

# ATLANTA COMMUNITY SCHOOLS

## COURSE GUIDE 2021-2022



# GRADUATION REQUIREMENTS

## **Regular Diploma**

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work and earn the total number of minimum credits. Students earn the required credits indicated by the IEP and/or personal curriculum. For more information about the different methods by which credits can be earned, refer to Policy 5460 in the Board Policy manual, a copy of which is accessible either electronically at [www.atlantaschools.us](http://www.atlantaschools.us) or in both the high school and central offices.

Specific course requirements are:

### **ENGLISH LANGUAGE ARTS - 4 CREDITS**

English 9  
English 10  
English 11  
English 12

### **MATHEMATICS – 4 CREDITS**

Algebra I  
Algebra II (2 semesters of Algebra II 1 year or 4 semesters of Algebra II 2 year)  
Geometry  
Plus one additional credit in senior year (*may be a Dual Enrollment course if eligibility requirements are met*)

### **SCIENCE – 3 CREDITS**

Biology  
Chemistry  
Plus one additional credit

### **SOCIAL STUDIES – 3 CREDITS**

Civics  
Economics  
US History & Geography  
World History & Geography

### **PHYSICAL AND HEALTH EDUCATION – 1 CREDIT**

PE/Health

### **FOREIGN LANGUAGE – 2 CREDITS**

## ONLINE EXPERIENCE

## PERFORMING/VISUAL ARTS – 1 CREDIT

## ELECTIVES - 6 CREDITS

### COMMUNITY SERVICE HOURS

A total of 20 hours or five (5) hours for every year the student is enrolled in ACS for 9<sup>th</sup>-12<sup>th</sup> grade. All hours must be pre-approved by the superintendent or principal. **This requirement will be adjusted for classes impacted by the pandemic (2019/2020 & 2020/2021 school years).**

#### **Note:**

Transfer students may receive special permission from the administration to vary the above academic requirements if the previous school obligated the student to meet other requirements.

### POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAM

Any student in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade may enroll in a postsecondary (dual) enrollment program providing s/he meets the requirements established by law and by the District. Any interested student should contact the school office to obtain the necessary information.

### Virtual High School classes (VHS)

Virtual learning is a method of receiving academic instruction in courses in which the pupil is registered and the courses are taken through a digital learning environment. Virtual learning may be offered at a supervised school facility during the day as a scheduled class period or through self-scheduled learning where pupils have some control over the time, location, and pace of their education. Virtual learning includes, but is not limited to, online learning and computer-based learning, where the delivery of instruction may incorporate a combination of software, technology, and the Internet.

See Virtual Learning Options on the following pages.

## Michigan Edgenuity Online Courses

<p><b>ENGLISH LANGUAGE ARTS</b></p> <ul style="list-style-type: none"><li>● English Language Arts 9</li><li>● English Language Arts 10</li><li>● English Language Arts 11</li><li>● English Language Arts 12</li><li>● Literacy &amp; Comprehension I</li><li>● Literacy &amp; Comprehension II</li><li>● Expository Reading &amp; Writing</li><li>● Introduction to Communications &amp; Speech</li><li>● Classic Novels &amp; Author Studies</li></ul>	<p><b>SCIENCE</b></p> <ul style="list-style-type: none"><li>● Biology</li><li>● Chemistry</li><li>● Earth &amp; Space Science</li><li>● Physical Science</li><li>● Physics</li><li>● Environmental Science</li></ul>
<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"><li>● Pre-Algebra</li><li>● Algebra I</li><li>● Algebra II</li><li>● Geometry</li><li>● Financial Math</li><li>● Trigonometry</li><li>● Statistics</li><li>● Concepts of Probability &amp; Statistics</li></ul>	<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"><li>● Government/Civics</li><li>● World History &amp; Geography</li><li>● U.S. History &amp; Geography</li><li>● Economics</li><li>● Human Geography</li></ul>
<p><b>WORLD LANGUAGE</b></p> <ul style="list-style-type: none"><li>● Spanish I</li><li>● Spanish II</li><li>● Spanish III</li><li>● French I</li><li>● French II</li><li>● French III</li><li>● German I</li><li>● German II</li></ul>	<p><b>COURSEWARE ELECTIVES</b></p> <ul style="list-style-type: none"><li>● Art History I</li><li>● Computer Applications</li><li>● Foundations of Personal Wellness</li><li>● Healthy Living</li><li>● Introduction to Art</li><li>● Introduction to Computer Science</li><li>● Keyboarding &amp; Applications</li><li>● Lifetime Fitness</li><li>● Online Learning and Digital Citizenship</li><li>● Personal Finance</li><li>● Psychology</li><li>● Sociology</li><li>● Strategies for Academic Success</li></ul>

## **On-line Learning Program**

The District shall provide eligible students the option of participating in an on-line learning program (Atlanta Community Schools – Huskies at Home). The purpose of the program is to make instruction available to eligible students using web-based education technology. Eligibility will be based on a student’s ability to work independently, have access to the internet, and be on track to graduate with their cohort. All students must be approved by administration before registering in this program.

### **Atlanta Community Schools - Huskies at Home**



### **Academically and Socially Supported Online Learning for Students in Grades 7-12**

- \*Free online education for students in grades 7-12
- \*Must enroll as an ACS student
- \*Highly qualified teachers and mentor
- \*Meets Michigan Merit Curriculum *requirements*
- \*Three levels of academic support
  - 1) Teacher of record (Edgenuity)
  - 2) Content area tutor on demand 7 (seven) days a week (Edgenuity)
  - 3) Mentor teacher (ACS)
- \*Weekly support and progress monitoring
- \*District issued Chromebook
- \*Eligible to participate in band, sports, and robotics
- \*Eligible to enroll in Career and Technical Education course (10 - 12th grade only)
- \*Qualified 9 - 12th grade students may take dual enrollment courses
- \*Opportunity for Early Middle College
- \*Access to Social/Emotional supports
  - 1) School Success Program
  - 2) Behavioral Specialist through Thunder Bay Community Health Services
- \*Students with an IEP or 504 Plan are eligible\*\*

**\*\*Requires a meeting to determine program can provide LRE**

### **Guidelines for program participation**

- 1) Semester commitment
- 2) Must enroll in minimum of 5 (five) courses to meet MHSAA requirements to play sports
- 3) Must enroll in minimum of 6 (six) courses to meet ACS requirements to be on-track for a high school diploma
- 4) Must take all district assessments (NWEA, M-STEP, SAT/PSAT)
- 5) Attend biweekly Google meets with the ACS mentor
- 6) Tests and exams are proctored by the ACS mentor teacher

Athletes - weekly eligibility grade checks per the athletic policy

### **Work-Based Learning Experiences**

Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to school instruction (training plan) and supervised work (employer) that is monitored by a certified teacher employed by the district.

The school uses the following grading system:

<b>100-93</b>	<b>A 4.000</b>	<b>82-80</b>	<b>B- 2.700</b>	<b>69-67</b>	<b>D+ 1.300</b>
<b>92-90</b>	<b>A- 3.700</b>	<b>79-77</b>	<b>C+ 2.300</b>	<b>66-63</b>	<b>D 1.000</b>
<b>89-87</b>	<b>B+ 3.300</b>	<b>76-73</b>	<b>C 2.000</b>	<b>62-60</b>	<b>D- .700</b>
<b>86-83</b>	<b>B 3.000</b>	<b>72-70</b>	<b>C- 1.700</b>	<b>59- 0</b>	<b>E .000</b>

E = Failure

NC = No Credit

I = Incomplete

CR = Credit

# ENGLISH

## **English 6**

English 6 is a required English class that will prepare students for high school English. In this course students will be expected to actively engage in a curriculum that is aligned with the Common Core State Standards. Students will read great works spanning multiple genres, learn the fundamentals of research-based writing, and improve their vocabulary, grammar, writing, and literary analysis skills.

## **Literature 6**

This course will target students' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and argumentative writing. The overall goal of the class is to increase the literacy and writing ability of students.

## **English 7**

English 7 is a required English class that will prepare students for high school English. In this course students will be expected to actively engage in a curriculum that is aligned with the Common Core State Standards. Students will read great works spanning multiple genres, learn the fundamentals of research-based writing, and improve their vocabulary, grammar, writing, and literary analysis skills.

## **English 8**

The ELA series offers class projects for each unit along with various themes covered through short stories, plays, and poetry. Each unit offers intense study of a story, play or poem through interpretive and analytical questions, as well as specific genre-focused lessons, grammar and vocabulary study, and reading strategies. Skill-based mini lessons cover grammar & language, reading & thinking, and vocabulary.

## **Exploratory Language Arts 7/8**

Exploratory Language Arts is an English class that will allow students some freedom of choice. In this course students will be able to choose from a wide variety of novels and short stories throughout the year, working in small groups with others reading the same piece. Assessments over comprehension and story elements will be given after each piece is completed, and the students may present their thoughts/findings to the class. Vocabulary, including Greek and Latin prefixes and root words, will also be a focus of instruction.

## **English 9**

The focus of English 9 is based on Common Core standards and is made up of a blend of reading, writing, speaking, and listening skills. This course will include practice and reinforcement of language arts skills such as grammar, speech, composition, and vocabulary usage. Students will gather and use information, solve problems, create presentations, and develop communication skills with varied audiences. Students will also continue to refine their research skills to be applied to required projects.

We will read a variety of texts including short stories, poetry, essays, plays, and novels. The students will complete a variety of writing assignments, such as compare and contrast essays, descriptive essays, and essays which analyze various aspects of the texts we will read.

## **English 10**

English 10 is based on Common Core standards and emphasizes reading strategies for students to know how a variety of literary works, themes, and cultural archetypes define literature. The course includes the concept that distinguishes the major genres: fiction, including short stories, fables, myths, novels, and drama; poetry; and essays. The literary elements inherent in the genres serve as concepts to extend the students' knowledge of literature and other print material such as informational texts. All selections serve as focal points for improving reading comprehension, vocabulary development, and grammar and usage skills. The course offers students numerous opportunities to practice the stages of a writing process, from planning to drafting, revising, editing, and proofreading, in order to produce final products in narrative, descriptive, and expository writing. In addition, the students explore and use technology to access, organize, and present their ideas effectively.

We will read a variety of texts including short stories, poetry, essays, plays, and novels. The students will complete a variety of writing assignments with greater length and difficulty as the year goes on, such as persuasive essays, narrative essays, and essays which analyze various aspects of the texts we will read.



## **English 11 – American Literature**

English 11 is a college preparatory English class that will prepare students for upper-level English and college and career readiness. In this course students will be expected to actively engage in a curriculum that is aligned with the Common Core State Standards. Students will read great works of American Literature, learn the fundamentals of research-based writing, and improve their vocabulary, grammar, writing, and literary analysis skills.

## **English 12**

This course is based on Common Core standards and focuses on writing, with an emphasis on real-world applications of the writing process, as well as the reading and analysis of various difficult texts. Students will also complete a unit on public speaking, with the goal of becoming more confident and able to speak well and clearly in front of a group.

We will read a variety of texts including short stories, poetry, essays, and novels. The students will complete a variety of writing assignments with greater length and difficulty as the year goes on, such as extensive research papers, resumes and cover letters, and essays which analyze various aspects of the texts we will read.

## **Mythology**

This course is designed for the student interested in World Mythology and the role it has played – and continues to play – in society. Overall, this course will include:

- A variety of myths such as creation myths and traditional hero myths from various cultures such as Greek/Roman, British/Celtic, and Slavic cultures.
- Discussion of male and female roles in mythology.
- Analysis of myths' purpose(s), function(s) and characteristics cross-culturally.
- Awareness of the presence of mythology within our own culture.
- Comparisons of myths.
- A basic understanding of common and notable gods and goddesses.

## **Creative Writing**

Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques, and skills are explored. Students are encouraged to share their writing in a variety of ways, including orally, online, and submitting for publication.

## **Research Writing**

Research Writing is a college preparatory English class that will prepare students for upper-level English and college and career readiness. In this course students will be expected to actively engage in a curriculum that is aligned with the Common Core State Standards. Students will learn the fundamentals of research-based writing and improve their vocabulary, grammar, writing, and technology skills.

# MATH

## **Algebra I (1-year)**

This one year Algebra 1 class will expand students' knowledge in the areas of linear and nonlinear algebra and probability and statistics; largely focusing on factoring, solving, and using quadratic equations. Class material will be presented in an interactive format using *Algebra 1* by Pearson and aligned with the Michigan Common Core State Standards.

## **Algebra I (2-year)**

This 2-year course will continue into the second half of Algebra 1 will expand students' knowledge in the areas of linear and nonlinear algebra and probability and statistics; largely focusing on factoring, solving, and using quadratic equations. Class material will be presented in an interactive format using *Algebra 1* by Pearson and aligned with the Michigan Common Core State Standards.

## **Algebra II (1-year)**

This one year Algebra 2 class will expand students' knowledge in the areas of linear and nonlinear algebra and probability and statistics; focusing on manipulation and the use of functions and equations. Class material will be presented in an interactive format using *Algebra 2* by Pearson and aligned with the Michigan Common Core State Standards.

## **Algebra II (2-year)**

This 2-year course will continue into the second half of Algebra 2 and will expand students' knowledge in the areas of linear and nonlinear algebra and probability and statistics; largely focusing on going more in depth on manipulating and using functions and equations. Class material will be presented in an interactive format using *Algebra 2* by Pearson and aligned with the Common Core State Standards.

## **Geometry**

Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines, polygons, perimeter, area, volume, surface area analysis, similarity, congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

## **Math 6**

In 6th Grade Math each student will positively identify themselves as a mathematical thinker and problem solver. Students will use what they already understand about math to meaningfully address more complex problems. Students will understand the language of mathematics and be able to communicate their understanding in more sophisticated ways. Students will come away with a solid understanding of rational numbers (fractions, decimals, and percent) and equivalent fractions. Rational numbers will be the basis of our work with scale modeling, creating proportions, graphing, finding percentages, measuring, and solving puzzles.

## **Remedial Math 6-8**

The goal of Remedial Math is to dramatically reduce the number of students who have extreme difficulty mastering the skills and concepts of mathematical reasoning and computation. Remedial Math is a highly effective short-term intervention of tutoring in both an individualized and small group setting students who are struggling with math. Remedial Math teachers are experts in their content area who work closely with students and design prescriptive and strategic instruction to address individual student needs. Once students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, they are released from Remedial Math but are still monitored closely to ensure academic success.

## **Math 7**

In 7th Grade Mathematics students will focus on developing an understanding of and applying proportional relationships; developing an understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and working with two and three dimensional shapes to solve problems involving surface area and volume.

## **Math 8**

Through this class, students will learn how to think about and apply mathematics. Students will analyze problems, understand what is being asked, know what physical tools and what mathematical knowledge to apply, use this knowledge to solve problems with correct precision, and communicate their answers and reasoning with others.

## **Math 12**

This course will be using PLATO classes to expand students' mathematical knowledge in preparation for life after high school. Classes will be chosen based on SAT scores and students' career goals. Once one course is completed another will be assigned.

## **Consumer Math**

Consumer Math is an integral part of every person's daily life. This course includes the math skills that you will need now and later in life. Some of these skills include; counting money, measuring, buying food, paying taxes, banking, and managing a household. All are needed in your life at home, at school, and on the job. Textbook used: "Consumer Mathematics" AGS Publishing.

## **Personal Finance**

Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

## **Financial Math**

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

# SCIENCE

## Anatomy/Physiology

Anatomy & Physiology focuses on the structure and function of the human body. Topics covered in this course include anatomical terminology, basic chemistry, cell and tissue structure, and the eleven systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive). Upon completion of this class, students should be prepared to take an introductory college level anatomy and physiology course.

## Astronomy

In this semester-based course, we will explore astronomy from the beginning of the universe to our current time. The history of astronomy began even before the invention of the telescope. People have used the position of the stars, moon, and sun for navigation purposes and to know when to plant crops. Modern telescopes have greatly expanded our knowledge of the cosmos, and kindled our curiosity to explore it. We will cover the following topics this semester:

1. Study of Space (astronomers, telescopes, etc.)
2. Stars, Galaxies, and the Universe
3. Formation of the Solar System
4. Inner and Outer Planets
5. The Moon
6. Exploration of Space

## Biology

Biology 1 is about living organisms. We will study the characteristics that ALL organisms share, their molecular and cellular basis, the mechanisms of heredity, the interrelationships of organisms, and their evolution. The emphasis of the first semester will be the molecules of life and the cells that make up all living creatures. During the second semester we will look at living organisms in a more holistic manner. We will look at how organisms interact and how these interactions, coupled with changes in the environment, caused changes in the life found on Earth.

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<ul style="list-style-type: none"><li>● Characteristics of Life</li><li>● Scientific Method</li><li>● Nutritional Molecules</li><li>● Cell Structure</li><li>● Cellular Transport</li></ul>	<ul style="list-style-type: none"><li>● Cellular Energy</li><li>● DNA Structure &amp; Function</li><li>● Cell Division &amp; Gamete Formation</li></ul>	<ul style="list-style-type: none"><li>● Mendelian Genetics</li><li>● Human Genetics</li></ul>	<ul style="list-style-type: none"><li>● Changes Through Time</li><li>● Ecology</li></ul>

## Chemistry

In this course you will learn of the fundamental principles of chemistry and their applications. Chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, gas laws and the properties of solids and liquids are among the topics discussed. In addition, you will learn about solution properties, acids and bases, ionic equations, oxidation-reduction, equilibrium, kinetics, and nuclear chemistry.

<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<ul style="list-style-type: none"><li>• Measurements &amp; Calculations</li><li>• Matter &amp; Change</li><li>• Atoms &amp; Electrons</li></ul>	<ul style="list-style-type: none"><li>• Periodic Law</li><li>• Chemical Bonding</li><li>• Formulas</li></ul>	<ul style="list-style-type: none"><li>• Reactions &amp; Equations</li><li>• Stoichiometry</li></ul>	<ul style="list-style-type: none"><li>• Gases</li><li>• Solutions</li><li>• Acids &amp; Bases</li><li>• Equilibrium</li></ul>

## Earth Science

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

## Environmental Science

The goal of this Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to find solutions for resolving and / or preventing them. This course was designed to be the equivalent of a one-semester, introductory college course in Environmental Science. Unlike most other college introductory level science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry and geography.

The following themes provide a foundation for the structure of this course:

1. Science is a process.
  - Science is a method of learning more about the world.
  - Science constantly changes the way we understand the world.
2. Energy conversions underlie all ecological processes.
  - Energy cannot be created; it must come from somewhere.

- As energy flows through systems, at each step more of it becomes unusable.
3. The Earth itself is one interconnected system.
    - Natural systems change over time and space.
    - Biogeochemical systems vary in ability to recover from disturbances.
  4. Humans alter natural systems.
    - Humans have had an impact on the environment for millions of years.
    - Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
  5. Environmental problems have a cultural and social context.
    - Understanding the role of cultural, social, and economic factors is vital to the development of solutions.
  6. Human survival depends on developing practices that will achieve sustainable systems.

## **Forensic Science**

Forensic Science is a laboratory-based science class designed for students who are interested in crime analysis. The purpose of this course is to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques. The following topics will be covered:

### **First Quarter**

Observation Skills  
 Evidence Collection  
 Hair Analysis  
 Fiber Analysis

### **Third Quarter**

Forgery & Counterfeiting  
 Death  
 Soil & Glass Analysis  
 Forensic Entomology

### **Second Quarter**

Fingerprints  
 DNA  
 Blood & Spatter  
 Drugs

### **Fourth Quarter**

Forensic Anthropology  
 Casts & Impressions  
 Tool Marks  
 Ballistics

## **Science 6**

Science 6 will transition students from elementary science to secondary science by expanding on topics of Biology, Astronomy, and Physics. Students will be learning to apply science both in the classroom and in the lab/field setting.

Through this class, students will learn how to think about and apply science. Students will analyze problems, understand what is being asked, know what physical tools and what scientific knowledge to apply, use this knowledge to solve problems with correct precision, and communicate their answers and reasoning with others.

## **STEM (7/8)**

STEM is a course designed to integrate science, technology, engineering and mathematics. Students in this course will apply concepts they are learning about in their math and science class to engineering based problems. Students will be expected to do additional higher Depth of Knowledge problem-based lessons. Students will explore how forces can cause changes in motion and how forces are responsible for the transfer of energy and the cycling of matter. We will investigate a wide variety of systems, from simple, short-term forces on individual objects to the deep, long-term forces that shape our planet. Students will determine how organisms survive and reproduce only to the extent that their own mechanisms and adaptations allow.

## **Science 7**

<p>In this course you will learn the basics of many branches of science including biology, chemistry, earth science, and physics. While we only peruse each subject, the pace of the class is brisk and dedication is required to have a chance of earning a B or an A.</p> <p><b>1<sup>st</sup> Quarter</b></p> <ul style="list-style-type: none"><li>• Classifying Life</li><li>• Cells- The Unit of Life</li><li>• Bacteria</li><li>• Protists &amp; Fungi</li></ul>	<p><b>2<sup>nd</sup> Quarter</b></p> <ul style="list-style-type: none"><li>• Plants</li><li>• Invertebrate Animals</li><li>• Vertebrate Animals</li></ul>	<p><b>3<sup>rd</sup> Quarter</b></p> <ul style="list-style-type: none"><li>• Rocks &amp; Minerals</li><li>• Earthquakes</li></ul>	<p><b>4<sup>th</sup> Quarter</b></p> <ul style="list-style-type: none"><li>• Electricity</li><li>• Magnetism</li></ul>
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## **Science 8**

Science 8 will prepare students for the rigors of high school science by expanding on topics in Physics, Anatomy, and Botany. Students will be expected to learn and apply science both in the classroom and in the lab/field setting.



Through this class, students will learn how to think about and apply science. Students will analyze problems, understand what is being asked, know what physical tools and what scientific knowledge to apply, use this knowledge to solve problems with correct precision, and communicate their answers and reasoning with others.

## **STEM (9-12)**

Foundations of Engineering and Technology is a career technology course at Atlanta High school. Successful completion of this course will increase the student's technological literacy and problem solving skills, expose the student to career opportunities in technology and engineering, and provide opportunities for the student to learn and experiment with engineering design principles. In addition, this course offers the student the unique opportunity to integrate science and mathematics principles to the understanding of engineering disciplines and real world technological solutions. Each student will participate in the engineering design process from the business and technical perspectives.

## **Science 10 – Scientific Research and Design**

This class will use place based learning in a student driven setting to solve problems and expand students' knowledge of S.T.E.M. subjects (science, technology, engineering, and mathematics). Problems may include, but are not limited to, topics involving botany, biology, physics, robotics, and programming. This class is designed to improve critical thinking and the ability to apply science to problem solve in daily life.

## **Botany/Zoology**

Botany/Zoology is a detailed survey of the plant and animal kingdoms. We compare the anatomy and physiology of representatives from the three main types of plants, and all nine phyla of the animal kingdom. Those are the sponges, jellyfish, three types of worms (flat, round, and earthworm), arthropods, mollusks, sea stars, and the vertebrates. We finish the year by looking at human anatomy and physiology.

This is an extremely lab-intensive course, with numerous plant and animal dissections (worm, crayfish, shark, squid, fetal pig, and the sheep heart). Needless to say, these dissections are not for the faint of heart, but most students quickly overcome any apprehension they might have with experience.

# SOCIAL STUDIES

## **Civics**

Civics is a required course for graduation and covers several aspects of government. Civics will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level. Throughout the course we will focus on how people play an active role in government and the importance each citizen contributes to society.

## **Economics**

Economics is a required course for graduation that will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, as well as government finances and influence on the economy, money and prices, and inflation.

## **History 6**

The goal of World Geography is to help students understand that the world, in all its diversity, still conforms to certain systems. The five themes of place, location, movement, region, and human environmental interactions can be applied throughout the globe. Students will be able to look at world events and their impact on countries, cultures, environments, and individuals.

## **History 7**

The year is spent studying ancient world history and the rise of civilization. The units we study cover Development of Early Civilizations, Ancient Egypt and the Middle East, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. We utilize the study of maps, diagrams and tables, and selected primary source quotations. A thorough understanding of ancient cultures and investigations of the past is connected to the present through selected reading material, workbook activities, processing information learned, video clips, and class discussions. Our course of study takes us up to approximately the Middle Ages.

## **History 8**

This course focuses on the history of the United States from exploration and colonization to reconstruction after the Civil War. The students will learn about the different European colonies formed in America and will compare the characteristics of different colonies. They will learn about the American Revolution and the founding principles of the United States. The students will study the westward expansion of the country and its national and international causes. They will learn about the causes of the Civil War, the major battles of the war, and its effect on the country. It also covers an overview of economics and civics. This course is preparing them for what they will get into at a deeper level in their future high school courses. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

## **US History**

This course is based on Michigan social studies standards. Students will survey the development of U.S. History as a country from Reconstruction through the present time. Highlights of the course are the struggles for equality (including many different minority groups), immigration, the rise of industry and labor unions, Progressivism, the Great Depression, U.S. foreign wars and foreign policy, and present global and domestic advancements and challenges. Students' reading and writing skills will also be developed through activities such as primary source analysis and essay-writing.

## **World History**

This course is based on Michigan social studies standards and is an exploratory examination of history from the early civilizations through the modern era. This course includes the foundation of world religions and beliefs, exploration, intellectual revolutions, violent revolutions, the industrial revolution, nationalism/imperialism through the world wars, the Cold War, the quest of countries seeking independence, and changes in current global patterns. Students' reading and writing skills will also be developed through activities such as primary source analysis and essay-writing.

## **Human Geography**

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution

to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

# Physical Education/Health

## **JH PE/Health**

In this course students will learn ways to achieve total person fitness and how to develop a plan to become physically active for life. Topics will include: physical activity & personal fitness, safety & injury prevention, nutrition, cardiorespiratory endurance, lifetime fitness, and maintaining a healthy body weight.

# Foreign Language

## **Introduction to German**

This class introduces students in grades 6 - 8 to the German language and explores the culture of Germany. Vocabulary will be practiced through oral and written exercises. Topics covered may include, but are not limited to: Deutschland, Namen, Begrüßungen, das Alphabet, die Zahlen, die Farben, die Schule, zu Hause, die Kleidung, das Essen, die Freizeit, der Kalender, die Familie, der Körper, Tiere, das Wetter, and die Zeit.

## **German I**

Students enrolled in German I will work to develop proficiency in the four language skills of listening, speaking, reading, and writing. In addition, students will explore the culture of German-speaking countries and gain exposure to the German language through authentic dialogues, pictures, songs, games, and research assignments. One of the resources used in this course is the textbook *Komm mit! Level 1*. Each chapter in this book is organized around a specific topic in which students will learn and practice the vocabulary and functions necessary for real-life communication in the German language. As we live in and contribute to an increasingly diverse society and interdependent community of nations, students must be prepared both linguistically and culturally to communicate successfully at home and abroad.

## **German II**

Students enrolled in German II will continue to develop proficiency in the four language skills of listening, speaking, reading, and writing. In addition, students will explore the culture of German-speaking countries and gain exposure to the German language through authentic dialogues, pictures, songs, games, and research assignments. One of the resources used in this course is the textbook *Komm mit! Level 2*. Each chapter in this book is organized around a specific topic in which students will learn and practice the vocabulary and functions necessary for real-life communication in the German language. As we live in and contribute to an increasingly diverse society and interdependent community of nations, students must be prepared both linguistically and culturally to communicate successfully at home and abroad.

# Visual/Performing Arts

## **Band Jr/Sr High**

The goal for this class is to expose students to an enriching music education through instrumental study. Throughout the course, students will have opportunities to perform in many settings, both part of the curriculum and extracurricular. As a member of the band, maximum effort is required from everyone if we are to take pride and ownership in the music we share with the public.

## **Music Appreciation**

Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st century. Students will acquire basic knowledge and listening skills, making future musical experiences more informed and satisfying.

# Electives

## **Careers**

Almost every student will have to choose a career someday. “What do you want to do with your life? What do you dream of becoming?” No matter what career a student chooses, he or she must be prepared for the world of work. Following the Michigan Career Development Model, students in grade 7 will explore the seventeen (17) Michigan career clusters and work to develop an educational development plan (EDP) by completing assessments and lessons through Xello, an online program that helps students discover which pathways and careers best align with their individual interests. Additional areas of focus in this course include the global workplace, self-awareness, finding and applying for a job, employment skills, business and personal finance, and lifelong learning opportunities. Students will revisit and revise their EDPs as necessary throughout junior high and high school as they plan for a future beyond graduation.

## **Computer Applications**

Computer Applications is a one-semester course for students in Grade 6 - 8. This course will focus on skills set forth by the Michigan Integrated Technology Competencies for Students which include the areas of: Empowered Learner, Digital Citizen, Innovative Designer, Creative Communicator, Computational Thinker, Knowledge Constructor, and Global Collaborator. Programs and applications used in this course include, but are not limited to, Microsoft Office, Google Apps for Education, and Easy Tech.

## **Computers/Career and College Exploration**

Computers / Career and College Exploration is designed to introduce students to the processes of career decision-making, educational planning, and job searching using the computer as an educational tool and the Internet as a valuable resource of information.

Topics include:

- understanding the basic computer skills required for a college education and career
- analyzing personal career interests, values, skills and aptitudes
- researching career fields and jobs with related educational and training requirements
- acquiring basic job search skills such as interviewing, networking, writing letters of application, and developing a resume
- practicing career and college tests
- researching colleges and preparing for the college application process
- searching for and completing college scholarship applications

- developing a student portfolio

## Online Experience

**Definition of Online Learning:** A structured learning activity that utilizes technology with intranet/ internet-based tools and resources as the delivery method for instruction, research, assessment, and communication. Research has shown that students are most successful in a teacher-led environment. It is encouraged that teachers will incorporate the Michigan Curriculum Framework, Standards for Teaching and Learning; higher order thinking, deep knowledge, substantive conversation, and connections to the world beyond the classroom, into the experience. It also places emphasis on the use of the global Internet, rather than a stand-alone software product.

Completing a meaningful online learning experience in grades 6-12 with a specific emphasis at the high school level, will allow students to become familiar with a key means of increasing their own learning skills and knowledge. It will also prepare them for the demands that they will encounter in higher education, the workplace, and in personal life-long learning. While students informally develop technology skills and gain experience through their media-rich lives, an online learning experience will require them to complete assignments, meet deadlines, learn appropriate online behavior, and effectively collaborate with others in an instructional setting.

### **VHS (Virtual High School)**

Michigan high school students must participate in an online course or integrated learning experience to be eligible for graduation. Students who are in a VHS class are enrolled in an Edgenuity course for required course credit, elective credit, or credit recovery. All courses are self-paced which promotes individual accountability; however, the courses must be completed within a semester or year depending on the subject, and the instructor(s) may establish deadlines for specific unit completion. Students will have the assistance of a highly qualified teacher and a mentor teacher.

# Special Education

Atlanta Community Schools strive to meet the diverse needs of all students. The rigorous demand of the Michigan Merit Curriculum challenges all students, especially those with disabilities. In order to prepare our students with disabilities to meet these ever increasing demands, we include them in the general education classrooms as much as is appropriate to meet their individual needs. Students in this program are given an individualized education program based on the needs of each student. While there are many similarities, every student's IEP is different, depending on his/her needs.

The special education students will receive special education support in the general education classes. The general education teacher and the special education teacher collaborate to provide classroom accommodations to the curriculum that are required for each student to be successful. Students will either have a support hour in the resource room built into their schedule or will meet with a Teacher Consultant on a consulting basis if it meets their needs.

## Grading

Students will receive their grades from the general education teachers based on their requirements for each class. Modified grading is available and is considered when individual programs are developed for each student.

Grades in the Resource Room are based on attendance, completing their IEP goals, and participation. Students will receive a credit (CR) or no credit (NC) on their report card for the resource room. Credit is given for 60% or higher.

Students are not assigned additional work in the resource room unless reinforcement of a specific concept is needed. Time in the Resource Room is for working on IEP goals and supporting students with their assignments from the general education classes. Students who are consulting with me as their Teacher Consultant meet with me once a week. We discuss their grades, missing assignments, accommodations, and anything they may need. They will be assessed on their IEP goals as needed during this time. The Resource Room is still available to this group of students; however, they are not scheduled in a Resource Room and they will not receive a grade for RR or TC.

# Career and Technical Courses

Career and Technical Education (CTE) Program is offered through Alpena Public Schools. Any student (9<sup>th</sup>-12<sup>th</sup>) wanting to enroll in a CTE class/program must be approved by administration. Eligibility will be based on the following: attendance record, behavior record, class performance, and assessment results (NWEA, PSAT/SAT, M-Step, and classroom assessments).

Any student that does not complete the class/program they are registered in may not have the opportunity to enroll in another program. This determination will be made by administration.



## **Auto Tech Subject Area 20 Course code 20104**

**A** This course meets the Math Related Requirement when taken in a student's senior year.  
(Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)

This is a two-year sequence for 11th and 12th grade students, which provides preparation for entry into the many fields of the automotive industry. Each year begins with a unit on automotive maintenance, tool and equipment use and shop safety. Electrical systems and engine performance procedures are covered during the first year. Braking systems and engine repair are covered during the second year. Each unit is taught only every other year, making it quite important to enter the class as a junior. Seniors are welcome also. Students schedule jobs, order parts, write work orders, and deal with customer satisfaction. Basic computer skills are recommended because there is an online learning experience in the program. This class provides an excellent background for many college level automotive programs. College articulation agreements are in place for the following institutions:

Alpena Community College

Ferris State University

Nashville Auto/Diesel College

University of Northwestern Ohio

**B** This course meets the Math Related Requirement when taken in a student's senior year.  
(Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)

This is a two-year sequence for 11th and 12th grade students, which provides preparation for entry into the many fields of the automotive industry. Each year begins with a unit on automotive maintenance, tool and equipment use and shop safety. Electrical systems and engine performance procedures are covered during the first year. Braking systems and engine repair are covered during the second year. Each unit is taught only every other year, making it quite important to enter the class as a junior. Seniors are welcome also. Students schedule jobs, order parts, write work orders, and deal with customer satisfaction. Basic computer skills are recommended because there is an online learning experience in the program. This class provides an excellent background for many college level automotive programs. College articulation agreements are in place for the following institutions:

Alpena Community College

Ferris State University

Nashville Auto/Diesel College

University of Northwestern Ohio

## **Welding Technology Subject Area 13, course code 13207**

**A** This course meets the Math Related Requirement when taken in a student's senior year.  
(Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)

This course is the first year of a two year welding program. The course will give the students a continuation from the intro to welding course. Students will strengthen their knowledge of welding processes and job management skills. Welding processes like Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Core Arc Welding, Ox fuel Cutting and Plasma Arc Cutting. Classroom Skills will be Math Skills, Drafting, Blueprint Reading and Welding Theory. These skills will be needed as the student moves to the next level in welding the American Welding Society -Entry Level Welding Certification Program. Prerequisite: For any sophomore to take Welding I, they must have completed Intro to Welding Technology AND get instructor permission. For juniors/seniors, there are no prerequisites. Juniors and Seniors must have a career interest in welding to take this Career & Technical Education course.

**B** This course meets the Math Related Requirement when taken in a student's senior year. (Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement) This course is the first year of a two year welding program. The course will give the students a continuation from the intro to welding course. Students will strengthen their knowledge of welding processes and job management skills. Welding processes like Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Core Arc Welding, Ox fuel Cutting and Plasma Arc Cutting. Classroom Skills will be Math Skills, Drafting, Blueprint Reading and Welding Theory. These skills will be needed as the student moves to the next level in welding the American Welding Society -Entry Level Welding Certification Program. Prerequisite: For any sophomore to take Welding I, they must have completed Intro to Welding Technology AND get instructor permission. For juniors/seniors, there are no prerequisites. Juniors and Seniors must have a career interest in welding to take this Career & Technical Education course.

## **Healthcare Occupations Subject Area 14, course code 14002**

**A** This course meets the Math Related Requirement when taken in a student's senior year. The fastest growing section of the job market is in Health Care. This course is for students considering post-secondary programs such as medicine, nursing, nurse aide, radiology, physical therapy, occupational therapy, pharmacy, dietitian or other health related careers. You will be introduced to a broad base of knowledge and skills such as basic medical terminology, growth and development, roles of health care careers. Prerequisite: Science grade of "C" or better and completed biology. Students can earn articulated college credit with Ferris State University.

**B** This course meets the Math Related Requirement when taken in a student's senior year. The fastest growing section of the job market is in Health Care. This course is for students considering post-secondary programs such as medicine, nursing, nurse aide, radiology, physical therapy, occupational therapy, pharmacy, dietitian or other health related careers. You will be introduced to a broad base of knowledge and skills such as basic medical terminology, growth and development, roles of health care careers. Prerequisite: Science grade of "C" or better and completed biology. Students can earn articulated college credit with Ferris State University.

## **Geometry in Construction Subject area 02, course code 02072**

**A** (Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)  
(Course counts towards fulfillment of CTE Construction Technology)

The Geometry & Construction class is an alternative approach to learning geometry and at the same time learning woodworking and construction skills at Alpena High School. This two-hour block course will be taught by a geometry teacher and construction technology teacher; students will earn their required credit in geometry and will learn everything that is taught in the regular geometry class as well as an elective credit for the construction time in the block program. Students will advance to Algebra II and could advance to Construction Technology II if either aligns with their Career Pathway. The course is recommended for students interested in pre-engineering, architecture, construction management, interior design, landscape architecture, construction trades, and surveying. Students will learn: safety, problem solving, machine and tool use, and drawing interpretation.

- Have minimal or no previous construction experience
- Teaming is an essential component in the course and is required as part of the course
- Be exposed to practical skills in building and carpentry trades by constructing house building projects
- Use various alternative materials, in addition to wood
- Understand and exploit the interdependence between algebra and geometry
- Learn core set of geometry facts
- Use coordinate geometry in the study of area, perimeter, volume, transformations, congruence, Pythagorean theorem, similar figures, trigonometry, quadrilateral properties, circle properties, logic, and functions

Prerequisite: Successful completion of Algebra I. Student must fill out an application and will be selected for this program according to criteria stated. Further information and applications are available from the counselor. There is a limited number of "seats" available.

**B** (Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)  
(Course counts towards fulfillment of CTE Construction Technology)

The Geometry & Construction class is an alternative approach to learning geometry and at the same time learning woodworking and construction skills at Alpena High School. This two-hour block course will be taught by a geometry teacher and construction technology teacher; students will earn their required credit in geometry and will learn everything that is taught in the regular geometry class as well as an elective credit for the construction time in the block program. Students will advance to Algebra II and could advance to Construction Technology II if either aligns with their Career Pathway. The course is recommended for students interested in pre-engineering, architecture, construction management, interior design, landscape architecture, construction trades, and surveying. Students will learn:

safety, problem solving, machine and tool use, and drawing interpretation.

- Have minimal or no previous construction experience
  - Teaming is an essential component in the course and is required as part of the course
  - Be exposed to practical skills in building and carpentry trades by constructing house building projects
  - Use various alternative materials, in addition to wood
  - Understand and exploit the interdependence between algebra and geometry
  - Learn core set of geometry facts
  - Use coordinate geometry in the study of area, perimeter, volume, transformations, congruence, Pythagorean theorem, similar figures, trigonometry, quadrilateral properties, circle properties, logic, and functions
- Prerequisite: Successful completion of Algebra I. Student must fill out an application and will be selected for this program according to criteria stated. Further information and applications are available from the counselor. There is a limited number of "seats" available.

### **Business Essentials Subject area 12, course code 12999**

**A** This course meets the Math Related Requirement when taken in a student's senior year. This course and Business Applications completes the basic Business Program and is recommended for all students interested in pursuing a career in all business related fields. The course will be a study of accounting principles and theory. A computerized program will be used along with spreadsheet software. Several simulations will be integrated throughout the course as well as other business topics such as financial statements, journals, payroll software, proprietorships, partnerships and corporations, internal controls, and other pertinent accounting topics.

**B** This course meets the Math Related Requirement when taken in a student's senior year. This course is recommended for all students interested in pursuing a career in all business related fields. The course will be a study of accounting principles and theory. A computerized program will be used along with spreadsheet software. Several simulations will be integrated throughout the course as well as other business topics such as financial statements, journals, payroll software, proprietorships, partnerships and corporations, internal controls, and other pertinent accounting topics. The course will continue in the second half of the year continuing the study of accounting principles and provides the student with the technical and procedural skills required in the business world. Proficiencies in automated systems and applications that require greater analysis are presented.

### **Tech Net Subject area 10, course code 10004**

(Formerly known as Computers and the Internet)  
(Meets Online Learning Experience)

After completing this class students are prepared to take Microsoft's Digital Literacy Certification Exam. The goal of Microsoft Digital Literacy is to teach basic computer concepts and skills so that students can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities. Whether you are entirely new to computing or have experience, this curriculum will help you develop a fundamental understanding of computers. From using the Internet to sending email or creating a résumé, the Computers and Internet Curriculum helps you develop the essential skills you need to use a computer with confidence. Students will create websites and other social media communications for personal and business use.

### **Biology/Zoology Course code 03, Subject area 03099**

**A** This course is designed to give students background in a variety of science concepts related to animal sciences while offering the required science credits for graduation when taken in sequence with Biology-Botany. Students will explore animal anatomy and physiology, animal genetics and reproduction, animal health and nutrition, agricultural business and careers. The course may be taken in 9th or 10th grade and **MUST** be taken in sequence with Biology-Botany the following year to obtain the required science curriculum for 9th grade science credit and Biology credit. FFA concepts will be presented as part of the State required curriculum.

**B** This course is designed to give students background in a variety of science concepts related to animal sciences while offering the required science credits for graduation when taken in sequence with Biology-Botany. Students will explore animal anatomy and physiology, animal genetics and reproduction, animal health and nutrition, agricultural business and careers. The course may be taken in 9th or 10th grade and **MUST** be taken in sequence with Biology-Botany the following year to obtain the required science curriculum for 9th grade science credit and Biology credit. FFA concepts will be presented as part of the State required curriculum.

### **Wildlife Science Subject area 18, course code 18501**

This course has a primary focus on animal science concepts as they relate to wildlife and the outdoors. Concepts to be covered will include the following animal systems: Respiration, circulation, reproduction and digestion. Other areas to be studied are habitat, genetics, population control measures, disease and other related issues such as hunting and fishing. Leadership and FFA will be incorporated.

### **Marketing Subject area 12, Course Code 12151**

**A** This course meets the Math Related Requirement when taken in a student's senior year.  
(Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)  
(Course counts towards fulfillment of the Economics requirement for graduation)  
(Course may earn college credit through College Articulation)

This course will take students through the dynamic world of marketing and merchandising. Real world marketing will be a part of every class through the use of the Internet, computer simulations, projects and guest speakers. Topics to be covered include marketing information management, distribution, market planning, promotion/social media, product/service management, pricing, selling, risk management, finance and economics applied to business situations. Students will have the opportunity to become members of the Alpena DECA chapter, a student organization designed to prepare students for the fields of marketing, merchandising, entrepreneurship, and management. Students will have the opportunity to gain introductory experience within the Campus Closet, our school store.

**B** This course meets the Math Related Requirement when taken in a student's senior year.  
(Course counts towards fulfillment of the Visual, Performing and Applied Arts Requirement)  
(Course counts towards fulfillment of the Economics requirement for graduation)  
(Course may earn college credit through College Articulation)

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