academic use and collaboration will be the focus. (Fulfills online experience requirement.)

## **INDUSTRIAL ARTS**

### Drafting

This is a two-semester, beginning course introducing students to drafting principles which enable them to graphically communicate ideas on paper. Areas of study will include lettering, measuring, sketching, multi-view and pictorial drawings, sections, auxiliaries, dimensioning, and working drawings. Students will primarily use the CAD (computer aided drafting) program to create their drawings. Additional drawings will be produced by using sketching techniques and traditional board skills. This class is designed for general education as well as a preliminary technical study.

### Technical Drafting (Prerequisite: Drafting)

A two-semester continuation of the basic class designed for the student who desires to become involved in any of the industrial occupations. Drafting techniques are studied in depth, with emphasis on complete and accurate graphic representation of objects. Students will produce drawings primarily through the CAD system, which will also be covered more in depth. (Can count as 4<sup>th</sup> year math credit if taken during senior year)

### Architectural Drafting (Prerequisite: Drafting)

This is a two-semester course introducing the student to the basic principles and practices of residential construction. Included is the study of residential codes and practices, building materials, with emphasis on the planning and designing aspects of the industry. Students will learn and create plot plans, floor plans, elevations, and other detail plans associated with home construction. The last 9 weeks of the course (approximately) are devoted to students designing and drawing a set of home plans. (Can count as 4<sup>th</sup> year math credit if taken during senior year.)

### General Woods

General Woods provides for the basic hand tool and machine operations, important technical information necessary for the students to have a thorough understanding and conception of woodworking. They will also develop an understanding of the essentials and elements of industry, and a knowledge of product design. Due to safety considerations, a student will not be allowed to remain in the course for the second semester unless he/she successfully passes the first semester.

### Advanced Woods (Prerequisite: General Woods)

This course is an advanced woodworking class in which the knowledge and skills gained will be expressed in the planning and building of a variety of wood projects. Special emphasis will be placed on the safe use of standard woodworking machines. Due to safety considerations, a student will not be allowed to remain in the course for the second semester unless he/she successfully passes the first semester.

### Carpentry (Prerequisite: C in General Woods, teacher approval)

This course is an academic advanced woodworking course focusing on residential construction standards. Knowledge and skills gained are expressed in the building of scale models and full size construction projects. Emphasis is placed on light frame construction following the Uniform Building Code and standard construction procedures. Heavy emphasis will be placed on learning and applying the Uniform Building Code.

### Metals

This one-semester, entry level course is designed to introduce the topic and skills in the metal working area. Emphasis will be placed on safety, measuring, blueprint reading, layouts, and proper use of hand tools and power tools. Projects will be assigned and created by forming and using bench metal processes. Examples of projects include coin boxes, utility trays, dust pans, and toolboxes.

### Welding I (Prerequisite: Metals)

This one-semester course is designed specifically to provide the fundamental skills and knowledge in the field of welding. Class lectures will emphasize shop safety, correct use of welding tools and equipment, and using the oxy-fuel torch. Shop activities will be devoted to skill development with students required to complete welding activities using SMAW (stick) welding process. Individual projects may be created if time allows.

### Welding II (Prerequisite: Welding I with a C or better grade, teacher approval)

This one-semester course is a continuation of Welding I. Class lectures will emphasize shop safety, correct use of metal working tools and equipment, welding symbols, print reading

skills. Shop activities will be exercises using SMAW (stick) welding making in the flat, horizontal, and vertical positions. Sheet metal layouts and fabrication will also be covered. GMAW (MIG or wire) welding and use of the plasma cutting will be introduced. Students may be assigned and required to complete individual projects.

### Welding III (Prerequisite: Welding II with a C or better grade, teacher approval)

This one-semester course is a continuation of the previous welding classes. Students will continue to apply math concepts, use of welding symbols, and print reading while demonstrating proper employability skills required in the welding field. Shop activities will continue to develop students' skills in the areas of SMAW (stick) welding and GMAW (MIG or wire) welding. GTAW (TIG) welding will be introduced. Students are required to fabricate a project using sheet metal.

**\*College credit could be granted upon completion of these metals/welding courses**

### Small Engines

This course is designed to provide the student with working knowledge and an understanding of the fundamentals of small engines and their basic operation. Areas of study include four- and two-stroke cycle engine mechanics, fuel systems, ignition systems, cooling systems, and lubrication systems. Other areas of study will include engine tune-up, trouble-shooting, and maintenance. The students will be given shop experience time in which they will perform a complete engine tear-down and reassembly.

### Home Maintenance

This course will prepare the student to perform many routine repair and maintenance tasks that he/she may encounter now or in the future. Areas of study will include basic plumbing and electrical repairs, painting, door and window repairs, plaster and drywall repairs, heating and cooling system maintenance, and more. Also included will be the selection, use, and care of hand/power tools used in the home shop.

### Independent Study: Industrial Arts (Prerequisite: Teacher approval—1 credit only)

The student must have successfully completed two years in the area of work in which the independent study is desired; ie, woods, metals, drafting, etc. The student must have achieved a *B* average in all previous Industrial Arts courses, and must submit a brief on anticipated goals in project and/or skill development to a teacher in the selected area. Approval must be given by the teacher, department, and high school principal. The student will be withdrawn from Independent Study at the end of the current semester if the quality of his/her work falls below a *B* average.

## **LIFE MANAGEMENT SKILLS**

Senior Seminar (Required senior course; approval from administration, counselor, and teacher is required to bypass this requirement.)

This semester class will help prepare students to become productive members of society as well as prepare them for success in the real world. By using a variety of approaches such as writing tasks, organizational skills, creativity, applied math, and communication, students will learn what it takes to achieve their dreams after graduation. Whether college bound or going straight into the job market, this class is beneficial to all by giving students the skills and information to make informed decisions about their future.

Intro to Student Leadership (Prerequisite: Sophomore status.)

This class is for students who are interested in leadership roles and skills. Students will learn and participate in activities such as communication skills, group processes, decision-making skills, self-awareness, and human-relation skills. Intro students will be led by Juniors and Seniors in Student Leadership.

Projects will include: Homecoming, Red Ribbon Week, Give-a-Kid a Christmas, and the planning and preparation for quarterly class projects. It is suggested that students have a minimum 2.0 GPA and at least two teacher recommendations.

Student Leadership (Prerequisite: Junior, or senior status)

This class is for students who are interested in leadership roles and skills. Students will learn and participate in activities such as communication skills, group processes, decision-making skills, self-awareness, and human-relation skills. Service based projects and volunteering will be required as students work to meet the needs of Ida High School, as well as the community. Other projects will include: Homecoming, Red Ribbon Week, Give-a-Kid a Christmas, and the planning and preparation for quarterly class projects. Juniors and seniors will lead projects with supervision given by the teacher.

Juniors and Seniors will need to fill out an application and have two teacher recommendations for entrance into the class.

## ART & MUSIC

### Art I

In the first semester of this introductory class, students learn a wide variety of drawing techniques and skills while using different mediums, which might include pencil, charcoal, ink and more. Students will also learn how to use the design process and to plan out their ideas. During the second semester, students will work with clay outside, pastels, scratchboards, and more. Students will also learn about 20<sup>th</sup> century artists and will create works of art that reflect the style of that artist; students will learn about art careers, work in groups, and create works that have real world application. Grades are based on projects, critiques, rubrics, work skills, and a final examination.

### Art II (Prerequisite: Art I)

The first semester is based on color theory and 2-D design. Students will learn how to mix and use various types of paints; will make a color wheel and color charts and learn about tints, shades and values. By mixing colors, students will gain a general understanding of color theory and color schematics. Each student will be responsible for keeping a weekly sketchbook that demonstrates their drawing skills of everyday objects, self-portraits, and a one-point perspective using a grid. Grades are based on finished projects, work skills, sketchbooks, participation, critiques, artist statement, and final examination.

### Advanced Art (Prerequisite: Art I & II)

Advanced art is for the individual who wants to direct own course in art. In this class students will be able to choose individual projects out of a variety of lessons offered. Students will use online tutorials as well as teacher directed lessons. Student is responsible for an online portfolio, finished works and reasonable deadlines. Grades are based on finished projects, work skills, sketchbooks, participation, critiques, artist statement, and final examination.

### Ceramics 1

Students will experience basic ceramic techniques such as pinch, coil and slab construction, throwing on the potter's wheel, and glaze application, and wish to develop a greater sense of mastery in the medium. Student will learn how to attach clay pieces through the method of scoring and slipping. Students will learn how to decorate ceramic pieces through the processes of carving, stamping, scrafitto, slip-trailing, and wax resist.

### Fiber Art

Students will work with a variety of dyes and techniques to create designs. We will be using the batik, marbled, shibori, and tie dye methods. We will be silk-screening and stenciling to create works of cloth art. Students will use the fabrics to create art works, pillows, and t-shirt designs.

### Graphic Design (Prerequisite: Art I, teacher approval)

Graphic Design is a class with a practical edge. It is a place where students will be able to work on real-world projects such as business ads, brochures, product packaging, book covers, business cards, logos, posters, and more. Students will work in many mediums including lithography, collage, and computer graphics. In this class you will learn how illustrations are used to serve specific functions such as informing, explaining, narrating or selling a product. Students will be responsible for creating a product, and designing all of the visuals to promote the product. You may translate figurative language into visual images (example: she has an air). We will also be using Adobe Photoshop in this class to assist and promote ideas. This is an advanced class for the art student that wants something more.

### Concert Choir

The high school concert choir will be comprised of students in grades 9-12 who have developed in musical ability to meet the proficiency requirements set by the director. Students will be responsible for a school-assigned robe, choir folder, and music. All students will learn to read music including rhythms, note values, and terminology used in choral music. Singing and written tests will be given during each marking period to insure students understand the material presented. Students will also be required to write a paper on a music-related subject. Concerts will be presented throughout the school year. Music performed by the choir will be from the Renaissance Period through the Twentieth Century—both sacred and secular in English and foreign languages—with emphasis being placed on correct style for the period of music. Attendance at all concerts and rehearsals is required. Responsibility for getting to rehearsals and concerts is up to the student. Participation in recital night and district choir festival is required.

### Wind Ensemble (Prerequisite: Approval of Director)

The Wind Ensemble will be composed of students in the tenth, eleventh, and twelfth grades that are developed enough in musical ability to meet requirements set by the director. Factors that will be considered when determining band placement will include: Membership in the Ida Band program the previous school year, a quarterly average of an A+ in band classes the previous school year, no unexcused absences from performances the previous school year, summer attendance (presence at all summer activities **or** excused absences for fewer than 25% of those activities) the previous school year, outside service to band program (including serving on band council/committee, set-up/tear down of a concert, after-school sectionals with younger students) the previous school year, participation in Solo and Ensemble the previous school year, and proficiency on instrument.

While a full year commitment is expected of the members, the school year will be divided into three units of study. The first nine-week period shall be devoted primarily to learning the mechanics and music style of field marching. The second and third nine weeks will

involve the study of music written by various composers from the Early Baroque Era to the Modern Era. Emphasis will be put upon performance of the music at concerts and festivals. The fourth nine-week period will be used to teach the style of performing today's popular music plus working on the mechanics of street marching and the music related to it.

The student must attend additional out-of-school practices, take part in concerts, festivals, and other performances scheduled in the evenings and on weekends, and have time for practicing on assigned music out of school.

### Symphonic Band

The Symphonic Band will be composed of students in the ninth, tenth, eleventh, and twelfth grades that meet the proficiency requirements set by the director, but need additional experience to reach the level of the Wind Ensemble. Wind Ensemble members may elect to join the Symphonic Band and study a second instrument, providing they obtain director permission in advance.

While a full year commitment is expected of the members, the school year will be divided into three units of study. The first nine-week period shall be devoted primarily to learning the mechanics and music style of field marching. The second and third nine weeks will involve the study of music written by various composers from the Early Baroque Era to the Modern Era. Emphasis will be put upon performance of the music at concerts and festivals. The fourth nine-week period will be used to teach the style of performing today's popular music, plus working on the mechanics of street marching and the music related to it.

The student must attend additional out-of-school practices, take part in concerts, festivals, and other performances scheduled in the evenings and on weekends, and have time for practicing on assigned music out of school.



## HEALTH & PHYSICAL EDUCATION

### Physical Education (Required freshman class)

This course is a required credit for graduation. Every student is expected to participate actively each class period and to be dressed in appropriate gym clothes. A written statement from a qualified physician is necessary to excuse the student from participation. Grades are based on effort, participation, fitness test results, written tests, attitude, and sportsmanship. This class covers the benchmarks as mandated by the State of Michigan. These benchmarks include health related fitness and resistance training, invasion games, net games, target games, striking/fielding games and net/wall games.

This course is a required credit for graduation. Every student is expected to participate actively each class period and to be dressed in appropriate gym clothes. A written statement from a qualified physician is necessary to excuse the student from participation. Grades are based on effort, participation, fitness test results, written tests, attitude, and sportsmanship. This class covers the benchmarks as mandated by the State of Michigan. These benchmarks include health related fitness and resistance training, invasion games, net games, target games, striking/fielding games and net/wall games.

### Team Sports Class (Prerequisite Physical Education)

In team sports, students will have the opportunity to participate in lifetime team sport activities. The sports that will be taught in this class are the sports that are offered in and around the community to adults. By teaching the rules, strategies, and skills to be able to participate in these games now, students will be set up to be active for not just their time in school, but years after graduation. This class is taught outside and in the gym. Students will be evaluated by participation, sportsmanship, class activities and dressing out.

### Health (Required freshman class)

Health is a one-semester course. In accordance with the Michigan Merit Curriculum, topics will be “Nutrition and Physical Activity”; “Alcohol, Tobacco and Other Drugs”; “Safety”; “Social and Emotional Health”; “Personal Health and Wellness”; “HIV Prevention”; and “Sexuality Education.” Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. The student will be evaluated through participation in class, tests, homework assignments, attitude, and attendance.

## MISCELLANEOUS

### Skills Seminar

The purpose of the Skills Seminar class is to guide the student through self-awareness modules on topics that include note-taking, exams, writing skills, reading skills, surviving the slumps, time management, and career planning. The student will be required to submit response sheets on each module they complete, will track their grades weekly, and must be passing all of their classes to earn .5 credit for this class.

### Links Support Program

This semester class will allow students to be a peer support for students with special needs. The peer student will support a student with special needs in both academic and social settings with adult supervision. Students learn to relate to people with different needs, and develop an increased understanding of individual differences. Encouraging student responsibility is also an added benefit of the program. The primary responsibility of students is to be a model for the student with special needs.

### Agricultural Science      9-12 Grade

Students will study the scientific aspects of plant and animal science in relation to agriculture, food and natural resources. Students participate in hands-on activities including the FFA poultry project, hydroponics, landscaping, FFA Leadership contests and career exploration. Participation in FFA is a mandatory component of the course and students are encouraged to take advantage of the opportunities that this leadership organization has to offer.

### Teacher Cadet

## **SPECIAL PROGRAM**

### **WORK EXPERIENCE (Senior Status, approval of administration)**

This program is for the senior student who has acquired the prescribed performance competencies—skills, knowledge, and attitudes—needed for entry level employment in his/her specific occupational career objective, and wants to gain additional proficiency in an actual job setting. The worksite placement must be consistent with the student's EDP and quarterly visits will be done by a staff person. Weekly paperwork must also be completed by the student. The course will be graded S or U.

### **COSMETOLOGY**

In conjunction with Monroe High School's vocational program, a small number of openings may be available to Ida students. Selection is based on interviews by the cosmetology instructor and Ida High School permission