



CURRICULUM GUIDE 2017-2018

INTRODUCTION

Public schools in the State of Michigan must follow the Michigan Merit Curriculum, which outlines minimum requirements for earning a high school diploma as well as standards for content areas.

For a detailed description of the Michigan Merit Curriculum please see:

http://www.michigan.gov/documents/mde/Complete MMC FAQ August 2014 467323_7.pdf

Curriculum in Michigan is guided by the content standards. Our state has adopted the Common Core State Standards (CCSS) for English and Mathematics and the Next Generation Science Standards (NGSS) for Science. For information about CCSS and NGSS, please see:

http://www.michigan.gov/documents/mde/FAQ_4.10.13_418299_7.pdf

<http://www.nextgenscience.org/>

For all other content areas, the Michigan Merit Curriculum standards apply. For more information, please see:

http://www.michigan.gov/mde/0%2C4615%2C7-140-28753_64839_65510---%2C00.html

At New School High, students' placement in courses is based on abilities and goals rather than age or grade level. Individualized projects and courses may be designed in collaboration with teachers and families, keeping the student's interests and goals in mind. Students are also encouraged to explore original ways they can demonstrate proficiency in the standards.

It is important to note that the MMC requires credit to be awarded "based on a student's demonstration that he or she has successfully met the content expectations for the credit area." Students may earn credit in various ways, including but not limited to: a traditional course setting, work-based learning programs, integrated sequences, project-based learning, independent teacher-guided study, and testing out.

GRADUATION REQUIREMENTS

Content Area	Michigan Merit	New School High
English	4 credits	4 credits
Math	4 credits	4 credits
Social Studies Includes .5 Government, .5 Economics	3 credits	3 credits
Science	3 credits	3 credits
PE/Health Includes .5 Michigan Model Health	1 credit	4 credits
Arts/World Language	3 credits	3 credits
Technology	0 credits	1 credit
Advisory .25 per semester	0 credits	2 credits
TOTAL	18 credits	24 credits

ENGLISH LANGUAGE ARTS

All English courses are standards-based and aligned with the Common Core State Standards (CCSS). Note that these standards are not designed to be specific to individual courses; they are imbedded throughout the 9-12 program, with attention to increasing complexity and skill.

World Literature

Semester 1 (.5 credit), Semester 2 (.5 credit)

Students explore theme, character, vocabulary, and storytelling through analytic reading of world literature including, but not limited to, *The Odyssey*, *Oedipus*, *The Divine Comedy*, *Romeo and Juliet*, and *Things Fall Apart*. Writing includes formal analytical and argumentative essays, informal reflections, and informational writing. Grammar and conventions are emphasized independently and through composition. Students will research, develop plans, write and present information collaboratively and individually through project-based learning. ELA skills used in other classes apply to the standards for this course.

American Literature

Semester 1 (.5 credit), Semester 2 (.5 credit)

This course expands on World Literature concepts in depth and breadth of knowledge. Students read and analyze examples of American Literature as well as relevant historical documents. Readings include works such as *The Autobiography of Benjamin Franklin*, *The Autobiography of Frederick Douglass*, *The Scarlet Letter*, *Walden*, *Huckleberry Finn*, *Of Mice and Men*, *The Great Gatsby*, *Catcher in the Rye*, *Death of a Salesman*, *A Streetcar Named Desire*, *A Raisin in the Sun*, and others that reflect the history and diversity of the United States. Writing includes formal analytical and argumentative essays, informal reflections, and informational writing. Grammar and conventions are emphasized independently and through writing. Students will research, develop plans, write and present information collaboratively and individually through project-based learning. ELA skills used in other classes apply to the standards for this course.

Publications

Semester 1 (.25 credit), Semester 2 (.25 credit)

Students design and produce the school yearbook or student handbook. Students practice writing, editing, design, photography, management, computer research, fundraising, and teamwork skills as they learn steps necessary to publish, market, and distribute the yearbook or student handbook. This class may require time outside of school to ensure that deadlines are met.

Expository Writing

Semester 1 (.5 credit)

Students analyze a wide variety of analytical and argumentative expository texts and produce an effective formal research paper on topics of their choosing. Development of vocabulary and style are priorities. Grammar and mechanics are emphasized, as required.

Creative Writing

Semester 2 (.5 credit)

Using a workshop approach, students read published works to explore ways to generate their own creative pieces: poetry, short story, children's book, graphic novel, play, screenplay, novel, etc. The student's original work will undergo significant revision.

Shakespeare Seminar

The writings of the foremost poet and dramatist in the English language will be examined in depth. Depending on the student's goals, the coursework may include design, performance, and production opportunities.

Priority Standards – ELA- CSSS

Language 9-10

1. Demonstrate command of the conventions of Standard English grammar/usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading/listening.

Language 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Speaking and Listening 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Writing 9-10

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Editing for conventions should demonstrate command of language standards.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing 11-12

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Informational Text 9-10

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Reading Informational Text 11-12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- Range of Reading and Level of Text Complexity.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Literature 9-10

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Literature 11-12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

ADVISORY

Advisory Grades 9-12

Semester 1 – 8 (.25 credit each)

Being successful academically is the major goal of high school; however, there are many other qualities and skills needed to be successful. Advisory is the place to address many of the skills that fall outside of the academic realm. In addition, this is also the time and place to address any issues that may come up in our school community so as not to miss any teachable moments. Students practice communication skills including listening, speaking, and writing throughout the year. As students advance in grade level, advisory topics are adjusted to reflect changing needs and goals. Activities are based on the Michigan Career and Employability Skills Standards (MCESS) and the expectations of New School High (NSH) for its students.

Priority Standards – MCESS, NSH

MCESS-1: Apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, and apply technology in work-related situations.

MCESS-2: Acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and to pursue their career goals.

MCESS-3: Demonstrate the ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas, and organize and present information in formats such as symbols, pictures, schematics, charts, and graphs.

MCESS-4: Make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

MCESS-5: Display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

MCESS-6: Identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

MCESS-7: Work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and will contribute to a group process with ideas, suggestions, and efforts.

MCESS-8: Communicate ideas to support a position and negotiate to resolve divergent interests.

MCESS-9: Understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

MCESS-10: Integrate employability skills into behaviors that prepare one for obtaining, maintaining, advancing, and changing employment.

NSH-1: Understand and effectively participate in restorative practice.

NSH-2: Identify one's emotions; know and use effective stress management techniques.

NSH-3: Identify one's preferred learning modes and advocate for what is needed to succeed.

NSH-4: Identify post-secondary educational/career options; develop and implement plan of action.

NSH-5: Provide service to the community.

Topics Grade 9

Stress Management -- Mindfulness NSH 2

Strategies for Conflict Resolution – Restorative Practice MCESS 4, NSH 1, NSH 2

Personal Strengths -- Myers-Briggs Type Indicator Personality Inventory, ASVAB NSH 3

Personal Finances – Budgeting, Banking, Credit MCESS 6

Careers – Application, Resume, Interview MCESS 1, MCESS 2, MCESS 10, NSH 4

Character – Perseverance MCESS 4, MCESS 5

Topics Grade 10

Communication Skills MCESS 1, MCESS 8

College Planning -- Research post-secondary education options, campus visits MCESS 9

Personal Finances – Saving, Investing MCESS 6

Careers – Job shadowing MCESS 2, MCESS 10, NSH 4

Character – Collaboration MCESS 4, MCESS 5, MCESS 7, MCESS 8, NSH 5

Topics Grade 11

Community Engagement – MCESS 7, NSH 5

College Planning -- Campus visits, application, essay MCESS 1, MCESS 9

Personal Finances -- Financial Aid, Scholarships, Loans MCESS 6

Careers – Internship MCESS 2, MCESS 10, NSH 4

Character – Gratitude MCESS 5

Topics Grade 12

Community Engagement – MCESS 7, NSH 5

College Planning -- Campus visits, application, essay MCESS 1, MCESS 9

Personal Finances -- Financial Aid, Scholarships, Loans MCESS 6

Careers – Internship MCESS 2, MCESS 10, NSH 4

Character – Responsibility MCESS 4, MCESS 5, MCESS 6

MATHEMATICS

Algebra I

Semester 1 (.5 credit), Semester 2 (.5 credit)

Algebra I focuses on the foundational elements of Algebra, particularly pertaining to expressions, functions and equations. The majority of the first half is concerned with building comfort thinking mathematically: this includes practice translating patterns into algebraic expressions and deriving expressions from the properties of a system. Late in the first half students begin looking at functions: what they are, how they are related to expressions, and some basic Power functions is where we begin. This is the first in a series of math courses looking at and understanding different functions as an exercise to practice logically analyzing systems.

Over the second half of the course students look at Power functions, Quadratic functions, and Exponential functions. They spend time on each evaluating, manipulating, noticing patterns, graphing and solving (inverse functions). There is also a short introduction to inequalities. The capstone is a full summary presentation of the properties, inverses, and graphing of each class of function.

Priority and Recommended standards

N.RN.1	A.REI.4a	N.RN.2	F.IF.7e
A.SSE.1a	A.REI.4b	N.Q.1	F.IF.8b
A.SSE.1b	F.IF.1	N.RN.3	F.IF.9
A.SSE.3a	F.IF.5	A.SSE.3c	F.BF.3
A.SSE.3b	F.IF.7a	A.APR.1	F.BF.4a
A.CED.1	F.IF.8a	A.REI.12	
A.CED.4	F.BF.1a	F.IF.2	
A.REI.1	F.LE.3	F.IF.4	
A.REI.3			

Algebra II

Semester 1 (.5 credit), Semester 2 (.5 credit)

Algebra II builds on the foundation of Algebra I. Students start by examining the properties and inverses of even more functions: polynomial, periodic (trig, etc.), piecewise, rational, radical, and logarithmic. In addition to their previous strands of inquiry, they also look at inequalities and modeling. With the extensive base of function types they've built, applications and modeling are fundamental elements of the middle of the course.

The second half of the course introduces new number systems and coordinate systems, along with alternate interpretations of functions the students have already worked on. Topics include complex numbers, vector numbers, polar coordinates, parametric functions, and algebraic/geometric series and sequences.

Priority and Recommended standards

N.Q.1	A.APR.2	F.BF.1b	N.RN.2	A.REI.7
N.Q.2	A.APR.3	F.BF.2	N.RN.3	A.REI.10
N.CN.1	A.APR.6	F.BF.4d	N.Q.3	F.BF.4b
N.CN.2	A.CED.2	F.LE.1a	N.CN.4	F.TF.2
N.CN.7	A.CED.3	F.LE.1b	N.CN.5	F.TF.3
N.VM.1	A.REI.6	F.LE.1c	N.CN.6	F.TF.4
N.VM.4a	A.REI.11	F.LE.2	N.CN.9	F.TF.6
N.VM.5a	A.REI.12	F.LE.4	A.APR.5	F.TF.7
A.SSE.1b	F.IF.7b	F.LE.5	A.APR.7	
A.SSE.2	F.IF.7c	F.TF.1		
A.SSE.4	F.IF.7d	F.TF.5		
A.APR.1				

Geometry

Semester 1 (.5 credit), Semester 2 (.5 credit)

The focus of geometry is proof. In typical geometry classes there is tremendous emphasis on theorem memorization and proof formatting, but the key to proof is systematic logic. We emphasize systematic logic with the use of flowcharts, traditional t-proofs, and descriptive writing.

To practice the distinction between one-case coincidences and general proof we start the course with construction. We use tools for construction including but not limited to compass and straightedge, computer software, and geometrical animations. From there we address the geometric property of congruence and of similarity as a weakened form of congruence.

The second semester covers coordinate transformations, circles, area and volume, scaling, geometric trigonometry, and computer-aided design.

Essential and Recommended standards

G-CO.1	G-SRT.3	G-CO.3	G-SRT.1	G-GPE.5
G-CO.2	G-SRT.5	G-CO.4	G-SRT.2	G-GPE.6
G-CO.5	G-SRT.8	G-CO.6	G-SRT.4	G-GMD.2
G-CO.9	G-C.2	G-CO.7	G-SRT.6	G-GMD.3
G-CO.12	G-GPE.1	G-CO.8	G-SRT.7	G-GMD.4
G-GMD.1	G-GPE.4	G-CO.10	G-C.1	G-MG.1
G-MG.2	G-GPE.7	G-CO.11	G-C.3	G-MG.3
		G-CO.13	G-C.5	N-Q.1

Pre-Calculus

Semester 1 (.5 credit), Semester 2 (.5 credit)

Precalculus lays the groundwork for A.P. Calculus by refining the concepts explored in Algebra and Geometry until students have the expertise to use the concepts to manipulate expressions in a way that is useful for Calculus, that is, abstractly.

Topics refined include functions and inverses, domain, range, polynomial roots, polynomial division, interval notation, symmetry, geometric proof, rotation, Cavallieri's principle, trigonometric identities, slope, and the fundamental theorem of algebra. New topics like multi-variable (vector) functions, sequences and series, limits, more trigonometric identities, the binomial theorem, and complex numbers serve to formalize some previously informal mathematical reasoning and prepare students for their experience with A.P. mathematics.

Essential and Recommended standards

F-TF.6	N-VM.1	A-SSE.1b	N-CN.5	A-CED.3
F-TF.9	N-VM.4	A-SSE.2	N-CN.6	A-REI.8
N-CN.3	N-VM.5	A-APR.6	N-VM.2	A-REI.9
N-CN.4	N-VM.8	A-APR.7	N-VM.3	G-SRT.9
	N-VM.10	A-CED.2	N-VM.6	G-SRT.10
	N-VM.12	A-CED.4	N-VM.7	
		G-SRT.11	N-VM.9	
		G-GPE.3	N-VM.11	

HISTORY

World History

Semester 1 (.5 credit), Semester 2 (.5 credit)

World History is a survey of the history and geography of the world from ancient times to present day. Studies focus on world events, processes, and interactions among the world's people, cultures, societies, and environment. Approaches to the topics in world history include both close-ups and wide-angles to see history through different viewpoints and to make connections between time and space. Activities will include map work, research, writing, simulations, and projects.

Priority Standards – SS-HSCE

F1 Explain and use key conceptual devices including major turning points, cultural calendars, and different spatial frames.

F2 Use the following to explain difference between hunter-gatherers, nomads, civilizations, empires, the agricultural revolution: two ancient river civilizations and Classical China or India, Classical Greece or Rome.

F3 Explain the way that world religions grew.

4.1.1 Crisis in the Classical World - Explain forces leading to collapse of classical empires and results of collapse.

4.1.2 World Religions - Use maps and documents to analyze spread of major world religions 300-1500 CE.

4.1.3 Trade Networks and Contacts - Analyze development/importance of trading systems within/between societies.

5.1.1 Emerging Global System - Analyze impact of increased oceanic travel compared to previous era.

5.2.1 European Exploration/Conquest and Columbian Exchange - Analyze consequences of European conquest and the Columbian Exchange 1400-1500.

6.2.1 Political Revolutions - Analyze age of revolutions by comparing/contrasting causes and consequences of 3.

6.2.3 Industrialization - Analyze origins, characteristics, consequences of industrialization.

6.2.4 Imperialism - Analyze causes and effects of imperialism by using maps/evidence and comparisons.

7.1.3 Twentieth Century Genocide - Use various sources to analyze causes and consequences genocides.

7.2.1 World War I - Analyze causes and consequences of WWI including impact at home and Treaty of Versailles.

7.2.3 World War II - Analyze causes and consequences of WWII including Nazism, turning points, atomic age.

8.1.1 Origins of the Cold War - Describe factors contributing to Cold War including ideologies, struggles.

8.1.2 Cold War Conflicts - Describe Cold War conflicts including expanding power, competition, arms/space race.

Big History

Semester 1 (.5 credit), Semester 2 (.5 credit)

This course uses the Big History Project as a guide through history. Big History covers the same content as World History, but also includes extensions into science. Big History starts with the beginning of the universe before moving forward to the existence of humans. Being an honors-level course, this class requires substantial research and writing, as well as group discussion and debate. For more information on this program, see <https://school.bighistoryproject.com/bhplive>.

Priority Standards – SS-HSCE

F1 Explain and use key conceptual devices including major turning points, cultural calendars, and different spatial frames.

F2 Use the following to explain difference between hunter-gatherers, nomads, civilizations, and empires; Agricultural revolution, two ancient river civilizations, Classical China or India, Classical Greece or Rome.

F3 Explain the way that world religions grew.

4.1.1 Crisis in the Classical World - Explain forces leading to collapse of classical empires and results of collapse.

4.1.2 World Religions - Use maps and documents to analyze spread of major world religions 300-1500 CE.

4.1.3 Trade Networks and Contacts - Analyze development/importance of trading systems within/between societies.

5.1.1 Emerging Global System - Analyze impact of increased oceanic travel compared to previous era.

5.2.1 European Exploration/Conquest and Columbian Exchange - Analyze consequences of European conquest and the Columbian Exchange 1400-1500.

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6.2.3 Industrialization - Analyze origins, characteristics, consequences of industrialization.

6.2.4 Imperialism - Analyze causes and effects of imperialism by using maps/evidence and comparisons.

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7.2.3 World War II - Analyze causes and consequences of WWII including Nazism, turning points, atomic age.

8.1.1 Origins of the Cold War - Describe factors contributing to Cold War including ideologies, struggles.

8.1.2 Cold War Conflicts - Describe Cold War conflicts including expanding power, competition, arms/space race.

United States History

Semester 1 (.5 credit), Semester 2 (.5 credit)

This course begins with the Industrial Revolution at the turn of the century and continues to the present day. Topics are studied in depth, with a focus on major events and movements in the 20th century. Activities will include map work, debates, research, writing, simulations, and projects.

Priority Standards – SS-HSCE

F1 Review of political and intellectual transformations of America to 1877

F2 Review of geographic, economic, social, and demographic trends in America to 1877

6.1.1 Factors in the American Industrial Revolution

6.1.3 Urbanization

6.1.4 Population changes

6.2.1 Growth of U.S. global power

6.2.2 World War I

6.3.2 Causes and consequences of Progressive Reform

6.3.3 Women's suffrage

7.1.2 Causes and consequences of the Great Depression

7.1.3 The New Deal

7.2.1 Causes of World War II

7.2.2 U.S. and the course of World War II

7.2.4 Responses to genocide

8.1.1 Origins and beginnings of the Cold War

8.1.3 End of the Cold War

8.3.1 Civil Rights Movement

8.3.3 Women's rights

9.3.1 Policy debates (Compose a persuasive essay on a public policy issue.)

Examples of History Elective Options

History Through Genealogy

Using primary family sources, Ancestry.com, and individual research, students discover what life was like in the past and how people are shaped by historical and cultural events.

History 1890-1950

This is a close look at the Victorian era, World War I, the Roaring 20s, Great Depression, World War II, the 1950's with a focus on "life at home" including fashion, architecture, art, music, and hobbies.

Natural History

This course combines history, biology, and anthropology. Topics include dinosaurs, early humans, archaeology methods, and the ice age. The culminating project is a student-created natural history museum. Careers in these fields are also explored, with potential museum partnerships.

SCIENCE

All Science Courses at New School High are Standards-based, grounded in Next Generation Science Standards (NGSS). Course Units and order roughly match that of Standard Categories, unless otherwise noted. Scientific and Engineering Practice Standards are incorporated throughout all science courses. Structure and Function Standards are incorporated throughout units as a crosscutting concept.

Earth and Space Science

Semester 1 (.5 credit), Semester 2 (.5 credit)

The aim of this course is to provide students with an understanding of Earth's place in the universe, and the interconnectedness of Earth's systems. In addition, this course is designed to help students explore the relationship between human beings and the Earth. Topics include: astronomy, plate tectonics, rock cycle, weathering and erosion, weather and climate, and human activity. Students' interests, as well as the development of scientific thinking and practices, are highly valued in this course.

Priority Standards for High School Earth and Space Science (HS-ESS)

Earth's Place in the Universe

HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, and produce elements.

HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

HS-ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Earth's Systems

HS-ESS2-1: Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Earth and Human Activity

HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Biology

Semester 1 (.5 credit), Semester 2 (.5 credit)

The aim of this course is to provide students with a more critical understanding of, and chance to explore, the living world around them. Topics include: cellular biology, cycling of matter and flow of energy, ecology, genetics, evolution, and human biology. Students' interests, as well as the development of scientific thinking and practices, are highly valued in this course.

Priority Standards for High School Life Science (HS-LS)

Structure and Function

HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins that carry out the essential functions of life through systems of specialized cells.

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Matter and Energy in Organisms and Ecosystems

HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Interdependent Relationships in Ecosystems

HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Inheritance and Variation of Traits

HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing

and maintaining complex organisms.

HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Natural Selection and Evolution

HS-LS-4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS-4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS-4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS-4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS-4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

CHEMISTRY

Semester 1 (.5 credit), Semester 2 (.5 credit)

The aim of this course is to provide students with a functional and foundational understanding of how chemistry underlies what we observe at a macroscopic level in everyday life. Topics include: structure and properties of matter, chemical reactions, and energy in chemical process and everyday life. Students' interests, as well as the development of scientific thinking and practices, are valued in this course.

Priority Standards for Chemistry - NGSS

HS. Structure and Properties of Matter

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS. Chemical Reactions

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction

system depends upon the changes in total bond energy.

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS. Energy

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system, when the change in energy of the other component(s) and energy flows in and out of the system is known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

PHYSICS

Semester 1 (.5 credit), Semester 2 (.5 credit)

The aim of this course is to provide students with a functional and foundational understanding of how physics underlies what we observe and experience in everyday life. Topics include: forces and interactions, energy and forces, and waves and electromagnetic radiation. Students' interests, as well as the development of scientific thinking and practices, are valued in this course.

Priority Standards for Physics - NGSS

HS. Forces and Interactions

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a

magnetic field and that a changing magnetic field can produce an electric current.

HS. Waves and Electromagnetic Radiation

HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.

HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

HS-PS4-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy

HS. Energy

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system, when the change in energy of the other component(s) and energy flows in and out of the system is known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

PHYSICAL EDUCATION AND WELLNESS

Foundations

Semester 1 (.5 credit), Semester 2 (.5 credit)

Foundations will challenge the student differently each day and includes a large range of exercise forms. This course mixes calisthenics and body weight exercises with cardio and strength training and incorporates yoga, cardio walking, jump roping, Plyometrics, Pilates, and stretching.

Priority Standards – PE - HSCE

PE9-12-C1-16: Explain the methods of monitoring the levels of intensity during aerobic activity.

PE9-12-C1-23: Apply appropriate technology and analyze data to evaluate, monitor, and improve performance.

PE9-12-L1-1: Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.

PE9-12-L1-2: Participate in a variety of activities that promote cardio-respiratory fitness, muscular strength and endurance, flexibility, and body composition.

PE9-12-L1-3: Participate in a variety of activities that promote effective stress management.

PE9-12-L1-6: Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.

PE9-12-M1-5: Apply strategies for self-improvement based on individual strengths and needs.

PE9-12-M1-14: Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.

PE9-12-M-15: Select and apply sports/activity specific warm-up and cool-down techniques.

PE9-12-M-35: Select proper equipment and apply all appropriate safety procedures necessary for participation.

PE9-12-R1-2: Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

PE9-12-R1-3: Demonstrate responsible behaviors during physical activities.

PE9-12-R1-4: Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

PE9-12-R1-5: Demonstrate appropriate etiquette, care of equipment, care of facilities, and safe behaviors while participating in a variety of physical activities.

PE9-12-R2-3: Explore the role of games, sports and/or physical activities in other cultures.

Team Sports

Semester 1 (.5 credit), Semester 2 (.5 credit)

Team Sports is designed for students interested in the learning skills and strategies of competitive team sports. This course will include daily skill instruction and implementation of those skills in a competitive game setting. Sports may include, but are not limited to basketball, flag football, soccer, ultimate frisbee, disc golf, baseball, and volleyball. This course will also include daily cardiovascular fitness.

Priority Standards – PE-HSCE

LA9-10-1.6.1: The student will use new vocabulary that is introduced and taught directly.

PE9-12-C.1.9: Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions

PE9-12-C.1.20: Know various ways in which physical conflict can be resolved appropriately.

PE9-12-C.1.21: Diagram, explain, and justify the use of offensive, defensive, and transition strategies and tactics.

PE9-12-C.1.23: Apply appropriate technology and analyze data to evaluate, monitor, and improve performance.

PE9-12-C.1.25: Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

PE9-12-C.1.28: Interpret and apply the rules associated with specific course activities.

PE9-12-L.1.6: Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.

PE9-12-M.1.5: Apply strategies for self-improvement based on individual strengths and needs.

PE9-12-M.1.15: Select and apply sports/activity specific warm-up and cool-down techniques.

PE9-12-M.1.23: Demonstrate proficiency of critical elements when striking with an object/implement.

PE9-12-M.1.32: Apply sport-specific skills in a variety of game settings.

PE9-12-M.1.33: Practice complex motor activities to improve performance.

PE9-12-M.1.35: Select proper equipment and apply all appropriate safety procedures necessary for participation.

PE9-12-R1-2: Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

PE9-12-R1-3: Demonstrate responsible behaviors during physical activities.

PE9-12-R1-4: Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

PE9-12-R1-5: Demonstrate appropriate etiquette, care of equipment, care of facilities, and safe behaviors while participating in a variety of physical activities.

PE9-12-R2-3: Explore the role of games, sports and/or physical activities in other cultures.

HEALTH

Michigan Model for Health

Semester 1 or 2 (.5 credit)

The Michigan Model for Health is included in SAMHSA's National Registry of Evidence-based Programs, CASEL, and rated as a Promising program by the National Institute of Justice. The program is implemented in 40 states, including Michigan. "The Michigan Model for Health is based on the Adapted Health Belief Model, which merges several behavior change theories and maintains the principle that a health education program is more likely to impact behavior change if it incorporates knowledge, skills, self-efficacy, and environmental support.." (<http://www.nrepp.samhsa.gov>) Semester curriculum includes: Social and Emotional Health; Nutrition and Physical Activity; Safety; Alcohol, Tobacco, and Other Drugs; and Personal Health and Wellness. Skills for Health and Life include: Accessing information; Analyzing influences; Goal setting; Decision making; Self management; Advocacy; and Interpersonal communication including effective listening, responding to the emotions of others, assertive communication, asking effective questions, negotiation, and collaboration. (<http://www.michigan.gov/mdhhs>)

SPANISH

Spanish 1

Semester 1 (.5 credit), Semester 2 (.5 credit)

Geared to high school students new to the language, this course is an introduction to the Spanish language and aspects of culture. In order to stimulate language acquisition, instead of just memorization, the class will be taught through stories that will give life to these foreign words. All language will be comprehensible except for a few new expressions in each tale. These phrases will be carefully chosen based on how frequently they are used by native speakers and will be repeated in the stories until they are also easily understood. With the ever-increasing quantity of useful words, students will build their abilities through reading and listening. Two novels, written specifically for Spanish 1 levels, will be read by the end of the year. Speaking and writing will be slowly developed since these skills take more input to evolve past the fear that can crush tentative learners. Hands-on, active learning will be emphasized and students must engage in class and complete homework to thrive. Grades will be based on proficiency in the MMC standards.

Priority Standards – WL-HSCE

STRAND 1: COMMUNICATION Communicate in World Languages

Standard 1.1 Interpersonal Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2 Interpretive Students understand and interpret written and spoken language on a variety of topics.

STRAND 2: CULTURE Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

STRAND 3: CONNECTIONS Connect with Other Disciplines and Acquire Information

Standard 3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.

STRAND 4: COMPARISONS Develop Insight into the Nature of Language and Culture

Standard 4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

STRAND 5: COMMUNITIES Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Use of Language Students use the language both within and beyond the school setting. Standard

5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Spanish 2

Semester 1 (.5 credit), Semester 2 (.5 credit)

Spanish 2 follows a similar format as Spanish 1, building on all previous knowledge and skills obtained in that level. More difficult structures are acquired in Spanish 2 and worked into the stories and readings. In Spanish 2, students will also read two novels written for the Spanish 2 level by the end of the year. Students must engage in class and complete homework to thrive. Grades will be based on proficiency in the MMC standards.

Priority Standards – WL-HSCE

STRAND 1: COMMUNICATION Communicate in World Languages

Standard 1.1 Interpersonal Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2 Interpretive Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Presentational Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

STRAND 2: CULTURE Gain Knowledge and Understanding of Other Cultures

Standard 2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

STRAND 3: CONNECTIONS Connect with Other Disciplines and Acquire Information .

Standard 3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

STRAND 4: COMPARISONS Develop Insight into the Nature of Language and Culture

Standard 4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

STRAND 5: COMMUNITIES Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Use of Language Students use the language both within and beyond the school setting. Standard

5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

HUMANITIES

Humanities

Semester 1 (.5 credit), Semester 2 (.5 credit)

The interdisciplinary Humanities courses are designed to meet the Visual and Performing Arts requirement for graduation. Drawing from world literature, religion, philosophy, theater, art, music, and dance, students learn and practice the creative process; perform/present/produce artistic work they or others have created; respond to the artistic work that they or others have created; and connect their knowledge and experience to make art/connect it to the experiences of others.

Priority Standards -- National Arts Standards

Creating

- #1. Generate and conceptualize artistic ideas and work
- #2. Organize and develop artistic ideas and work
- #3. Refine and complete artistic work

Performing/Presenting/Producing

- #4. Analyze, interpret, and select artistic work for presentation
- #5. Develop and refine artistic work for presentation
- #6. Convey meaning through the presentation of artistic work.

Responding

- #7. Perceive and analyze artistic work,
- #8. Interpret intent and meaning in artistic work.
- #9. Apply criteria to evaluate artistic work.

Connecting

- #10. Synthesize and relate knowledge and personal experiences to make art.
- #11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

COMPUTERS

Computers 1 & 2

Semesters 1 - 4 (.25 credit each)

This sequence of courses is guided by the Michigan Merit Curriculum Technology Standards. Students demonstrate proficiency in the standards of their choice in the order they choose, based on the students' individual needs and interests. In collaboration with the teacher, the student develops an individualized scope and sequence of the course. For example, students interested in web design may prioritize this area of study and devote more time to it. At the conclusion of the sequence, students will produce evidence of proficiency in all technology standards.

Priority Standards – TECH - HSCE

Creativity and Innovation

9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations

9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)

9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

Communication and Collaboration

9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)

9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project

9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)

9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)

9-12.CC.5. describe the potential risks and dangers associated with online communications

9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

Research and Information Literacy

9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions

9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infospace, United Streaming)

9-12.RI.4. distinguish between fact, opinion, point of view, and inference

9-12.RI.5 evaluate information found in selected online sources on the basis of accuracy and validity

9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation

9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched

9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

Critical Thinking, Problem Solving and Decision Making

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

Digital Citizenship

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)

9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society

9-12.DC.3. discuss and demonstrate proper netiquette in online communications

9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users

9-12.DC.5. create appropriate citations for resources when presenting research findings

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

Technology Operations and Concepts

9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience

9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning

9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements

9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, , online file sharing, global positioning software)

9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation

9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software

9-12.TC.9. participate in experiences associated with technology-related careers

9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)

9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals

9-12.TC.12. demonstrate how to import/export text, graphics, or audio files

9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions

Independent Study and Seminar Courses

In addition to the prescribed curriculum, Independent Study (individual) and Seminar (small group) courses may be created to meet the individual goals and interests of the student. These courses may serve as either core or elective courses, depending on the student's individual needs. Course work and timelines are designed collaboratively by the teacher and student(s). All courses will address specific Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Michigan Merit Curriculum (MMC) standards in the content area, through a topic that is of high interest or need for the student. In some cases, the Independent Study or Seminar course may be inter-departmental, which allows the student to earn credit in more than one content area. Typically, Independent Study and Seminar courses are one semester in duration for .5 credit towards graduation.

Examples of previous Independent Study courses:

- World Drama: Women, Power, and Tragedy (Independent Study)
- Classic Science Fiction and the 21st Century (Independent Study)
- Contemporary Literature: Sports and Identity in America (Independent Study)
- Creative Writing Workshop (Seminar)
- Medieval History (Google Classroom)
- United States History (Google Classroom)
- CAD, Math, or other First Robotics-related subject (Independent Study or Seminar)

