

# **Ida High School**

## **Course Description Book**

**2024-2025**



**Chuck Fuller  
Principal**

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# **IDA HIGH SCHOOL**

**2024-2025**

## **MISSION STATEMENT**

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

## **BELIEF STATEMENTS**

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

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

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

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

## STUDENT TESTS

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

PSAT 10: Taken spring of sophomore year at school.

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

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

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

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

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

## **GENERAL GUIDELINES FOR UNIVERSITY-BOUND STRONGLY SUGGESTED COURSE OF STUDY**

<b>ENGLISH</b>	<b>4 years of English</b>
<b>MATH</b>	<b>4 years (Algebra I, Geometry, Algebra II required)</b>
<b>TECH</b>	<b>1 semester required</b>
<b>SOCIAL STUDIES</b>	<b>3 years--(World History, American History, Economics &amp; Government required)</b>
<b>SCIENCE</b>	<b>3 years-- (Biology, Chemistry, Physics required)</b>
<b>FOREIGN LANGUAGE</b>	<b>2 years</b>
<b>FINE ARTS</b>	<b>1 year (Art or Music class is required by some universities)</b>

The Guidance Counselors will help students navigate the college decision-making process; however, it is up to the student and family to research the admissions requirements.

## IDA HIGH SCHOOL REQUIREMENTS FOR GRADUATION

1. 24 credits are required for graduation.
2. Eight semesters of attendance are required.
3. EDP Completion (Completed and updated through Career Cruising)
4. Michigan Mandated State Testing is required including PSAT, SAT, ACT WorkKeys, and MSTEP
5. Any exceptions to any of the rules and regulations must have the approval of the Ida Board of Education.

### Graduation Requirements

**Class of:**

English:	4 credits
Mathematics:	4 credits
Science:	3 credits
Social Studies:	3 credits
PE:	.5 credit
Health:	.5 credit
Tech:	.5 credit
Sr. Sem/Fin. Lit.:	1 credit
Visual Performing and Fine Arts:	1 credit
Foreign Lang.:	2 credits*
Electives:	4.5 credits
 Total:	 24 credits

\*The second year of foreign language may be replaced by an additional VPF if it fits the students' post-secondary plans and/or EDP.

### Grade Classification

Ida High School classifies students by graduating class upon their entry into the high school (i.e., Class of 2025, Class of 2026, Class of 2027, Class of 2028). To graduate in 4 years, students should plan to complete 6 credits per year.

## Sample 4-Year Course Plan

### 9th Grade:

English I  
 Algebra 1A/Algebra I/Geometry/H Geometry  
 Biology  
 World History  
 PE/Health  
 Spanish I/Elective  
 Elective/VPF

### 10th Grade:

English 2  
 Algebra 1B/Geometry/ H Geometry/Algebra II  
 Chemistry  
 American History  
 Tech (Yearbook/Tech/Drafting/Test Prep)  
 Spanish II/VPF  
 Elective

### 11th Grade:

English 3  
 Geometry/Algebra II/Pre-Calculus  
 Physics  
 Economics/Government  
 Electives  
 or Dual Enrollment/Ida Early Middle College/CTE Exchange

### 12th Grade:

English 4  
 Senior Seminar/Financial Lit  
 Algebra 2C/Pre-Calculus/Calculus  
 Electives  
 or Dual Enrollment/ Ida Early Middle College/CTE Exchange

### **8th parent night and yearly scheduling meeting**

#### Honors Classes

Student are recommended for Honors courses, by current teachers. If they are interested in an honors course, they should speak to their current teacher about their interest. Typically an honors student would have no missing work and an A in the class.

Honors English 1, Honors English II, Honors English III, Honors English IV  
 Honors Biology, Honors Chemistry, Physics II, Anatomy and Physiology  
 Honors Geometry, Pre-Calculus, Calculus

**Top Ten Criteria**

To be considered for the Top Ten a student must complete all graduation requirements and take 8 out of 11 honors courses offered at Ida High School.

**IMPORTANT STATE GUIDELINES:****I. DUAL ENROLLMENT (Information in guidance office)**

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

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

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

**III. County CTE Exchange**

The County CTE Exchange gives students access to multiple programs offered at neighboring schools that are not offered at Ida High School, usually taken junior/senior year. Students must meet specific criteria to be eligible for the county CTE exchange program. Please make an appointment with a counselor if you are interested.

**IV. (E.D.P.) EDUCATIONAL DEVELOPMENT PLAN**

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

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

**V. TESTING OUT OF HIGH SCHOOL COURSES**

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

## **COURSE DESCRIPTIONS:**

### **ENGLISH LANGUAGE ARTS**

#### English I (Required freshman course)

This freshman course is designed to provide students an opportunity to develop an appreciation and understanding of literature, composition, and writing skills. It is designed to specifically focus on critical reading and thinking, grammar, language development, and study skills. Students will be exposed to a diverse selection of literature, including novels, poetry, and short-stories. Students will be offered a variety of opportunities to engage in the writing process, including an introduction to evidence based written response writing. In literature, students will apply their understanding of literary devices and use their knowledge to analyze various aspects of literary works covered in class. To encourage students to read, outside reading books will also be required for the first semester.

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

This is a freshman course designed for the above-average English student who desires to have his or her abilities challenged. Students who select Honors English I should be self-motivated and conscientious. Students in this class will work at a quicker pace than the general class and will be given different projects. Students will be exposed to a diverse selection of literature, including novels, poetry, and short-stories. Students will also be given a wide variety of opportunities to engage in the writing process. In literature, students will apply their understanding of literary devices and use their knowledge to analyze various aspects of literary works covered in class. To encourage students to read, outside reading books will also be required for the first semester. This course also requires the students to complete summer reading from a list of novels provided by the teacher.

#### English II (Required sophomore course)

Tenth graders will connect with and respond to texts through critical response and stance, which offers students the lens to assess their beliefs and views of the world and how they have the power to impact them. This sophomore course is designed to build on the skills taught in English I. Students will continue to develop their writing skills in the areas of content, organization, voice, and mechanics while focusing on building evidence through a variety of written assignments which include various essays and responses. In literature, students will apply their understanding of literary devices and use their knowledge to analyze various aspects of literary works covered in class. To encourage students to read, outside reading books will also be required. This course will strengthen students' grammar, usage, and vocabulary to prepare them for the SAT. Oral communication (speaking and listening) will be stressed throughout the course, as well.



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

This sophomore course is designed for the above-average English student who enjoys in-depth assignments that challenge his/her abilities. It will cover the same areas as English II, but will demand more intensive reading, writing, and development of communication skills. The student who chooses this course must be self-motivated and conscientious. This course also requires the students to complete summer reading from a list of novels provided by the teacher.

### English III (Required junior course)

Eleventh graders will connect with and respond to texts from classic American literature. The course builds on skills taught in English I and II, further developing knowledge of grammar, literature and literary devices, vocabulary, and group work. Students will strengthen their writing skills, showing in-depth analysis and high level thinking, which will prepare them for English IV coursework. At least three novels or plays per semester will be read. Themes and activities throughout the course include an emphasis on skills necessary for success on the SAT/MME exams.

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

This junior course is designed for the above-average English student who enjoys in-depth assignments that challenge his/her abilities. The course will cover the same areas as English III, but will demand more intensive reading, writing, and development of communication skills. The student who chooses this course must be self-motivated and conscientious.. Students will strengthen their writing skills, showing in-depth analysis and high level thinking, which will prepare them for English IV coursework. Students will demonstrate mastery of skills through various speaking and listening activities as well. This course also requires the students to complete summer reading from a list of novels provided by the teacher.

### English IV (Required senior course)

The objective of this course is to help students continue to build and master their reading, writing, and speaking skills, and prepare them for life beyond high school. Seniors will read and analyze information, ideas, and themes to understand the past and present, and to think innovatively about the future. Students will strengthen their writing skills, showing in-depth analysis and high level thinking, which will prepare them for college.

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

The objective of this course is to help students translate their reading, writing, and speaking skills from high school into the collegiate arena. Students will strengthen their writing skills, showing in-depth analysis and high level thinking, which will prepare them for college. Students are challenged to delve deeper into their reading to correlate their literary lessons with life lessons, as well as analyze the novels through various literary criticisms. This course also requires the students to complete summer reading from a list of novels provided by the teacher.

### Yearbook Production (Prerequisite: Teacher approval-VPF & Full Year=Tech Credit)

This course is for students with above average English grades. It is a full year advanced journalism course where students will use skills to produce the high school yearbook. In addition to earlier learned techniques, students will learn advanced writing, layout, and photography skills, along

with the use of online design. A commitment to the entire year, not just one semester, is required. This class also counts as Tech and VPF credit.

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

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

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

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

### Mythology (Prerequisite: English I)

A survey of the major gods and legends of mythology—with emphasis on Greek mythology and their effects on modern culture. Students will learn through a combination of reading, lecture, and creative projects; required assessments will include both written and oral presentations.

## **FOREIGN LANGUAGE**

### Spanish I

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

### Spanish II

Spanish II builds upon the information learned in Spanish I. The areas of listening, speaking, reading, writing and culture are emphasized and there is a continued focus on vocabulary building. Students will have the opportunity to read short stories.

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

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

## **SOCIAL STUDIES**

### World History (Required freshman course)

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

### American History (Required sophomore course)

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

### Government (Required junior course)

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

### Economics (Required junior course)

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

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

The purpose of this course is to give Ida High School juniors and seniors a brief introduction into the field of psychology. Some students will want to take psychology to help prepare them for college and a later career. Basic fundamentals will be taught to help these students in future college courses. Various careers in psychology and related areas will be discussed. Students taking psychology will develop a better understanding of themselves and others, and will acquire practical information for everyday human interaction and social psychology.

### Military History

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

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

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

### Current Events

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

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

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

## **SCIENCE**

### Biology I (Required Freshman course)

Biology I is a general survey of the biological sciences. The course will cover topics as set forth in the Next Generation Science Standards. . A brief section on biochemistry will lead into a comprehensive units on cellular biology, including structure, function, and cell division. A focus will also be placed on an understanding of DNA and the laws of heredity in genetics. Students will also demonstrate an understanding of the mechanisms of change in an organism, population, and ultimately an ecosystem. Laboratory sessions may include using the microscope, dissection of vertebrates and invertebrates, and various investigations to reinforce material covered in class.

### Honors Biology I (Freshmen only)

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

### Chemistry (Required sophomore class)

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

### Honors Chemistry (Sophomores only)

Honors Chemistry will cover those topics covered in the traditional Chemistry course, but will go deeper into concepts of thermodynamics, reaction kinetics, and acid/base reactions. The expedited pace of Honors Chemistry will also allow completion of more laboratory investigations and activities than those completed within the traditional Chemistry course. Students taking this course should be self-motivated. Instructor approval required.

### Physics I (Required junior course)

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

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

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

### Anatomy & Physiology I (Prerequisites: Biology, Chemistry,)

This course is offered to students who are interested in biology or health related topics, and is designed to give these students an introduction to college level anatomy and physiology topics . This first semester course will include major units of instruction in cells,tissues, skeletal system, and muscular system.

### Anatomy & Physiology II (Prerequisites: Biology, Chemistry)

This course is offered to students who are interested in biology or health related topics, and is designed to give these students an introduction to college level anatomy and physiology topics. This second semester course will include major units of instruction in the nervous, circulatory, respiratory, digestive, and urinary systems.

### Forensics (Prerequisite: Sophomore status.)

Forensic Science will introduce students to the fields of applied science and law. The major topics of study will include: crime scene and physical evidence, observational skills, fingerprinting handwriting analysis, DNA fingerprinting, forensic anthropology, and crime case studies. A hands-on approach will be taken and students are expected to participate in all labs and activities.

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

Forensic Science will introduce students to the fields of applied science and law. The major topics of study will include: impression evidence (footprints, tool impressions, tire tracks), ballistics, blood and blood spatter, arson, and entomology. A hands-on approach will be taken and students are expected to participate in all labs and activities.

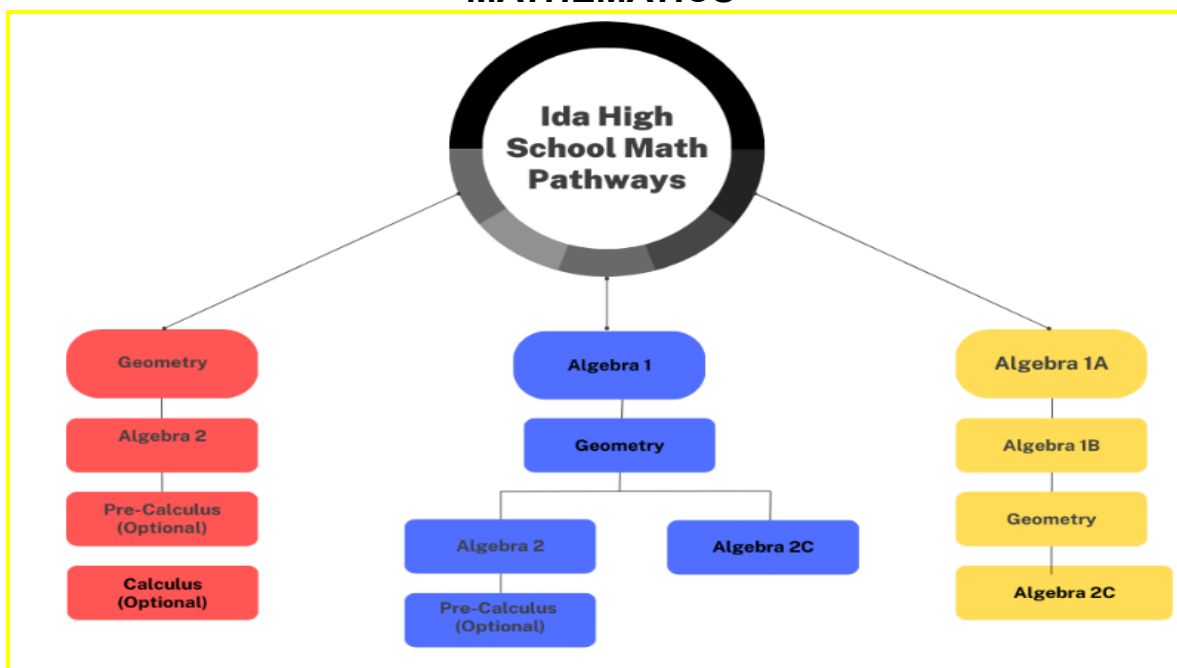
#### Renewable Energy

This one semester course is designed to help students understand the scale of energy use and the many sources of energy we rely on currently as well as historically in the United States. Renewable energy sources will be compared to non-renewable sources in electricity generation and transportation fuels. Multiple renewable energy sources will be discussed including solar power, wind power, biofuels, hydroelectric power, and geothermal energy. The course will include class discussions, research, and presentations about historic, current, and future energy sources.

#### Environmental Science

Environmental Science combines concepts from life science, physical science, and earth science in order to understand how systems in the natural world are interconnected. Major units of study include a study of each of earth's "spheres"; biosphere, lithosphere, hydrosphere, and atmosphere. Throughout the course students will learn how human interactions with their environment affect each sphere with a particular focus on the implications of energy and resource use. Students will routinely compare their learning to real world environmental problems by interpreting evidence of, and evaluating approaches to solving historic and modern environmental issues.

## MATHEMATICS



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

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

The student will be introduced to the basic structure of algebra, acquire facility in applying algebraic concepts and skills, and perceive the role of deductive reasoning in algebra. Topics include (1) Expressions, Equations, and Functions, (2) Properties of Real Numbers, (3) Linear Functions and Inequalities, (4) Systems of Equations and Inequalities, (5) Exponential Functions, (6) Quadratic Functions, (7) Polynomial Functions

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

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

Geometry

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

Honors Geometry (Prerequisite: Teacher approval)

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

## Algebra II

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

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

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

## Pre-Calculus

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

## Calculus

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

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

This class is a semester course designed to familiarize students with the finances of daily life. While reinforcing mathematical skills and concepts the focus will be on the application of those skills, not the remediation of them. Areas of study include (1) **Financial Well Being**: Making financial decisions, setting financial goals that are Specific, Measurable, Attainable, Realistic and Timebound. (2) **Managing Money**: Depository Institutions and services including simple interest, compound interest, present value of investments, future value of investments, savings accounts and checking accounts, Basics of Taxes, Filing taxes (including federal forms W4, 1040EZ, 1040A and 1040 with itemizing), creating and calculating financial position statements, Income and expense statements, and spending plans. All of these include payroll topics such as gross and net pay, hourly rate/salary, commission, benefits, Social Security and Medicare. (3) **Spending and Saving** including credit cards, credit scores and reports, Protection from Fraud, Insurance, and Major Expenditures (housing transportation, food costs). The final exam consists of a multiple choice portion along with a real-life spending plan simulation completed in class.

## Math Lab

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



This course will be graded S or U and will not be factored into a student's GPA.

Test Preparation A (Prerequisites: Algebra 2, Teacher Approval-Tech Credit)

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

Test Preparation B (Prerequisites: Algebra 2, Teacher Approval-Tech Credit)

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

## **BUSINESS EDUCATION**

Technology for Academics (Tech Credit)

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

Computer Programming (Prerequisite: Sophomore status or above-Tech Credit )

This course will use the Python programming language. The general topics covered will be variables, assignment statements, arithmetic expressions, input and output statements, the general concept of functions; additionally, *if*, *while*, and *for* statements will be explored. Students should gain confidence in their problem-solving skills as the semester progresses. This course can be taken more than once with instructor approval.

## **TECHNICAL EDUCATION**

Drafting (VPF Credit)

This is a beginning course designed to introduce students to mechanical drafting and drafting principles. Areas of study will include lettering, measuring, sketching, multi-view and pictorial drawings, sections, auxiliaries, dimensioning, and working drawings. Students will learn traditional board drafting and sketching techniques along with using both 2D and 3D CAD programs for class assignments.

Technical Drafting (Prerequisite: Drafting-VPF & Full Year=Tech Credit)

A continuation of the basic class designed for the student who desires to become involved in engineering or industrial occupations. Mechanical drafting techniques are studied, with emphasis on complete and accurate graphic representation of objects. Students will produce drawings primarily through 2D and 3D CAD programs. The SolidWorks CSWA certification exam is offered as part of this course.

#### Architectural Drafting (Prerequisite: Drafting- VPF & Full Year=Tech Credit)

This course is a continuation of the first-year Drafting class with focus on the principles and practices of residential construction. Included is the study of residential codes and practices, building materials, with emphasis on the planning and designing aspects of the industry. Students will learn and create plot plans, floor plans, elevations, and other detail plans associated with home construction. Students will use both 2D and 3D CAD programs.

#### General Woods (VPF Credit)

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

#### Advanced Woods (Prerequisite: General Woods-VPF Credit)

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

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

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

#### Metals / Welding 1(VPF Credit)

This two-semester, entry level course is designed to introduce students to metalworking and welding. Emphasis will be placed on safety and working in a shop environment. During the first nine weeks, students will work on small metal projects exposing them to measuring, blueprint reading, layouts, and proper use of hand tools and power tools. Typical projects include coin boxes, utility trays, dust pans, and toolboxes. The class will transition into welding during late fall with emphasis on welding safety, proper use of welding tools and equipment. Skill development in SMAW (stick), GMAW / FCAW (wire) welding along with using other common machines such as plasma cutting, mechanized track cutting, and ironworkers.

#### Welding 2 (Prerequisite: Metals / Welding I with a C or better grade-VPF Credit)

This is a continuation of Welding I with more skill development in SMAW (stick), GMAW / FCAW (wire). Students will be introduced to GTAW (tig) welding on carbon steel and manual OFC (oxyfuel cutting torch). Class lectures will emphasize shop safety, correct use of welding tools and equipment, welding symbols, and print reading skills.

Welding 3 (Prerequisite: Welding II with a C or better grade-VPF Credit)

This course is a continuation of the previous welding classes. Students will continue to apply math concepts, use of welding symbols, and print reading while demonstrating proper employability skills required in the welding field. The fall is dedicated to students practicing and taking the AWS Sense certification in SMAW welding. During second semester, students are required to make a capstone project

Welding 4 (Prerequisite: Welding III with a C or better grade, teacher approval-VPF Credit)

This class would allow students to attempt an additional AWS Sense certification in GMAW / FCAW or GTAW. Additional class curriculum would also include a capstone project, participation in welding competitions, and community service projects.

Small Engines (VPF .5 Credit)

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

Home Maintenance (VPF .5 Credit)

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

Special Topics: Industrial Arts (Prerequisite: Teacher approval—1 credit only-VPF Credit)

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

## **LIFE MANAGEMENT SKILLS**

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

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

Intro to Student Leadership (Prerequisite: Sophomore status.)

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

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

Student Leadership (Prerequisite: Junior, or senior status-VPF Credit)

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

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

Advanced Leadership (Prerequisite: Senior Status, Completion of Intro to Leadership & Student Leadership; complete required application)

In Advanced Leadership class students will be expected to take on a dual role in the class. Starting at least one project/initiative that he/she is passionate about and formulating teams to carry the vision out. Becoming Team/Committee Leader for our yearly projects (SPLT, School Spirit, Video Announcements, Student Council, etc)

## **ART & MUSIC**

### Art I (VPF Credit)

In the first semester of this introductory class, students learn a wide variety of drawing techniques and skills while using different mediums, which might include pencil, charcoal, ink and more. Students will also learn about the Elements of Art and Principles of Design. During the second semester, students will work with pastels, scratchboards, and more. Students will also learn about artists throughout history and will create works of art that reflect the style of that artist; students will learn about art careers, work in groups, and create works that have real world application. Grades are based on projects, critiques, rubrics, work skills, and a final examination.

### Art II (Prerequisite: Art I-VPF Credit)

The first semester students will review Elements of Art and Principles of Design that they have learned from Art 1. Second semester students will learn more Art history and work in mediums of that time period. Students will have more freedom to choose what their art is about. .. Grades are based on finished projects, work skills, sketchbooks, participation, critiques , and final examination.

### Art III (Prerequisite: Art I & II-VPF Credit)

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

### Art IV (Prerequisite: Art I,II & III-VPF Credit)

Special Topics Arts is for individuals who want to learn other techniques that are not offered in Art I, II, or III which can include wood burning, glass painting, tile art and others. Students will use online tutorials as well as teacher directed lessons. Students are responsible for finished works, and reasonable deadlines. Grades are based on finished projects, work skills, sketchbooks, and artist statements. (We know this has been approved but it doesn't have a course description. Let us know if you need help!)

### Ceramics 1 (VPF .5 Credit)

Students will experience basic ceramic techniques such as pinch, coil and slab construction, throwing on the potter's wheel, and glaze application, and wish to develop a greater sense of mastery in the medium. Student will learn how to attach clay pieces through the method of scoring and slipping. Students will learn how to decorate ceramic pieces through the processes of carving, stamping, sgraffito , slip-trailing, and wax resistance. Grades are based on finished projects, work skills, rubric, and final examination.

### Fiber Art (VPF .5 Credit)

Students will learn different techniques with different types of fiber materials. Students will create projects out of these different fibers. Grades are based on finished projects, work skills, sketchbook, participation, rubric, and artist statement.

### Digital Media (Prerequisite: Art I, teacher approval-VPF & Full Year=Tech Credit)

Digital Media is a class with a practical edge. It is a place where students will be able to work on real-world projects such as business ads, brochures, product packaging, book covers, business cards, logos, posters, and more. The first semester students will learn about photography and how to use cameras (this does include cell phone photography). Students will learn how to use Gimp to improve photos, make posters, magazine covers and more. The second semester will be to improve on camera skills, aC3nd will be responsible for creating a product and designing all the visuals to promote the product. Grades will be based on rubric, finished projects, critiques, participation, examination and website

### Concert Choir (VPF Credit)

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

### Wind Ensemble (Prerequisite: Approval of Director-VPF Credit)

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

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

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

### Symphonic Band (VPF Credit)

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

Band and study a second instrument, providing they obtain director permission in advance.

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

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

## **HEALTH & PHYSICAL EDUCATION**

### Physical Education (Required freshman class)

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

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

### Team Sports Class (Prerequisite Physical Education)

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

### Health (Required freshman class)

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

## **MISCELLANEOUS**

### Skills Seminar

The purpose of the Skills Seminar class is to guide the student through self-awareness modules on topics that include note-taking, exams, writing skills, reading skills, surviving the slumps, time management, and career planning. The student will be required to submit response sheets on each module they complete, will track their grades weekly, and must be passing all of their classes to earn .5 credit for this class. This course will be graded S or U and will not be factored into a student's GPA.

### LINKS Support Program

This semester class will allow students to be a peer support for students with special needs. The peer student will support a student with special needs in both academic and social settings with adult supervision. Students learn to relate to people with different needs, and develop an increased understanding of individual differences. Encouraging student responsibility is also an added benefit of the program. The primary responsibility of students is to be a model for the student with special needs. This course will be graded S or U and will not be factored into a student's GPA..

## **AGRICULTURAL SCIENCES**

### Intro to Agriculture: (Full Year =Tech Credit)

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

### Agribusiness:

This course focuses on providing foundation concepts to agricultural business. During this class students will learn about local and global perspectives while utilizing technology in the agriculture industry. Students will engage in both plant and animal science while relating it to business practices, record keeping, planning, management, finance, communication and career exploration. Engagement in the student leadership organization, FFA, is also an integral portion of the course.

### Landscape Design: (VPF .5 Credit)

This course focuses on expanding students' knowledge of landscape design principles, use of plant materials, ecology, natural resources and facilitating appreciation of their surroundings. Students will have the opportunity to create designs, work with plants and learn business practices related to the industry.

### Floral Design: (VPF .5 Credit)

This course focuses on the ability to identify and demonstrate the principles and techniques related to floral design. Through the analysis of floral styles and historical periods, students will develop a basic understanding of the floral industry. Students will have the opportunity to learn and create basic arrangements using classroom knowledge about design principles and business practices related to the industry.



## TEACHER CADET

Intro to Teaching: Full year course. Students cannot be added in for second semester.

The purpose of this class is to provide high school students with classroom and field experiences that will help them make informed decisions regarding careers in education. Students will examine the responsibilities and the professional role of a teacher, explore diverse career options in education, observe and explore effective teaching practices, recognize aspects of human growth and development that relate to learning, develop and demonstrate leadership, interpersonal, intrapersonal, and self-evaluation skills, develop an understanding of school structures, operations, and policies, and discuss critical issues in education. Semester one of this class will be classroom learning. Students will learn about proper classroom pedagogy including multiple intelligences, diversity, learning styles, lesson planning and delivery, discipline, classroom management, and many other topics. Semester two of this class will include a field experience placement in the middle school or elementary school for three days of the week. Students will work with a cooperating teacher to get experience in the classroom and teach mini lessons. Students will also shadow their cooperating teacher for one full school day.

Teacher Cadet: Full year course. Intro to Teaching is a prerequisite.

The purpose of this class is to further the knowledge the students learned in Intro to Teaching. Teacher cadets will be placed in their field experience placements by the end of the first month of school, will be in these placements four days a week, will continue to get classroom experience, and work up to teaching full lessons. Students will also shadow their cooperating teacher for one full school day.

### Ida High School Programs

	Draft	Multi-Year Programs to Consider		Subject to Change	
Program	Year 1	Year 2	Year 3	Year 4	Notes
<b>Agricultural</b>	Intro to Agi	Agi 2	Agi 3	Agi 4	CTE (additional Agi courses)
<b>Art*</b>	Art 1	Advanced Art/or <b>Digital Media</b>	Advanced Art or <b>Digital Media</b>	Potential 4th-year opportunity	
<b>Drafting*</b>	Intro to Drafting	<b>Technical Drafting</b>	<b>Architectural Drafting</b>	Potential 4-year opportunity	Year 2 and 3 Rotate Yearly
<b>Leadership</b>	Intro to Leadership	Leadership	Adv Leadership		Begin 10th Grade
<b>Spanish</b>	Spanish 1	Spanish 2	Spanish 3	Dual Enrollment	
<b>Teacher Cadet</b>	Teacher Cadet	Teacher Cadet 2	Potential 3rd-year opportunity		Begin 10th Grade
<b>Welding*</b>	Metals/Welding	Welding 2/3	Welding 4	Potential 4th-year opportunity	CTE
<b>Woods*</b>	Gen Woods	Carpentry	Advanced Woods	Potential 4th-year opportunity	Year 2 and 3 Rotate Yearly

Courses with asterisks \* indicate a VPF - Courses in **bold** meet the Tech requirement.

## **SPECIAL PROGRAMS**

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

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

### **COSMETOLOGY**

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