



Comstock Park High School

150 Six Mile Rd. NE
Comstock Park, MI 49321

(616) 254 – 5200 (office)
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www.cppschoools.com

Academic Program & Curriculum Guidelines

Comstock Park High School
150 Six Mile Rd. NE
Comstock Park, MI 49321
(616) 254-5200
Fax: (616) 785-9835



Dear Students and Parents:

This Course Selection Guide is intended to provide both the student and parent with necessary information concerning course planning, course selection and how to meet graduation requirements. Careful planning by the student and parent, coupled with knowledgeable direction of experienced teachers and counselors, has a positive effect upon academic success. **It is the goal of Comstock Park High School that each student will graduate from high school and be both college and workplace ready for the 21st century.**

Now more than ever, it is important to use this guide as a four year planning tool for high school. As the State of Michigan has mandated more rigorous graduation requirements beginning with the class of 2011, parents and students need to pay careful attention to these requirements and the related course selection. **Please note the list of requirements for students beginning on page 16.** In addition, it is essential to note that all students are required to participate in the Michigan Merit Exam (which includes the state approved college entrance exam) in order to earn a high school diploma. All of these requirements are endorsed by the Comstock Park Public Schools Board of Education.

It is the goal of the faculty and administration of Comstock Park High School that each student will receive a quality education to help them prepare for the future. Students have the opportunity to take classes that are meaningful, varied and satisfying to the individual and her/his career goals. I am confident that the variety of courses available to our students will provide students the opportunity to establish a challenging educational plan. Please take your time to make quality educational decisions. Further, I am confident that we can help support ANY student in achieving their academic goals provided they bring a ready and willing attitude about learning to school each day.

A well-rounded high school experience includes involvement in co-curricular programs. Please take advantage of our offerings in clubs, athletics, service groups and School-to-Career options. This involvement will broaden your skills, provide additional leadership opportunities and create life-long friendships and memories.

Respectfully,

Dan Holden

Dan
Holden
Principal

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Visit the CPHS web site at www.cppschoools.com and the Principal's page at www.cpprincipal.weebly.com for more information and up to date news from the high school.

COMSTOCK PARK PUBLIC SCHOOLS STATEMENT OF NON-DISCRIMINATION

Comstock Park Public School District is committed to a policy of non-discrimination on the basis of race, color, religion, national origin, age, sex, marital status, or disability in its programs or activities, nor shall a person be excluded from participation in, be denied benefit of, or be subjected to discrimination, in employment.

***This document is reviewed annually by the CPPS Board of Education.**

COMSTOCK PARK HIGH SCHOOL

150 Six Mile Rd. NE

Comstock Park, MI 49321

Office: (616) 254-5200
Office Fax: 785-9835

Counseling Office: 254-5211

High School Code: 230-695

The Community: Comstock Park is a residential, suburban community in the metropolitan Grand Rapids area. The school district covers 9 square miles in Kent County. The school system includes three elementary schools, a middle school, and a senior high school. The total district enrollment is about 2200 students. The citizens actively participate and support all levels of the educational system and take pride in the programs, facilities, and high academic standards.

The School: A Public School - Four-Year - High School

- Facility: The current high school building was opened Fall, 1991; with 52 instruction sites, including classrooms, computer labs, science labs, music rooms, a cafeteria, a gymnasium and a fitness center. The building has undergone two renovations to update instructional sites, technology and to add a performing arts/activities center.
- School year: Two semesters; Six 50-55 minute classes per day
- Enrollment: 620 (2016-17); Senior Class: 158
- Staff: 32.6 classroom teachers; 2 administrators, 2 counselors, 3 secretaries, 2.5 paraprofessional, 5 food service employees

Daily Schedule:

(5 minutes passing time between each class). Students **MUST** arrive to class BEFORE the bold typed times.

| Comstock Park High School | | |
|---------------------------------------|---------|---------|
| EXTENDED ADVISORY SCHEDULE | | |
| 2017 - 2018 (Monday-Wednesday-Friday) | | |
| 1 st HOUR (50 MIN) | 7:40AM | 8:40AM |
| 2 nd HOUR (50 MIN) | 8:35AM | 9:25AM |
| ACADEMIC ADVISORY (45 MIN) | 9:30AM | 10:15AM |
| 3 rd HOUR (50 MIN) | 10:20AM | 11:10AM |
| EARLY LUNCH (30 MIN) | 11:30AM | 11:40AM |
| 4 th HOUR (50 MIN) | 11:45AM | 12:35PM |
| 5 th HOUR (50 MIN) | 12:40PM | 1:30PM |
| 6 th HOUR (55 MIN) | 1:35PM | 2:30PM |

30 MINUTE PERIODS WITH ANNOUNCEMENTS DURING ADVISORY

PASSING TIME BETWEEN CLASSES IS 5 MINUTES.

4th HOUR CLASS DETERMINES EARLY OR LATE LUNCH

ANNOUNCEMENTS WILL BE AT THE BEGINNING OF ADVISORY (9:15)

ADDITIONAL TIME IS BUILT INTO 6th HOUR TO COMPENSATE FOR AFTERNOON ANNOUNCEMENTS AND INSTRUCTIONAL TIME LOST TO 6th HOUR ASSEMBLIES

| Comstock Park High School | | |
|--------------------------------|---------|---------|
| SHORT ADVISORY CLASS SCHEDULE | | |
| 2017 - 2018 (Tuesday-Thursday) | | |
| ZERO HOUR | 6:40AM | 7:25 AM |
| 1 st HOUR | 7:40AM | 8:35AM |
| 2 nd HOUR | 8:40AM | 9:25AM |
| Academic Advisory | 9:30AM | 10:00AM |
| 3 rd HOUR | 10:05AM | 11:00AM |
| EARLY LUNCH | 11:00AM | 11:30AM |
| 4 th HOUR | 11:35AM | 12:30PM |
| 5 th HOUR | 12:05AM | 12:50PM |
| LATE LUNCH | 12:50PM | 1:30PM |
| 6 th HOUR | 1:35PM | 2:30PM |

PASSING TIME BETWEEN CLASSES IS 5 MINUTES.

4th HOUR CLASS DETERMINES EARLY OR LATE LUNCH

ANNOUNCEMENTS WILL BE AT THE BEGINNING OF ADVISORY (9:15)

Zero Hour is a voluntary period.

Academic Advisory is a period intended to ensure students are aware of their own academic progress and provide support to assist students in achieving their individual academic goals.

** Class schedule is subject to change.

General Information

The Curriculum: Courses listed in this curriculum guide will be designed to follow the State of Michigan High School Content Expectations and Course/Credit Content Expectations and Guidelines for all areas in which these are developed and approved by the State Board of Education. Assessments will be locally developed to assess these specific content expectations. The State Course/Credit Content Expectations can be accessed at www.michigan.gov/highschool.

This curriculum guide is designed to acquaint parents and student with the course offerings and graduation requirements at Comstock Park High School. We believe that students make the best choices after reading this book and discussing their potential career goals with their parents. Good decisions for high school courses enhance the possibilities after high school. Please read this information carefully. Students will meet with the counselor in one of their classes to select courses. The counselor will help the student plan a program that satisfies the graduation requirements and reflects the student's goals.

Selecting classes may seem overwhelming at first; the most important thing to remember is your goal after graduation. The purpose of high school is to prepare you for the adult world. After graduation, you can choose to:

- ◆ Attend a 4-year college or university
- ◆ Attend a 2-year college
- ◆ Attend a business, technical, or vocational school
- ◆ Join the Armed Services
- ◆ Work full-time (However graduating without a plan of continuing education is NOT recommended).

Your guidance counselor will work closely with you throughout high school to help plan the best course of action based on your career and educational goals. If you have any questions concerning scheduling, do not hesitate to contact the high school counseling office (254-5211).

Students are assigned to a counselor based upon the following alphabetical listing according to the student's last name. The counselors are located in the Guidance Office.

A - L = Mrs. Bolthouse

M - Z = Mrs. McCambridge

Secretary: Mrs. Virkstis

Please note that the student's schedule is computer-generated from his/her requests.

Classes are assigned by random selection. Request for teachers, hours, etc., cannot be accommodated. Each year the master schedule is built based on student course requests. Teachers are hired, textbooks are purchased and rooms assigned based on these requests and other budgetary factors. As a result, open classes are limited and requests for changes may not be possible. Students should understand the expectations of classes at the time of request and expect to take those classes listed on the request form. In some cases, meetings are held for specific classes each spring to help the student understand expectations and any summer requirements.

Full-Time Status

All students must carry a minimum of six (6) academic courses each semester meeting for a minimum of 1098 hours of instruction for the year or the equivalent as identified in the Michigan Pupil Accounting Manual. No student may be considered a part-time student unless there are extenuating circumstances and written approval from the administration. In some cases, students will be permitted to enroll in up to seven (7) courses during the school day (this includes 0 hour, KCTC, MVHS, Edgenuity or Dual Enrollment.) Students in the traditional program cannot exceed enrollment in seven (7) courses during each semester.

Grade Classifications

| | Min. Credits to be in Good Standing (June.) | Min. Credits to be in Good Standing (Jan.) |
|-------------------------------|--|---|
| Freshmen (9 th) | NA | 2 |
| Sophomore (10 th) | 5 | 8 |
| Junior (11 th) | 11 | 14 |
| Senior (12 th) | 17 | 20 |

Credits earned reflect the end of each semester. Good standing indicates that no supplemental credits outside of the regular school day need to be earned in order to graduate in four years.

Schedule Changes

After students have made their course selections and registration has taken place, schedule changes will be discouraged except in special circumstances. Students who feel a change is necessary should contact their assigned guidance counselor. Schedule changes may occur within the first eight (8) school days of the first semester with no record of the class drop recorded on the transcript. Second semester schedule changes must be requested prior to the start of the second semester. If a schedule change is approved by the administration, a substitute class will be added with the permission of the counselor and the instructor. Once the deadline for schedule changes has passed, schedule changes may only be initiated by the instructor and/or counselor and approved by the administration. A student may not "drop" a class to have less than 6 classes (or the equivalent). The earned grade in each class will be issued for all classes listed on the schedule. **Schedule changes for personality concerns, teacher preferences, or the desire to be with other students will not be granted.**

Progress Reports

Progress reports will be sent home three times per semester for any student earning a C- or below in any class. These are typically sent every 4 ½ weeks. Weekly progress reports are also available through the school's electronic student information system – contact the guidance office (616-254-5211) if you need assistance setting this up.

Report Cards

Progress reports or report cards are issued four times a year (every nine weeks). Only the semester grades are recorded on the student's permanent transcript record. Report cards are mailed or electronically sent typically in late January (semester grades for credit) and early June (semester grades for credit). All other progress reports are sent home with students. Please note: An Incomplete grade (I) may be given where serious circumstances prevent the student from completing all work by the end of the marking period. This is a temporary grade. It is the student's responsibility to resolve this within two weeks of the end of the marking period or the grade becomes an E.

Grade Point Values and Weighted Grades

The point value for each letter grade is as listed. The grade point average (GPA) is calculated by adding all grade points earned and dividing by the total number of credits (for courses that earned a letter grade.) Courses in which only credit (CR) is earned do not affect the GPA.

| | | | | | |
|---------|----------|----------|---------|----------|----------|
| A / 4.0 | A- / 3.7 | B+ / 3.4 | B / 3.0 | B- / 2.7 | C+ / 2.4 |
| C / 2.0 | C- / 1.7 | D+ / 1.4 | D / 1.0 | D- / 0.7 | E / 0 |
| NC / 0 | | | | | |

The point values for AP courses are weighted in the following way. These point values apply ONLY to AP courses.

| | | | | | |
|---------|----------|----------|---------|----------|----------|
| A / 5.0 | A- / 4.7 | B+ / 4.4 | B / 4.0 | B- / 3.7 | C+ / 3.4 |
| C / 3.0 | C- / 2.7 | D+ / 1.4 | D / 1.0 | D- / 0.7 | E / 0 |

Grade Changes

A grade may only be changed in accordance with Board Policy. Please contact the administration for a copy of this policy. The first step in the policy is to appeal to the teacher issuing the grade within 10 school days.

Earning Credit, Course Grades, and Exams

Credit is earned on a semester basis. ONE-HALF (1/2) credit is granted for successfully completing a semester course or a semester of a yearlong course. Credit is awarded in January and June. Final semester grades are computed based on the final cumulative semester grade. Course grades are based on at least 80% of the grade being earned through assessments (tests, quizzes, projects, presentations, exams) and up to 20% of the grade being earned through daily work, participation, and homework. Students are given opportunities in core courses to complete re-teaching and then retake designated assessments (excluding exams) which allows for a student to improve an assessment grade. (Details are listed in each course syllabus.) In all core classes, students may be required to take a mid-semester and end-of-semester exam. Mid-semester and final exams count for up to 20% of the course grade. Credit will only be awarded if the earned grade is a D- or higher and students must also meet the requirements of the attendance policy (a student may not miss more than 15 classes per semester or credit for that semester may not be granted). School-related business, documented medical circumstances, funerals, court appearances, or school imposed suspensions will not be counted as absences for this purpose.

Repeating Classes for Credit

If a student repeats a class then the grades for both instances will appear on the transcript. The student will receive credit toward graduation only once from the same class with the exception of activity classes (band, choir, advanced PE, etc) as noted in the class description.

Honor Roll Guidelines

At the conclusion of each semester, an honor roll will be posted in the school and on the School Website. Students will be recognized and placed on the honor roll for earning a semester GPA of 3.000 or higher. Recognition will be given for students with honors 3.000 – 3.299, high honors 3.300 – 3.599, and highest honors 3.600 and above. Those students earning all A's will receive special designations in this recognition.

Academic Awards and Graduation Honors

Each year, CPHS holds an academic awards ceremony during the second semester to honor the academic achievements of freshmen through seniors. The academic honors that can be earned are listed below:

- Freshmen – 3.700 or higher after one semester will earn a lamp of learning certificate and a chenille letter.
- Sophomores – 3.700 or higher after three semesters will earn a lamp of learning certificate and a chenille letter/academic pin.*
- Juniors – 3.600 or higher after five semesters will earn a lamp of learning certificate, a chenille letter/academic pin.*
- Seniors – 3.500 of higher after seven semesters will earn a lamp of learning certificate, a chenille letter/academic pin.*
- Gold Tassel – Seniors who have earned, after seven semesters, a cumulative GPA of 3.500 or higher will be issued a gold tassel to be worn at graduation.

*The chenille letter is issued only once during the high school career. Students receive only the pin after the chenille letter has been issued.

Class Rank, Valedictorian and Salutatorian

Students are ranked in their class at the end of the sixth semester of their high school career for the purpose of college admission and scholarship information only. This rank is readjusted upon completion of the seventh semester of high school for awards purposes. For a student to be considered for valedictorian, salutatorian, the student must have completed at least three semesters at Comstock Park High School. Foreign exchange students will not qualify for valedictorian or salutatorian status. Valedictorians, salutatorians and students receiving academic honors will receive special recognition at the graduation ceremony. Students will earn Academic Honors status based on the following criteria:

Cum Laude (Honors)

3.5 GPA (minimum)

- 2 AP/Dual Enrollment Courses
(minimum) SAT score of 1050 or
higher

Minimum score of 3 on all Workkeys Tests

Magna Cum Laude (High Honors)

3.7 GPA (minimum)

- 3 AP/Dual Enrollment Courses
(minimum) SAT score of 1100 or
higher

Minimum score of 4 on all Workkeys Tests

Summa Cum Laude (Highest Honors)

3.9 GPA (minimum)

- 4 AP/Dual Enrollment Courses
(minimum) SAT score of 1150 or higher

Minimum of 5 on all Workkeys Tests

The Valedictorian and Salutatorian will be selected from the students achieving highest honors (Summa Cum Laude) based on the following formula:

$$(\text{GPA} * 400) + (\text{SAT Score}) = \text{Overall Score}$$

In the case of a tie, the final point value will be computed and rounded to the nearest thousandth.

Methods of Content Delivery

Keeping pace with recent technological advances has changed the way that students interact with teachers and with course content. New methods of delivery to include components of online and virtual learning are used in a variety of ways in a variety of classrooms at Comstock Park High School. Some examples of this include students completing work and submitting work via Google, accessing course websites to obtain work organized and created by the teacher, completing assignments and assessments via various websites or other virtual classroom sites (much like Blackboard which is used at many universities.) This blend of face-to-face interaction and interacting with the teacher and other students virtually is referred to as "Blended Instruction." Some courses and teachers are more reliant on this format than others, however, it is a goal of CPHS to ensure that all courses include appropriate amounts of instructional technology to best prepare students for college and the workplace.

In some cases, teachers have been able to organize courses (primarily for 11th and 12th graders) that can be labeled as "Flexible Attendance" courses. These courses have a high reliance on the student accessing the course virtually and away from school (when and where it is convenient for the student) while still periodically attending the traditional classroom for various group learning activities, assessments, and more individualized teacher support. "Flexible Attendance" courses are limited to 1st or 6th hour, have academic and attendance requirements to be enrolled, and must have parent approval.

Transferring Grades to Comstock Park High School

Transfer students will be expected to meet CPHS graduation requirements. Grades and credit issued from other public schools, private schools, charter schools and academies will be evaluated by the guidance counselors. In most instances, grades and credit will be included on the CPHS transcript and count for credit toward graduation. However, not every course and program is guaranteed to transfer to CPHS. Please contact the Guidance Office for further information on this matter.

Comstock Park High School reserves the right to examine homeschool curriculum and determine or verify the placement of the credit as it applies to the CPHS graduation requirements. The student may be required to complete a competency examination(s) given by the school before credit is awarded. Credit for courses in home schooling may be awarded; however, letter grades will not be transferred and not be counted toward a cumulative GPA.

Credit Recovery Programs

In certain instances, a student may earn high school credit through a non-traditional program to earn credit lost due to failing courses (or lost for other circumstances.) Comstock Park High School will accept credit from a wide variety of programs **WITH ADMINISTRATIVE APPROVAL PRIOR TO STARTING THE PROGRAM.** Some examples of non-traditional programs include correspondence courses, summer school courses, virtual/online courses (like e2020/Edgenuity), KCTC Articulated Credit, KCTC Credit Recovery, KCTC Course Plus, or KCTC Early College through GRCC or other colleges and universities. In most cases, any costs associated with earning credit through these options are the responsibility of the student and the parent.

- **Retaking Courses** – Students may retake a course where credit was lost. This may happen in the subsequent semester or the subsequent school year. In some cases, waiting to retake the course will delay a student's high school completion/graduation. There is no cost to retake a course.
- **Correspondence Courses** – Limited to 2 credits to be applied toward graduation requirements. These courses may only be taken after credit was lost in a traditional course. Cost is typically around \$200 for .5 credits. Seniors must complete coursework for graduation and final grades must be on file by May 15 each year to be eligible to participate in the commencement ceremony. A final exam for the course must be taken on site at CPHS with a proctor.

- **Summer School Courses** – Offered at a variety of schools around Kent County. These courses generally require 60 hours of instruction (15 days) per .5 credits. A limited selection of courses may be offered on site at CPHS each year. Cost is typically around \$150 - \$200 per .5 credits. Summer school may also include some online courses. Transportation is NOT provided.
- **Virtual/Online Courses** – Virtual learning continues to evolve as a new way to earn credit. Two programs that CPHS participates in are e2020/Edgenuity and Michigan Virtual High School (MVHS). The cost of these programs varies from \$0 - \$250 per .5 credits unless a student is taking the course as a part of their regular schedule. These courses may be taken on site (after school/Summer) or at home. Final exams and other assessments will be required to be taken on site with a proctor.
- **KCTC Articulated Credit** – Students enrolled in certain KCTC programs may be eligible to apply a portion of the KCTC elective credit to academic areas in math, ELA, science, computers, or fine arts. This is at no cost to the student.
- **KCTC Course Plus** – Student enrolled in any KCTC session, in specific programs, are eligible to take on-line supplements to their program to earn additional credit in the areas of math, ELA and science. This is at no cost to the student.
- **KCTC Early College** – Students with adequate GPA, appropriate pre-requisites and teacher/counselor recommendation may be eligible to take GRCC college classes on the KCTC campus in the areas of math, ELA, psychology, and college readiness skills at no cost to the student.
- **Work Experience** – A student may earn up to 1.0 elective credit during their senior year by signing up for this course during the regular school year. The student must have a qualifying job, be taking a related course in their regular schedule and hold a valid work permit. This course cannot be taken as part of the regular full-time schedule and serves to supplement elective credit.
- **Resubmitting/Retaking Critical Course Assessments** – If a student fails a course, the student has the option to consult with the teacher to identify what coursework (critical assessments) needs to be re-worked or retaken to achieve an average score of 77% (C+) proficiency. Students are responsible for completing this work on their own and resubmitting/retaking work by the designated date (3 weeks past the end of each semester.) In the event that a student successfully demonstrates their proficiency, the student will have CR placed on their transcript in addition to the E that was originally earned.

Academic Probation and Extending High School Beyond Four Years

Comstock Park High School expects students to complete high school in four years. In certain instances, it is recognized that some students struggle with high school and fall behind in earning the required credits for graduation. Each semester, students are reviewed by the administration to determine if they will be placed on academic probation.

Students may be placed on academic probation if they are:

- 1) Receiving failing grades in two or more classes or have a 1.0 GPA or below at the end of any semester.
- 2) Demonstrating a lack of effort or expected student engagement that is resulting in failing grades.
- 3) Behind in established credit thresholds in January and June (see page 4) as it relates to the number of years enrolled in high school.

A student placed on academic probation will be notified in person and in writing by the principal or designee, that they are being placed on probation for the following semester. The probation will include a written performance contract with specific expectations of the student and parent.

After each 9 week marking period and at the end of the semester each student on academic probation will be reviewed and one of three things will occur:

- The student will exit academic probation
- The student will continue on academic probation
- The student will be assigned to the extended day program for credit recovery
- The student will be referred to a more appropriate academic program

If a student does not meet all graduation requirements by the end of their fourth year in high school, the option may exist for a student to return to Comstock Park High School for a ninth and, if needed, a tenth semester on a case by case basis.

Students are only permitted to return for a 5th year under the following criteria:

- Extenuating circumstances would warrant a return to Comstock Park High School
- A written plan resulting in the earning of a high school diploma is developed and agreed to by the student, parent, and administration **prior to the start of the 5th year.**
- The student is not older than 20 years of age by Sept. 1st of the start of the 5th year.
- The student has demonstrated recent academic progress toward graduation (to include good attendance and disciplinary records)

Once a student completes all graduation requirements in a 5th year program, the student is no longer eligible to continue attending school. Any 5th year student is NOT eligible to compete in any MHSAA athletic programs. **A student may NOT return for a 6th year of school to Comstock Park High School.** In certain instances, these criteria may not apply to a student receiving special education services.

Alternate Options for Earning High School Credit

EARNING HIGH SCHOOL CREDIT IN MIDDLE SCHOOL – With the adoption of the Michigan Merit Curriculum, Comstock Park Public Schools has developed opportunities for middle school students to earn high school credit. Presently, these credit bearing courses include Algebra I, Geometry, Spanish I, and French I. The following policies apply to the earning of high school credit in middle school.

- Students taking equivalent courses at MCMS as are offered at CPHS (common name, common standards, common assessments, and common instructional resources) will be permitted to earn credit to be placed on the high school transcript. The credit will be recorded as credit (cr.) on the transcript and not used in grade-point calculations. Students not earning credit will have nothing appear on their high school transcript. Students in this situation are not precluded from attempting to test out of the course prior to the start of high school should they so desire.
- Students in the 7th or 8th grade, who are taking high school courses at CPHS, will be subject to the same policy as listed above.
- High School Courses being taught at the Middle School will be evaluated on a semester basis. Credit will be issued (based on the grade earned) for each semester independently.
- If a student does not earn credit in one semester of a yearlong class, they would be required to attempt to test out of that semester prior to the start of the 9th grade. Based on the results of the testing out, a placement decision would be made by the CPHS administration with input from the parent, teacher, and student.
- Students transferring into the 9th grade at CPHS from other school districts will be required to demonstrate their knowledge of course content through the testing out procedures in order to earn high school credit prior to entering high school. This policy will not be in effect for those students transferring from schools that have a credit articulation agreement on file with CPHS.
- If a credit articulation agreement exists between CPHS and another school, students under this agreement may earn credit toward graduation; however, this will be recorded as credit (CR) on the transcript, and not be used in grade-point calculations.
- High school courses taken prior to high school, where credit is earned, may be used to fulfill prerequisite requirements for courses offered at the high school.

EARLY COLLEGE ENROLLMENT – Students wishing to earn college credit while still in high school may apply for early college enrollment. This program allows a student to take college classes prior to earning a high school diploma. The requirements for early college enrollment are listed below:

- Be at least 16 years of age and identified as a high school junior or senior
- Have a cumulative GPA of 2.5 or higher
- Be approved by the high school counselor and/or principal
- Be currently pursuing a high school diploma

Students must submit an early college enrollment application by April 15 for summer and fall classes and by Oct. 15 for winter classes. These classes are NOT taken as part of the student's regular schedule and may NOT be awarded high school credit. Students wishing to take the class for high school credit must have the permission of the high school administration prior to enrolling in the class. Students and parents are responsible for all tuition and fee payments for these courses.

DUAL ENROLLMENT – Students may elect to take college courses while still in high school to earn both high school and college credit. In these cases, when the student qualifies, these courses are taken as a part of the student's regular schedule. The Post Secondary Enrollment Options Act directs high schools to assist students in paying tuition (up to a limited amount defined by the State of Michigan) for college courses while enrolled in high school. In most cases, the tuition costs of courses at GRCC are fully subsidized. The student is responsible for the remainder of the tuition as well as books, materials and transportation. Eligible students are those in grades 9-12 who have established a minimum 2.5 high school GPA and achieved a qualifying score on one of the accepted standardized tests identified for each content area by the State of Michigan ([Click here for MDE qualifying scores](#)).

Although students in grades 9 & 10 are eligible for dual enrollment, CPHS recommends that students wait until the junior year of high school to begin dual enrollment. This allows them time to meet more of the high school graduation requirements and avoid transportation issues to and from the college course.

If the requested course for enrollment does not have a correlating assessment with a qualifying score, a student must meet the following criteria:

- Maintained a 2.5 Cumulative GPA
- Maintained 10 or fewer absences per semester for the last two semesters of enrollment
- Requested a course that is reflective of a career related interest on the student EDP
- Endorsement of the course by a school guidance counselor

The college course must be an academic course not offered at Comstock Park High School (unless the course is in direct conflict with another course on the student's schedule) and must be taken during the regular school year. The course may not be an activity course, a hobby course, a recreation course, a physical education course, or a course in religion. CPHS students must be enrolled in the equivalent of six classes and meet the guidelines in the Michigan Pupil Accounting Manual to be considered a full time student. Students may take both daytime and evening college classes. Students are awarded credit or no/credit for these courses. These courses do not affect a student's G.P.A. In cases where a student stops attending a course, the student may be issued an E for the course which would affect the GPA and may be required to reimburse the cost of the course. Interested students should obtain a schedule from the college for their rules and regulations particularly pertaining to dual enrollment procedures. Students must select college classes that complete a full-time student schedule in conjunction with high school classes. The student must complete an early college application by May 15/Oct. 15 for admission from the college. This must be repeated for each semester of dual enrollment. Students should check with the future colleges to determine whether the class is transferable. You may access additional information related to dual enrollment at the Michigan Department of Education Dual Enrollment page ([click here](#)).

TESTING OUT - A student currently enrolled in the high school (or coming to the high school from 8th grade) will be permitted the opportunity to test out of any class in which they are not currently enrolled during the specified testing out period. Students may be required to demonstrate mastery through assessments used in the class that can include portfolios, performance, papers, projects, and/or presentations and a comprehensive examination.

In order to earn credit for graduation by testing out, a student must achieve a C+ or higher on a comprehensive exam (and any other required assessment components.) If credit is earned, the credit will be placed on the transcript as credit (CR) and it will not affect the G.P.A. This credit will be applied to meeting graduation requirements. When applicable, students testing out of sequential courses will be required to take the next course in sequence. Once credit is earned in a course, a student may not test out or elect to take a course lower in the sequence.

Interested students should complete the REGISTRATION FORM available in the Guidance Office by May 15th for summer testing. Books and materials may be requested from the instructor prior to the end of the school year – a cash deposit is required to check out materials. Testing out will be scheduled in August each year. Additional testing windows may also be scheduled. Students electing to test out of yearlong courses must pass (C+ or higher) both semesters of the course to receive any credit.

ONLINE LEARNING PROGRAMS – MICHIGAN'S ONLINE COURSE CATALOG, EDGENUITY (formerly e2020), AND OTHER ONLINE PROGRAMS – Comstock Park High School participates with the [Michigan Online Course Catalog \(click here\)](#) and with Edgenuity (e2020) as both a way for credit recovery and credit acquisition. Students may request to take up to two courses per academic term (semester) online by completing the application process established by the guidance office one week prior to the published deadline for schedule changes. Students may be denied for online coursework based on the following criteria:

1. the student has previously gained the credits provided from the completion of the online or blended course;
2. the online or blended course is not capable of generating academic credit;
3. the online or blended course is inconsistent with the remaining graduation requirements or career interests of the student;
4. the student does not possess the prerequisite knowledge and skills to be successful in the online or blended course or has demonstrated failure in previous online or blended coursework in the same subject;
5. the online or blended course is of insufficient quality or rigor.

The [Michigan Online Course Catalog](#) can be accessed at <https://micourses.org>. In certain instances, students may be approved to take up to two online classes as a part of their regular schedule. In these cases, the school pays the tuition for the course up to the state designated amount of the districts per pupil allowance as calculated in the State School Aid Act. Students are not expected to take these courses on-site at CPHS. This requires an application process and administrative approval. Students may also apply to take up to two courses per academic term through the blended program (Edgenuity). When approved, students are expected to take these courses on-site and regular attendance policies are in place. Any exceptions must be approved by the administration.

Online and blended courses are taken to earn a letter grade that will affect the students G.P.A unless the course is taken to recover credit for a course the student has previously failed. When taken for credit recovery, student will be issued credit once they have successfully completed the academic requirements of the course. Course taken for credit recovery will not replace the previously earned grade on the transcript or for the purpose of g.p.a calculation.

In cases where students elect to take online classes outside of the regular school day/6 hour schedule, the responsibility for payment is that of the student. (7th hour MAY be considered a part of the student's regular school day when recommended by the guidance counselor and approved by the administration).

OTHER PROGRAMS – In certain instances, a student may make application to the guidance office for a program they are participating in outside of school to be placed on the high school transcript. In most cases, the program may only satisfy elective credit, must be offered through an accredited institution and be academic in nature. Approval for these programs is not common and must be made by the principal **PRIOR** to taking the program and requesting credit. These types of programs will not be permitted to be a part of the student's regular full time schedule.

Academic Support – 7th Hour Program

Students who experience academic difficulty are invited to attend the after-school 7th Hour Program when offered. 7th Hour Programs meet after school, 2:40 p.m. – 3:40 p.m. 7th Hour Program schedules will be established after the start of the school year. Study Table is open Monday - Friday. Study Table includes open computer lab time for students to work on online courses and online modules for remediation. In some cases, students may be required to attend a certain program. Please contact the Guidance Office for further information, eligibility information, and for a schedule of days for specific programs. 7th Hour Programs begin approximately the third week of school and continue through the school year.

Special Education Services

The high school offers a full continuum of services for students with Individual Education Plans (IEPs). Students with disabilities are able to take courses through general education classes as well as special education classes. The IEP team will discuss the individual needs of each student and determine the most appropriate placement. Students will be recommended to participate in one of two options for high school completion: 1) General and special education classes leading to a high school diploma, or 2) Course of study leading to a certificate of completion. In some cases when a student cannot meet the requirements for a diploma or certificate of completion, the IEP team may determine that it is appropriate to award a certificate of attendance.

Concern for students that might be considered as having a handicapping condition will be referred to the Child Study Team (monthly meetings) for review. The Special Education/Student Services offices can be contacted by calling 254-5700.

The A.C.T. National Career Readiness Certificate (CRC)

Comstock Park High School is proud to announce that it was one of the first schools in the State of Michigan to provide graduates, beginning with the class of 2007, the opportunity to earn a nationally recognized career credential called a "Career Readiness Certificate" issued by A.C.T. This career credential is recognized across the nation as a very important workforce development tool. Some corporations like Citigroup, Subaru/Toyota, Dow Chemical, and Rockwell Collins require all new employees to possess a Career Readiness Certificate (CRC). The benefit realized by employers requiring this CRC is that it guarantees a minimum skill level of the certificate holder in the areas of reading, math, and locating information.

A CRC is earned by taking and passing three assessments. These assessments are part of the A.C.T. Workkeys battery of tests. The Workkeys tests are the leading job skills assessments in the nation. These tests are used nationally and are designed to assess the most common skills required in over 12,000 jobs profiled by ACT. A CRC is earned by achieving a level 3 score or higher on the Applied Math, Workplace Documents, and the Graphic Literacy tests. Students will take all three of these tests as a part of the battery of tests administered in the Michigan Merit Exam (MME). The MME is required to be taken by ALL 11th graders each spring. Certificates can be earned at

the bronze (level 3), silver (level 4), gold (level 5) or platinum (level 6 and higher) designations. A gold certificate equates to preparedness for most jobs and as being deemed college ready.

All students must earn the minimum (bronze) level of the CRC in order to earn a high school diploma.

Additional information about the CRC and the A.C.T. Workkeys tests can be found online at act.org ([Click here](#)). Please contact the high school guidance office at 254-5211 if you have additional questions.

Standardized Assessments

In order to measure individual student achievement and to make determinations about our school curriculum and academic program as a whole, it is necessary for CPHS to administer many standardized assessments. Many of these assessments are mandated by the State of Michigan. In any case, it is our expectation that students are in attendance on the day these assessments are administered and that they perform on the assessment to the best of their ability. The scores of these assessments become a part of the student's permanent record and are used for important program decisions.

Assessment Descriptions and Administration Schedule

Comstock Park High School Code: 230-695

*indicates assessments that are required for all students

| TEST NAME | WHO | Test Date (Tentative) | Regular Registration - Cost |
|--|--|------------------------------|---------------------------------------|
| <u>*Workkeys</u> These tests are measurements of workplace skills in Applied Math, Workplace Documents, and Graphic Literacy and are a part of the Michigan Merit Exam. They are also part of the A.C.T. National Career Readiness Certification program. All students must pass these three tests with a level 3 score or higher in order to graduate from CPHS. | All 11 th Grade | Spring | No cost; given at the high school |
| <u>PSAT</u> Assists in career planning, academic planning and familiarizes students with the content and format of the SAT. This test will permit students to qualify for dual enrollment. | All 9 th and 10 th Grade | Spring | No cost; given at the high school |
| <u>PSAT/NMSQT</u> Practice for college entrance exams. An opportunity for students to assess their academic skills and compare their skills with other college bound students. The qualifying test for scholarships administered through the National Merit Corporation. This test will permit students to qualify for dual enrollment. | 11 th Grade (open to 10 th) | Fall | Fee: \$25, Collected in Sept. at CPHS |
| <u>*Measures of Academic Progress (MAP) – Grade 9-11</u> NWEA MAP Testing creates a personalized assessment experience for each students and allows the staff at CPHS to monitor student growth and learning in the areas of math, science, language usage and reading throughout the instructional year. | | Fall-Winter-Spring | No cost, given at the high school |
| <u>*Michigan Merit Exam</u> State of Michigan test is required by NCLB. This test includes the State approved college entrance exam (SAT), the Work Keys, and additional content exams (M-STEP). STUDENTS MUST TAKE THESE ASSESSMENT IN ORDER TO EARN A CPHS DIPLOMA | All 11 th Grade | Spring | No cost; given at the high school |
| <u>Advanced Placement Exams</u> AP courses are college level classes taught at the high school. Most colleges grant credit and/or advanced placement for earning a qualifying exam score of 3 or higher. Check with the college for its policies. The three hour subject area examinations measure performance in college level courses. Information is available at www.collegeboard.com . | 11 th and 12 th Grade | Spring | \$90.00 (roughly) |

CPHS Graduation Requirements

Graduation Requirements: A student must earn a total of 23 credits to graduate from Comstock Park High School. Students must meet all requirements for a diploma prior to the day of graduation in order to participate in the commencement ceremonies. This includes satisfying all course requirements, satisfying all student debts, and serving all disciplinary actions. Participation in commencement ceremonies is a privilege, not a right.

COURSE REQUIREMENTS

| | |
|---|--------------------|
| ENGLISH... | 4 credits |
| <ul style="list-style-type: none"> 9: English 9 10: English 10 11: English 11 OR AP English Literature/Language and Composition 12: English 12 OR AP English Language/Literature and Composition | |
| MATHEMATICS... | 4 credits |
| Credit must include Algebra I, Geometry, and Algebra II. Credit may be earned prior to 9 th grade. A student must be enrolled in a math class during each year of high school. The final credit of the math requirement (senior year) may be met by taking an approved Math related course. | |
| SCIENCE... | 3 credits |
| <ul style="list-style-type: none"> 9: Physical Science (or equivalent course approved by CPHS administration) 10: Biology 11: Chemistry OR College Prep Chemistry | |
| SOCIAL STUDIES... | 3 credits |
| <ul style="list-style-type: none"> 9: U.S. History and Geography 10: World History and Geography 11/12: Government (Civics) – one semester - OR AP U.S. Government 11/12: Economics – one semester | |
| COMPUTERS... | 5 credits |
| Computer Applications (includes State mandated 20 hour on-line learning experience) | |
| PHYSICAL EDUCATION... | 1 credits |
| <ul style="list-style-type: none"> 9: Physical Education or Wellness for Life *Students participating in the equivalent of one full year of a recognized athletic program (three seasons) or one full year equivalent of Marching Band (two seasons) may earn .5 credits toward this requirement allowing for an additional .5 elective credit. | |
| HEALTH EDUCATION... | 5 credits |
| 9/10: Essential Health and Living Skills (includes CPR Training) | |
| WORLD LANGUAGES... | 2 credits |
| Students must complete 2 credits in the same World Language or achieve the equivalent proficiency. Credit may be earned prior to 9 th grade. | |
| VISUAL/PERFORMING/APPLIED ARTS... | 1 credits |
| See course description guide for courses meeting this requirement. | |
| ELECTIVES... | 4.0 credits |
| | |
| TOTAL CREDITS... | 23 CREDITS |

Credits: 1 year = 2 semesters = 1 Credit 1 semester = .5 Credit Credit is awarded on a semester basis in January and June. Partial credit is not awarded.

Full-Time Student Requirement: All students must be enrolled in six classes or the equivalent as specified by the State of Michigan Pupil Accounting Manual.

Assessment Requirement: All students must actively participate in taking the Michigan Merit Exam or MI-ACCESS assessments prior to graduation. All students must earn a minimum of a bronze level Career Readiness Certificate through the A.C.T. National Career Readiness Certification program as determined by performance on three A.C.T. Workkeys assessments – Applied Math, Workplace Documents, and Graphic Literacy.

Note: Students may meet alternate requirements through a State approved, personal (modified) curriculum.

CPHS Four-Year Educational Plan

Name: _____ Date: _____

Plans after High School:

- | | |
|---|--|
| <input type="checkbox"/> Attend a 4-year college or university <input type="checkbox"/> Attend a business, technical, or vocational school <input type="checkbox"/> Work full-time. | <input type="checkbox"/> Attend a 2-year college, <input type="checkbox"/> Join the Armed Services, |
|---|--|

Career Pathway (Cluster):

- Arts and Communication (The Arts-Arts/Music/Entertainment/Literary)
- Business, Management, Marketing, and Technology (Sales & Office Operations-Clerical/Data Analysis)
- Engineering/Manufacturing & Industrial Technology (Tech/Crafts-Manual, Technical, Skilled Crafts)
- Health Sciences (Scientific-Medical/Dental)
- Human Services (Social-Customer Service/Personal Service/Social Service/Education & Business-Legal)
- Natural Resources and Agriscience (Scientific-Math/Science)

Visual/Performing/Applied Arts (1 year), Computers (1 sem.), World Language (2 years) are required for graduation

NINTH GRADE COURSES – 6 CREDITS - Required subjects are listed

| | | Course Selected | Credit Earned |
|----|---|-----------------|---------------|
| 1. | English 9 | Required | _____ |
| 2. | U.S. History and Geography | Required | _____ |
| 3. | Math | _____ | _____ |
| 1. | Physical Science | Required | _____ |
| 2. | Physical Education (sem) / Health (sem) | _____ | _____ |
| 3. | World Language/Elective | _____ | _____ |

SOPHOMORE IN GOOD STANDING: 5 or more credits

TENTH GRADE COURSES – 6 CREDITS - Required subjects are listed

| | | | |
|----|-----------------------------|----------|-------|
| 1. | English 10 | Required | _____ |
| 2. | World History and Geography | Required | _____ |
| 3. | Math | _____ | _____ |
| 4. | Biology | Required | _____ |
| 5. | World Language/Elective | _____ | _____ |
| 6. | Physical Education/Elective | _____ | _____ |

JUNIOR IN GOOD STANDING: 11 or more credits

***ELEVENTH GRADE COURSES – 6 CREDITS - Required subjects are listed**

| | | | |
|----|---|-------|-------|
| 1. | English 11 OR AP English Literature/Language and Composition | _____ | _____ |
| 2. | Government (sem) OR AP Government (full year) AND Economics (sem) | _____ | _____ |
| 3. | Math | _____ | _____ |
| 4. | Chemistry OR College Prep Chemistry | _____ | _____ |
| 5. | World Language/Elective | _____ | _____ |
| 6. | Physical Education/Elective | _____ | _____ |

SENIOR IN GOOD STANDING: 17 or more credits

TWELFTH GRADE COURSES – 6 CREDITS - Required subjects are listed

| | | | |
|----|---|-------|-------|
| 1. | English: English 12 or AP English Language/Literature and Composition | _____ | _____ |
| 2. | Math (Related) Course | _____ | _____ |
| 3. | World Language/Elective | _____ | _____ |
| 4. | Elective | _____ | _____ |
| 5. | Elective | _____ | _____ |
| 6. | Elective | _____ | _____ |

MINIMUM CREDITS REQUIRED FOR GRADUATION: 23

*Modifications to schedule will be made when classes may be chosen from KCTC and KTC programs
 Students should update this form each year with assistance from the school counselor and parents.

Please Note: students who fail classes are urged to attend summer school to make up the deficiencies.

Some course may be completed at the middle school level for high school credit with Administrative approval. Algebra I, Geometry, Spanish I and French I are currently offered at MCMS.

Courses Offered Comstock Park High School

Year Classes = 1 credit

*Semester Classes = 1/2 credits

ART: (All courses satisfy V/P/A Arts Requirement)

| | | |
|-------|-----|---------------------------------------|
| 9-12 | 110 | *Introduction to Drawing and Painting |
| 9-12 | 111 | *Art I |
| 9-12 | 112 | *Drawing |
| 10-12 | 113 | *Painting |
| 9-12 | 114 | *Crafts/Graphic Design |
| 9-12 | 115 | *Pottery I |
| 9-12 | 116 | *Pottery II |
| 9-12 | 117 | *Art II |
| 10-12 | 118 | *Studio Art |

BUSINESS EDUCATION AND COMPUTER SCIENCE

| | | |
|-------|-----|---------------------------------|
| 9-12 | 153 | *Computer Applications |
| 9-12 | 154 | *Business and the World of Work |
| 10-12 | 155 | *Business Law |
| 10-12 | 156 | *Integrated Business Concepts |
| 11-12 | 159 | *Marketing |

ENG. LANGUAGE ARTS AND COMMUNICATIONS:

| | | |
|-------|-----|-------------------------------|
| 9 | 210 | English Language Arts 9 |
| 10 | 213 | English Language Arts 10 |
| 10-12 | 215 | *Debate |
| 9-12 | 216 | *Theater (VPAA) |
| 9-12 | 217 | *Advanced Theater (VPAA) |
| 9-12 | 218 | Speech Communications |
| 11 | 219 | English Language Arts 11 |
| 12 | 221 | English Language Arts 12 |
| 10-12 | 223 | Yearbook (VPAA) |
| 11-12 | 231 | AP Language and Composition |
| 11-12 | 232 | AP Literature and Composition |

FAMILY AND CONSUMER SCIENCE:

| | | |
|-------|-----|------------------------|
| 10-12 | 311 | *Parenthood |
| 9-12 | 316 | *Foods and Nutrition |
| 9-12 | 317 | *Culinary Arts (VPAA) |
| 11-12 | 318 | Teacher Cadet |
| 10-12 | 319 | *Family Living |
| 10-12 | 320 | *Personal Finance (MR) |

WORLD LANGUAGES:

| | | |
|-------|-----|-------------|
| 9-12 | 373 | Spanish I |
| 10-12 | 374 | Spanish II |
| 11-12 | 375 | Spanish III |
| 11-12 | 376 | Spanish IV |

MATHEMATICS:

| | | |
|-------|-----|---------------------------------|
| 9 | 409 | Pre-Algebra |
| 9-12 | 412 | Algebra I |
| 9-12 | 413 | Geometry |
| 9-12 | 414 | Algebra II |
| 10-12 | 415 | Algebra IIA |
| 11-12 | 416 | Algebra IIB |
| 10-12 | ??? | *Topics in Discrete Mathematics |
| 10-12 | 419 | Pre-Calculus |
| 11-12 | 420 | AP Statistics |
| 11-12 | 421 | AP Calculus AB |

(MR) indicates courses in other departments that qualify as

Math Related for the senior year

MUSIC: (All courses satisfy V/P/A Arts Requirement)

| | | |
|-------|-----|----------------------------------|
| 9-12 | 462 | High School Choir (CPHS Singers) |
| 10-12 | 463 | Concert Choir |
| 9-12 | 464 | High School Band |
| 9-12 | 465 | Jazz Band |

PHYSICAL EDUCATION:

| | | |
|-------|-----|-------------------------------------|
| 9-12 | 480 | Wellness for Life |
| 9-12 | 481 | *Foundations of Physical Education |
| 10-12 | 482 | *Advanced Physical Education |
| 10-12 | 483 | *Strength Training and Conditioning |
| 9-10 | 484 | *Essential Health and Living Skills |

SCIENCE:

| | | |
|-------|-----|------------------------|
| 9-11 | 512 | Physical Science |
| 10-12 | 513 | Biology |
| 11-12 | 515 | Human Physiology |
| 11-12 | 516 | College Prep Chemistry |
| 11 | 517 | Chemistry |
| 12 | 518 | AP Chemistry (MR) |
| 11-12 | 521 | Conceptual Physics |
| 11-12 | 519 | Physics (MR) |
| 11-12 | 522 | *Forensic Science |

SOCIAL STUDIES:

| | | |
|-------|-----|--|
| 9 | 616 | United States History and Geography |
| 10 | 611 | World History and Geography |
| 11-12 | 618 | AP United States History |
| 11 | 620 | *American Government (Civics) |
| 11-12 | 621 | AP United States Government and Politics |
| 10-12 | 622 | Economics |
| 11-12 | 626 | *Psychology I |
| 11-12 | 629 | *Psychology II |
| 11-12 | 630 | AP Psychology |

TECHNOLOGY EDUCATION: (All courses satisfy VPAA Arts Requirement)

| | | |
|-------|-----|----------------------------|
| 9-12 | 330 | *Web Design |
| 9-12 | 333 | Exploring Technology |
| 9-12 | 334 | CAD I (MR) |
| 10-12 | 335 | CAD II (MR) |
| 10-12 | 336 | CAD III (MR) |
| 10-12 | 337 | CAD IV (MR) |
| 9-12 | 338 | Sustainable Arch. CAD (MR) |
| 9-12 | 339 | *Video Productions |

GENERAL STUDIES:

| | | |
|------|-----|-----------------------------------|
| 12 | 005 | *Work Experience |
| 9-12 | 004 | Edgenuity/Michigan Virtual School |
| 9-12 | 007 | Early College/Dual Enrollment |

KENT CAREER/TECHNICAL CENTER:

Please see page 46 for additional information regarding KCTC Course program offerings. Complete program descriptions are available from the guidance office.

*Several KCTC Programs may be used to articulate ELA, Math, and Science, V.P.A.A. or Online Learning credit back to Comstock Park High School when deemed necessary and appropriate by the involved faculty. See the Guidance Office for more information about this.

KENT TRANSITION CENTER:

Students who are eligible to receive Special Education Services may be eligible to attend Career and Technical Educational programming at the Kent Transition Center during the 11th and 12th grade years. More information is available by contacting the Special Education office at CPHS.

SPECIAL EDUCATION: (see department page)

Comparison Chart for COLLEGE PREPARATORY PROGRAMS OF STUDY

| | Minimum Preparatory Program for High School Diploma (e.g. GRCC, Military) | Minimum Preparatory Program for 4 year colleges (e.g.GVSU, MSU, WMU,etc) | Preparatory Program for Competitive colleges (e.g. U Mich, Notre Dame,etc) |
|--|--|---|---|
| English Language Arts and Communications | <u>4.5 Years</u> English 9 English 10 English 11 English 12 OR Theater | <u>4.5 Years</u> English 9 English 10 English 11 English 12 OR AP English Lang./Lit. and Comp. OR Theater | <u>4.5 Years</u> English 9 English 10 AP English Lit. and Comp. AP English Lang. and Comp. OR Theater |
| Mathematics | <u>4 Years</u> Algebra I Geometry Algebra II Additional Math | <u>4 Years</u> Algebra I, Geometry Algebra II Pre-calculus AP Calculus, AP Stats | |

Math or Math Related

Science

3 Years

3 Years

Physical Science Biology
College Prep Chemistry

4 Years

Physical Science Biology,
College Prep Chemistry,
Human Physiology, Forensic
Science, Physics, AP
Chemistry

Social Studies

3 Years

3 Years

World History
U.S. History Amer. Government
(.5)
Economics (.5)

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3 Years
World History

U.S. History,
AP Amer. Government Economics

AP U.S. History

World Language

2 - 4 Years
Spanish I – IV

2 Years

Spanish I & II

ACT/SAT Score
Ranges (These are not
absolute minimums but
are realistic guidelines)

ACT Reading 18, ACT
Math 18, ACT English 18
(Otherwise placement
tests will be required.)

ACT Composite of 21 or
higher.
SAT Combined score of
970-1270.

ACT Composite of
27 or higher.
SAT Combined
score of
1290-1520.

CPHS / NCAA Approved Core Courses

Year classes = 1 credit *Semester classes = 1/2 credits

For more information and registration, visit the NCAA Eligibility Center website at:

<http://www.ncaa.org/student-athletes/future/eligibility-center>

NCAA COLLEGE ATHLETIC ELIGIBILITY: Students who wish to participate in athletics at Division I or Division II colleges must be certified by the NCAA Eligibility Center. To be certified students must submit the Student Release Form, a transcript of grades, test scores, the filing fee, and all other required materials to the NCAA Eligibility Center.

Division I and Division II NCAA athletic eligibility requirements are available at the NCAA Eligibility Center webpage or in the CPHS Guidance Office.

CORE COURSES APPROVED BY THE NCAA

ENGLISH (4 years):

English 9
English 10
English 11
English 12
AP English Language & Composition AP
English Literature & Composition
*Debate

WORLD LANGUAGES:

French I, II, III, IV
AP French Language
Spanish I, II, III, IV AP
Spanish Language

MATH (23 years, must include at least Geometry):

Algebra I
Geometry
Algebra IIA (.5 Unit) and Algebra IIB (.5 Unit) Algebra II
Discrete Mathematics
Precalculus
Statistics
AP Calculus AB/BC AP
Statistics

SCIENCE (23 years, must include one lab class):

Biology
(LAB)
Physical
Science
College Prep Chemistry
(LAB) Chemistry (LAB)
Physics (LAB)
*Forensic Science
(LAB) Human
Physiology (LAB)
A.P. Biology (LAB)
A.P. Chemistry (LAB)
A.P. Physics (LAB)

SOCIAL STUDIES (23 years):

World History and Geography
U.S. History and
Geography AP U.S.
History
*American
Government AP
American
Government
*Economics
*Psychology
*Advanced Psychology
*AP Psychology
*Sociology
*Business Law

This information is correct as of the time of printing. This information is updated annually each March and may be subject to change. Be sure to discuss your desire of NCAA eligibility early in high school with your guidance counselor. You should begin the process during the freshman year. The official list of approved classes by the NCAA Eligibility Center offered at CPHS may be found at the website listed below.

For more information and registration, visit the NCAA web site at www.ncaa.org/student-athletes/future.

Website for Career Information

WHERE CAN I GO TO GET INFORMATION?

Comstock Park High School Counseling Department

<https://sites.google.com/site/counselingforcphs/>

The Counseling Department's website assists students and families with planning for the future and other guidance issues with LINKS to information in the following categories:

ACT

Career Cruising

College Board and

College Board Scholarship Search

Edgenuity (e2020) Student Login

Search FAFSA

FastWeb Scholarship Search

GRCC website (for dual enrollment)

GR Community Foundation scholarship Search

Kent Career Technical Center

NCAA Eligibility Application

Parchment Transcript Requests

PowerSchool Parent/Student Access

StudentScholarship.org

The Counseling Department website also contains other pertinent information related to enrollment, food service, graduation requirements, course selection, and summer school.

U.S. Department of Labor - Bureau of Labor Statistics <http://www.bls.gov/oco/>. The Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

You have **three ways** to find career information by occupation on this site:

- To find out about a specific occupation, click on the "OOH Search/A-Z Index" link located in the **upper right** corner of the page and then enter the occupation's name in the "Search OOH" box.
- To find out about multiple occupations, browse through listings using the occupational cluster links on the **right** of the screen.
- For a listing of all occupations in alphabetical order, click on the "OOH Search/A-Z Index" link and select a letter.

CAREER CRUISING

Career Cruising is designed to help students plan their future. With assessment tools, detailed occupation profiles, and comprehensive post-secondary education information, students move through the career exploration and planning process. Students and parents can access Career Cruising by using the link on the high school web page at <http://www.cppschoools.com/Schools/ComstockParkHighSchool>.

1. The **Career Matchmaker** is an interest assessment is used to match students with careers.
2. The **My Skills** component matches students' skills to careers.
3. **Personalized Feedback** helps students understand how careers relate to their skills and interests.
4. Hundreds of **detailed occupation profiles** can be easily accessed—from Actuary to Zoologist—including job descriptions, working conditions, education and training, earnings, and job outlook.
5. A national database includes detailed information on **colleges, universities, and other training opportunities** as well as financial aid opportunities.

Planning for Your Future Education

There are several sites that are useful to students and parents to help in the college planning process. Here are some to try:

College Admission in Easy Steps: Try

www.usnews.com/education/best-colleges/applying?scid=content-center:blogs&int=a0ae08

Search for a College or a Career: www.collegeboard.com If you already know what you want to do, go ahead and browse the list of Careers to find out about jobs and careers. Not sure what you want to do? Complete the Questionnaire to learn about jobs that match your likes and dislikes.

Interested in information about Michigan Colleges? Try <http://www.macrao.org/>

The Michigan Association of College Registrars and Admission Officers (MACROA) Michigan College Mall with links to college home pages, online applications, and on-line transfer equivalencies.

Searching for scholarships? Try www.fastweb.com OR www.studentscholarships.org

Fastweb is the largest scholarship search with over 600,000 scholarships listed. These are free searches. Beware of offers that require a fee or a credit card. There are many scholarship scams. There are no money-back guarantees. Statements about funds going unclaimed are simply untrue. Legitimate scholarships are always competitive. College financial aid offices are excellent sources of information.

Mapping Your Future is a college, career, and financial aid choices through a state-of-the-art public service web site at www.mappingyourfuture.org.

Searching for a job shadow experience or to talk to a professional in a certain field? Try

<http://careerreadinesskisd.weebly.com/> for a site that will help guide your career exploration experience specific to Kent County.

College Affordability and Transparency Center College Scorecard:

www.whitehouse.gov/issues/education/higher-education/college-score-card. You can use the College Scorecard to find out more about a colleges affordability and value so you can make some more informed decisions about which college to attend. The site reports: typical cost, graduation rate, loan default rate, and what kind of jobs graduates get.

Need Money for College? Go to www.studentaid.ed.gov for online resources that cover a range of financial aid topics, including the online version of [The Student Guide](#). Students and parents can complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Use the income records for the calendar year before the academic year for which you are applying for aid. For example, use 2005 income information to complete the 2006-07 FAFSA. Students and parents can apply for a PIN to electronically sign the FAFSA at www.pin.ed.gov.

Career Pathways - An Overview

High school provides the opportunity to plan and prepare for the future. According to the U.S. Bureau of Labor Statistics, there are more than 12,000 career options to consider. The Career Pathways are an effective way to assist students navigate and maintain a focused track. Career Pathways are six broad groups of careers that have similar characteristics and whose requirements call for many common interests, strengths, and competencies. The groupings encompass the entire spectrum of career options, providing opportunities for all students and all ability levels regardless of educational requirements. The six pathways are:

1. **Arts and Communications:** Careers related to the humanities, communications, and to the performing, visual, literary, and media arts.
2. **Business Management, Marketing and Technology:** Careers related to all aspects of business including accounting, administration, finance, information processing, and marketing.
3. **Engineering, Manufacturing, and Industrial Technology:** Careers related to technologies necessary to design, develop, install, or maintain physical systems; manufacturing, precise production, electronics and the construction trades.
4. **Health Sciences:** Careers related to the promotion of health, the treatment of injuries, conditions, or disease including careers in dentistry, medicine, nursing, therapy and/or rehabilitation, diet and. or nutrition, and physical fitness.
5. **Human Services:** Careers related to helping people improve their lives physically, socially, or emotionally, such as, child care, civil service, education, hospitality, social services, law enforcement and religion.
6. **Natural Resources and Agriscience:** Careers related to agriculture and agriscience, natural resources, and the environment.

The PURPOSE: The Career Pathways program provides a framework of support and connections for students to help them make the transition to post-secondary education or training in preparation for successful careers in the changing work world.

Career Pathways may:

- Help students connect the skills and knowledge they are developing to real-world experiences.
- Provide opportunities for students to enhance their individual skills and marketability.
- Guide student’s career vision as they prepare for their future.
- Help prepare the next generation of skilled workers for West Michigan.
- Enable students to succeed in advanced training and lifelong learning.

Career Pathways combine academic preparation and meaningful work-based learning experiences. Those options include apprenticeships, career-related experiences, college dual enrollment, co-op work experiences, internships, job shadows, Junior Achievement, and Volunteering.

COURSE GRADUATION REQUIREMENTS BY GRADE

| GRADE 9 COURSE | GRADE 10 COURSE | GRADE 11 COURSE | GRADE 12 COURSE |
|--------------------|--------------------|---|--------------------------|
| English 9 | English 10 | English 11 or AP English | English 12 or AP English |
| Math | Math | Math | *Math (related) |
| Science (physical) | Science (bio) | Science (chem.) | *Electives |
| U.S. History | World History | American Govt. or AP U.S. Govt./Economics | |
| *Electives | *Electives | *Electives | |

Additional Core Requirements: Physical Education, Health, Arts, Computers

1. ARTS AND COMMUNICATIONS PATHWAY

Creative/Performing Arts: Technical - Curriculum Options

| | | |
|---|---|--|
| RELATED CAREERS Actor/Actress Director, Producer Composer Set Director/Crew Artist, Sculptor Dancer, Choreographer | Accompanist Light Technician Author RECOMMENDED ELECTIVES Theater Classes Speech Communications Yearbook Broadcasting | Tech Ed. classes Foreign Language Instrumental /Vocal Music Art classes See KCTC cluster (page 42) |
|---|---|--|

Creative/Performing Arts: Professional - Curriculum Options

| | | |
|--|--|--|
| RELATED CAREERS Theater Musician Author Artist | 3-4 years of Mathematics 3-4 years of Science 3-4 years of Social studies 2-3 years of a single foreign language Speech Communications Vocal Music Instrumental Music | Theater Classes Yearbook k Broadca sting Art classes |
| RECOMMENDED COURSES 4 years of English | | |

Applied Arts (Written and Spoken): Technical - Curriculum Options

| | | |
|---|---|--|
| RELATED CAREERS Broadcaster Advertising Language Interpreter Journalist | Speech Communications Yearbook Broadcasting Computer classes Instrumental /Vocal Music Art classes | Foreign Langua ge Tech Ed. classes See KCTC cluster (page 42) |
| RECOMMENDED ELECTIVES | | |

Applied Arts (Written and Spoken): Professional - Curriculum Options

| | | |
|---|---|---|
| RELATED CAREERS Author Broadcast Journalism Editor Copy Editor Radio Broadcasting Advertising Linguist Interpreter | RECOMMENDED ELECTIVES 4 years of English 3-4 years of Mathematics 3-4 years of Science 3-4 years of Social studies 2-3 years of a single foreign language Speech Communications | AP Courses Yearbook Broadcasting Computer classes Music / Art classes |
|---|---|---|

Applied Arts (Visual): Technical - Curriculum Options

| | | |
|--|---|--|
| RELATED CAREERS Architect Technician. Graphic Artist Clothing Designer Commercial Artist Photographer 3D Studio Animator | Videography Interior Designer RECOMMENDED ELECTIVES Art Classes Yearbook Tech Ed. classes | Broadcasti ng Music / Art classes See KCTC cluster (page 42) |
|--|---|--|

Applied Arts (Visual): Professional - Curriculum Options

RELATED CAREERS

Applied Design Architect
Artist Photographer
Cinematographer Animator

RECOMMENDED ELECTIVES:

4 years of English
3-4 years of Mathematics
3-4 years of Science
3-4 years of Social studies
2-3 years of a single foreign language
Music/ Art Courses

Tech Ed. classes
Yearbook
Speech
Communications
Computer classes
Broadcasting

2. BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

Marketing and Sales/Management and Planning: Technical - Curriculum Options

RELATED CAREERS

Advertising Agent Assistant
Sales Manager Automobile
Salesperson Departmental
Manager Insurance Agent
Marketing Project Director
Marketing Research Specialist
Real Estate Appraiser

Recreation and Tourism Sales
Hotel/Restaurant Management
Community Planning
Marketing/Purchasing
Farm Management

RECOMMENDED ELECTIVES

Business classes

Computer classes
Psychology, Sociology
Speech
Communications
KCTC Business Classes
(page 42)
Music / Art classes

Marketing and Sales/Management and Planning: Professional - Curriculum Options

RELATED CAREERS

Account Executive
Advertising Banking
Distribution Manager
Entrepreneur
Hospitality Services
Real Estate and Insurance Sales
Manager Lobbyist/Public
Relations
Manufacturer's Representative

Purchasing Agent/Broker
Business/Institutional Mgt.
City/County Administrator

RECOMMENDED ELECTIVES

4 years of English
3-4 years of Mathematics 3-4
years of Science
3-4 years of Social studies 2-3
years of a single foreign
language

AP Courses (incl.
Statistics) Business
classes
Computer classes
Speech
Communications
Psychology
Foreign
Language Music /
Art classes

Records and Communications/Financial Transactions: Technical - Curriculum Options

RELATED CAREERS

Executive Secretary
Legal or Medical Secretary Court
Reporter
Paralegal Library
Assistant
Data Entry/Processing Clerk

Bank Teller Personnel
Clerk Secretary
Real Estate Appraiser

RECOMMENDED ELECTIVES

Computer classes

Business classes
Career
Internship Music
/ Art classes
KCTC Business classes
(page 42)

Records and Communications/Financial Transactions: Professional - Curriculum Options

RELATED CAREERS

- Network Administrator
- Financial/Systems Analyst
- Actuary
- Computer Programmer
- Controller
- Accountant, Auditor
- Loan Officer
- Bank Manager
- Insurance Underwriter

- Mortgage Officer

RECOMMENDED ELECTIVES

- 4 years of English
- 3-4 years of Mathematics 3-4
- years of Science
- 3-4 years of Social studies

- 2-3 years of a single foreign language
- Business classes
- Additional math classes
- Foreign Language
- Speech Communications
- Music / Art classes
- Career Internship

3. ENGINEERING/MANUFACTURING AND INDUSTRIAL PATHWAY

Engineering and Related Technologies: Technology - Curriculum Options

RELATED CAREERS

- Architectural Technology
- Engineering Technology
- Data Systems Repair
- Computer Programmer
- Electronic Technician
- Office Machine Service
- Plastics Technician
- Chemical Technician

- Computer Info. Systems Tool & Die Designer
- C.A.D. Apprentice
- Industrial Designer
- Die/Mold Designer

RECOMMENDED ELECTIVES

- Advanced math classes
- Advanced science classes

- Tech Ed. classes
- Computer classes
- Broadcasting Music / Art classes
- KCTC Engineering and Manufacturing Cluster (see page 42)

Engineering and Related Technologies: Professional - Curriculum Options

RELATED CAREERS

- Electrical Engineering
- Chemical Engineering
- Civil Engineering
- Mechanical Engineering
- Architectural Engineering
- Industrial Engineering
- Plastics Engineering
- Aviation Engineering
- Engineering

- Paper Manufacturing
- Computer Programming
- Computer Analyst
- Pilot

RECOMMENDED ELECTIVES*

- 4 years of English
- 4 years of Mathematics
- 4 years of Science

- 3-4 years of Social studies
- 2-3 years of a single foreign language
- AP Courses
- Music / Art classes
- Technical Ed. classes
- Computer classes

Construction & Maintenance: Technical - Curriculum Options

RELATED CAREERS

- Electrician
- Carpenter
- Painter
- Sheet Metal Worker
- Bulldozer/Crane Operator
- Custodian
- Business Management

- Bricklayer
- Roofer
- Mechanic (airline, auto, diesel)

RECOMMENDED ELECTIVES*

- Advanced Algebra
- Music / Art classes

- Business classes
- Computer classes
- KCTC Engineering and Manufacturing Cluster (see page 42)

Storage & Dispatching: Technical - Curriculum Options

RELATED CAREERS

Shipping/Receiving Clerk
 Mail Carrier
 Dispatcher (truck, cab, airline)
 Cargo Agent
 Air Traffic Controller
 Warehouse

RECOMMENDED ELECTIVES

Tech Ed. classes Business
 classes Computer classes
 Foreign Language Music /
 Art classes

KCTC Engineering and
 Manufacturing Cluster (see
 page 42)

4. HEALTH SCIENCES PATHWAY

General Health Care: Technical - Curriculum Options

RELATED CAREERS

Dental/Medical Assistant
 Nursing, LPN
 Lab Technician
 Certified Nursing Assistant
 Operating Room Technician
 Therapist Assistant

RECOMMENDED ELECTIVES

Psychology/Sociology Advanced
 math classes Biology
 Human Physiology
 Chemistry

Forensic Science
 Family and Consumer
 Sci. Classes
 Music / Art classes
 KCTC Health Career
 Cluster (see page 42)

General Health Care: Professional - Curriculum Options

RELATED CAREERS

Primary Care Physician
 Registered Nurse Dentist
 Pharmacist Physical
 Therapist
 Occupational Therapist
 Ophthalmologist Forensic
 Pathologist

Veterinarian Medical
 Surgeon

RECOMMENDED ELECTIVES

4 years of English
 3-4 years of Mathematics 3-4
 years of Science
 3-4 years of Social studies

2-3 years of a single
 foreign language
 AP math
 classes
 Music /
 Art
 Classes
 Computer
 classes
 Speech Communications
 Teacher Cadet

Medical Specialties and Technologies: Technical - Curriculum Options

RELATED CAREERS

Dental/Medical Assistant
 Medical Technician
 Lab Technician Funeral
 Director Paramedic
 Nursing Assistant

Phlebotomist Pharmacist
 Assistant

RECOMMENDED ELECTIVES

Sociology/Psychology Human
 Physiology Chemistry
 Advanced Algebra

Speech
 Communications
 Art / music
 classes
 AP
 Classes
 Foreign
 Language
 KCTC Health Career Cluster
 (see page 42)

Medical Specialties and Technology: Professional - Curriculum Options

RELATED CAREERS

Physician Veterinarian
 Dentist Microbiologist
 Pharmacist Nursing
 Physical Therapist

Occupational Therapist
 Ophthalmologist Forensic
 Pathologist Radiologist

RECOMMENDED ELECTIVES

4 years of English
 4 years of Mathematics 4
 years of Science

3-4 years of
 Social studies 2-3
 years of a single
 foreign language
 AP math classes
 Psychology/Sociology
 Teacher Cadet
 Art / music classes
 Speech Communications

5. HUMAN SERVICES PATHWAY

Education and Related Services: Technical - Curriculum Options

RELATED CAREERS

Day Care
Pre-School
Teacher Assistant Education
Related Services Red Cross
Research Assistant
Paraprofessional

RECOMMENDED ELECTIVES

Media Assistant
Psychology, Sociology
Teacher Assisting (elementary)
Student Volunteers
Art/music classes
Computer classes
Technical Ed. classes

Family and Consumer Sci. classes
Career Internship
KCTC Human Services Cluster (see page 42)

Education and Related Services: Professional - Curriculum Options

RELATED CAREERS

Elementary Education Secondary
Education Special Education
Educational Administration
Guidance and Counseling Media Specialist
School Psychologist

RECOMMENDED ELECTIVES

4 years of English
3-4 years of Mathematics 3-4 years of Science
3-4 years of Social studies 2-3 years of a single foreign language
 AP Courses
 Psychology/Sociology

Computer classes
 Speech Communications
 Theater classes
 Teacher Cadet
 Student Volunteers
 Art/Music Classes
 Broadcasting

Social Sciences: Professional - Curriculum Options

RELATED CAREERS

Anthropologist Criminologist
Economist Lawyer Psychologist
Social worker Sociologist Politics

RECOMMENDED ELECTIVES

Government
4 years of English
3-4 years of Mathematics 3-4 years of Science
3-4 years of Social studies 2-3 years of a single foreign language
 AP Courses (Govt. and Stat.)

Psychology/Sociology
 Teacher Cadet
 Foreign Language
 Art Music classes
 Speech Communications
 Student Volunteers

Education and Related Services: Technical - Curriculum Options

RELATED CAREERS

Child Care Assessment Intake
Marketing Research Political Aide
Social Service Aide

RECOMMENDED ELECTIVES

Sociology/Psychology
Tech Ed. Classes
Business classes
Art/music classes
Family and Consumer Sci. classes

Student Volunteers
Career Internship
KCTC Human Services Cluster (see page 42)

Social and Government Services: Technical - Curriculum Options

RELATED CAREERS

Social Work Assistant Occupational
Therapy Assistant Child care worker
Law Enforcement
Corrections Officer
Parks and Recreation Management

RECOMMENDED ELECTIVES

Psychology
Business Law
Sociology
Family and Consumer Sci. classes
Speech Communications
Music / art classes

Computer classes
Foreign Language
Student Volunteers
KCTC Human Services Cluster (see page 42)

Social and Government Services: Professional - Curriculum Options

RELATED CAREERS

Dietitian Social Work
Probation Officer

RECOMMENDED ELECTIVES

Law Enforcement / Corrections
Parks /Recreation Management
Agency/Family Counseling

4 years of English
3-4 years of Mathematics 3-4 years of Science
3-4 years of Social studies 2-3 years of a single foreign language

- Psychology/Sociology
- Teacher Cadet

- Computer classes
- Art / Music Classes
- Business classes

- Student Volunteers

Personal & Customer Service: Technical - Curriculum Options

RELATED CAREERS

Flight Attendant Retail
Hotel/Motel Restaurant
Cosmetologist

RECOMMENDED ELECTIVES

Family and Consumer Sci.
classes
Foreign Language
Business classes
Psychology, Sociology

Communication
s classes Art
/music classes
KCTC Human Services
Cluster (see page 42)

6.

NATURAL RESOURCES & AGRISCIENCE PATHWAY

Natural Sciences and Mathematics: Technical - Curriculum Options

TYPICAL RELATED CAREERS

Environmental careers
Surveyor
Statistician Pharmacy
Assistant Farm Manager

RECOMMENDED ELECTIVES

Tech Ed. classes
Business classes
Computer classes
Music / art classes
Electives in advanced courses in
the core areas.

KCTC Natural Resources
Cluster (see page 42)

Natural Sciences and Mathematics: Professional - Curriculum Options

TYPICAL RELATED CAREERS

Astronomer Biologist
Chemist Geologist
Mathematician
Meteorology
Oceanographer

Statistician Surveyor
Waste Management Planning
Zoologist

RECOMMENDED ELECTIVES

4 years of English
4 years of Mathematics 4
years of Science
3-4 years of Social studies

2-3 years of a single
foreign language
 AP Classes
 Tech Ed. classes
 Music/ art classes
 Computer classes

Agriculture Natural Resources: Technical - Curriculum Options

RELATED CAREERS

Forester
Farmer
Landscape Gardener Tree
Surgeon
Plant Nursery Worker
Rancher
State Park Ranger

Zoo Management

RECOMMENDED ELECTIVES

Biology
Algebra, Geometry, Adv.
Algebra
Chemistry
Technical Ed. classes

Business
classes
Computer
classes
Music / art
classes
KCTC Natural Resources
Cluster (see page 42)
Career Internship

Agriculture Natural Resources: Professional - Curriculum Options

RELATED CAREERS

Agricultural engineer Botanist
Conservation Officer Ecologist
Farm Manager Geologist
Landscape Architect Naturalist

Park Ranger
Waste Management Planning

RECOMMENDED ELECTIVES

4 years of English
4 years of Mathematics 4
years of Science
3-4 years of Social studies

2-3 years of a
single foreign
language

- AP Classes in math
and social studies
- Tech Ed. classes
- Music /art classes
- Computer classes

ART DEPARTMENT

The Art Department offers a range of beginning, intermediate and advanced level courses. All courses are designed to develop competency and skill with a variety of art mediums. Elements and principles of design, art history and appreciation, career awareness and self-expression are components of all art classes. All art courses count toward the 1 credit Visual/Performing/Applied Arts requirement.

ART I (111), Elective, 1 Semester, .5 cr. (9-12) Art I is an introduction and foundation course dealing with the Elements of Art (line, shape, color, value, texture, form and space) as well as the principles of design. Classroom student participation will center on hands-on student project work. A variety of mediums will be explored, as well as use of two-dimensional and three-dimensional techniques. Students will build on technical as well as problem-solving skills.

DRAWING (112), Elective, 1 Semester, .5 cr. (9-12)
Prerequisite: Art 1. This class is designed for students to learn basic drawing skills or to improve on existing art skills. Students will be introduced to shading techniques and learn how to represent a three-dimensional form. Students will create artworks based on still life, portraiture, landscape and abstract themes. Numerous materials will be used to include pencil, charcoal, pen and ink, and pastel.

PAINTING (113), Elective, 1 Semester, .5 cr. (10-12)
Prerequisite: Art 1. This class will introduce students to watercolor and acrylic paint techniques. Special attention will be given to color theory and its importance in the creation of a painting. Students will learn compositional techniques and create paintings dealing with portraiture, landscape, still life, and abstract art. Students will also be exposed to various painting surfaces such as canvas, canvas board, and a variety of special papers. Brush handling and use of alternative paint application will also be encouraged in order to give beginner painters an opportunity to gain confidence as they learn to paint.

CRAFTS (114), Elective, 1 Semester, .5 cr. (9-12). This class will begin with a focus on handmade crafts. Students will learn copper tooling and linoleum block printing. As the semester progresses, students will learn how to do glass painting, tile glazing and construct glass mosaics. Historical and cultural lessons will be incorporated into projects as well.

POTTERY I (115), Elective, 1 Semester, .5 cr. (9-12) Open to All Students. Students are introduced to the basic materials, tools, and techniques used in ceramics. The class stresses hand-building methods or pinch, coil, and slab methods with an emphasis on design and craftsmanship. Students will also learn how to finish ceramics pieces with various painting and glazing techniques.

Pottery II (116), Elective, 1 Semester, .5 cr. (9-12).
Prerequisite: Pottery I with a "C" or better grade. This class will build upon previous knowledge of pottery techniques.

Students will continue to hand build ceramic pieces using pinch, slab, and coil techniques but additional work in slab molds, sgraffito, combination of techniques, and potter wheel work will be taught. Special attention to craftsmanship and production of eye-appealing finished pieces will be stressed with further emphasis on a variety of glaze, stain, and finishing techniques. Students should enjoy working with their hands and be able to work in an independent manner.

ART II (117), Elective, 1 Semester, .5 cr. (9-12).
Prerequisite: Art I. This class is an extension of Art I. It will build upon the skills and knowledge of Art I but will offer completely different project experiences. A deeper involvement with the elements of art as well as the principles of design will be related to each assignment. Students will draw, paint, print make, and sculpt various projects to create artwork that reflects their skill and imagination. A commitment to continued ART learning and skill building will be stressed as each student becomes more confident in their art abilities and is able to make creative artistic decisions. Students will spend the majority of class time creating artwork that reflects their individual style as they develop more advanced art skills.

STUDIO ART (118), Elective, 1 Semester, .5 cr. (10-12). Prerequisite: 2 Art Courses or Instructor Approval. Studio Art is meant for a few select students who have obtained a satisfactory level of art ability through previous art classes or experience. These students should be self-motivated and have a desire to challenge themselves and deepen their art knowledge and skill level. Hands-on project work will include guided assignments but also will incorporate individual units of study that students may choose as an emphasis. Students will be supervised in the creation of an art portfolio and will be encouraged to critique and evaluate their work as they gain confidence. If a student wishes to make art their career or simply to explore the possibilities of art further, this class will give students an opportunity to improve their skills.

BUSINESS EDUCATION/COMPUTER SCIENCE

The Business Department offers courses that give students a general knowledge of business operations and procedures and computer skills. By following a sequence of courses, students can graduate with skills necessary to qualify for a beginning job in business or entrepreneurship. Some business courses are valuable not only for primary careers, but also for college bound students who wish to obtain an employable skill.

Please see the Career Pathways for business, management, marketing and technology on page 20.

COMPUTER APPLICATIONS (153), Required, 1 Semester, .5 cr. (9th-12th). This course is designed to meet the State mandated 20 hour on-line learning experience in addition to teaching a variety of other computer skills. Students will use a variety of media and formats to design, develop, and publish products to multiple audiences. In addition, the course will teach students to responsibly use appropriate technology to communicate, solve problems, manage, integrate, evaluate, and create information to acquire computer literacy in the 21st century.

BUSINESS LAW (155), Elective, 1 Semester, .5 cr. (10th-12th). One of the most important outcomes of a study of law is the development of mental habits of recognizing the legal implications of human relations. This class directly challenges the student through the understanding of law terminology and the interpretations of law as it relates to everyday life. Some of the units covered are: contracts, buying and selling, employment and agencies, crimes, tort, ethics, laws for minors, laws for consumers, laws for families, and renting and owning property. Students will participate in a mock trial experience conducted in a classroom setting.

MARKETING (159), Elective, 1 Semester, .5 cr., (11th-12th). Students will learn the process of developing, promoting, and distributing products and services to satisfy customers' wants and needs. This course provides an opportunity for students to create an idea for an invention, research the market for need/desire; research a patent; create a label, select a mode of advertising and implement it, and learn how to obtain funding. Students will also explore career opportunities in the field of Marketing. [Remove](#)

INTEGRATED BUSINESS CONCEPTS (156), Elective, 1 Semester, .5cr., (10th-12th). Introduces the different types of business ownership in addition to planning and creating a new business. Students will devise a business plan that demonstrates how to manage start-up costs and predict finances taking into account the effect the economy has on business. In addition, marketing strategies and promotional concepts as they relate to consumer sales are covered in the course.

YEARBOOK (223), Elective, 1 Year, 1 cr. (10-12).
Prerequisite: Written application with teacher recommendation.
Students enrolled in yearbook work as a team to plan, design, and finance publication of the annual

CPHS Hilite yearbook. Students design layouts, take photos, conduct interviews, write stories and captions, sell yearbooks to peers, sell business ads to local companies, and raise all remaining funds necessary to pay for the yearbook's publication. Yearbook grows your communication confidence and teaches much about the business world outside of high school. Yearbook is highly respected on college resumés.

Students have a high degree of freedom in yearbook class, therefore, a high level of responsibility and self-motivation are key qualities of a successful yearbook staffer. An applicant's GPA and teacher references listed on their application are used as evidence to select new staff members exhibiting these specific character traits. The yearbook is produced using state of the art design software and photography equipment on which students will be trained. Knowledge of photography techniques, cameras, Windows operating systems, file/data storage and photo editing software are a plus but not necessary. Yearbook requires extensive knowledge and use of computers. Grading is based on weekly assignments, participation, ad sales, creation of spreads, and an exam portfolio. (Meets online learning requirement).

PERSONAL FINANCIAL LITERACY (), Elective, 1 Semester, .5 cr., (10th-12th).

This class is designed to teach the fundamentals of money management following a personal finance high school curriculum. Students will learn practical everyday concepts in a variety of financial areas. Students will develop skills working with checking accounts, taxes, credit information, student loans, car loans, debt, insurance coverage, and investing (mutual funds, IRA's, CD's, stock market). Other topics may include rental costs, sales tax, credit and debit accounts, car and mortgage loans, and other important financial matters. Students will apply mathematical concepts while preparing a spending plan, follow an investment, and evaluate loans and credit options. This class may be taken to meet .5 credits of the fourth-year math related credit as required by CPHS and the State of Michigan. **(MR)** (Meets online learning requirement).

ENGLISH LANGUAGE ARTS AND COMMUNICATIONS DEPARTMENT

The knowledge of English contributes to each student's continuing growth. The four components of language arts (reading, writing, listening, and speaking) are necessary to develop clear communication skills and the knowledge to think critically and constructively. A minimum of four years of English are required for graduation from Comstock Park High School. Students may only take one English class each semester unless otherwise approved by the Principal.

Required Courses are:

9th grade: English 9

10th grade: English 10

11th grade: English 11 or AP English Literature or Language and Composition

12th grade: English 12 or AP English Language or Literature and Composition

ENGLISH LANGUAGE ARTS 9 (210), Required, 1 Year, 1 cr. (9th). This course is a continuation of the four components of language arts: reading, writing, listening, and speaking. The course consists of 4 units of learning which incorporate anchor texts: 1 classic novel, a play, an epic poem, and a collection of short stories; in addition, students read informational articles, persuasive texts, and non-fiction narratives. Each unit of learning is driven by essential questions and culminates in a project-based learning experience. Interwoven into units are collaborative learning, grammar, research skills, and writing to tell a story, inform, and persuade. The objective of ELA 9 is to encourage students to become more effective communicators and critical thinkers.

ENGLISH LANGUAGE ARTS 10 (213), Required, 1 Year, 1 cr. (10th). This course is a continuation of the four language arts components: reading, writing, listening, and speaking. The course consists of 4 units of learning which incorporate anchor texts; 2 classic novels, a play, and a collection of short stories. Each unit of learning is driven by essential questions and culminates in a project-based learning experience. Interwoven into each unit are grammar and composition with the goal of improving writing and encouraging the development and growth of critical thinking skills.

DEBATE (215), Elective, 1 Semester, .5 cr. (10-12). A class designed for the serious speech student interested in formal argumentation. Training in argumentation, refutation, rebuttal, reasoning, evidence, on-line research, group discussions, persuasion, analyzing and presenting information, and delivery of the speech will be stressed. This course can be elected to fulfill the communication requirement.

THEATER (216), Elective, 1 Semester, .5 cr. (9-12). This performance-oriented class will focus on the basics of acting. Presentations will focus on one-act plays, skits, pantomimes, and a variety of short, dramatic pieces involving acting and memorization. Analyzing literature, studying theater history, developing speaking skills, polishing acting and presentation skills, and public speaking skills in essence, will be emphasized. This course can be elected to fulfill the communication requirement.

ADVANCED THEATER (217), Elective, 1 Semester, .5 cr., (9-12) Prerequisite: One semester of basic theater with instructor's approval. This performance-oriented class is for the more serious acting student, which will complement other production goals. Students will be expected to master various forms of dramatic presentations like monologues, one-act plays, and scenes. Techniques and preparation for auditions will be covered. Students should expect to have several polished performance pieces mastered by the end of the semester.

INTERPERSONAL COMMUNICATION (214), Elective, 1 Semester, .5 cr. Interpersonal Communication class is designed for students to become effective communicators to prepare for career or college environments. Students will learn to communicate in group situations analyzing group dynamics and roles, identifying positive communication techniques, studying verbal and non-verbal cues, managing conflict resolution, and thinking critically about conversation and conflict. Time will be devoted to study the interview process and to develop an online professional presence.

ENGLISH LANGUAGE ARTS 11 (219), Required, 1 Year, 1 cr. (11th). ELA 11 will build on the skills and concepts covered in ELA 9 & 10. Students will read novels, poetry, a play, and informational text; write expository, informational, and persuasive essays; and study sentence patterns and punctuation. Each nine weeks students will make connections between literature, their lives, and the world around them in a Project Based Learning assessment. The projects, which incorporate technology, may include videos, digital storyboards, mp3s, etc. Students will also practice reading, writing, and test-taking strategies that will prepare them for the Michigan Merit Exam.

ENGLISH LANGUAGE ARTS 12 (221), Required, 1 Year, 1 cr. (12th). The focus of this class will be instruction with a concentration on writing and literature, integrated into a global unit concentrating on British literature, and selections from world literature both traditional and modern eras in scope and perspective. Under study will be the integration of genres, reflective writing, literary analysis, descriptive, persuasive, narrative, expository writing and one extensive research paper. An informal and formal oral presentation will be required in conjunction with both fictional and autobiographical literature. Emphasis will be on the analytical interpretation of works studied as expressed through writing and discussion.

AP LANGUAGE AND COMPOSITION (231), 1 Year, 1 cr. (11th-12th). Prerequisite: Successful completion of English Language Arts 10. AP Language and Composition offers college-level instruction focusing on the close reading of non-fiction and classic fiction texts. While class reading will emphasize non-fiction such as editorials, journalistic pieces, letters, speeches, inaugural addresses, and public documents, students will also read short stories, plays, and novels. In addition, the class will emphasize reading multiple viewpoints so that students can successfully address complex issues as informed citizens.

Students will learn to distinguish the stylistic and rhetorical devices writers use to make meaning. Frequent writing assignments and practice AP exam exercises will familiarize students with the skills needed to be successful on the AP Language and Composition exam. Students will also study college preparatory vocabulary, learn text annotation, and develop critical thinking skills. Students have the opportunity to take the AP Language and Composition test in the spring with the possibility of receiving college credit; it is recommended that students contact their college or university to determine the AP score needed for college

credit. A summer reading assignment is required of all incoming students.

AP LITERATURE AND COMPOSITION (232) 1 Year, 1 cr., (11th-12th). Prerequisite: Successful completion of English 10/11 and instructor recommendation. Advanced Placement Literature and Composition is a college-level course which will embody the analytical reading and written analysis of a spectrum of literature. As a demanding and intellectually stimulating class, students will learn to respond to readings from various ethnic and cultural authors, including a British and American focus. Eras of literature under scrutiny will include classical Greek to modern science fiction. Although reading and writing will be rigorous, the critical thinking skills acquired and classroom camaraderie as a result of daily discussion groups will bond the students to a collaborative goal toward individual success on the final AP examination.

Three novels are required summer reading for all AP Literature students.

WORLD LANGUAGE DEPARTMENT

World language classes provide instruction in reading, writing, speaking and understanding the world language as well as a study of the culture. In today's world, the ability to communicate in another language offers many advantages to students seeking employment or further study. In addition, research has shown that world language students develop a greater understanding of the structure of their own language and develop a broader vocabulary in English.

By the year 2016 the State of Michigan is requiring that **ALL** graduates complete 2 years of a world language other than English. Also, a number of colleges and universities include world language proficiency as a graduation requirement. Many colleges grant world language credit to students who demonstrate competency (college level placements tests). Others may waive some or all of the world language credits required if students have completed four years of a high school program. Generally, one year of high school world language is equivalent of one semester at the university level. World language study is encouraged for a variety of majors such as science, business and engineering as well as graduate programs in liberal arts, medicine, and law. Skills in a world language are recognized for their usefulness in the developing global economy.

Which Language? French or Spanish? Often students who are about to start a language have difficulty trying to decide which language to take. Many students have heard that world language study is difficult and they look for an easy language. All languages are difficult to the extent that they require a commitment to daily study in order to learn the new vocabulary and language concepts.

Students and parents may want to consider the following regarding foreign language study at CPHS:

1. World language students tend to score higher on the verbal sections of the ACT and SAT.
2. The student who chooses a language of interest to him tends to do better than the student who has a language chosen for him.
3. All languages are useful for the global economy.

The classes offer a variety of experiences in addition to regular classroom activities: field trips, trips to ethnic restaurants, guest speakers from the community, instruction in foods and cooking, opportunities for foreign travel, and other cultural experiences.

FRENCH I (380) Elective, 1 Year, 1 cr. (8th-12th). Students will learn to read, write, listen and speak French at a novice level using stories, TPR, TPRS, songs, dialogues, authentic materials, a novel, movies, and technology. Connections will be made with cultural concepts, exposing students to other ways of thinking. Students will be encouraged to connect their French with the community both within and beyond the school setting.

FRENCH II (381) Elective, 1 Year, 1 cr. (9th-12th) Prerequisite: French I and approval of instructor. French II is a continuation of French I, with the goal of bringing students to the novice high proficiency level.

FRENCH III (382) Elective, 1 Year, 1 Cr. (10th -12th) Prerequisite: French II and approval of instructor. French III is a continuation of French II, with the goal of bringing students to the intermediate proficiency level.

FRENCH IV (383) Elective, 1 Year, 1 cr. (11th-12th) Prerequisite: French III and approval of instructor. French IV is a continuation of French III, with the goal of bringing students to a more advanced level of proficiency.

SPANISH I (373) Elective, 1 Year, 1 cr. (8th-12th)) Students will learn to read, write, listen and speak Spanish at a novice level using stories, TPR, TPRS, songs, dialogues, authentic materials, a novel, movies, and technology. Connections will be made with cultural concepts, exposing students to other ways of thinking. Students will be encouraged to connect their Spanish with the community both within and beyond the school setting.

SPANISH II (374) Elective, 1 Year, 1 cr. (9th-12th) Prerequisite: Spanish I and approval of instructor. Spanish II is a continuation of Spanish I, with the goal of bringing students to the novice high proficiency level.

SPANISH III (375) Elective, 1 Year, 1 cr. (10th-12th) Prerequisite: Spanish II and approval of instructor. Spanish III is a continuation of Spanish II, with the goal of bringing students to the intermediate proficiency level.

SPANISH IV (376), Elective, 1 Year, 1 cr. (11th-12th) Prerequisite: Spanish III and approval of instructor. Spanish IV is a continuation of Spanish III, with the goal of bringing students to a more advanced level of proficiency.

FAMILY AND CONSUMER SCIENCE EDUCATION DEPARTMENT

How much do you really know about the “business of living?” Are you prepared for life after school? Young people today are being offered more freedom of choice than ever before. Are you prepared to handle the responsibilities that come with this freedom? Family and Consumer Science Education are courses designed to help manage your life.

PARENTHOOD EDUCATION (311), Elective, 1 Semester, .5 cr. (10th-12th). Prerequisite: Health. Think you might become a parent someday? This class is great for anyone who is interested in how children develop. It is also great for anyone who may interact with children someday, whether as a parent, teacher, counselor, doctor, nurse, coach or other professional. The course moves through how children develop and learn, how to guide children into making good choices, and offers hands-on opportunities to work with and develop relationships with children. The class includes many activities, field trips, and an opportunity to care for a simulated baby.

FOODS AND NUTRITION (316), Elective, 1 Semester, .5 cr. (9th-12th). If you like to cook – or eat – this is the class for you. Students in foods class prepare a variety of foods including apple crisp, omelets, and specialties from local restaurants. In addition, students learn nutrition, food safety and shopping concepts that help to provide a lifetime of healthy, nutritious, and delicious foods.

CULINARY ARTS (317), Elective, 1 Semester, .5 cr. (9th-12th). **This semester course provides .5 credits in the Michigan Merit Curriculum required visual performing or applied arts (VPAA).** Culinary Arts provides students with an opportunity to engage in the artistic process using food as a medium. Concepts included are: meal and menu planning, food preparation techniques, international cuisines and history, plating design and aesthetics, presentation skills (both visual and performing).

Students explore the creation of complex food products such as French pastry and international dishes.

TEACHER CADET (318), Elective, 1 Year, 1 cr. (11th-12th). Prerequisite: Approval of Instructor and/or Administration. Teacher Cadet is an innovative year-long activity based curriculum for high school juniors and seniors. The course is designed to provide students with an opportunity to explore and experience first-hand teaching as a profession. In this program, Teacher Cadets will be involved in the development and application of content, classroom observations and actual teaching in a variety of educational settings at multiple levels – preschool, elementary, middle school and high school. Second semester capstone field placement.

SUCCESSFUL RELATIONSHIPS/FAMILY LIVING (319) Elective, 1 Semester, .5 cr. (10th-12th). This course emphasizes practice and development of skills to expand communication within the family. They will focus on techniques to help prepare for the different needs of the life cycle stages. Students will study the changing patterns of today's family by taking an in-depth look at family issues including marriage, parenting, divorce, financial stability, substance abuse, child and spousal abuse, and others. Affective issues are covered in this class.

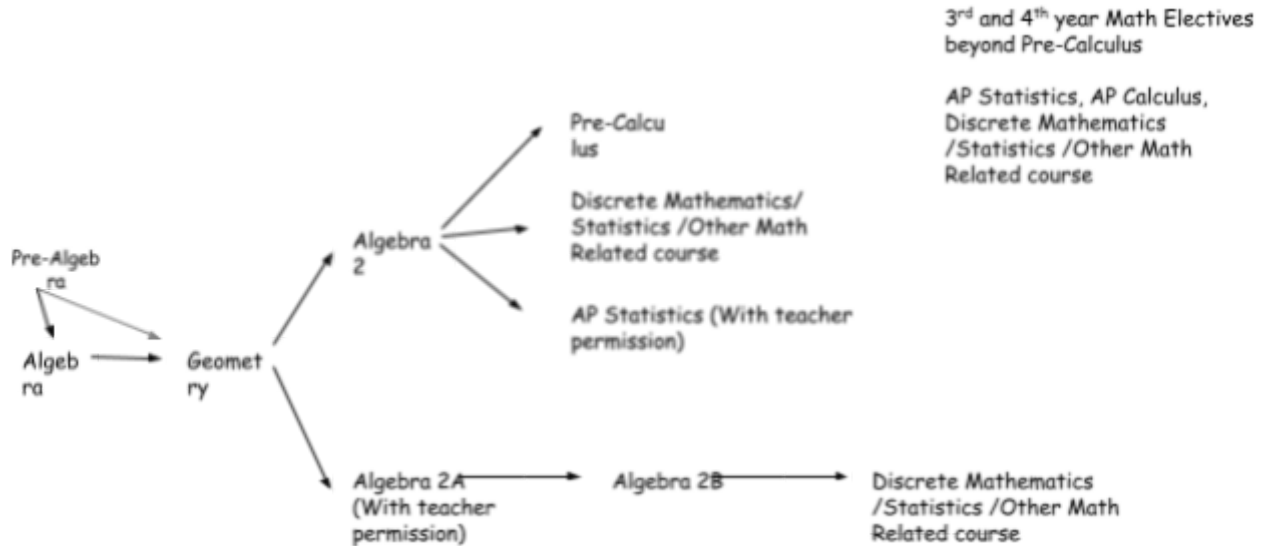
PERSONAL FINANCE (320) Elective, 1 Semester, .5 cr. (10-12). This course provides students with the skills to plan, evaluate and manage their personal finances. The class focuses on current monetary trends including spending plans, debit and credit cards, and on-line banking. A culminating project called On Your Own, uses student's projected career income to plan for future transportation, housing, living expenses and investment. Mathematical concepts will be used to plan for and optimize student's personal wealth and earning power. This class may be taken to meet .5 credits of the fourth year math related credit as required by CPHS and the State of Michigan. **(MR)**

MATHEMATICS DEPARTMENT

Courses taken in the eighth grade may not be used to satisfy the core curriculum requirements (regardless of the course or level) for the National Collegiate Athletic Association (NCAA) Initial Eligibility for participation in athletics. Students planning to go to college should complete a minimum of Algebra I, Geometry and Algebra II. If a highly motivated student wants to take two college prep math classes concurrently, he/she should talk to his/her counselor.

A TI 83 or TI 84 graphing calculator is required for all high school mathematics courses. It is the strong recommendation of the math department that all students purchase their own TI 83 or TI 84 graphing calculator. These tools are permitted on ALL math standardized assessments administered at CPHS. For students unable to afford this device, calculators will be available on a checkout basis with a deposit. **Priority for checkout may be given to students who are economically disadvantaged (qualify for free or reduced lunch prices.)**

Flow Chart of Math Courses:



PRE-ALGEBRA (411), 1 Year, 1 cr. (9th-12th).

In Pre-Algebra, visualization continues as a strong strand with consistent modeling of numbers, operations, and relationships. Visual models are presented for fractions, percents, addition, subtraction, multiplication, division, equations, probabilities, and algebraic expressions. Function relationships are represented through tables, patterns graphs, words and variables. The presentation of data also includes a wide range of choices. Students learn to identify the most appropriate vehicle for presenting data involving one or two variables and for comparing data. This means choosing from among bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, stem-and-leaf plots, and scatter plots. Finally, students are given many opportunities to choose their own representation for real-life contextual mathematics through numerous real-world problem-solving examples.

ALGEBRA I (412), 1 Year, 1 cr. (9th-12th).

This course is a study of linear, quadratic, and exponential relationships. It also includes solving multi-step equations, graphing functions, statistics, probability, and geometry with an algebraic perspective.

GEOMETRY (413), 1 Year, 1 cr. (9th-12th). This course covers the study of Euclidean geometry – the relationships among lengths and angle measures, and areas and volumes in figures of all kinds, including polygons and circles; proofs and constructions; the use of transformations in dealing with congruence, similarity, symmetry; and algebraic manipulations necessary in dealing with geometric formulas.

ALGEBRA II (414), 1 Year, 1 cr. (9th – 12th). Prerequisite: Approval of the Guidance Office and/or the Administration. This course emphasizes algebraic forms, linear and quadratic expressions, powers and roots, and functions based on these concepts. Logarithmic, trigonometric, polynomial, and other special functions are also studied. A major theme is the use of these forms and functions to model real world situations. Graphing, with the use of a graphing calculator, will be emphasized.

ALGEBRA II A (415), 1 Year, 1 cr. (10th-12th). Prerequisite: Geometry credit and approval of instructor. This has the same content as the first semester of Algebra II. This option is designed for the student for whom Algebra and Geometry were a “struggle”; the pace is more deliberate and supplementary materials are included to enhance and reinforce the concepts being studied. Students earning credit in Algebra IIA will take Algebra IIB the following year.

ALGEBRA II B (416), 1 Year, 1 cr. (11th-12th).

Prerequisite: Algebra IIA credit and approval of the instructor. This has course has the same content as the second semester of Algebra II. Covered will be: conic sections, probability and statistics, trigonometry, matrices, sequences and series, and radical notation and roots. This option is designed for the student for whom Algebra and Geometry were a “struggle”; the pace is more deliberate and supplementary materials are included to enhance and reinforce the concepts being studied. Students earning credit in Algebra II B may take an elective math credit the following year is appropriate.

TOPICS IN STATISTICS AND DISCRETE MATH (424),

Elective, 1 Semester, .5 cr. (11th-12th). Prerequisite: Algebra II credit and approval of the instructor. This course includes study of samples, surveys, experimental design, univariate data and normal distributions, graph theory, voting methods, apportionment, and matrices.

PRE-CALCULUS (419), 1 Year, 1 cr. (10th-12th).

Prerequisite: Algebra II credit and approval of instructor. This course is the study of descriptive and inferential statistics, combinatorics, and probability; and of polynomial, exponential, logarithmic, and trigonometric functions.

Students will use graphing calculators to plot functions, explore relationships between equations and their graphs, simulate experiments, generate and analyze data, and develop limit concepts.

AP STATISTICS (420) Elective, 1 Year, 1 cr. (11th-12th).

Prerequisite: Pre-calculus credit and approval of instructor. Includes topics in statistical analysis through single and multiple variables, graph analysis, normal curves, probability, and tolerances using t and z scores. This course is designed for students seeking degrees that use a great deal of statistics. This may include, but is not limited to, such fields as health and medical related and psychology. Students will have the opportunity to take the advanced placement examination for college credit in May.

AP CALCULUS (421), Elective, 1 Year, 1 cr. (11th-12th).

Prerequisite: Pre-calculus credit and approval of instructor. Includes a study of limits, sketching curves, application of the derivative methods through maximum and minimum problems, points of inflection and related rates. Derivative of trigonometric, functions, their inverse functions and exponential and logarithmic functions will also be studied.

Area under a curve will be examined through its definition as an integral and application. Students will have the opportunity to take the advanced placement examination for college credit in May.

Please note that additional math related courses, which may be taken to satisfy the 4th year math graduation requirement, are identified on page 18 of this course selection guide.

MUSIC DEPARTMENT

The Music Department provides creative experiences and performances. The department provides the resources that allow students to become performers and artists as well as students and to provide entertainment for those whose lives are enriched by the arts. Band and choir classes may be repeated for credit. All music courses count toward the 1 credit Visual/Performing/Applied Arts requirement.

COMSTOCK PARK HIGH SCHOOL SINGERS (462), Elective, 1 Year, 1 cr., (9th-12th). A vocal ensemble class. Open to men and women. The CPHS Singers perform various genres of music from pop, jazz, classic choral music, musical theater and more. Performances include: Fall Dinner Theatre, two "Coffee House" concerts (fall and spring, which involve individual and small group acts as well as performance by the full choir), one holiday concert, other local events and school function performances are possible as well. All performances are required.

CONCERT CHOIR (463), Elective, 1 Year, 1 cr. (10th-12th). Prerequisite: Audition and instructor's permission (at least one year of high school choir). This select group is designed for the advanced choral student to excel. Previous experience in choir is required. All performances are required.

HIGH SCHOOL BAND (464), Elective, 1 Year, 1 cr. (9th-12th). Prerequisite: Audition and/or instructor's approval. A four-year course CONTINUING THE TRAINING THE STUDENT HAS RECEIVED TO THIS POINT. Rehearsals begin in July, including band camp. Additional rehearsals are held Monday nights through marching season and are required. Because of the nature of the marching band component of High School Band, summer practices are required and Band Camp is mandatory, as are the Monday rehearsals. The Marching Band performs at home football games and many weekends during September, October and November. This group will work to obtain the best possible tone quality and technical ability, both individually and collectively. The goal is quality performance. In order to obtain this goal, all performances are required. Examples are, but are not limited to, Concert Band, Marching Band, Solo & Ensemble, and Pep Band. High School Band meets as one class during marching season but may be split into two concert bands, by audition, if size dictates.

JAZZ BAND – Zero Hour (465), Elective, 1 Year, 1 cr., (9th-12th). Prerequisite: Audition and/or instructor's approval. A class designed for jazz instrumentation. We will explore jazz idioms, both old and new. Emphasis will be on individual technique and improvisation. Class size limited to standard jazz ensemble instrumentation. All performances are required.

PHYSICAL EDUCATION DEPARTMENT

Personal physical fitness and wellness are important life skills that create a future of activity and good health. Classes are structured to create positive attitudes toward personal fitness, activity and nutrition. A range of classes are offered to meet a variety of skill levels, interests and abilities. Students are limited to ONE Physical Education class at a time. The equivalent of one year of physical education is required for graduation (one full year PE class or one semester of PE and appropriate participation in athletics or marching band).

WELLNESS FOR LIFE (480) Elective, 1 year, 1 cr. (9-12).

This course meets the graduation requirement for Physical Education. Wellness for Life is a comprehensive physical education course with intense focus on the importance of activity, proper nutrition, weight management, body composition, heart health, strength, flexibility, and positive self-concept. Using current research and technology, students will work with the instructor to design a plan specifically focused on their interests and abilities to improve their overall wellness. Emphasis will be placed on goal setting, improving self-esteem, understanding the components of good health and lifelong fitness. **Students wishing to take this course must obtain advance permission from their P.E. instructor or counselor.**

FOUNDATIONS OF PHYSICAL EDUCATION (481)

Elective, 1 Semester, .5 cr. (9-12). This course meets the graduation requirement for Physical Education. Foundations of Physical Education is part of an exemplary physical education program that stresses the importance of physical education and physical fitness for present and future living. There will be emphasis on aerobic and anaerobic activities. A variety of team and recreational sports and individual activities are offered. A national physical fitness test will be given periodically. Also, sports knowledge (rules, skills and strategies) is taught to enable each student to be an active participant or spectator.

ADVANCED PHYSICAL EDUCATION (482) Elective, 1 Semester, .5 cr. (10-12). Prerequisite: Successful completion of General Physical Education and/or instructor's permission.

Advanced Physical Education is designed to meet the needs of the student who has above average interests in sports and recreational activities. Physical fitness for present and future living will be stressed. The activities range from individual activities to competitive team sports.

The activities selected will be based on the interests of the class and the instructor. Each student will design and develop a program that increases their chance for success in a particular sport or activity. This program will require student development, data collection, analysis, and the ability to make corrections so it fully meets their particular needs.

STRENGTH TRAINING AND CONDITIONING (483), Elective, 1 Semester, .5 cr, (10-12). Prerequisite: Successful completion of General PE. Advanced Physical Education, or instructor's/administrator's permission.

This class is designed for the highly motivated student with a strong desire to increase their total body fitness. The class will be developed around various strength and conditioning programs. Each student will continuously monitor their progress and will be required to develop their own total fitness program to meet their needs and fulfill the class requirements. The result of this class will give every student the ability to assess their fitness level, enable them to develop a fitness program to achieve their desired results, and maintain physical fitness for life. (May be repeated for credit with instructor's permission.)

ESSENTIAL HEALTH AND LIVING SKILLS (484)

Required, 1 Semester, .5 cr. (9th-10th). Essential Health and Living Skills is a comprehensive approach to healthy living. Students will practice techniques for making good decisions, goal setting, explore the areas of physical fitness as a lifelong plan combined with good nutrition. Students will study stress management to help foster a good self-concept to avoid the use of harmful substances such as tobacco, alcohol, and drugs. This class has a complete look at reproductive health including anatomy, pregnancy, birth, and sexually transmitted infections.

SCIENCE DEPARTMENT

Students will learn to apply scientific skills in problem solving as well as apply scientific principles to everyday life. Students will develop an inquiry approach to the study of science through laboratory experiences. It is strongly recommended that students preparing to attend college take Physical Science, Biology, and Chemistry. College bound students should also consider additional courses in Physics, Human Physiology, AP Chemistry or Forensic Science. Freshmen must select Physical Science, sophomores must select Biology, and all juniors must select Chemistry or College prep Chemistry. (Exemptions apply for students who successfully test out of a course or receive approval from the Principal.)

PHYSICAL SCIENCE (512), Required, 1 Year, 1 cr. (9th-11th). Physical Science is the study of matter and energy, the laws and processes that apply to physics and Earth Science. Basic math is used in the development of this subject matter.

BIOLOGY (513), Required, 1 Year, 1 cr. (10th-12th). The study of living organisms and their processes. The study of this course involves a progression from molecules to cells, to organisms, to man. Biology involves not only the structures of living organisms, but also the functions and how they are related. The student will learn of the interrelationships of living things and their environment. The approach to teaching this course is based on the ecological concepts of the interaction of plants and animals and their environment. Lab experience, microscopic work and dissections will help the student better understand the important phases of biology.

HUMAN PHYSIOLOGY (515), Elective, 1 Year, 1 cr. (11th-12th). Prerequisite: Biology with a C or better. This course will study the human body; its composition and function, in detail. The learner will gain a basic understanding of the biochemical and cellular actions of the body. The style of this class will be discussion and small group work on key lab investigations designed to enhance comprehension. You should be well prepared for any college anatomy and physiology courses. The course will be very beneficial to persons planning careers in medicine, pharmacy, nursing, veterinary medicine, conservation, physical and occupational therapy, sports medicine, medical technician, physicians assistant, biological research, and teaching of biological sciences.

COLLEGE PREP CHEMISTRY (516), Required*, 1 Year, 1 cr. (11th-12th). Fundamental principles and skills essential to the understanding of chemistry are introduced. Atomic structure, chemical bonding, the solution process, ionization, radioactivity, oxidation and reduction processes, physical and chemical equilibrium are studied. Use of the metric system; laboratory experiences; working with symbols, formulas, and equations are some skills that will be developed. Students should have a firm understanding of Algebra concepts.

CHEMISTRY (517), Required*, 1 Year, 1 cr. (11th). This course will provide students with the basic fundamentals of chemistry. Atomic structure, chemical bonding, the solution process, ionization, radioactivity, oxidation and reduction processes, physical and chemical equilibrium are studied.

Use of the metric system; laboratory experiences; working with symbols, and formulas are some skills that will be developed. This course will also include an intensive ACT preparation for the ACT Science Test.

AP CHEMISTRY (518), Elective, 1 Year, 1 cr. (12th). Prerequisite: Successful completion of college prep chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Students should be prepared to spend extended time in the laboratory to complete a series of experiments. The structure of matter, states of matter, reactions, descriptive chemistry and laboratory science are the main focus of this course. Successful completion of college prep chemistry is required. Students will be expected to take the AP Chemistry exam in May. This course will meet the 4th year math related (MR) credit requirement.

PHYSICS (519), Elective, 1 Year, 1 cr. (11th-12th). This is an in-depth study of matter, energy, and their relationship, and the properties of these physical quantities. A good preparation in mathematics is essential. This course will meet the 4th year math related (MR) credit requirement.

FORENSIC SCIENCE (522), 1 Semester, .5 cr. (11th-12th) Prerequisite: Successful completion of biology, physical science and chemistry or concurrently taking chemistry (year-long). Forensic Science is a semester course that will introduce students to the application of science to law. The major topics of study include: The crime scene and physical evidence; physical properties of evidence; the microscope and hairs, fibers, and paint; fingerprints and firearms, tool marks, and other impressions; forensic serology and DNA; and document and voice examination. In order to merge theory with practice, a hands-on approach will be taken in presentation of all course materials. In addition, students are expected to participate in all laboratories.

SOCIAL STUDIES DEPARTMENT

The Social Studies department provides students with the skills and knowledge needed to function as useful citizens by giving them an understanding of themselves and the world around them. All students are required to complete 3 credits in Social Studies which include the following required courses: World History (1 year), U.S. History (1 year), Economics (semester), and Government (semester)/or AP Government (1 year).

UNITED STATES HISTORY AND GEOGRAPHY (616), Required, 1 Year, 1 cr., (9th). The purpose of this course is to expand the students' understanding of United States History from the late 19th century to the present day. The historical perspective will be developed with respect to constitutional issues, human experiences, and the political relationships that exist between the government and the people that direct the government. This course will require research projects and papers from students produced both collaboratively and individually. The issues covered in this course will be analyzed with specific attention to the core democratic values through historical, geographical and economic perspectives.

WORLD HISTORY AND GEOGRAPHY (611), Required, 1 Year, 1 cr., (10th). The purpose of this course is to expose students to world economics, cultures, religions, governments, history, and geography from around the globe. Although the focus will be a study of Western Civilization, a study of all major continents and communities will take place through reading, research, and a variety of media presentations. Students will learn how to critically think about world issues based upon historical and geographical evidence and be able to communicate this knowledge through written essays and formal presentations. Possible themes of study may include but not be limited to revolutions (American, French, and Industrial), the Renaissance, the Protestant Reformation, human rights, the environment, diversity, armed conflict, and genocide.

AP UNITED STATES HISTORY (Pre-Columbian period to Present) (618), 1 Year, 1 cr., (10th-12th). Prerequisite: Successful Completion of one year of high school US History. This is intended as a college level course and requires significant commitment on the part of the learning. If this course is taken in 10th grade, World History may be taken concurrently. The A.P. program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses (http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist). The course will prepare students for the AP examination; there will be many testing and writing exercises given to accomplish this goal. (Students should check with their university to determine an acceptable score – generally a 3, 4, or 5 are considered passing). Students will develop the critical thinking skills necessary to arrive at informed conclusions by researching primary and secondary source historical evidence. They will analyze diverging opinions and learn to draw conclusions based on their informed judgment. Students will learn to present reasons and evidence clearly and persuasively in an essay format. Students will further understand the complexities of our changing nation and how our distinctive diversity has

evolved from our local communities to the nation at large. Excellent reading skills are necessary to master this course.

AMERICAN GOVERNMENT (CIVICS) (620), Required, 1 Semester, .5 cr., (11th). The major purpose of this course is to increase students' understanding of the political structure of the United States. As a basis for comparing the American system of government to others, students are introduced to major political philosophies. They explore, in depth, the structure and functions of federal, state and local government in the United States. Students also study the political party system with emphasis on the electoral process. The United States Constitution is studied as a primary document. Current Events are an integral part of the course to encourage students to evaluate their government in action. Throughout the course, students thoughtfully consider the rights and responsibilities of citizens in a democratic society.

AP UNITED STATES GOVERNMENT AND POLITICS (621), Elective, 1 Year, 1 cr. (11th-12th). This course will prepare students to take the College Board's United States Government and Politics Advanced Placement test in the spring. Students who receive a passing score on this test will earn college credit (to be determined by admitting university). The course will give students an analytical perspective on government and politics in the United States. This course included both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will also become knowledgeable about the various institutions, groups, beliefs, and ideas that constitute U.S. politics as well as a variety of theoretical perspectives and explanations for various behaviors and outcomes. This is a yearlong class taken in place of the semester-long U.S. Government course.

ECONOMICS (622), Required, 1 Semester, .5 cr., (11th). This required course integrates basic economic concepts with personal and consumer decision making as well as the government's role and impact on those decisions. Students will also explore how a market economy affects individuals and the nation as a whole. When possible, students will participate in site visits to local businesses to allow students to see economic principles in action.

PSYCHOLOGY I (626), Elective, 1 Semester, .5 cr., (11th - 12th). The course is a scientific, yet reflective approach to studying the individual. Through an evaluation of existing theories and contemporary approaches to psychology, the student will gain a basic understanding of: personality (theories, research, and assessment), learning, memory and cognition, human development across a lifespan, psychological testing, health psychology and human interaction. There will be an emphasis on the students' personal self and future roles in society.

PSYCHOLOGY II (629), Elective, 1 Semester, .5 cr., (11th-12th). Prerequisite: Psychology. This course will build upon the foundation established in the prerequisite Psychology course. Further study of human behavior will focus on abnormal behavior and treatment of psychological disorders, including diagnosis and treatment recommendations. Traditional and contemporary research methods will be studied and applied.

AP PSYCHOLOGY (630), Elective, 1 Year, 1 Cr. (11th – 12th). The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic, scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to

psychological facts, principles and phenomena associated with each of the major fields of psychology (behavioral, cognitive, psychodynamic, neurobiological, evolutionary, humanistic, and sociocultural). Students also learn about the methods psychologists use to explore the processes of development, motivation, emotion and those involved in normal and abnormal perceptions, thoughts, feelings and actions.

SPECIAL EDUCATION DEPARTMENT

The Special Education Department will provide instruction in academic areas as well as support and assistance, available for special education students pre-arranged by the Individualized Education Plan (IEP) process.

Special Education Contacts:

- Jodi Miller, Director of Special Education 254-5704
- Denise Cobb, Secretary 254-5700
- Mary Dalton, High School Consultant 254-5286

Functional Math (831), 1 Year, 1 cr., (9th-12th). Prerequisite: IEP Placement. Students will practice basic mathematics skills through a series of practical applications. Students work with measurements, money, time and other real life situations.

Functional (Civics) (843), 1 Semester, .5 cr., (11th-12th). Prerequisite: IEP Placement. Students will understand how the principles of the Core Democratic Values apply to and impact their lives. They will acquire an understanding of the local, state, and federal government and the role they play in the process.

Functional Geography (844), 1 Semester, .5 cr., (9th-12th). Prerequisite: IEP Placement. Students will develop an awareness of their community, state, country, and the world. They will understand how humans interact with their environment. Emphasis will be placed on using maps, charts, and graphs to draw conclusions about the world around them.

Functional English 9/10 (866) 1 year, 1 cr. (9th & 10th). Prerequisite: IEP Placement. These courses build competency at individual levels in reading, writing, and communication. Students will work to improve reading comprehension, spelling, oral communication, grammar and compositions. Students enrolled in this class may take the alternative assessment instead of the ACT/MME.

Learning Strategies 9-12; Prerequisite: IEP Placement 1 year (1 credit). Students will focus on a combination of ELA and Math. Teachers will deliver explicit pre-teaching and reteaching of skills to promote academic growth. Students will be taught learning strategies to facilitate independence. Students will review concepts taught in their ELA and Math class, practice problem solving skills and be re-taught concepts from assessments/assignments.

Students will learn to use various strategies in ELA and Math to increase student achievement and promote participation with non-disabled peers in their general education courses.

Functional English 11/12 (867) 1 year, 1 cr. (11th & 12th). Prerequisite: IEP Placement. These courses build competency at individual levels in reading, writing, and communication. Students will work to improve reading comprehension, spelling, oral communication, grammar and compositions. Students enrolled in this class may take the alternative assessment instead of the ACT/MME.

Community Based Instruction (881), 1 Semester, 1 cr., (9th-10th) Prerequisite: IEP Placement. This is a two-hour block class. This course is designed to explore various careers and the job market, as well as improve the student's pre-vocational skills. The class will consist of two training site placements, which are roughly eight weeks long. The students will have classroom instruction for two to three weeks at the beginning of the year, one day per week, and, for a week or two between training site placements. Each student will have at least one food service placement. The midterm and the final exam will consist of students completing a resume and a job application. A variety of sources will be implemented as seen fit by the instructor.

***Students may take this class twice over a two year period.**

Transitions (890), semester, .5 cr. (9th-12th). Prerequisite: IEP Placement. This course is designed to assist students in transitioning from a middle school to a high school setting and to assist students in managing the rigors of high level academic learning. The primary focus is on developing study skills, communication, and personal academic skills.

TECHNOLOGY EDUCATION DEPARTMENT

The emphasis in the Technology Education Department is developing problem-solving skills, teamwork, career awareness, and the use of technology. These courses promote a hands-on approach that benefit students interested in the engineering and technical fields. All students are encouraged to take these classes and improve their technological literacy. All technology courses count toward the 1 credit Visual/Performing/Applied Arts requirement.

Web Design (330), Elective, 1 Semester, .5 cr. (9th-12th). This course develops an understanding of communication principles and devices. Students develop graphic and electronic projects through the use of various media. Activities include computer-assisted graphics and technical presentations. Web design is the study of page design on the Internet. This course will include the language, structure, and fundamentals of page design. Typography, layout and design guidelines will be applied in the design of web pages.

Tech Graphics I (334), Elective, 1 Year, 1 cr. (9th-12th) A beginning drafting course that will familiarize students with the tools and fundamentals of computer drawing techniques. This is a basic course covering the following areas: use and care of equipment, geometry, multi-view drawing, dimensioning practices, sectioning, auxiliary views, working drawings, and screw threads and fasteners. This class would be useful for students interested in all types of engineering, technical, and vocational trades. MR

Tech Graphics II (335), Elective, 1 Year, 1 cr. (10th-12th). Prerequisite: CAD I. The focus of this class will be on computer drawing and industrial process through an independent guided study. Emphasis will be placed on sketching, working drawings, and CAD models. This class will be of interest to students interested in engineering, machine trades, and technical drawing. MR

Tech Graphics III (336), Elective, 1 Year, 1 cr., (11th-12th). Prerequisite: CAD I & II. The focus of this class will be the use and understanding of advanced computer aided drafting through independent guided research. The student will become familiar with geometric tolerances, detailed assemblies, and working drawings. Topics for study are determined in consultation with the instructor. This class will be useful to students interested in engineering, machine trades, architecture, advertising, and commercial art. MR

Tech Graphics IV (337), Elective, 1 Year, 1 cr., (12th). Prerequisite: CAD I, CAD II, CAD III. The focus of the class will be the use and understanding of advanced computer-aided drafting techniques through independent guided research. All topics for study are determined in consultation with the instructor and could include design, kinetics, electronic drafting, model animations or any advanced drafting field. This class will be useful to students interested in engineering, machine trades, and commercial art. MR

Sustainable Architectural Graphics (338), Elective, 1 Year, 1 cr. (9th-12th). This course will focus on the field of sustainable architectural drafting through an independent guided study. This course will describe the basic concepts of green buildings and explain the important factors for designing greener environmental systems. Efficient use of energy, utilization of renewable energy systems, sustainable management of resources, and the issue of intelligent buildings will be discussed. Emphasis will be placed on proper layout and construction, as well as environmental conditions. A complete set of house plans plus a presentation drawing will be required for the completion of this class. This class will be useful to students interested in architecture, construction, interior design, and landscaping. MR

Video Productions (339), Elective, 1 Semester, .5 cr., (9th-12th). This course will use a step-by-step, easy approach to learning. Students will learn the latest in digital video, basic video camera techniques and concepts as well as non-linear editing using Storm Edit, Jing, Audacity, as well as other technology media. Students will learn to use various video cameras and audio equipment as well as how to edit, mix, and transmit media. Students will complete projects such as extracurricular packages, classroom packages, public service announcements and other types of special features. A team approach will be used as well as inquiry based learning.

*MR indicates these courses meet the 12th grade Math Related requirement of the Michigan Merit Curriculum.

General Studies Courses

Work Experience (005), 1 Semester, .5 cr. (12th). Prerequisite: Approval of the building principal. The work experience program provides the opportunity for students to receive credit for paid employment experience in the community. This opportunity may not count as the student's sixth class and must be completed outside the regular school day (an early release from school will not be granted). This program will provide students with a supervised and educationally beneficial employment experience before they graduate from high school. Work experience credit will be granted to senior students only. Students must be employed and hold a valid Michigan work permit. All forms

must be on file in the Guidance Office. If employment changes the student must notify the Guidance Office. Credit/no credit is assigned to this course. Work experiences must be arranged through the Guidance Office. Applications are permitted in August and January only. Employment must provide an average of 10 hours of work a week to be eligible for work experience.

Edgenuity/e2020 (004) or MICHIGAN VIRTUAL HIGH SCHOOL (006), 1 Semester/1 Year, .5/1.0 cr. (9th – 12th) Prerequisite: Approval of the counselor/building principal. Both of these programs offer online learning that can be done both in the building and away from the building. Online learning requires a student to have basic technology skills and for the student to be self-directed and self motivated to work independently. A wide variety of courses are offered both as core classes and as electives. These online courses are reserved for a variety of applications for students. In some cases, students may take online courses offered through either of these programs as a way to recover credit lost due to failure. In other cases, students may take these courses as a way to take elective courses that do not fit with the regular student schedule. Taking online courses can add flexibility to a student's schedule with administrative approval. In most cases, students taking an online course will be required to report each day to the specified hour the course appears on the student schedule.

Dual Enrollment (007), 1 semester, .5cr (3 – 5 college credits) (11th – 12th)

Prerequisite: Approval of the counselor/building principal. Students may elect to take college courses while still in high school to earn both high school and college credit. In these cases, when the student qualifies, these courses are taken as a part of the student's regular schedule. The Post Secondary Enrollment Options Act directs high schools to assist students in paying tuition (up to a limited amount defined by the State of Michigan) for college courses while enrolled in high school. The student is responsible for the remainder of the tuition as well as books, materials and transportation. Eligible students are those in grades 9-12, who have a high school g.p.a of 2.5 or higher, who achieve a qualifying score on one of the accepted standardized tests listed in the Dual Enrollment Assessment Table (p.11). The college course must be an academic course not offered at Comstock Park High School (unless the course is in direct conflict with another course on the student's schedule or the student has already taken the equivalent course at CPHS) and must be taken during the regular school year. The course may not be an activity course, a hobby course, a recreation course, a physical education course, or a course in religion. C.P.H.S. students must be enrolled in the equivalent of six classes and meet the guidelines in the Michigan Pupil Accounting Manual to be considered a full time student. Students may take both daytime and evening college classes.

KENT CAREER/TECHNICAL CENTER - 1655 East Beltline N.E.

The Kent Career Tech Center (KCTC) offers numerous different one and two-year programs in a variety of skilled jobs. Many of the programs prepare students to enter technology programs at Grand Rapids Community College, Ferris State University, Davenport University, or other institutions. In several cases, students earn college credit for taking KCTC programs. The classes meet 2 1/4 hours a day, five days a week, and earn three credits per year. Bus transportation to and from the high school for all three sessions is provided. Students are required to participate in program visits prior to registering for these courses. Tenth graders may visit a specific program of interest to experience the class first hand. Students must pre-register to attend a program visit. Visits are scheduled by KCTC. The student should see his/her counselor to register for a visit or for more details. Enrollment is limited in some of the programs and there may be competition for enrollment in certain programs, e.g. criminal justice.

Session Times: 1st: 6:55 am- 9:10 am; 2nd: 9:15 am - 11:30 am; 3rd: 12:00 p.m. - 2:15 p.m.

MR = Math Related Course (either 1.0 CR or .5CR depending on the program and years in the program)
Course Numbers Follow Each Program (Session I, Session II, Session III)

Arts and Communication Pathway:

- **Graphic Communications (1000)** (Includes Illustration, design, computers, and printing) Program Description - Two-Year Program

The Graphic Communications Program provides foundation skills in communication, team building and problem-solving for students preparing for careers in the visual arts. Students maintain performance portfolios throughout their programs. These programs combine electronic art and technology to communicate ideas. By working with color, type and imagery, the graphic design student produces communication pieces to inform and persuade a specific audience. Students learn all phases and processes involved in taking an idea from its inception to visual presentation before a client audience.

Business, Management, Marketing and Technology Pathway:

- **Accounting Online (1100)**

– MR Program Description - One-Year Program

This program provides an alternative delivery system, not an alternative education. It prepares students for careers where accounting is one of the main languages spoken. This includes not only business, but also law, medicine and construction, to name only a few. Using the tools and techniques of the E-commerce world, student can earn college credit for this class. The software used will be Microsoft Word and Excel, Internet and E-mail. Information will be processed both manually and on the computer. Students will work from home or home school in a schedule that meets their needs.

- **Accounting Systems and Solutions (1120)**

– MR Program Description - Two-Year Program

This program offers students an opportunity for career exploration and prepares them for a variety of careers in the accounting field. Students develop skills to systematically record and summarize financial transactions. They process financial information both manually and with the use of financial computer software. Computer applications also include word processing, spreadsheets, databases and presentation software. Accounting and employability skills are applied in business setting simulations. Students with previous high school coursework in accounting may be immediately eligible for the second year curriculum. Following completion of this program, students may choose to go directly into employment or to use their training as a basis for continued education.

- **Information Technology (1130) –**

MR Program Description - One- or Two-Year Program

Information Technology (IT) careers involve the design, development, support and management of the hardware, software, multimedia and systems integration services. In addition to career opportunities in the IT industry, IT careers are available in every sector of the economy, from Financial Services to Health Care Services, from Business and Education to Environmental Services. The Core Knowledge and Skills are industry-wide skills that are learned and applied through the career pathways. The career concentrations are organized into four IT Career pathways with emphasis on the cross-cutting skills found in related IT occupations. The four areas are: Network Tech, PC Tech, Programming Tech and Multimedia Tech.

- **Entrepreneurship/Marketing (1140)**

– MR Program Description - Two-Year Program

The Marketing Program prepares students for careers in a variety of business fields. Students explore advertising, sports and entertainment promotion, e-commerce, and business ownership. Course topics include current marketing trends, social media marketing, economics, sales and customer relations. Students simulate the work environment by developing in-depth business projects and working with local business owners.

Engineering/Manufacturing & Industrial Technology Pathway:

- **Applied Construction Technology (1200)** (enrollment is limited) – MR

Program Description - Two-Year Program

The Applied Construction Technology Program provides the student with knowledge and skills to build a house from the foundation to its completion. Students spend one year learning the "roughing in" aspects, completing the exterior of the house. A second year is spent completing the interior of the house.

- **Design Lab: STEM Career Exploration (1210)**

– MR Program Description - One-Year Program

KCTC's newest course, just for 10th grade students. It is structured for students to learn Science, Technology, Engineering, and Mathematics (STEM) with a focus on the application of basic electrical theory, mechanical design, controls, material properties, safety, and various other topics. Students who successfully complete Design Lab will typically enroll in either Mechatronics or Information Technology for the remaining two years of high school.

- **Heating, Ventilation, Air Conditioning (HVAC) (1220)**

– MR Program Description – Two-Year Program

Learn all about the design, installation and servicing of residential HVACR systems. Apply new skills to the KCTC houses and install their equipment. Students can learn basic electrical skills, circuits and wiring. You will also earn EPA certification.

- **Precision Machining Technology (1230)**

– MR Program Description - Two-Year Program

Precision Machining Technology focuses on the fundamentals of the machine tool field. Students become skilled in the use of hand tools, precision measurement instruments and conventional machine tools as well as state-of-the-art computerized machines. Students gain experience on the setup and operation of milling machines, lathes, surface grinders, contour band saws and drilling machines. Advanced training includes C.A.M. (MasterCam software) programming; geometry construction, tool path generation and N.C. file post processing; set up and operation of electrical discharge machines; CNC milling machines, CNC laser, and CNC turning center. The class meets at GRCC.

- **Engineering Tech/Site Design Management (1240)**

Program Description - Two-Year Program

The Engineering CAD/Site Development program has expanded its options. Students can select Site Development or Mechanical Drafting. The two-year program will begin with an overview of mechanical engineering/drafting, architectural project site development, and geographic information system/GIS technology. Early in the first semester students will be able to choose a training path for the remainder of the school year.

- **Auto Collision Repair (1260)**

– MR Program Description - Two-Year

Program

Students who are interested in becoming auto collision repair technicians learn entry-level skills that prepare them for state and national certification. Emphasis is placed on the repair of damaged vehicle exteriors.

- **Automotive Technology (1265)**

– MR Program Description - Two-Year

Program

The Automotive Technology Program at Kent Career/Technical Center is certified through NATEF, the National Automotive Technicians Education Foundation. Course instruction includes standards recommended for ASE certification. The program offers students extensive career opportunities in the automotive service field. An 18-week introductory course allows students an opportunity to explore what a career in automotive would really be like. The second opportunity, the career tracks, is offered to those students who complete the introductory course and decide that automotive technology is a career they wish to pursue. The career tracks will expose the students to the skills and knowledge necessary to become certified in specific repair areas.

- **Avionics – Aircraft Electronics Technician (1270)** (Located at the airport, students need to provide their own transportation)

Program Description – Two-Year Program

This course introduces students to the knowledge and skills required in the field of avionics equipment mechanics and repair. Avionic systems are now an integral part of aircraft design and have vastly increased aircraft capability. Avionics technicians repair and maintain components used for aircraft navigation and radio communications, weather radar systems, and other instruments and computers that control flight, engine, and other primary functions. It is the responsibility of avionic techs (part of a larger group known as aircraft mechanics) to test, repair, and maintain the electronic systems and equipment used in aircraft. They test and repair radar systems, microphones, headsets, and other communications equipment. There are two main groups of avionics technicians. The first group is mainly involved in the research and development stages of new equipment, assisting the avionics engineers in design and testing. They try to imagine potential problems with an aircraft (ie, the atmosphere conditions that could affect an aircraft's performance in the air). The other group of avionics techs has more of a hands-on role. They work in a production environment and are mainly concerned with the installation, maintenance, and repair of electrical systems. Many work at manufacturing plants. They may also help engineers to design ways of incorporating avionics systems onto aircraft by assembling models of circuits, instruments, and systems for testing. Customer relations and technical writing may also be part of the job.

- **Aviation Maintenance Technology (1275)** (Located at the airport, students need to provide their own transportation) – MR

Program Description - Two-Year Program

The two-year course introduces students to the knowledge and skills required in the field of aviation maintenance technology. The program also explores the careers of pilots, avionics technicians and a variety of airport-related career opportunities. The major areas of study include theory of flight, aerodynamics, aircraft structures and flight controls, power plant familiarization and operation, hydraulic and landing gear systems, aircraft fuel systems, ground handling and servicing, aircraft weight and balance procedures, Federal Aviation Regulations and math and basic physics. Students are also exposed to the installation, servicing and testing of various aircraft and engine systems, aviation terminology, aviation tools, and sheet metal fabrication in the laboratory portion of the course. Students will attend the course at Gerald R. Ford International Airport. A Federal Aviation Administration (FAA) certified aviation maintenance technician instructs the students. The airport's department of aeronautics, airlines, corporate and fixed base operators are used for training, tours, job shadowing, internships, and employment opportunities. Students may earn college credits from Lansing Community College upon satisfactory completion.

- **Diesel Equipment Technology (1280)**

Program Description - Two-Year Program

In the Diesel and Equipment Technology Program, the students learn to work with heavy equipment used in agricultural, material handling, construction and highway trucking industries. The curriculum includes servicing, maintaining, repairing and rebuilding components in engines, vehicles and equipment.

Health Services Pathway:

- **Health Careers (1300)** – Main

Campus Program Description - Two-Year

Program

Health Careers is a one to two year program designed for the student who is interested in establishing a health care career. This program provides the student with a combination of classroom instruction and clinical experience. Health career exploration is accomplished through student research, field trips, job shadowing and internships in health care environments. Students identify careers that match their interests, aptitudes and expectations. Emphasis is placed on the development of quality learning skills such as critical thinking, problem solving, decision-making and communications. Students also have the opportunity to become certified in basic CPR and first aid.

- **Health Careers (1310) – Health Sciences Early College Academy**

Program Description – Two-Year Program

Health Sciences Early College Academy (HSECA) is intended for students planning a health related college degree (the programs are located at either the Downtown Market or GVSU Cook-DeVos Center). Students have the opportunity to earn college credit through Ferris State University or Grand Valley State University. There is a separate GPA minimum and application for this program.

Human Services Pathway:

- **Criminal Justice (1400)**

Program Description - Two-Year Program

The Criminal Justice program prepares students to pursue a career in Law Enforcement, Corrections or Courts. The Criminal Justice program is designed to introduce students to the field of Criminal Justice through education, exposure and training. Learning Criminal Justice is a combination of classroom lessons, practical "hands on" training, field training and participation in the 18-week Police Academy in the Spring Semester. Certified Police Officers, Emergency Medical Technicians and Lawyers are just a few of the many professionals who train the Criminal Justice students. The Criminal Justice program at KCTC is a wonderful way to explore all career opportunities in the field of Criminal Justice.

Interested students are admitted by participating in a selection process designed to model hiring processes in the field of Criminal Justice. The student application packet must be completed and two letters of recommendation from the home school submitted to KCTC. Students must have at least a 2.5 grade point average. Students must pass a criminal background check. If the student meets these standards, they will participate in the oral boards interview process. Students who complete the Criminal Justice program have the opportunity to earn college credit in Criminal Justice.

- **Hospitality/Culinary Arts (1430)**

Program Description - Two-Year Program

The first year of the Hospitality Cluster prepares students for a variety of careers in the hospitality industry, which includes travel and tourism, food service and lodging. Common areas of study include: bakery production, food preparation, guest services, and hospitality concepts, principles of sanitation and safety certification. During the first year, students develop specialized technical skills as well as learn teamwork, problem solving, and entrepreneurship. All first year students rotate through these four 9 week units:

- Introduction to Hospitality
- Introduction to Baking
- Introduction to Dining Room/Short Order Cooking
- Introduction to Culinary Arts

After completing this first year rotation, the Hospitality Cluster student will choose an area of specialization for the second year. The specialized areas are Advanced Pastry or Culinary Arts.

Natural Resources and Agriscience Pathway:

- **Sustainable Agriscience (1550)**

This program introduces students to the new and emerging field of Sustainability. By choosing a career with a focus on Sustainability, students will be engaging in exciting new technologies that enable industries to bring new and improved services and products to the consumer. Students will utilize these new technologies through practical applications in the KCTC arboretum, greenhouse, and other offsite labs. Through project/problem-based learning, Students will gain an understanding of the alternative energy applications in a broad context. Our Sustainability program gives students an edge as they take their next steps toward college and a career in the global economy.

- **Mechatronics (1600)**

High-tech robotics, advanced electronics and clean manufacturing are just a few of the areas covered. Mechatronics combines traditional fields of mechanical engineering, electrical engineering, IT and control systems. Careers in this field are high demand, high skill and high wage with a lot of advancement possible. Students will experience the exciting world of mechatronics with more hands-on projects including the diagnostics, assembly, programming and design of mechatronics systems. Students will work closely with our other related programs including Engineering/CAD and Precision Machining to complete project work to prepare them for college entry level careers in Mechatronics.



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