

Burr Oak High School Course Listings

Course Pacing: Student pacing will vary depending on each individual EDP. However, each course is designed with a specific focus, rigor and length of time to complete it in mind.

- A Quarter credit class should take up to 9 weeks to complete
- A Half credit class should take up to 18 weeks to complete
- A One credit class should take up to 36 weeks to complete.

All courses listed in this catalog are available at any time unless otherwise noted.

ENGLISH LANGUAGE ARTS (ELA)

Greatest American Novels of the 20th Century (¼-½ Credit) Leaverton

Students will read and analyze the historical context of at least 2 of the Greatest American Novels of the 20th Century. Students will determine the importance/impact of the novel on the time period and why it has endured as a classic. Additionally students will investigate the social significance/role the novel may still have in modern society. This course can be student led or teacher led.

Defining The American Experience (½ credit for both ELA & HISTORY) Leaverton

In this course, students will explore what it means to be an American by exploring the experiences that shape and define us. This multimedia course will utilize novels, film, poetry, short stories, news articles, speeches, TEDtalks, and social media as we investigate the effect that geography, race, gender, socioeconomics, politics, and the environment have on our American Experience. Students will write a personal essay/memoir on their experiences as an American. This course can be taken as independent study or as a teacher led class.

Coming of Age- Challenging and Establishing Truths (½ credit) Leaverton

This course bridges the gap between literature and reality. Students will experience what it means to grow up- as they read and as they reflect on their own lives. As they follow their **coming-of-age** protagonist through his/her quest, students will examine their own realities by assessing the **"facts"** that are presented to them on a daily basis in news sources. Student work will include a composition of an **argument** Disproving Fake News/ Writing from Sources essay, as well as using formal **discussion** as a way to reflect on learning through the Character Roundtable.

Additionally, students will be **reflecting on their own growth as a teenager by composing coming-of-age creative nonfiction** essays. At the beginning of this unit, students will explore the **genre of creative nonfiction** by defining it, explaining characteristics of the genre, and by analyzing different examples of this style of writing. Then, students will embark on their own analysis of identity and brainstorm, outline, and compose a coming-of-age essay that develops the characteristics of the creative nonfiction genre. This course is primarily a teacher-led course.

Writing Workshop (¼ credit) Leaverton

This class is designed to strengthen and support students' literacy growth through skills-based writing instruction. During this course, students will strive to achieve mastery in the following areas: sentence construction, coherence, evidence, analysis, and context. Course work will include daily writing instruction and practice. This is a teacher-led course.

Research (¼-½ credit ELA and potential credit in another subject area of research)

Leaverton

Students will conduct independent research on a subject of their choice. They must develop a research topic and question, determine the method of research, and develop the final product in which they present their research. Examples of a final product could include: film, speech, essay, project. Students will receive instruction and support on writing and research methods.

Book Club w/ Mrs. Leaverton and Mrs. Owens: Upcoming in spring semester

MATHEMATICS**Algebra 1 (1 credit, all year) Herrmann**

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, and functions. This course will utilize a combination of in-person lessons and projects, and online curriculums including CK-12 and Algebra Nation.

Geometry (1 credit, all year) Herrmann

This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. This course will utilize a combination of in-person lessons and projects, and online curriculums including CK-12 and Algebra Nation.

Algebra 2 (1 credit, all year) Herrmann

This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. This course will utilize a combination of in-person lessons and projects, and online curriculums including CK-12 and Algebra Nation.

Personal Finance (½ credit) Herrmann

FALL

Students will explore career options that they find interesting, looking at what they want to do with their futures; what lifestyle they want to live, where they want to work, to live. They will learn about earning income, buying goods and services, saving and investing money, using credit, and insurance. The class will be taught using a combination of video lectures/examples and stories, online modules, and research.

SCIENCE

Life Science (1 credit) Sutton

FALL

This course will focus on structure and function, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and inheritance and variation of traits. This program will contain online lessons, collaborative activities, laboratories and projects.

Earth Science A (½ credit) Sutton

FALL

This course will implement scientific methods while focusing on minerals and rocks, geologic activity, Earth's processes and energy, and Earth's history. This program will contain online lessons, collaborative activities, laboratories and projects.

Earth Science B (½ credit) Sutton

SPRING

This course will implement scientific methods while focusing on freshwater and ocean systems, weather and climate, and astronomy. This program will contain online lessons, collaborative activities, laboratories and projects.

Physical Science (1 credit) Sutton

FALL

This course will focus on structure and properties of matter, chemical reactions, forces and interactions, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and inheritance and variation of traits. This program will contain online lessons, collaborative activities, laboratories and projects.

Science Literature Course (½ or 1 credit) (Additional credit available in ELA) Sutton

This course explores both scientific and literary texts. Students would explore scientific truths vs. author imagination. This course is for students interested in sciences and literature. This course will contain online discussions, projects and essays.

Example Literacy Texts:

Rocket Boys

The Martian

The Immortal Life of Henrietta Lacks

SOCIAL STUDIES

Economics: (½ credit) Greene

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, scarcity, utility, value, pricing & production, government finances and influence on the economy.

U.S. GOVERNMENT: (½ credit) Greene

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Wars in the 20th Century (½ credit) Herrmann**FALL**

Why do countries engage in wars and conflict? What is the end game? Are there hidden agendas? These questions, along with many others, will be addressed in this United States History course through exploration, dialogue, and research. Students will compare and contrast the major wars of the 20th century including, but not limited to World War One and Two, the Korean War, Vietnam, and the First Gulf War. Students will look into who benefits or suffers from war, and the economic and cultural impact on the countries involved.

Fight for Your Rights: Social movements in the 20th century (½ credit)**FALL**

Women's suffrage, Prohibition, Temperance, Civil Rights Movement, Equal Rights, Black Lives Matter, #MeToo, the list goes on... Throughout history, American citizens have fought for the constitutional rights and representation in our country. In this course students will compare and contrast the social movements of the 20th century and how they related to unrest in our country.

Has the "American dream" changed? (1/2 credit) Herrmann**SPRING**

What is the "American Dream"? How does it differ from the 1920s to now? In this course students will look at the "American Dream" throughout our history discovering when it started, what it meant for different generations, different social groups, how it affected society differently, and if it was a reality or just a hopeful feeling. Students will explore American immigration, history, culture, laws and society.

Essentials of World History (1 credit) Herrmann

Students explore the rise and fall of civilizations around the world. They will look into the great civilizations in world history; exploring where they were located; why, and how, they rose to power, and why then fell. Students will also look into those past civilizations in relation to the United States and determine if the United States is on track to join that list of great civilizations that fall from grace.

VISUAL, PERFORMING, AND APPLIED ARTS**ACTING 1A (½ Credit) Leaverton****FALL**

This course introduces students to some of the fundamental skills and tools required for developing the acting process. Students will build self-awareness, develop their imagination and concentration, recognize their emotional truth, learn the actor's vocabulary, and demonstrate the ability to be honest and committed in their acting. Through individual and group exercises, improvisations, monologues and scene studies, this class, eclectic in method, helps students

develop their acting potential and sharpen their skills in interpreting scripts. Previous theatre study is not required. This is a participation based class. Students will be expected to meet virtually or in-person on a regular basis.

Acting 1B (½ credit) (prerequisite Acting 1A) Leaveton

SPRING

This course continues to build upon and strengthen the fundamental skills and tools required for the acting process. Students will explore and examine various methods of acting from Stanislavski, Bogart, Boal, and Suzuki. Through individual and group exercises, improvisations, monologues and scene studies, this class, eclectic in method, helps students develop their acting potential and sharpen their skills in interpreting scripts. This is a participation based class. Students will be expected to meet virtually or in person on a regular basis.

History of Theatre (¼ or ½ credit) Leaverton

SPRING

Students will explore the role of Theatre from primitive times to the present. Special attention given to the theatre as a mirror of the social and cultural background of various countries and periods in which it is studied. **(additional credits available in ELA & History)**

Playwrights Project (½ Credit) (ELA credit possible) Leaverton

FALL

Students will actively engage in writing original scenes, monologues and one-act plays both individually and in collaboration with other students from Burr Oak High School and possibly other US High School Theatre Programs. This distance learning program will include zoom conferences, collaborations, and performances.

Think it, Make it (¼ credit) Wolfe

1st-4th Q

Students will learn what a Maker Space is. Hint: it's similar to the TV show "Making It". They'll look at things others have made and create their own art in a variety of ways (ex: constructing, sewing, painting). They will also help to create and upkeep our school Maker Space. Students must coordinate times with Ms. Wolfe to come in for Maker Space Lab time and help with upkeep of the space.

Power of Paint (¼ credit) Wolfe

1st-4th Q

Students will learn about how paint can powerfully affect the lives of people. Foundational painting and mural skills will be covered. They will work on a collaborative mural on school property. They must schedule time with Ms. Wolfe to come on site for this part of the class. They will independently research 2 painters of their choice and create in a painting style they choose.

Learn Like Leonardo (¼ Credit) Wolfe

1st- 4th Q

Students will investigate the sketchbooks of Renaissance genius, Leonardo daVinci, that include backwards, upside-down handwriting, inventing flight, one of a kind war vehicles, catapults, human biology, and so much more. The skills of problem solving, invention and focused observation through drawing will be our main goals. Students will keep a sketchbook and document their own scientific observations.

Paint the World Around You (¼ credit) Wolfe

2nd- 4th Q

The focus will be on painting projects that make the spaces we live in more enjoyable. Students will consider school, home and in the community.

Invent Everyday Hacks (¼ credit) Wolfe

2nd- 4th Q

Students will learn what tinkering is and how it helps with inventing. They will research inventors and brainstorm solutions to everyday problems. The focus will be on problem solving and creating working models of their inventions. Students must coordinate times with Ms. Wolfe to come in for Maker Space Lab time and help with upkeep of the space.

Good Looking Design (¼ credit) Wolfe

2nd- 4th Q

Students will learn how graphic design is used in advertising and what makes some design better than others. Then they will use technology to design projects for school, the community, and themselves.

Explore an Art Career (¼ credit) Wolfe

1st- 4th Q

This independent study class digs into one art career of the student's choice. This career will be researched and practiced on a small scale level. Short term job shadowing will be included so transportation will need to be provided (please talk to us if this is a problem.)

Behind the Camera Lens (¼ credit) Wolfe

1st-4th Q

Students will learn what makes a good photograph and how to take them. They will decide photographs that are important in history and their lives. Students will need access to a phone with a camera on it. Artists will create their own independent photo project along with some photojournalism.

How to Draw Anything (¼ credit)

3rd-4th Q

Everyone can learn how to draw. Students will learn the basics and focus on figuring out what their style looks like. Getting better at drawing is a lifelong journey so students will keep a sketchbook. Deciding on and creating an independent drawing project of their choice will be a large part of the class.

WORLD LANGUAGE

Independent Language Study (½ or 1 credit) Leaverton

Students will spend the year exploring the language and culture of their choosing using the following resources:

- Babel/Duo lingo/IXL
- Youtube
- Textbooks
- Internet research

Students will track their learning and progress on daily learning logs. In order to receive course credit, students must demonstrate a minimum novice high level of proficiency on each of the 5 learning strands and complete a final presentation in their chosen language of study.

PHYSICAL EDUCATION & HEALTH

Using the information below, Burr Oak Teachers and the Burr Oak Board of Education will develop a Board approved plan that meets the Michigan Merit Curriculum guidelines for HS graduation.

https://www.michigan.gov/documents/mde/faq18_178610_7.pdf

Extracurricular Waiver - P.E. ONLY

Under the Revised School Code, 380.1502 (1) Health and physical education for pupils of both sexes shall be established and provided in all public schools of this state. Subject to subsection (2), each pupil attending public school in this state who is physically fit and capable of doing so shall take the course in physical education.

380.1502 (2) A school may credit a student's participation in extracurricular athletics or other extracurricular activities involving physical activity as meeting the physical education requirement for the student under subsection (1). This law is still in effect as well as the new Michigan Merit high school graduation requirements. Therefore, a district may still determine that extracurricular activities involving physical activity may be used as credit toward the physical education requirement. If a district does decide to use extracurricular physical activities to meet the physical education requirement, the student must still demonstrate proficiency in the physical education credit guidelines beginning with students entering 8th grade in 2006 (Class of 2011). Please see the Testing Out Frequently Asked Questions for further guidance. Please note, however, that this pertains only to the physical education credit guidelines of the Michigan Merit Curriculum, not the health education credit guidelines.

Q: Can a modification for Health and Physical Education occur at any time?

A: Beginning with students entering 8th grade in 2006 (Class of 2011), a modification to either the health or physical education Michigan Merit Curriculum's 1 credit in health/physical education requirement could occur at any point in a student's high school career. The student should be required, before applying for a personal curriculum, to:

- Develop a Educational Development Plan (EDP) that clearly indicates the additional credit the student proposes to earn in order to waive credit(s).
- Create an agreement that includes written understanding that if at some point in the future the student fails to follow through on the plan that justified the personal curriculum, the personal curriculum would become null and void and the student, in order to graduate, would be required to successfully complete waived credit(s).

ELECTIVES

Computer Science (½ - 1 credit) Greene

The computer science course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

Living Skills I & Living Skills II (½ - 1 credit each) Ultz

Living Skills are comprehensive courses designed to develop basic living skills in foods, clothing management, consumer economics, child/human development, housing, parenting, and relations, and family. Some of the activities in this class include food preparations (cookies,

convenience foods, quick breads, nutritional meals), grocery shopping, meal planning, laundering, directing safety and care of children, and much more.

Family Living (½ Credit) Ultz

This course covers proper foods and nutrition, skill development, practice for expanding communication techniques, preparing for different needs in each stage of life, coordinating work and family life, and developing the ability to recognize and/or cope with problems such as abuse, divorce, remarriage, aged family members, and death. Students may be required to carry a computerized baby.

Personal Living (½ Credit) Ultz

This course covers all the concepts needed to live independently as an adult. Development of one's goals, values, and resources lead into the areas of spending, saving, buying, credit, shopping, health, food and cooking, transportation, insurance, employment, sewing, and choosing your residence. Students may be required to carry a computerized baby.

Solid Professor - (¼-1 credit) *Course time and credit will vary, subject credit will be applied according to which program the student chooses to work on. Sutton

Online top engineering design software and method courses. Students can choose courses to become college and career ready in engineering, architecture, and manufacturing designs. Students have the opportunity to earn course certification in areas of interest. Chromebook users can take courses in Onshape and SketchUp. Onshape is a computer-aided design (CAD) software system. SketchUp is a 3D modeling computer program for a wide range of drawing applications such as architectural, interior design, landscape architecture, civil and mechanical engineering, film and video game design. PC/Mac users can take advantage of more courses upon request.

E-Sports (½ Credit) Sutton

This course will focus on many different factors of the student gamer. Students will learn game appreciation, motor skills, game concepts and strategies. This course will also promote health and preventive care for games, along with the knowledge how to access health information and services. Students will also learn about self-management and interpersonal communication as well as goal setting and decision-making skills.

Intro to Robotics (½ Credit) Sutton, Herrman

This course will introduce students to the field of Robotics and stimulate their interests in science and engineering through the participation of the entire engineering design process. This course covers a variety of multidisciplinary to During this course, students will be required to gradually complete the design and construction of a robot by the FIRST robotics program and follow the constraints and objectives for competing on the final project demonstration