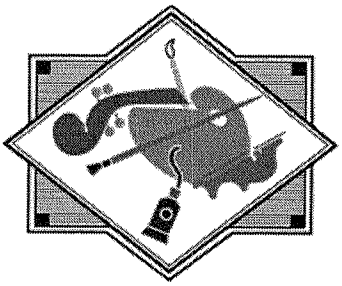
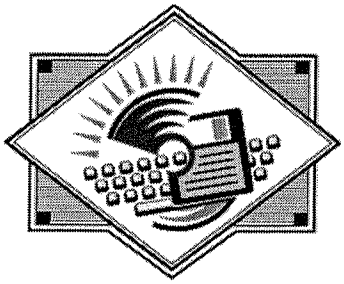
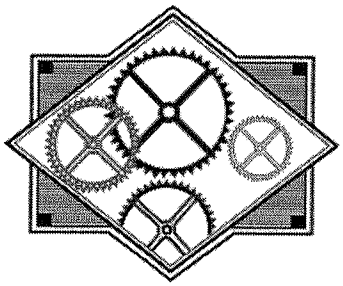
Sand Creek High School 2022-23 Curriculum Guide



Arts and Communications



Business, Management, Marketing & Technology

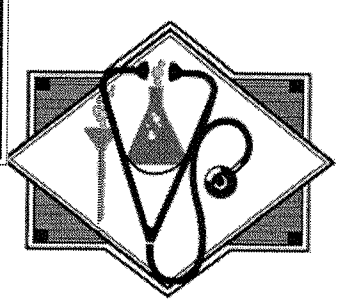


Engineering, Manufacturing & Industrial Technology

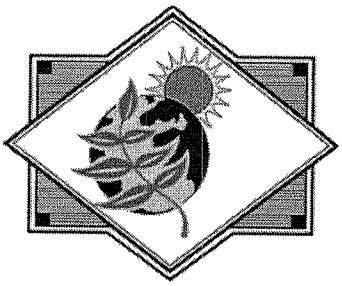
Sand Creek Junior/Senior High School Mission Statement:

Sand Creek Jr./Sr. High School is committed to delivering an effective 21st century educational program that prepares its students to live happy, healthy, productive and successful lives

Human Services



Health Sciences



Natural Resources and Agriscience

Sand Creek High School, 6518 Sand Creek Hwy., Sand Creek, MI 49279
517-436-3124 www.sc-aggies.us

TO THE STUDENTS

High School is a time for you to begin preparation for your future. One of the most important decisions you make each year in high school is the selection of your courses. The Guidance Office at Sand Creek High School is committed to helping you reach your educational and career goals. By selecting the appropriate classes and then by putting forth the maximum effort in learning, you will begin to reach your educational potential.

Please consider your course selections very seriously. The value of a student's high school education depends on how well the parent and student, in cooperation with the Guidance Office, select the next year's courses. You should select the best course of study to meet your educational needs. Please take the time to read the course descriptions to aid in selection of the appropriate courses.

The entire high school staff wishes you the best during this course selection process and hopes your years at Sand Creek High School are rewarding, happy and successful.

Best wishes as you strive for academic excellence.

John Peacock
Principal

Abigail Slusher
Counselor

Table of Contents

Timelines

Students should work closely with their parents, teachers, and Counselor to follow the suggestions outlined below. For additional help, students and parents are encouraged to contact the Guidance Counselor.

9th Grade

- Students will take the PSAT 9.
- Select classes that match your career interest.
- Learn about the extracurricular activities.
- Discuss your future goals with the Guidance Counselor.
- Update your Educational Development Plan (EDP).
- Investigate summer enrichment programs.
- Begin compiling a list of awards, extracurricular activities, and community service.

10th Grade

- Students will take the PSAT 10.
- Visit college and college fairs.
- Think about your post secondary options – apprenticeships, technical school, and college.
- Look at challenging course options for your junior year including higher levels of math, science, social studies and English.
- Attend the Sophomore Visitation at the LISD Tech Center and consider a class for next year.
- Update your Educational Development Plan (EDP).
- Investigate summer enrichment/employment opportunities.
- Athletes should learn the NCAA academic eligibility requirements and take classes to meet them.
- Continue compiling a list of awards, extracurricular activities, and community service

11th Grade

- Attend the College/Trade & Tech Night in the fall.
- Find out the entry requirements for post-secondary schools and select your classes to meet those requirements.
- Update your Educational Development Plan (EDP).
- Participate in extracurricular activities.
- Find a volunteer opportunity in a career field that interests you.
- If you plan to continue your education after graduation, visit the campuses of your top three post-secondary schools.
- Students not planning to attend a post-secondary school should investigate the job market, military options, or apprenticeship programs.
- Students will take the PSAT/NMSQT in the fall.
- Take the SAT with writing, Michigan Merit Exam (MME), WorkKeys.
- ACT Testing is optional. You can register on line at ACT.org.
- Continue compiling a list of awards, extracurricular activities, and community service.

12th Grade

- Continue to work on your grades and extracurricular activities. Make sure you have the courses required for graduation. Meet with the Guidance Counselor to review requirements and post-secondary plans.
- Retake the SAT/ACT if necessary. Registration is on line.
- Athletes planning to compete at a Division I or II College, should file a NCAA Clearinghouse form at the beginning of their senior year. (Registration is on-line) See Counselor for class requirements.
- Check regularly in the Guidance Office for new scholarship information.
- Obtain applications by mail or via the Internet from post-secondary schools that interest you. Complete and submit them by December 1st.
- Attend the Financial Aid Night for information on applying for aid.
- Complete and send the FAFSA application by the due date.
- Review your EDP to see if there is anything you can add. Use the information to build your resume.
- Complete local scholarship applications in December, January, and February.
- Compare financial aid packages from post-secondary schools to which you have been accepted. Send a deposit to your best choice.

HIGH SCHOOL GRADUATION REQUIREMENTS

Total Credits

Students are required to earn 27 credits to graduate. Classes at the LISD Tech Center earn 1.5 credit per semester.

Class Load

Each school year is divided into two semesters. Thus, you will be at Sand Creek High School for eight semesters. You must take eight classes per semester.

Required Classes

We have requirements in nine areas: English, Social Studies, Mathematics, Science, Business, Physical Education, Health, Visual Performing Applied Arts, and Spanish. The requirements are:

4 credits of **English**
- 1 English / Language Arts 9
- 1 English / Language Arts 10
- 1 English / Language Arts 11
- 1 English / Language Arts 12 or

4 credits of **Mathematics**
- 1 Algebra I
- 1 Geometry, Int. Geometry
- 1 Algebra II, Adv. Algebra II
- 1 Pre-Calculus or
- 1 Calculus or
- 1 Personal Finance

3 credits of **Social Studies**
- 1 U.S. History & Geography 9
- 1 World History & Geography 10
- 1 Government/Economics 11

3 credits of **Science**
- 1 Environmental Science
- 1 Biology 10
- 1 Physics or Chemistry

1 credit of one of the following: Band, Choir, Engineering/Robotics, Art, Yearbook
1 credit of Business Technology I
½ credit of Physical Education
½ credit of Health
2 credits of Spanish – can be completed in 7th – 12th grades
2 credits of Academic Center

Introduction

The Michigan Merit Curriculum (MMC) is crafted around the philosophical belief that all students will need post-secondary learning opportunities beyond high school. It is not a curriculum in the traditional sense in that it doesn't describe instructional materials and approaches. Instead it specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards or guidelines. Since districts are responsible for awarding diplomas so too are they responsible for providing all students the opportunity to learn the content outlined by the standards. As the learning skills for college and the workplace have merged, the MMC, if properly implemented, will prepare students with the skills and knowledge needed to be successful in our global economy and an emerging workforce. The MMC supports the need for personalization, acceleration, and innovation in an atmosphere of high expectations and high support for students earning a diploma in Michigan.

Michigan High School Graduation Requirements (18 Credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits
- Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits
- Proficiency in State Content Standards for Mathematics (3 credits); and
- Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE
- Course, Learning, or Integrated Learning Experience.

PHYSICAL EDUCATION & HEALTH – 1 Credit
- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit).

SCIENCE – 3 Credits
- Proficiency in State Content Standards for Science (3 credits); or
- Beginning with the Class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).

SOCIAL STUDIES – 3 Credits
- Proficiency in State Content Standards for Social Studies (3 credits).

VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit
- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd Grade in 2006)
- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit).

This document is intended to provide general guidance. Due to the complexity of the law, policies and guidance will continue to evolve. For specific information regarding the law, please refer to MCL 380.1278a and MCL 380.1278b.

HIGH SCHOOL RECOVERY CREDIT PROGRAM

If a student fails a required core course, they must retake this course to meet graduation requirements.

Classes may not be retaken to improve status for the Top Ten or Valedictorian.

Sand Creek High School offers recovery credit to 9th – 12th grade students who have failed required classes or fallen behind in the total number of credits required to graduate. Each recovery credit course is worth a ½ credit. Students may earn up to 1 full credit per semester in an after school setting, and 1 full credit in a summer school setting. A fee is charged for recovery credit courses and must be paid at registration. All courses are Sand Creek approved, on-line courses, offered through Edgenuity. A minimum of 30 seat hours must be logged at SCHS for each class taken. All course assessments must be taken during seat time. For more information, contact the high school counselor.

Advanced Placement
On-Line Course Offerings
Offered by Michigan Virtual High School
and approved for credit
by Sand Creek High

General Rules

1. Must be a junior or senior with a GPA of 3.5 or permission from administrator.
2. All grades received for On-Line classes will transfer to the student's official transcript.
3. All On-Line classes will be scheduled for a specific class period designated by the school.
4. Any student approved to take a course outside the original school day (before school, after school, summer school, etc.) must pay for the course before they enroll.
5. All midterms and final exams must be administered in the presence of a school approved official at Sand Creek High School.
6. Although grades will be determined by the On-Line instructor, Sand Creek High School reserves the right to review and/or adjust the grade when it deems necessary (attendance, discipline, etc.).
7. Students that fail an AP class are not eligible for re-enrollment.

MY SAND CREEK HIGH SCHOOL FOUR YEAR PLAN

Freshman

1. English 9
2. Business Technology I
3. U.S. History & Geography
4. PE/Health
5. Environmental Science
6. Math _____
7. Academic Center
8. _____

Sophomore

1. English 10
2. Biology 10
3. World History & Geography 10
4. Math_____
5. Academic Center
6. _____
7. _____
8. _____

Junior

1. English 11
2. Government/Economics
3. Math_____
4. Science (Physics/Chemistry)
5. Academic Center
6. _____
7. _____
8. _____

Senior

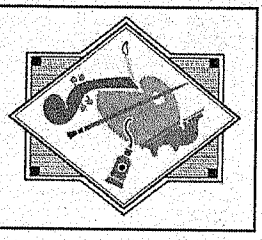
1. English 12 – A.P. Lang/Comp
2. Math_____
3. Academic Center
4. _____
5. _____
6. _____
7. _____
8. _____

- Summer school is also an option for all four years.
- In addition to the required courses listed above, students must take and pass 1 credit of Applied Fine Arts. These courses include: Band, Choir, Engineering/Robotics, Art, and Yearbook.

Michigan's Career Pathways

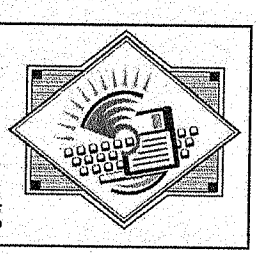
Arts & Communication

Careers in arts & communications relate to the humanities and to the performing, visual, literary and media arts. These careers interest people who enjoy being creative.



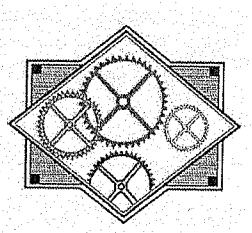
Business, Management, Marketing and Technology

Careers in business, management, marketing and technology relate to all aspects of business including accounting, business administration, finance, information processing and marketing



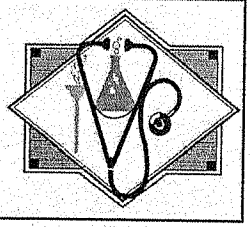
Engineering/Manufacturing & Industrial Technology

Careers related to technologies necessary to design, develop, and install or maintain physical systems. Understanding and working with tools, equipment and other kinds of machinery is important to people who have careers in this pathway.



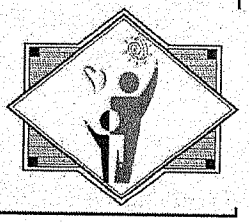
Health Sciences

Careers in health sciences are for people who are interested in promoting good health, treating injuries, health conditions or controlling diseases.



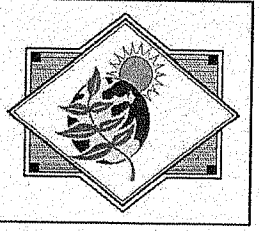
Human Services

Careers in human services focus on helping people learn how to protect themselves and others, solve problems and attend to their personal consumer needs, rights and responsibilities.

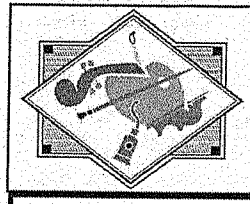


Natural Resources & Agriscience

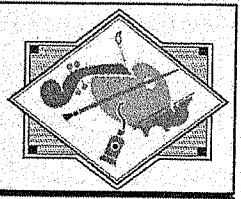
Careers in natural resources and agriscience are for people who are interested in the environment, how things grow and develop and in the outdoors.



Sample Career Options



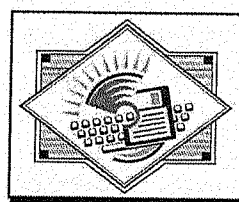
Arts & Communication



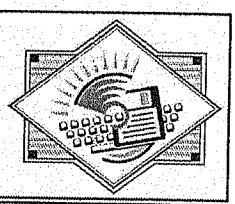
On-The -Job Training High School Diploma	Associate Degree	Bachelor's Degree (+)
Actor/Actress	Advertising Agent	Actor/Actress
Cartoonist	Artist	Advertising Designer
Desktop Publisher	Camera Operator	Author
Disc Jockey	Digital Assembler	Commercial Artist
Floral Designer	Graphic Design	Editor
Fashion Model	Fashion Designer	Journalist
Hair Stylist	Industrial/Architectural Drafter	Language Interpreter
Musician/Composer	Jeweler	Music Therapist
Sign Painter	Photographer	Scientific illustrator
	Stage Technician	TV Production Director

Arts & Communication Elective Options

Art 1,2,3,4	Spanish 1,2,3,4	Yearbook 1,2,3
Choir, Band	Exploring Technology	Psychology
CAD/IA 1,2	Speech/Drama	Sociology



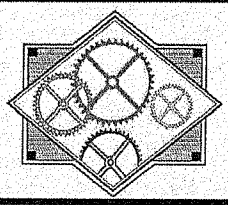
Business, Management, Marketing & Technology



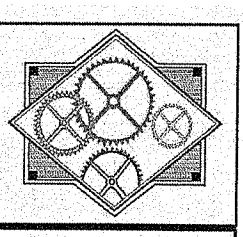
On-The -Job Training High School Diploma	Associate Degree	Bachelor's Degree (+)
Bank Teller	Administrative Assistant	Accountant
Bookkeeper	Bookkeeper/Auditing Clerk	Actuary
Data Entry Clerk	Building Manager	Administrative Assistant
Food Service Worker	Court Reporter	Budget Analyst
Hotel Clerk	Estimator	Loan Officer
Insurance Agent	Financial Manager	Marketing/Public Relations Derector
Retail Salesperson	General Bookkeeper	Real Estate Manager
Clerical Staff	Hotel Manager	
	Travel Agent	

Business, Management, Marketing & Technology Elective Options

Exploring Technology	Psychology	Psychology
Accounting	Sociology	Chemistry
Biomedical Science	Spanish 1,2,3,4	Leadership



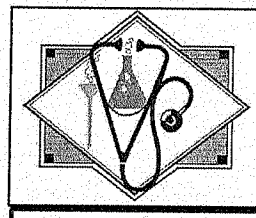
Engineering/Manufacturing & Industrial Technology



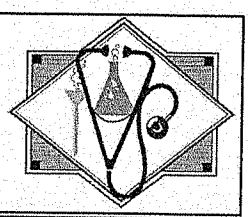
On-The -Job Training High School Diploma	Associate Degree	Bachelor's Degree (+)
Auto Body Techn. Carpenter Climate Control Mech. Custodian Drafter Machine Tool Setter Security System Installer	Auto Repair Technician Building Construction Tech. Chemical Technician Computer-Aided Designer Heating/Air Condition Tech. Industrial Electronics Tech. Pipe Fitter	Architect Automotive Engineer Chemical Engineer Computer Analyst Computer Programmer Mechanical Engineer Surveyor

Engineering/Manufacturing & Industrial Technology Elective Options

Spanish 1,2,3,4	Art 1,2,3,4	Physics
CAD/IA 1,2	Exploring Technology	Chemistry



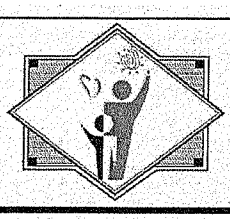
Health Sciences



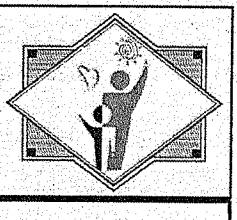
On-The -Job Training High School Diploma	Associate Degree	Bachelor's Degree (+)
Admitting Clerk Clinical Assistant Dental Assistant Dietary Aide Home Health Aide Medical Office Clerk Orderly	Dental Lab Technician Dental Hygenist Emergency Medical Tech. Industrial Hygentist Licensed Practical Nurse Medical Technician Occupational Therapy Assist.	Chemist Chiropractor Dentist/Physician Nuclear Medical Tech. Pharmacist Physical Therapist Veterinarian

Health Science Elective Options

Biomedical Science	Physics	Psychology
Athletic Conditioning	Chemistry	Sociology



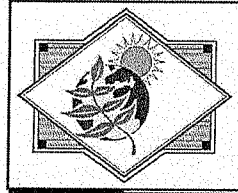
Human Services



On-The -Job Training High School Diploma	Associate Degree	Bachelor's Degree (+)
Chef/Cook	Civil Service Worker	Anthropologist
Beauty Consultant	Coach	Criminologist
Child Care Provider	Cosmetologist/Manager	Lawyer
Corrections Officer	Crime Labatory Tech.	Librarian
Fire Fighter	Culinary Arts/Chef	Psychologist
Fitness Consultant	Hospitality Worker	Social Worker
Flight Attendant	Legal Assistant	Sociologist
Food Service Worker	Police Officer	Teacher\Clergy
Mental Health Aide	Security Administrator	

Human Services Elective Options

Art 1,2,3,4	Speech	Psychology
CAD/IA 1,2	Drama	Sociology
Exploring Technology	Physics	Biomedical Science
Spanish 1,2,3,4	Chemistry	



Natural Resources & Agriscience

On-The -Job Training High School Diploma	Associate Degree	Bachelor's Degree (+)
Animal Caretaker	Farm Manager	Agricultural Engineer
Farm Worker	Fish & Game Warden	Botanist
Florist	Florist	Conservation Officer
Fruit & Veggie Farmer	Forestry Technician	Ecologist
Landscaper	Golf Course Manager	Farm Manager
Pest Control	Horticulturist	Geologist
Recreation Worker	Landscape Design Assistant	Landscape Architect
Retail Floral Sales	Nursery Worker	Naturalist
Veterinary Assistant	Retail Floral Sales	Park Ranger

Natural Resources & Agriscience Elective Options

Botany	Biomedical Science	Physics
Zoology	Leadership	Chemistry
Biology		

Career Preparation Services K-12 Plan

Sand Creek

October 2017

Elementary

Kindergarten
- Field trips (fire station, orchard)
- Science Journals (careers in science & real world application)
- Time for Kids
- Paraprofessionals in classroom

Grade 1
- Science Journals (Careers in science & real world application)
- Guest speakers
- Field Trip (Stubnitz Center)
- Michigan Studies Weekly

Grade 2
- Science Journals (careers in science & real world application)
- Guest speakers
- Guest Readers
- Michigan Studies Weekly

Grade 3
- Science Journals (careers in science & real world application)
- Guest speakers
- Field trip (Sauder's Museum)
- Ag Awareness – Mr. Emmons
- National Geographic

Grade 4
- Science Journals (careers in science & real world application)
- Guest speakers
- Farm Bureau – Project RED
- Field Trip (Ann Arbor Hands' On Museum)
- Time for Kids

Elementary

Grade 5
- Science Journals (careers in science & real world application)
- Guest speakers
- Economics & Career Program
- Biography Reports
- Camp Michindoh (Hillsdale County)
- Time for Kids

All Elementary
- Junior Achievement

Middle School

Grade 6
- Periodicals, nonfiction trade books, reading programs, math & social studies texts – careers and contributions of famous people
- Research reports (famous artists & jobs)
- College Business letter

Grade 7
- Begin Portfolios
- EDP/Career Cruising

Grade 8
- Resume/Application
- Pathways-Curriculum Guide
- Portfolio cover
- EDP/Career Cruising

Career Preparation Services K-12 Plan

Sand Creek

October 2017

High School

Grade 9

- Portfolio cover
- EDP/Career Cruising
- Specialized Vocational Training/Technical Training for Employable Skills
- Employment unit
- Science/Career Goal Field Trips
- PSAT

Grade 10

- Update portfolios
- Information sheet with scanned photos
- Career Goal paper/interview
- EDP/Career Cruising
- Specialized Vocational Training/Technical Training for Employable Skills
- Science/Career Goal Field Trips
- PSAT

Grade 11

- Junior Achievement (Economics)
- English class portfolio update
- Dreams and goal paper
- Job shadow
- EDP/Career Cruising
- Specialized Vocational Training/Technical Training for Employable Skills
- PSAT/NMSQT in Fall
- SAT in Spring
- Career Conference
- Reality Store
- Science/Career Goal Field Trips

Grade 12

- Job shadow
- Career Blitz
- EDP/Career Cruising
- Specialized Vocational Training/Technical Training for Employable Skills
- Scholarships
- Applications
- Reality Store
- Science/Career Goal Field Trips

Sand Creek High School
EDP Process

9th Grade Will be updated in English / Language Arts 9

EDP/Career Plan
Career Cruising
- ❑ Career that will interest me
- ❑ Career & Lifetime Goals
- ❑ Activities & Abilities
- ❑ Skills & Activities

10th Grade Will be updated in English / Language Arts 10

Visit LISD Tech Center
Update EDP/portfolio
Career Cruising
- ❑ Schools That Interest Me
- ❑ Work Experience
- ❑ Resume Builder

11th Grade Will be updated in English / Language Arts 11

Junior Achievement (Economics)
Update EDP/portfolio
Dreams and Goal Paper
Job Shadow
College Visitation
WorkKeys
Career Cruising
- ❑ Financial Aid Search

12th Grade Will be updated in English / Language Arts 12 or A.P. Lang/Comp.

Job Shadow
Career Blitz
Update EDP/portfolio
Career Cruising
College Visitation
College Applications
Scholarship Applications
College View

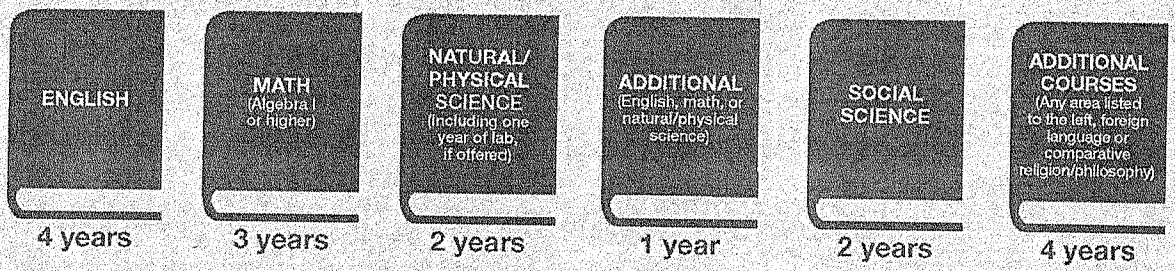
NCAA Eligibility Center

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click **here** to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE

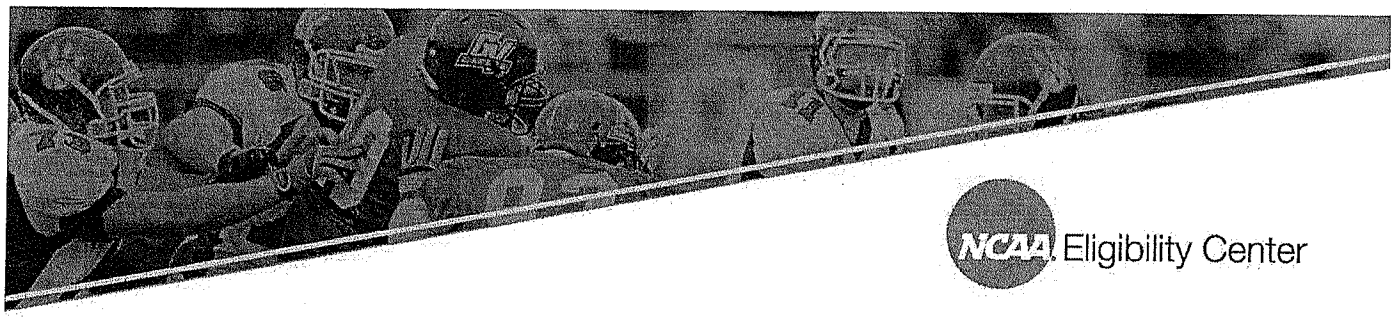
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.



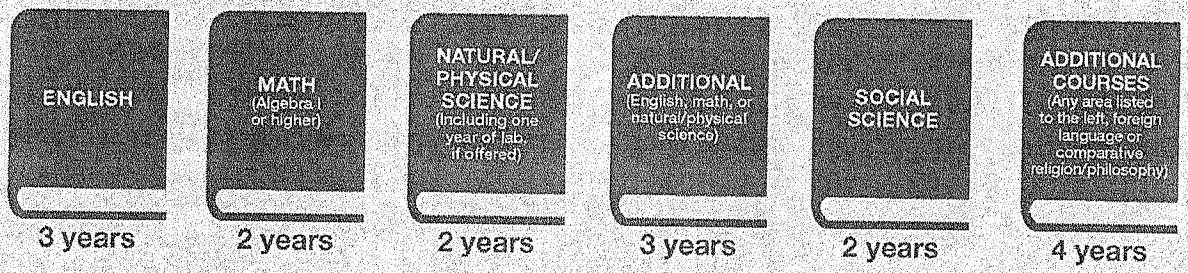
NCAA Eligibility Center

2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click here to visit the College Board's website.

DIVISION II
FULL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II
PARTIAL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

English

English / Language Arts 9

Required – one year

COURSE DESCRIPTION:

Ninth grade students will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economics. Through the lens of **inter-relationships and self-reliance**, they will consider how they build relationships, how their relationships impact others, and their responsibility to society. Possible units of study include the Power of Short Story, *The Odyssey, To Kill a Mockingbird,* and *Romeo and Juliet.*

English / Language Arts 10

Required – one year

COURSE DESCRIPTION:

In English / Language Arts 10, students will add to the list of various genres of classic and contemporary narrative and informational texts that have been read and analyzed throughout high school, but with a special focus on British and World Literature and SAT prep. Tenth graders will engage these texts through **transformational thinking**. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future. Possible units of study include *Beowulf, The Canterbury Tales, Frankenstein, Hamlet, The Lord of the Flies, The Old Man and the Sea,* and *Night.*

Honors English / Language Arts 10

Elective – one year

COURSE DESCRIPTION:

In Honors English / Language Arts 10, students will add to the list of various genres of classic and contemporary narrative and informational texts that have been read and analyzed throughout high school, but with a special focus on British and World Literature and SAT success. Tenth graders will engage these texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future. Possible units of study include Beowulf, The Canterbury Tales, Frankenstein, Hamlet, The Lord of the Flies, The Old Man and the Sea, and Night. Honors English is for motivated students that want to go more in depth with the areas mentioned above. There will be a greater emphasis on preparing students for a post-secondary education in both the areas of reading and comprehension. Honors English will foster a greater sense of independence, self-discipline, and work ethic.

English / Language Arts 11

Required – one year

COURSE DESCRIPTION:

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on American literature and SAT Prep. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

Honors English / Language Arts 11

Elective – one year

COURSE DESCRIPTION

Students who have shown particular aptitude or interest in the English curriculum may elect to take Honors English Language Arts 11. This course will include all of the material present in English Language Arts 11, but will cover the material with significantly more depth than in the standard course. Furthermore, there will be additional material for students to cover, including a heavy focus on Transcendental thought and its influence on the development of American thought. Finally, the course will have an expanded focus on different modes of writing (synthesis, rhetorical analysis, etc...) in order to better prepare students for the rigor of taking Advanced Placement Language and Composition senior year. This course requires instructor or administrator approval.

English / Language Arts 12

Required – one year

COURSE DESCRIPTION:

Students in English Language Arts 12 will apply, refine and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11. The young adults enrolled in English Language Arts 12 will develop a world perspective by analyzing classic and contemporary texts. This insight will help them to succeed in their college freshman courses and in their chosen vocations. The goal for English Language Arts 12 students is to identify, develop, and apply their own leadership and communication skills in order to confidently contribute as responsible American citizens.

A.P. Language and Composition

Elective – one year

PREREQUISITE: Permission of instructor.

COURSE DESCRIPTION:

Building on the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11, the young adults enrolled in A.P. Comp will have a twofold task; first, to develop the skills and strategies necessary to thrive in a college level English class, including significant annotation and the development of advanced rhetorical strategies applied to all English disciplines, particularly through the lens of contemporary literature. The second task is to prepare to take the Advanced Placement Language and Composition test in May, with the goal of attaining a 3, 4, or 5 in order to earn college credit. In order to achieve these goals, major writings will be far more frequent than in English 12, with corresponding increase in the sophistication of topics and style. This course is intended for students who are planning to attend college.

Social Studies

U.S. History & Geography 9

Required – one year

COURSE DESCRIPTION:

This course includes a history of the United States from its emergence as a world power in the early 1900's to the present. Emphasis is placed on how political, economic, and social developments of the past have shaped the conditions, policies, and attitudes of today.

World History & Geography 10

Required – one year

COURSE DESCRIPTION:

A survey course investigating the major events, civilizations, and peoples from ancient Greece through modern era. It is a study of how the beliefs, events, and customs of the past can enable us, as members of the international community to better understand our 21st century social and political situations.

Honors World History & Geography 10

Elective – one year

Prerequisite- Teacher and/or administration recommendation.

COURSE DESCRIPTION:

Honors World History is a survey course with a deeper investigation into the major events, civilizations, and peoples from ancient Rome through modern eras. This class offers in-depth study and analysis with more emphasis on discussion and writing about how the beliefs, events, and customs of the past can enable us as members of the international community to better understand our 21st century social and political situations. Honors World History 10 is a choice for students with a great interest in taking details and demonstrating how it connects to a larger picture of humanity. The class will follow the same requirements for World History 10 but will teach and use the Socratic Circle method for discussion as well as student participation in a History Day project and presentation.

Economics 11 Required – one semester Link with Government

COURSE DESCRIPTION:

A Junior Achievement course in which students study the principles of macro and micro economics. Major topics of study include the market economy, personal finance, productivity and the labor force, business competition, monetary policy, and international trade. Students MAY also have the hands-on experiences of running their own small corporation and participating in a stock market competition.

Honors Economics 11 Elective – one semester Link with Government

COURSE DESCRIPTION:

Intended for students with exceptional interest and aptitude in social science, students in this course will have all the same requirements as in the regular sections of Economics, but will be exploring topics in greater depth and engaging in a greater amount of analysis and debate. More independent work and project based activities will be expected. Using a Junior Achievement curriculum, students will study the principles of macro and micro economics. Major topics of study include the market economy, personal finance, productivity and the labor force, business competition, monetary policy, and international trade. Students will also have the hands-on experiences of running their own small corporation and participating in a stock market competition.

American Government 11 Required – one semester Link with Economics

COURSE DESCRIPTION:

In this course students examine the principles and origins of democratic government, the electoral process and voter behavior, political parties, and the powers and duties of our legislative, executive, and judicial branches. An emphasis is given to the ways in which government decisions affect students' daily lives and the ways in which students can become part of the political process. Course requirements include completion of 12 hours of community service and attendance at one each: school board meeting, city government meeting, and township government meeting.

Honors American Government Elective – one semester Link with Economics

COURSE DESCRIPTION:

Intended for students with exceptional interest and aptitude in social science, students in this course will have all the same requirements as in the regular sections of American Government, but will be exploring topics in more depth and engaging in a greater amount of analysis and debate. More independent work and project based activities will be expected. Students will examine the principles and origins of democratic government, the electoral process and voter behavior, political parties, and the powers and duties of our legislative, executive, and judicial branches. An emphasis is given to the ways in which government decisions affect students' daily lives and the ways in which students can become part of the political process. Course requirements include completion of 12 hours of community service and attendance at one each: school board meeting, city government meeting, and township government meeting.

Psychology ****Senior Class only -** Elective – one semester
Link with Sociology

COURSE DESCRIPTION:

Psychology is the science of human behavior and mental processes. It seeks to describe, understand, predict and influence the actions, thoughts, feelings and motives that make up our lives. Major units of study include: origins of the science, biological foundations, states of consciousness, learning/intelligence, developmental stages, motivation/emotion, gender/sexuality, and stress/health.

Sociology **** Senior Class only -** Elective – one semester
Link with Psychology

COURSE DESCRIPTION:

Sociology is the study of human society. It seeks to describe, understand, predict and influence the behavior of people in group situations, the social relationships that we develop with one another, and the impact of society on our individual lives. Major units of study may include: developing the sociological perspective, culture, society/socialization, social stratification, deviance, race/ethnicity, family, religion, education, health care, and social movements.

Street Law Elective – one year

COURSE DESCRIPTION:

In this semester course students will gain a practical understanding of the law in American society through the use of case studies, mock trials and other simulations, and traditional classroom work. Guest speakers from the Lenawee County legal and law enforcement professions will be featured. Topics will include the nature of the law and settling disputes, crime and criminal law, the criminal justice process, torts, family law, and Constitutional law.

Science

Environmental Science Required – one year

COURSE DESCRIPTION:

This course covers environmental issues, geology (minerals, rocks, weathering, soil, and plate tectonics), and hydrology (water cycle, groundwater, watersheds). Students will conduct a botany experiment in the school greenhouse. Students in this class will have the opportunity to learn leadership through the National FFA Organization. Please note this is a required graduation class and is also the first Agriscience class offered at Sand Creek for completion of the Agriscience CTE program. (This CTE class cannot be made up online).

Biology 10 Required – one year

COURSE DESCRIPTION:

This course presents the facts of Biology within a pattern of unifying themes that help students, understand the larger significance of the details they are learning. These themes include cells, evolution, ecology, genetics, microbiology, and classification. A wide range of dissections are completed to correlate comparative structure and functions of various organisms.

Honors Biology Elective – one year

Prerequisite - C or better in Environment Science or with teacher permission

COURSE DESCRIPTION:

Academic Biology is for excited and science motivated students. This class offers students a deeper, more detailed understanding and experience in the concepts of biology that run our life. The scientific method, chemistry of life, cell function and structure, evolution, ecology, cellular respiration, photosynthesis, genetics, microbiology, and classification are the core topics focused on during the year. Utilization of science skills and practices will be interwoven into the class every day to create lifelong skills. Project and activity-based projects will be used to build a deeper understanding of each topic.

Physics Required – one year

Chemistry or Physics can be taken for the 11th Grade Science Requirement

PREREQUISITE: Environmental Science 9 and Biology 10

COURSE DESCRIPTION:

The first semester of this course covers six units of **energy**. The second semester of this course covers six units of **mechanics**. Each unit students will be required to complete a demonstration and a laboratory experience that utilizes the scientific method.

Engineering Design & Robotics 1 Elective – one year

COURSE DESTRIPTION:

Semester one utilizes PLTW's Introduction to Engineering Design (IED) curriculum to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation using Autodesk Inventor. Semester tow utilizes PLTW's Principles of Engineering (POE) curriculum to expose students to the engineering process, learn to program in RobotC, and build machines using VEX robotics.

Chemistry — Required – one year

Chemistry or Physics can be taken for 11th Grade Science Requirement
PREREQUISITE: C or better in Biology or with teacher permission
COURSE DESCRIPTION:
This course is for the highly motivated science student. Chemistry topics will include atomic structure, electron arrangements, periodicity, chemical bonding, formula writing, the mole concept, gas laws, states of matter, solutions, ionization and chemical equilibrium, acids and bases, nuclear chemistry, electrochemistry, and an introduction to organic chemistry. Laboratory investigations will be a significant part of this course to get a better understanding and to make connections between concepts. Per Board policy, mandatory cumulative semester exams are required and will count 20% of semester grade.

Chemistry II — Elective – one year

PREREQUISITE: Successfully completed Biology and Chemistry. Completion of Biomedical Science: Human Body Systems is preferred. Students must have permission from the teacher.
COURSE DESCRIPTION:
This class allows students to continue to gain a deeper understanding of the concepts discussed in chemistry. A few of the concepts being focused on include stoichiometry, matter and it connection to energy with in atom and a chemical reaction, and molecular bonding. Chemistry II will have a large focus on the development of science skills and practices within a laboratory setting. It will include lab safety, lab organization, advanced lab techniques, calculated-based labs, inquiry based investigations, and productions of their own chemistry demonstration.

Biomedical Science – Human Body Systems — Elective – one year

PREREQUISITE (S): "C" or better in Biology or permission of instructor.
COURSE DESCRIPTION:
Human Body Systems is an exciting and necessary class for students interested in any aspect of anatomy, physiology, or a medical field. Through the curriculum developed by Project Lead the Way, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®. Through individual and collaborative problem-based projects, students use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Throughout the year, students will take on the roles of biomedical professionals to solve real-world medical cases.

Zoology — Elective – one year

PREREQUISITE: Environmental Science or with permission from the instructor. This is the second class offered at Sand Creek for completion of the Agriscience CTE program.
COURSE DESCRIPTION:
This class will allow students to explore the animal industry through science and technology. Topics of study include animal physiology, nutrition, genetics, animal welfare, animal health, and animal husbandry skills. Students will work hands on with animals and will develop leadership, citizenship, and cooperative skills and awards in the National FFA Organization. (This CTE class cannot be made up on line)

Botany — Elective – one year

PREREQUISITE: Environmental Science and Zoology or with permission from the instructor. This is the third or fourth year of the Agriscience Program.
COURSE DESCRIPTION:
This class uses science and technology to study plant systems. Students will gain hands on experience and career skills in the greenhouse and on the school land lab. Students will also develop leadership, citizenship, communication and agriculture career skills, as well as awards in the National FFA Organization. (This CTE class cannot be made up online).

Leadership Elective – one year

PREREQUISITE: Environmental Science and Zoology or with permission from the instructor. This is the third or fourth year of the Agriscience Program.

COURSE DESCRIPTION:

Students will develop leadership, citizenship, and cooperative skills and awards in the National FFA Organization. Personal growth and career success will also be taught in this class. (This CTE class cannot be made up online).

Mathematics - **A Teacher Recommendation will be completed.**

Algebra I Required – one year

COURSE DESCRIPTION:

This course is an extension of Pre-Algebra. The topics covered in this course include expressions, equations, inequalities, functions, graphing, systems of equations, radicals, factoring polynomials, rational equations, and quadratic functions.

Geometry Required – one year

PREREQUISITE: Algebra I

COURSE DESCRIPTION:

Want to learn how to think? Take a course of logic. Deductive and logical thought processes are developed in this course through the study of congruent and similar triangles, quadrilaterals, circles, parallel and perpendicular lines, right angle trigonometry, and surface and volume of three-dimensional figures.

Integrated Geometry Required – one year

PREREQUISITE: Algebra I

COURSE DESCRIPTION:

This course takes an integrated approach to teaching Geometry. The topics covered in this course include parallel and perpendicular lines, congruent and similar triangles, quadrilaterals, circles, right angle trigonometry, and surface and volume of three-dimensional figures. This course also has an added emphasis on analyzing data and preparing students for state mandated standardized tests.

Algebra II Required – one year

PREREQUISITE: Algebra I, Geometry

COURSE DESCRIPTION:

This course is an extension of Algebra I, with different number systems being introduced. The topics covered in this course include equations, inequalities, systems of linear functions, rational expressions, rational equations, polynomials, irrational and complex numbers, quadratic equations and functions, sequences and series, relations and functions, exponents and exponential functions, logarithms, and introduction to trigonometry, and trigonometric graphs.

Integrated Algebra II Required – one year

PREREQUISITE: Algebra I, Geometry

COURSE DESCRIPTION:

This course takes an integrated approach to teaching Algebra II. This course is an extension of Algebra I, with different number systems being introduced. The topics covered in this course include equations, inequalities, systems of linear functions, rational expressions, rational equations, polynomials, irrational and complex numbers, quadratic equations and functions, exponents and exponential functions, logarithmic functions, an introduction to trigonometry, and trigonometric graphs. This course also has an added emphasis on preparing students for state mandated standardized tests.

Personal Finance 12 Required – one year

COURSE DESCRIPTION:

A meaningful course for any graduating senior, Personal Finance covers a variety of real-world personal finance topics. Students will learn the fundamentals of personal and business-related mathematics units that include gross pay, net pay, banking, credit cards, loans, owning a car or a home, insurance, investments, budgets, business costs, sales and marketing, human resource management, business profits and loss, and international business. Personal Finance is designed to prepare students to be smart shoppers, informed tax payers, and valued employees.

Pre-Calculus Elective – one year

PREREQUISITE: Algebra II

COURSE DESCRIPTION:

A helpful course for any college-bound student, a must for future fields in mathematics or science. This course will emphasize functions, trigonometry, equations and inequalities, matrices, sequences, series, probability, and Analytic Geometry.

Calculus Elective – one year

PREREQUISITE: Pre-Calculus.

COURSE DESCRIPTION:

A helpful course for any college-bound student, a must for the future fields in mathematics or science. This is a great course to prepare students for taking Calculus in college. Strong attention will be given to functions, limits, differentiation, integration, and trigonometry.

Foreign Language

Spanish I Required – one year

COURSE DESCRIPTION:

Students will start the course with basic vocabulary and conversational questions and responses. Study continues with vocabulary presented in thematic units and grammar focuses on the present and past tenses. Students will practice their conversational skills based on these units. Students will work on developing the four skills of language: listening, speaking, reading, and writing. Students will also learn about Hispanic and pre-Hispanic cultures.

Spanish II Required – one year

PREREQUISITE: Spanish I

COURSE DESCRIPTION:

Students continue study of vocabulary presented in thematic units and situations. Students will continue to develop their language skills around these themes and the grammar continues to focus on the present and past tenses. Students will further develop their skills of listening, speaking, reading, and writing. Students will learn about Hispanic and pre-Hispanic cultures.

Spanish III Elective – one year

PREREQUISITE: Spanish II or permission of the instructor

COURSE DESCRIPTION:

Students will start to study irregular grammatical patterns and advanced grammatical tenses. Vocabulary is still presented in thematic units and students develop their language skills around those units. Students will learn about Hispanic and pre-Hispanic cultures.

Spanish IV Elective – one year

PREREQUISITE: Spanish III or permission of the instructor

COURSE DESCRIPTION:

Students will start to study irregular grammatical patterns and advanced grammatical tenses. Vocabulary is still presented in thematic units and students develop their language skills around those units. Students will learn about Hispanic and pre-Hispanic cultures.

Technology

Business Technology I Required – one year

COURSE DESCRIPTION:

This is a required one-year computer class. Microsoft office or Google products will be taught. Students will complete various school/business tasks including letters, reports, spreadsheets, and more. Other programs that will be used throughout the course include: Code HS – programming, Pixlr – photo/graphic design.

Music

Band Elective – one year

PREREQUISITE: Participation in 8th grade band or permission of instructor

COURSE DESCRIPTION:

This class is for the purpose of expanding the music fundamentals learned in the elementary and middle school band program. Performing in large groups, ensembles and solos will be an important part of this class. Topics to be studied include rhythm, tone, harmony, form, style and history of music.

Requirements: Members are required to participate in all band activities and show steady improvement. Marching band is an integral part of the band program. Participation in marching band is required by all students. There will be a $25.00 fee to be paid by the student for dry cleaning uniforms each year.

Band Chamber Ensemble Elective – one year

PREREQUISITE: Completion of 1 year of High School Band with an A- or higher in previous year.

COURSE DESCRIPTION:

This is designed to teach students how to play music in a chamber ensemble setting. Students will be in the same chamber ensemble as assigned by the director for the entire year to learn to play music from a variety of musical styles. The grade for this class will be based on the quality of the groups musical performance (performance based grade). Students will be required to perform at District and State Solo & Ensemble Festivals (when qualifying).

Ukulele for Beginners Elective – one year

PREREQUISITE: Singing is not part of the grade for this class, but students are required to sing along while playing Ukulele.

COURSE DESCRIPTION: Students will learn to play Ukulele while learning to read, sing, arrange, and compose music. Students will sing while playing Ukulele. Students will also be taught basic piano skills in the second semester.

Materials required:

1. Ukulele (acoustic) and spare set of strings (Strap is suggested)
2. A three ring binder with 5 dividers
3. Essential Elements 2000 Book 1 – Ukulele
4. Portable Tuner
5. Internet Access (all assignments are posted through Google Classroom and playing tests must be submitted through flipgrid.com)

Fine Arts

Art I

Elective – one year

COURSE DESCRIPTION:
This class is for anyone in grades 9-12 who has an interest in the art with little or no experience in drawing. Students will be introduced to the basic elements of art. Emphasis includes: drawing, painting, sculpting, printmaking and art history. Students will keep a sketchbook and will be allowed to do free drawings on some Fridays. Most projects will be completed in school with minimal homework.

Art II

Elective – one year

PREREQUISITE: one full year completion of Art I
COURSE DESCRIPTION:
Students will take an in depth approach to drawing, painting, sculpting, printmaking, and art history. Portrait drawing, acrylic and airbrush painting will highlight this class. Students will develop a better understanding of composition and the principles of design.

Art III

Elective – one year

PREREQUISITE: one full year completion of Art II
COURSE DESCRIPTION:
Students will continue to take an in depth approach with materials in Art II. Emphasis will be placed on art history with higher level of projects in two-dimensional drawing, painting, and three-dimensional sculpting.

Art IV

Elective – one year

PREREQUISITE: Art III & permission of instructor; "C" or higher in Art III
COURSE DESCRIPTION:
This course is for the individual who has displayed outstanding talent in a particular area in Art III and shows a desire to develop this skill.

Yearbook I

Elective – one year

COURSE DESCRIPTION:
In this course, students will design the school's yearbook. Focus will be on writing, interviewing, photography, desktop publishing and public relations. Page assignments are distributed among the entire staff and will continue to the end of the year.

Yearbook II

Elective – one year

COURSE DESCRIPTION:
This class is a continuation of the publication techniques taught in Yearbook I, but with more emphasis on individual responsibility and supervision of projects and assigned tasks for the production of the school yearbook. Students will learn skills in marketing and desktop publishing.

Yearbook III

Elective – one year

COURSE DESCRIPTION:
A continuation of Yearbook II with the same guidelines and requirements. Emphasis will be placed on responsibility and supervision of projects and assigned tasks for the yearbook; the Harvester. Students will, in addition, learn marketing strategies, public relations, staff organization and editing.

Physical Education

Physical Education 9

Required – one semester
Link with Health

COURSE DESCRIPTION:
Physical Education 9 offers the opportunity to become knowledgeable and participate in a variety of activities, which are fitness based. Students will learn the skills which are necessary to become lifelong participants in physical activity. Units of instruction include field sports, volleyball, pickle ball, archery, personal fitness and introduction to a fitness center's cardio and strength training machines and stations. Upon the successful completion of the Physical Education 9 class, students will be eligible to participate in the Athletic Conditioning or Lifetime Activity programs that are offered in grades 10-12.

Health 9

Required – one semester
Link with Physical Education

COURSE DESCRIPTION:
The sound and well-rounded health program compliments the physical, mental, and social growth of the student. It is the goal of the health curriculum to provide information and opportunity for students to acquire healthy behaviors and attitudes that will remain with them throughout the rest of their lives. Some areas of study will include physical activity, nutrition, and drug and alcohol use.

Athletic Conditioning Grades 10-12

Elective – one year

PREREQUISITE: 10th grade or higher.
COURSE DESCRIPTION:
Athletic Conditioning is designed to educate students in key areas of health and fitness. Main areas of focus include muscular strength, cardiovascular endurance, power, agility and speed. Students will learn weightlifting techniques and will be able to design a weight training and conditioning program that is realistic and attainable for specific goals. This course does require a high level of physical activity and dressing for class is required.

Lifetime Activity Grades 10-12

Elective – one year

PREREQUISITE: 10th grade or higher.
COURSE DESCRIPTION:
This curriculum will highlight the significance of lifetime physical fitness, leisure time activities, and sportsmanship. Lifetime Activity will focus on court and field games. Examples of these activities include: ultimate frisbee, frisbee golf, handball, volleyball, basketball, soccer, archery, pickle ball, and large group activities such as dance, fitness training (yoga, Pilates, strength training, and stretching) in addition to being exposed to a multitude of active games and cooperative activities. This class will also stress the importance of performance, sportsmanship, and rules and regulations. Dressing for class is required.

Academic Center

COURSE DESCRIPTION:
Students in sixth through twelfth grade will develop an understanding of, and skills for, a successful academic career in school. To that end, course curriculum will focus on the following: reading comprehension, reading fluency, writing fluency, character education, public speaking, math and science skills with a focus on reading and interpreting data, encouraging citizenship, and teaching proper study skills.

Futures

COURSE DESCRIPTION:
The goal of Futures is to help identify and support our students in finding success on their pathway to graduation and beyond. The program instructor will provide a supportive and collaborative growing environment for all Futures students, allowing them to expand their communication, problem solving, and social skills. In this program, students will work to accomplish their graduation goals and requirements with the identified supports that they need to be successful.

Post Secondary – Dual Enrollment

Elective One Semester or one year

PREREQUISITE: Permission from high school principal & have met the following requirements:

1. Eligible students are those students enrolled in at least one high school class:
   a. In grade 11 and has met the requirements on the PSAT or ACT/MME.
   b. In grade 12 and has met the requirements for **all** subject areas of the ACT/MME.
   c. In grade 12 would be eligible under this bill **for courses in the subject area in which the student has completed or enrolled in all classes required to graduate**, computer science or foreign language courses not offered by the district, and fine arts courses as permitted by the district.
   d. PSAT in sophomore year.
   e. Student must have exhausted local curriculum prior to dual enrollment or approval by administrator.
2. Students will be able to receive tuition and fee support for classes at eligible post-secondary institutions provided:
   a. The course is not offered by the public school.
   b. The course is offered, but is determined by the board of education, to not be available to the student because of a scheduling conflict beyond the student's control.
   c. A course could not be in the subject area of hobby craft, art, recreation, physical education, theology, divinity, or religious education.
3. Students will designate which type of credit they desire at the time of enrollment and shall notify both the high school and post-secondary institution of that designation.
   a. Students may enroll in post-secondary courses for high school credit or post-secondary credit, or both.
   b. Credits granted shall be counted toward the graduation and subject area requirements of the high school.
4. Sand Creek Community Schools is responsible for the lesser of:
   a. The tuition, mandatory course fees, material fees, and registration fees.
   b. The adjusted proportion of the school year they attend the post-secondary institution.
   5. Sophomores must take PSAT in the fall in order to dual enroll first semester of their junior year.

Michigan Virtual

MICHIGAN VIRTUAL COURSES AND DESCRIPTION

Accounting A →

- **Other**
- **High School**

This is the first course in a two-semester Accounting course sequence. Accounting is the process of planning, recording, analyzing, and interpreting financial information. The accounting process includes recording financial activities, but accounting is not the same as bookkeeping or recordkeeping. Bookkeeping is only the recording part of the accounting process. Accounting goes much further than just keeping records. Accounting involves analyzing and interpreting a business's operations to determine its financial well-being and plan its future success. Accounting A is a skills-based course that is of value to all students, whether exploring a career in business or for personal financial needs. Accounting A is an essential course for students who are pursuing a strong background in business, marketing and management. This course covers the complete accounting cycle for a service business organized as a proprietorship, along with journalizing and posting transactions.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2*

Accounting B →

- **Other**
- **High School**

This is the second course in a two-semester Accounting course sequence. This course is a continuation of Accounting A. In Accounting B, students will expand their knowledge of accounting procedures by working within the structure of a merchandising business organized as a corporation. Competency will be exhibited in completing payroll taxes and reports, special journals and other financial statements.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 2, (21-22) Trimester 3*

American Sign Language 1A →

- **World Languages**
- **High School**

This is the first course in a two-course sequence and focuses on everyday communication in American Sign Language for the Deaf. It introduces students to the basic signs, techniques, and cultural knowledge, which will support the students to start signing beginning level conversational ASL. Each lesson is built upon a familiar topic such as family, self and friends so that students will find meaningful connection to the lessons. Students will be asked to use various media tools including online resources, online dictionaries, a web cam, and the web based audio-visual tool VoiceThread to master the content presented in the course. Students will be producing their own signing videos to demonstrate their learning. The goal of this course

is to help develop fundamental ASL skills, and to understand Deafness, knowledge, and interest that students will need to advance to the higher levels of ASL courses.

- *Offered: (21-22) Semester 1, (21-22) Trimester 1, (21-22) Trimester 2*

American Sign Language 1B →

- **World Languages**
- **High School**

This is the second course in a two-course sequence and focuses on everyday communication in American Sign Language for the Deaf. It continues to introduce students to the basic signs, techniques, and cultural knowledge, which will support the students to start signing beginning level conversational ASL. Topics addressed in the course include information about the Deaf culture, communication problems associated with deaf individuals, and the linguistic heritage of the Deaf community and its influence on our own culture. The online text includes many videos that include role-playing conversations as well as vocabulary. Students will be asked to use various media tools including online resources, online dictionaries, a web cam, and the web-based Video Notes tool in Brightspace in order to record their performance in assignment submissions throughout the course. Students will be producing their own signing videos to demonstrate their learning. The goal of this course is to help develop fundamental ASL skills, and to understand Deafness, knowledge, and interest that students will need to advance to the higher levels of ASL courses.

- *Offered: (21-22) Summer, (21-22) Trimester 3*

American Sign Language 2A →

- **World Languages**
- **High School**

This is the first course of the second year ASL courses and must be taken after the successful completion of the first year ASL courses. This course continues to focus on everyday communication in ASL by introducing students to the basic signs, techniques and culture. To help develop receptive skills without relying on lip movements of the signers, the signing videos will be all "voice off." To develop expressive skills, students will continue to express their thoughts in signs within the given context in the lessons. Through the introduction to some of the higher ASL techniques such as classifiers and indexing, this second year courses is designed to helps students to develop an understanding that ASL is a visual language that delivers one's ideas and thoughts using more than the individual signs. Students will continue to use various media tools including online resources, online dictionaries, a web cam and the web based audio-visual tool VoiceThread to master the content presented in the course.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

American Sign Language 2B →

- **World Languages**
- **High School**

This is the second course of the second year of ASL courses. The course continues to focus on useful communication that students should be able to carry out in ASL. Students study the basic

signs and phrases, techniques, and cultural nature of the language. This course introduces the students to the new concept of conceptually accurate signing that places emphasis on awareness of differences between ASL and English. Lesson topics shift from the everyday interaction in one's immediate environment to interactions in the community to help students to build signing skills for obtaining and providing information rather than simply exchanging information. To support students build conceptual accuracy, the lessons stress ASL classifiers; students will be challenged to receptively identify some of the most common classifiers in contexts, and to apply them in their own signing. As a part of culture learning, students will continue to learn more facts about the Deaf culture as well as current and past challenging social issues. The signing videos will be all "voice off" to help develop students' receptive skills without reading lips. Students will continue to produce their own signing videos to demonstrate their learning. The goal of this course is to help utilize the fundamental ASL skills and knowledge into simple interpersonal and social interactions, and to build confidence needed to advance to the higher levels of ASL courses.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Trimester 2, (21-22) Trimester 3*

Anatomy and Physiology A →

- **Science**
- **High School**

This course is the first in a two-course sequence. This course presents a fascinating, in-depth exploration of the structure and function of the human body. The course will use a systems approach and will emphasize how organs and body systems work together to carry on complex processes. Concepts and principles will be related to familiar health issues, problems and experiences we face as humans. Upon completion of this course, students will have a thorough understanding of the human body and how its parts work together to maintain the delicate equilibrium of life.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2*

Anatomy and Physiology B →

- **Science**
- **High School**

This course is the second in a two-course sequence. This course presents a fascinating, in-depth exploration of the structure and function of the human body. The course will use a systems approach and will emphasize how organs and body systems work together to carry on complex processes. Concepts and principles will be related to familiar health issues, problems and experiences we face as humans. Upon completion of this course, students will have a thorough understanding of the human body and how its parts work together to maintain the delicate equilibrium of life.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 2, (21-22) Trimester 3*

Anthropology I: Uncovering Human Mysteries →

- **Social Studies**

- **High School**

The aim of anthropology is to use a broad approach to gain an understanding of the past, present, and future, as well as address the problems humans face in biological, social, and cultural life. This course will explore the evolution, similarity and diversity of mankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change or amazing innovation, shedding light on how we forged our way and developed all of the things that make us human, such as our cultures, languages, and religions. Exciting online video journeys to different areas of the world will also be presented in this course.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Archaeology: Detectives of the Past →

- **Social Studies**
- **High School**

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on these techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Astronomy →

- **Science**
- **High School**

Astronomy provides a broad overview of all topics in astronomy for the beginner. The course provides a foundation to the science of astronomy including motions in the night sky and the tools of modern astronomy. It contains the most up-to-date science about our solar system, stars and galaxies. Astronomy also explores the exciting prospects for future discovery in astronomy including life in the universe and the mysteries that continue to perplex astronomers. The course provides an engaging combination of videos, interactive media, photo galleries and readings so that students can explore the content in a variety of ways.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Basic Web Design: HTML & CSS →

- **Other**
- **High School**

How to design a beautiful and functional website. Students will learn how to take their design and translate it into a live website using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) programing languages. HTML5 and CSS3 will be the standard versions used in the class. Students will understand design components of websites, including the use of color,

layout and when to use different techniques, typography rules, and the importance of imagery. At the conclusion of the course, students will present a website to the class. Upon completion of this course, each student will have hands-on experience creating a fully functioning website.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Bioethics →

- **Science**
- **High School**

Bioethics is a one-semester course designed to raise student awareness of the social and ethical implications of life science, medicine, and biotechnology. This course focuses on building critical thinking and analytical skills using a variety of strategies and higher-order thinking opportunities appropriate to the resolution of controversial medical and scientific dilemmas. Topics include organ donation, the use of animals in medical research, healthcare coverage, and genetic engineering. Students enrolled in this course will build and use compassion and empathy skills to participate in healthy and safe text-based and video discussions.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Business Ethics →

- **Other**
- **High School**

Sometimes choices between right and wrong are obvious. But what happens when you're faced with a situation that's not so clear-cut? In this course, students will learn to anticipate and address ethical dilemmas that come up in a business setting. They will examine how humans have understood ethics over the years and what matters most in the business world today. Students will investigate actual scenarios and apply all they've learned to addressing these complicated ethical dilemmas. By the end, students will have developed their ability to work through challenging situations using their own moral imagination. Students will also have a variety of role models, lessons learned from ethical scandals, and ethical skills to draw upon when they face these challenges in real life.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Career Planning →

- **Other**
- **High School**

This course provides a basic overview of career planning concepts. It gives students the opportunity to learn about, explore and reflect on various career opportunities based on Michigan's six Career Pathways.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Careers – Find Your Future →

- **Other**
- **High School**

This course is designed to guide students through the process of exploring and choosing potential career pathways. Students will engage in self-exploration activities such as skills and interests assessments and apply what they learn to the process of choosing a career. Course features include an exploration of post-secondary educational options and requirements, informational interview and job shadowing experiences, as well as problem solving and goal setting activities. This student-centered course focuses on helping students get to know themselves so they can find the future that's right for them! Instead of a final exam, students will complete an end-of-course project. To complete this project students will use the assignments in each unit to help them begin to develop an Educational Development Plan (EDP). An Educational Development Plan is designed to help students identify their career and educational goals as they relate to academic requirements. An EDP is a way for students to document their progress toward career and educational goals. If students have already started an EDP at their schools, they can use this final project to update it with the most current information about their career and educational goals.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Civics →

- **Social Studies**
- **High School**

This one-semester course prepares students for informed and responsible participation as citizens in the American representative system. Students deepen their awareness of the values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. Students learn the purposes and structures of government within the American federal system. Students gain a deeper understanding of the role of the United States in its relations with other nations. Students also learn how citizens exert influence on public affairs and decisions. By participating in this course, students are better prepared to exercise the rights and responsibilities of American citizenship.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Criminology →

- **Social Studies**
- **High School**

Criminology isn't about solving cases and catching perpetrators. Criminologists work to understand why crime happens in the first place. They also focus on how to prevent and address crime. As you go through this course, you'll be given a series of challenging situations that need the mindset of a criminologist to navigate successfully. The course will encourage you to analyze a range of criminal acts, from shoplifting to hate crimes. By the end, you'll have an

opportunity to envision alternative strategies for dealing with crime in our society and in your own school environment in particular.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Digital Information Technology A →

- **Other**
- **High School**

This is the first segment in a year-long course. Dive into an exciting course that will provide you with the foundational skills needed for exciting careers like game development, military defense, web design, and software engineering! You will explore Microsoft Office online applications, web design, emerging technologies, operating systems, project management, communication methods, Information Technology careers, and much more in this course. Learn about your strengths and how they relate to different career paths. This course serves as a prerequisite to many exciting career and technical education programs of study.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2*

Digital Information Technology B →

- **Other**
- **High School**

This is the second segment in a year-long course. Dive into an exciting course that will provide you with the foundational skills needed for exciting careers like game development, military defense, web design, and software engineering! You will explore Microsoft Office online applications, web design, emerging technologies, operating systems, project management, communication methods, Information Technology careers, and much more in this course. Learn about your strengths and how they relate to different career paths. This course serves as a prerequisite to many exciting career and technical education programs of study.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 2, (21-22) Trimester 3*

Digital Photography →

- **Visual & Performing Arts**
- **High School**

Learn how to communicate through graphics and digital photography. In this class, you will "focus" on the basics of camera operation, exposure, image control, picture composition, photo enhancement, and photo manipulation. This course discusses digital and traditional film photography, design, graphic arts, and electronic communication through discussions and mock-ups. You will complete photography projects which demonstrate techniques such as portraiture, composition, landscapes, architecture, wildlife, and nature. It is STRONGLY recommended that you use a digital camera for this course to complete all required assignments. If you choose to use a cell phone for this course, you will also need to access a photo editing application that permits users to apply settings that can generally be applied within menus typical of DSLR cameras. Note: This course does not focus on how to use specific photo editing software, but rather on the characteristics of various forms of photographic art

and techniques used to achieve such artwork. Therefore, students should be prepared to use their camera and software editing tools or plan to learn and experiment with their use on their own while completing course activities.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Entrepreneurship →

- **Other**
- **High School**

Ever wonder what it takes to own your own business, be your own boss and write your own paycheck? Entrepreneurship helps students examine their readiness and passion for such an undertaking. Students will learn what entrepreneurship is all about, develop a business idea, conduct a feasibility analysis, identify their primary customer, learn about financing a business and write a business plan. They will also learn about how to manage their business, including the hiring process, operations, inventory controls and production management. The final step will be developing their strategic plan for the future to help bring their entrepreneurial dreams to reality.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Economics of Personal Finance →

- **Social Studies**
- **High School**

Economics of Personal Finance examines micro-economic principles pertaining to personal finance and teaches students how to apply real-life mathematics concepts and processes to their personal finances through a personal economics perspective (i.e., a particular strand of Michigan social studies standards). For instance, students will learn how to manage their money. Economics of Personal Finance examines the decision-making processes behind earning money, spending money, saving and investing to build wealth, using credit, insuring one's self and possessions, and investing in an education. This course is aligned to the Michigan's K-12 Social Studies standards for Economics: Personal Finance (E4). Prerequisites: Middle School Math

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Film Studies: American Film Survey →

- **Other**
- **High School**

American Film Survey is an exciting journey through what is arguably this country's most influential and beloved art form: cinema. Among the classic film genres examined are film noir, western, comedy, military, epic, psychological drama and independent film. Through viewing, theory and written critique, the student follows the evolution of cinema within the context of our culture and history. Prominent directors and actors both contemporary and past are also

highlighted. The culmination of this course prepares the student for more advanced film studies, promotes the development of written expression and analysis and encourages critical thinking with regard to the relationship between popular art and society.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Forensic Science →

- **Science**
- **High School**

This course provides students with a basic introduction to the field of forensic science. Students will discover the various roles and responsibilities associated with a career in forensics. Students will learn basic crime scene analysis skills used by investigators in both the field and lab. In addition, students will be given an overview of the various forms of evidence left by criminals at the scene of the crime as well as the opportunity to apply this knowledge to hypothetical situations. Special focus will be placed on real world application of the knowledge presented to allow students a chance to experience some of what forensic scientists experience on a daily basis. Please note: In some lessons, students will be asked to use household items to recreate the content in the lesson. In such cases, multiple options will be available in an attempt to accommodate the diverse situations of our students. Some examples of materials that may be needed could include but are not limited to, modeling clay, tape, hand tools, etc. Additionally, since this is an online course, students may be asked to provide documentation of their work to ensure authenticity. Typically, this is accomplished by having students provide a digital image of their work. Therefore, students will need to have access to a camera or some form of image capturing device (cell phone, webcam, etc.). Graphic content notification: Due to the nature of this course, some content may be disturbing to some students. Images of dead and decaying bodies, as well as content that involves murder cases, drug overdoses, and sexual assault, will be addressed.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Foundations of Programming A →

- **Other**
- **High School**

This is the first segment of a year-long course. Do you want to learn the skills required to be competitive in today's high tech workforce? Foundations of Programming (FoP) will teach students the fundamentals of programming using the computer language Python. The course provides students with the concepts, techniques, and processes associated with computer programming and software development. Students will also explore the many programming career opportunities available in this high-demand field. This course is part of a program of study that provides coherent and rigorous content needed for progression in the Information Technology career cluster.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2*

Foundations of Programming B →

- **Other**
- **High School**

This is the second segment of a year-long course. Do you want to learn the skills required to be competitive in today's high tech workforce? Foundations of Programming (FoP) will teach students the fundamentals of programming using the computer language Python. The course provides students with the concepts, techniques, and processes associated with computer programming and software development. Students will also explore the many programming career opportunities available in this high-demand field. This course is part of a program of study that provides coherent and rigorous content needed for progression in the Information Technology career cluster.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 2, (21-22) Trimester 3*

Hospitality and Tourism: Traveling the Globe →

- **Other**
- **High School**

With greater disposable income and more opportunities for business travel, people are traversing the globe in glowing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Java Programming A →

- **Other**
- **High School**

This course is the first of two segments that provide the beginning programmer with a guide to developing applications using the Java programming language. Java is popular among professional programmers because it can be used to build visually interesting graphical user interface (GUI) and Web-based applications. Java also provides an excellent environment for the beginning programmer—a student can quickly build useful programs while learning the basics of structured and object-oriented programming techniques.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Java Programming B →

- **Other**
- **High School**

This course is the second of two segments that provide the beginning programmer with a guide to developing applications using the Java programming language. Java is popular among professional programmers because it can be used to build visually interesting graphical user interface (GUI) and Web-based applications. Java also provides an excellent environment for the beginning programmer—a student can quickly build useful programs while learning the basics of structured and object-oriented programming techniques.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

JavaScript Game Design →

- **Other**
- **High School**

In this course, students will learn to program with JavaScript. Students will learn the basics of JavaScript including testing, functions, objects, arrays, loops, conditional code, operators and syntax basics. Students will learn timing and animations, and how to debug. The class will conclude with a robust project to create an online game using JavaScript coding, incorporating everything students learned in the term.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Journalism (Introduction) →

- **English Language Arts**
- **High School**

Thomas Jefferson once said, "...were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter." The Founding Fathers believed strongly in a free press, which is why they included it prominently in the First Amendment of the Constitution. This course will not only explore the historical role of journalism in the development of our country, but also how journalists must ethically approach their duties in order to maintain the public trust. You will also learn the basic principles of how to report, interview, and write like a journalist by analyzing and covering news, feature, and sports stories. You will also examine how social media has changed the options available for reporters covering the news.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Journalism (Advanced) →

- **English Language Arts**
- **High School**

Advanced Journalism is designed for students who took the Journalism course through Michigan Virtual and would like to extend their knowledge of journalism concepts by exploring different mediums, like design and broadcasting, and delving deeper into concepts introduced before, such as investigative reporting and in-depth feature writing. Your first task is to explore what it takes to contribute successfully to a news outlet, whether it be print or broadcasting. Then you will learn about design concepts and design your own website, which will serve as a portfolio for your work. Then we will explore other avenues of journalism, such as opinion

writing, broadcasting, investigative reporting, in-depth features, and alternative story forms. For each of these unit assignments, you will have the opportunity to edit and be edited by your classmates as if you were writing for a professional publication. We will also discuss as a class current events articles of your choosing so that we can stay in touch with the world and learn to critically think about the source and information provided, so you will become a more informed news consumer.

- *Offered: (21-22) Semester 1*

Leadership Skills Development →

- **Social Studies**
- **High School**

Winner of the highly coveted CODiE award for innovation, vision and industry impact, Leadership Skills Development equips teenagers with leadership skills they can use to build confidence and prepare for college. Students learn critical skills such as goal setting, time management, developing their brand, negotiations and even complete a service project that positively impacts their community. The course principles were developed by Mawi Asgedom, an Ethiopian refugee who became a Harvard University graduate. This course has assisted 75-90% of students in improving their grades, skills and confidence.

- *Offered: (21-22) Semester 1, (21-22) Semester 2*

Mathematics in the Workplace →

- **Mathematics**
- **High School**

This applied math skills course is designed to introduce students to the basic math skills required for employment in Michigan's 6 Career Pathways. Students will refresh their basic math skills, such as quantity, money, time, measurement, proportions & percentages, and averages, and apply these skills to solve real-life, mathematical word problems. In addition, students will explore sample careers in each of the six Michigan Career Pathways and complete scenario-based, workplace problems. Students will also research required workplace math skills for careers they are interested in and present their findings to their classmates.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Mathematics of Baseball →

- **Mathematics**
- **High School**

In this course, students will learn about the mathematics found in baseball using Google Sheets as well as other tools and software. Topics will include a study in statistics, analyzing measures of central tendency as well as two-way frequencies tables. Students will work as a scout, analyzing rates and speeds as found in the sport and as general managers, analyzing trends and making math-based decisions. Students will also work as team managers, looking at probabilities of independent events and trends in data. Finally, students will research the history of baseball, and complete a culminating final project.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Mathematics of Personal Finance →

- **Mathematics**
- **High School**

In this course, students will explore the mathematics concepts and processes associated with personal finance and improve their basic math skills.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Medical Terminology →

- **Science**
- **High School**

Medical terminology is designed to teach students the language used in medicine and healthcare. Students build a strong foundation through the study of prefixes, suffixes, and root words and study the structure and origin of common medical terms with a focus on correct pronunciation, spelling, and application of medical terms. Students will take a systematic approach to the systems of the body by learning the basic structure and function of the system as well as medical terms related to pathology, diagnosis, clinical procedures, pharmacology, and abbreviations specific to that system. Students will learn to communicate in medical language and interpret complex medical communications into everyday language.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Music Appreciation Odyssey →

- **Visual & Performing Arts**
- **High School**

In this course students will "travel back in time" to learn some musical basics and history. In the first three units, students will learn about basics of musical ideas, notation, and instruments. In the remaining 5 units, students will learn about important musical ideas and people from the Ancient Times to the 20th Century. Students will be guided through a series of activities, lessons, and assessments that teach them to identify and think about music in a way they may not have previously thought to do.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Mythology and Folklore: Legendary Tales →

- **English Language Arts**
- **High School**

Mighty heroes. Angry gods and goddesses. Cunning animals. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the

world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still used to shape society today.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Native American History →

- **Social Studies**
- **High School**

This course provides an introduction to Native American history in North America and the Caribbean. Students will consider the varied societies Native peoples built before Europeans arrived and the challenges that the arrival of Europeans posed to them. Students will especially focus on the relationship between the United States and Native Americans, particularly as it has been understood by Native Americans themselves in their struggles for land, sovereignty, and identity.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Oceanography A →

- **Science**
- **High School**

This is semester one of a two-semester course in Oceanography. Students receive an introduction to oceanography including the history of marine science, a discussion of the origin of life (including the Big Bang Theory) and its connection to the ocean, an exploration of the energy of life, and an introduction to ocean life including simple life, invertebrates, and vertebrates. Students explore these topics through a variety of content including an etextbook, videos, and interactives. Each lesson includes a quiz or assignment and each unit culminates in a unit project and unit test. Through the lesson assignments and unit projects, students will demonstrate their knowledge in a variety of ways including presentations, creative projects, hands-on activities, writing and more.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2*

Oceanography B →

- **Science**
- **High School**

This is semester two of a two-semester course in Oceanography. Students continue the survey of Oceanography begun in Oceanography A course by exploring such topics as air and sea interaction, ocean currents, tides, ecosystems, ocean resources, pollution and conservation. Students explore these topics through a variety of content including an etextbook, videos, and interactives. Each lesson includes a quiz or assignment and each unit culminates in a unit project. Through the lesson assignments and unit projects, students will demonstrate their

knowledge in a variety of ways including presentations, creative projects, hands-on activities, writing and more.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 2, (21-22) Trimester 3*

Philosophy: The Big Picture →

- **Social Studies**
- **High School**

This course will take you on an exciting adventure that covers more than 2500 years. Along the way, you'll run in to some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll read about another man who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you read about them, you'll see where many of the most fundamental ideas of Western civilization came from. You'll also get the chance to ask yourself some of the same questions these great thinkers pondered. At the end, you'll have a better understand of yourself and the world around you, from atoms to outer space and everything in between.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Physical Science A →

- **Science**
- **High School**

This is the first semester of a two-semester course. This course is designed as an interactive, 21st century course focusing on basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding and reactions. This course is designed to serve as a foundation for the study of the physical sciences. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of the physical and chemical properties of the world around them; enabling them to apply these properties to their everyday lives.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2*

Physical Science B →

- **Science**
- **High School**

This is the second semester of a two-semester course. This course is designed as an interactive, 21st century course focusing on basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding and reactions. This course is designed to serve as a foundation for the study of the physical sciences. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the

importance of the physical and chemical properties of the world around them; enabling them to apply these properties to their everyday lives.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 2, (21-22) Trimester 3*

Probability & Statistics →

- **Mathematics**
- **High School**

Probability and Statistics will introduce students to exploring data, sampling and experimentation by planning and conducting studies, anticipating patterns using probability and simulation, and employing statistical inference to analyze data and draw conclusions.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Psychology →

- **Social Studies**
- **High School**

Introduction to Psychology. This course introduces the student to the various ways that the scientific field of psychology has, and continues to, explore questions concerning the human mind and behavior. Lessons are specifically designed to allow the student to connect with the content in such a way that they learn more about themselves and others while deepening their understanding of the complex interactions between the human mind, body, and behavior.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Sociology I: Introduction to Sociology →

- **Social Studies**
- **High School**

This course provides an overview of sociological theories, methods, and concepts such as culture and socialization, introducing the student to the ways that their lives are affected by the people and social institutions around them.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Sociology II: Social Problems →

- **Social Studies**
- **High School**

This is the second course in a 2-course series. While Sociology provided an overview of many sociological concepts, Sociology II provides students with a more in-depth look at sociological approaches and how they are applied to social problems. The majority of the units will highlight inequality as a way to focus the student's attention on a particular issue and its potential solutions.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer*

Sports and Entertainment Marketing →

- **Other**
- **High School**

Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well – including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

Veterinary Science: The Care of Animals →

- **Science**
- **High School**

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well being. Taking a look at the pets that live on our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times, we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

World Religions: Exploring Diversity →

- **Social Studies**
- **High School**

Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities among the major religions and examine the connections and influences they have.

- *Offered: (21-22) Semester 1, (21-22) Semester 2, (21-22) Summer, (21-22) Trimester 1, (21-22) Trimester 2, (21-22) Trimester 3*

LISD TECH Center Programs

Accounting

Elective – 1 or 2 years

COURSE DESCRIPTION:

This Accounting program is designed for new business students, small-business owners, and those interested in double-entry accounting systems. Work includes development of basic procedures of acceptable accounting practices. Discussion and demonstration will focus on analyzing, classifying, recording, summarizing, and reporting business transactions. This program blends independent work and classroom demonstrations with online exercises; preparing students for entry-level positions or for college-level financial coursework. While learning double-entry accounting principles, students will realize the important role accounting plays with business decisions. Future career options and opportunities in the field of accounting are abundant. Mathematical, communication (reading, writing, and speaking), and relevant computer skills are essential to be successful in this program. Students in this program are generally detail-oriented and have the ability to work independently and as part of a team. Most students in the program have access to the internet.

Agri-Tech

Elective – 1 or 2 years

COURSE DESCRIPTION:

The Agri-Tech program offers hands-on curriculum with a science-based foundation. The program is designed for students to develop skills and explore opportunities within the agriculture industry. Students will acquire basic skills and knowledge working inside the CSF classroom and outside in the barn and fields on the CSF campus. The program studies modern soil, crop, plant, animal, and veterinary sciences. Students learn to raise livestock and operate farm machinery. They will also acquire a better understanding of the advantages and disadvantages of sustainable agriculture practices. Successful students in this program are self-motivated, enjoy working outdoors with plants and animals, and may have an interest in science and environmental issues. Good reading and math skills and the ability to learn scientific research skills is helpful.

Participation in FFA leadership training is an essential part of the program. Students who take this program have the option to dual-enroll in Michigan State University classes.

Automotive Collision Repair & Refinish

Elective – 1 or 2 years

COURSE DESCRIPTION:

First-year students in this program will learn the basics of repairing and refinishing collision damaged vehicles. First-year students will learn metal finishing, plastic repair, MIG Welding, filler application, and basic refinishing procedures.

Second-year students will focus on a much more in-depth side of the collision industry. Students will learn structural and frame repair, 3D measuring, waterborne paint technology, estimating, and advanced refinishing techniques. Students from the LISD TECH Center Automotive Collision Repair and Refinishing program compete in the SkillsUSA competition yearly. Historically, students have done very well in the competition qualifying for state and national leadership events.

Many students in this program usually have an artistic side, a strong attention to detail, and a love of cars. Students need basic math and reading skills, self-discipline, a good work ethic, the ability to work in a team, think critically and a dedication to completing assigned tasks.

Automotive Services Technology

Elective – 1 or 2 years

COURSE DESCRIPTION:

Students work in teams in a shop setting to learn to diagnose and repair automotive steering and suspension systems, brake and electrical systems, and engine performance problems. Students take part in SkillsUSA leadership events and second-year students become team leaders. Students can earn several Automotive Service Excellence (ASE) Certifications as part of the coursework. Students in this program are energetic, hardworking, industrious, and can manage their time wisely. Students must be self-motivated with a dedication to complete assigned tasks. They must possess the ability to work in teams and to learn computer skills to help them do research on the internet.

Biochemical Technology

Elective – 1 or 2 years

COURSE DESCRIPTION:

The Biochemical Technology program allows students to develop a variety of diverse skills related to working with chemicals and living organisms. Students perform hands-on experiments and take numerous field trips to explore careers in the pharmaceutical, microbiology, water treatment, product manufacturing, and research and development fields. Most importantly, this course trains students to work safely in a laboratory environment using a variety of different chemicals and techniques. These skills can be applied to a career as a laboratory assistant directly out of high school, and are also applicable to college level biology and chemistry courses. Students perform their own independent research project using the equipment and chemicals available in the laboratory. These projects are entered into the Tri-County STEM Fair and the FFA Arthur Berkey State Science Fair. In the past two years, over half of the class has earned a top ten place in the Tri-County STEM Fair, and six students have placed in the top three in the highly competitive FFA Arthur Berkey State Science Fair. Two students have won first place at the state level and their projects advanced to the Agriscience Fair at the FFA National Convention.

Building Trades

Elective – 1 year

COURSE DESCRIPTION:

Students start by learning basic safety procedures and earning their 10-hour OSHA certificate. They quickly learn to use hand and power tools safely and learn the basics of building science – foundations, framing, exterior, and interior finishes. Students also learn valuable industry skills such as estimating, design, building permits, and job interviewing skills. Students will explore other construction industry professions such as construction manager, electrician, plumbing, and HVAC tech.

Successful students will have fundamental math skills in measuring, fractions, and decimals as well as the ability to balance social and work interactions. They enjoy building projects and physical activity. Students in this program like to work with their hands, follow directions well, have good work habits, and work well either independently or in a team.

Certified Nurse Aide (C.N.A.)

Elective – 1 year

COURSE DESCRIPTION:

The first two trimesters of this program focus on providing nursing and nursing-related services to residents in long-term care facilities, adult foster care, and assisted living facilities. The third trimester focuses on home health care curriculum. Ethics and responsibilities of the health care provider are covered during the course. Students will have the opportunity to become certified in first aid and CPR. Eligible students will have the opportunity to participate in HOSA conferences and competitions. HOSA is the Health Occupations Students of America – a student organization for future healthcare professionals.

Students must have the ability to perform the duties of a nursing assistant which includes standing for long periods of time and the ability to lift at least 30 pounds. In addition, students must have transportation available to attend clinical rotations and an excellent attendance record. Students must pass a criminal background check and are required to complete required TB testing and seasonal flu vaccines prior to clinical experiences.

Computer Information Services

Elective – 1 or 2 years

COURSE DESCRIPTION:

Students in the CIS program learn in the classroom, virtually (online) and in group settings to diagnose and repair computers, set-up computer networks and prepare for various computer technician certifications. Special emphasis is also put on the latest cyber-security protocols and the prevention of computer hacking. The program participates in several student organization leadership events, including Business Professionals of America (BPA) and SkillsUSA. Students can earn college credits and industry-recognized certifications, including A+, Network+, Security+, and Cybersecurity Analyst (CySA+).

Students in this program are interested in computers – what makes them work and how can they make them work better. They are creative at diagnostic and repair and will understand networking concepts and cyber-security strategies.

Computer Programming

Elective – 1 or 2 years

COURSE DESCRIPTION:

This program will cover topics relating to software development with a focus on computer programming. The program is designed to accommodate different skill levels from introductory to the college level where students will learn how to plan, write, implement, debug, and maintain computer programs. Students will have the opportunity to learn mobile, game, web, and/or robotics programming in addition to computer application development, and will use a blended learning environment that combines online curriculum with hands-on labs and projects. First year students will start the program learning the Python programming language, and will then go onto another language such as C#, C++, or Java, or may instead pursue web development with HTML, CSS, and JavaScript. Second year students will work with the instructor to create an individualized course plan to study advanced topics relating to computer programming. Students are able to earn college credit and industry certifications as part of this program.

Students in this program are interested in computers – what makes them work and how they can help solve problems and complete tasks. Students generally have above average math and reading skills and creative thinkers.

Co-op ** 2nd year students only

Elective – 1 year

As a co-op student, you will use what you learned in your LISD TECH Center classroom in a real work situation.

Culinary Arts

Elective – 1 or 2 years

COURSE DESCRIPTION:

Students in this program learn to manage real-world kitchen challenges in a classroom that doubles as a commercial kitchen and is fully equipped with institutional cooking equipment. Cooking, baking, management, and safety and sanitation practices are the focus of the program. Students will learn to create recipes, prepare meals from scratch, perform basic daily kitchen operations including cost controls, inventory and ordering. Students are involved in planning and coordinating several events throughout the year and cater meals at the LISD TECH Center. This program helps develop leadership skills through these events as well as participation in several competitions.

Successful students work independently or as a team member. Having access to internet, good communication skills, motivation to move with a purpose, and the ability to manage time effectively also are helpful skills. Students must have good attention to detail as well as high cleanliness and professional behavior standards.

Custom Class

Elective – 1 or 2 years

COURSE DESCRIPTION:

Pursue careers not currently offered at Sand Creek High School or at the LISD TECH Center.

Dental Assisting

Elective – 1 year

COURSE DESCRIPTION:

In the this program students will learn dental terminology, oral anatomy and physiology, dental radiography, sterilization, impressions, and laboratory procedures, as well as how to assist in dental procedures. This program also gives students adult, child, and infant CPR certifications. The program is a combination of bookwork, academic topics, and hands-on laboratory skills. There are paid co-op placement opportunities available along with On-The-Job-Training in local dentist offices. This program focuses on the importance of teamwork in the classroom and reflects the true workings of a dental office. The state of the art facility allows students to stay up-to-date on current trends in dentistry.

Successful students in this program usually have a strong science background, access to the internet, solid computer skills, compassion for others, and the ability to think critically and prioritize. Students must be current with Hepatitis B before going on clinical rotations.

Digital Media Production

Elective – 1 year or 2 years

COURSE DESCRIPTION:

Students will use professional audio and video editing software to produce video shorts from conception to completion. Students will be able to ditch auto focus and make their first viral video, short film, or podcast. Students will also have the opportunity to work for LISD TV Channel 22 right here in Lenawee County! This program teaches digital video and audio and photography editing techniques including editing, remastering, and retouching. Once students understand the basics they will be ready to hit the ground running as media entrepreneurs!

Successful students typically have strong computer skills, are creative, enjoy hands-on activities, have good communication and time-management skills, meet deadlines and work well with customers.

Education Careers

Elective – 1 year

COURSE DESCRIPTION:

Students in Education Careers learn about child development and how children learn from birth through adulthood. Teaching strategies, lesson plans, creating learning-friendly classroom environments, lesson presentations, group activities, etc., are included in the curriculum. At the end of the year, students may have the opportunity to experience on-the-job training or observation as a cadet teacher.

Students in this program are usually energetic, hardworking, outgoing, and enjoy working with others. Successful students are also organized and good with technology. They usually have the ability to work in teams and to use computer skills to do research. In order to be in this class, students must have a physical, TB test, and criminal background check.

Emergency Medical Technician (E.M.T.)

Elective – 1 year

COURSE DESCRIPTION:

Students in this program will learn to work as members of pre-hospital emergency medical care teams administering emergency care to sick and injured while transporting them to the appropriate facility. Basic anatomy and physiology terminology is part of the curriculum as well as practical, hands-on demonstrations. Students in this program have been highly successful at Health Occupations Students of America (HOSA) competitions, frequently qualifying for state and international competitions.

Successful students in this program need a 2.5 GPA and have access to the internet. Strong reading, science, and computer skills are helpful, as is the ability to prioritize and show compassion for others. Students are required to pass a physical, TB test, criminal background check, and must be current with Hepatitis B, Tetanus, MMR, Varicella, and seasonal flu vaccines before going on clinical experiences.

Engineering, Design & CAD

Elective – 1 or 2 years

COURSE DESCRIPTION:

Students who successfully complete this program learn to think like an engineer, design creatively, and create a blueprint using CAD software on state-of-the-industry computers. Students also learn to use advanced engineering and architectural software packages such as AutoCAD, Inventor, NX, and CATIA.

Successful students in this program usually have strong academics, team work skills, and have the ability to problem solve and think creatively.

Engineering, Robotics & Mechatronics

Elective – 1 or 2 years

COURSE DESCRIPTION:

This program brings together math and physical science. Students will explore engineering design, engineering science, and project management to build a competitive robot and other selected engineering projects. Students will collaborate by working on teams and with other programs to complete projects. The aim of this program is to prepare students for the technical challenges of the future.

Successful students in this program usually enjoy creating and building projects and working with their hands. They typically have an interest in engineering design principles and robotics and have strong math and science skills.

Exercise Science & Sports Medicine

Elective – 1 year

COURSE DESCRIPTION:

The newest program at the LISD TECH Center introduces students to concepts within the fields of exercise science, health sciences, physical education, and sports medicine. The focus of the program is on the basic concepts of biomechanics, motor learning, exercise physiology, nutrition, and psychological theories, as well as career paths within these associated fields.

Students in the Exercise Science & Sports Medicine program need to have a strong interest in the human body and exercise science. Students need to have strong science, English, communication, and research skills, as well as a willingness to help others. Students will need transportation to attend clinical rotations.

Graphic Design

Elective – 1 or 2 years

COURSE DESCRIPTION:

This program focuses on various publishing and electronic presentation methods, digital photography, computer graphic illustration, creative art and drawing, printing methods and processes, animation for web pages, file management techniques, etc. Students will be introduced to current software used in the industry such as Adobe Illustrator, In Design, Photoshop, and Keynote as well as electronic file management.

Students in this program are creative and enjoy hands-on activities, and those who are most successful are able to prioritize and manage multiple projects. Strong art and computer background and the ability to work independently and as a team member are helpful skills.

Health Care Careers

Elective – 1 year

COURSE DESCRIPTION:

Students will be given the chance to explore healthcare careers including nursing, x-ray technician, respiratory therapy, veterinary science, physical therapy, etc. Students will learn CPR, how to obtain a full set of vital signs (including manual blood pressure), basic anatomy and physiology, and a variety of medical terminology. In the second semester, students have the opportunity to participate in clinical experiences at hospitals and nearby health care facilities, where they are able to experience what it would be like as a health care professional in that health care setting. Students will also participate in the Health Occupation Students of America (HOSA) leadership conference, where they could earn a chance to go to the State or even the International level.

Students need a 2.5 G.P.A. or higher, strong science, English, communication, and research skills, as well as a compassion for others. Students are required to pass a physical, TB test, criminal background check, and must be current with Hepatitis B, Tetanus, MMR, Varicella, and seasonal flu vaccines before going on clinical experiences.

Horticulture

Elective – 1 or 2 years

COURSE DESCRIPTION:

The Horticulture program is held at the LISD Center for a Sustainable Future, where plants, flowers, and small fruits and vegetable production are grown in a state-of-the-art greenhouse as part of the Center's "living roof". In this course, students learn landscape, conservation of natural resources, forestry, and how to use design software programs. Students will learn greenhouse management and operate a nursery. FFA leadership training is an essential part of the curriculum. Students who take this program have the option to dual-enroll in Michigan State University courses.

Successful students usually have strong grades in science, an interest in working outdoors, the ability to follow directions, multi-task, and an interest in scientific methods and research. Good communication and math skills are helpful.

Machining & Computer Aided Manufacturing (CAM)

Elective – 1 or 2 years

COURSE DESCRIPTION:

The Machining & Computer Aided Manufacturing program teaches students how to work in today's advanced manufacturing facilities, to operate manual machine tools, and to operate/program Computer Numerical Control (CNC) machines such as the machining center, turning center, and surface grinder. Students will learn machine shop safety, industrial blueprint reading, related math, precision measurement, and Computer Aided Manufacturing (CAM). Some basic welding and fabrication is included in the curriculum.

Successful students in this program have good math skills, are comfortable with technology, pay attention to detail, are mechanically inclined, enjoy working with their hands, are good problem-solvers, and are self-motivated. Math is an important element of the program as students produce work that must meet precise measurements.

Marketing & Entrepreneurship

Elective – 1 year

COURSE DESCRIPTION:

Students in this program will learn to recognize economic and market trends, develop entrepreneurial, management, and leadership skills, utilize various sales promotional techniques, create positive relationships with customers, and develop business plans. The school store, "The spOt", provides the opportunity to practice marketing strategies and track financial information. Students in this program frequently qualify for state and national DECA leadership events. Communications (reading, writing, and speaking) skills are essential to be successful in this program. Students in this program generally are outgoing, creative, and have the ability to work independently and as part of a team. Most students in the program have access to the internet and strong computer skills.

Natural Resources

Elective – 1 year or 2 years

COURSE DESCRIPTION:

This program is designed for students to develop skills and explore opportunities within the fields of sustainable agriculture and environmental science. Students will acquire a better understanding of sustainable practices in various agricultural applications. The class will plant and maintain gardens, perform environmental surveys, and experiment with solutions to agricultural and environmental problems. Students will learn high tech lab skills and have the opportunity to compete at the Lenawee County Fair. Student leadership is developed through teamwork and participation in FFA activities, including awards and competitions. Students who take this program have the option to dual-enroll in Michigan State University courses.

Successful students enjoy working outdoors and often possess a strong science background and an interest in researching environmental issues. This program is designed for students who want to make a positive difference in the world, protect the environment, grow healthy food, or even start their own business.

Nursing Preparation

Elective – 1 year

COURSE DESCRIPTION:

Nursing Preparation will help high school seniors build a strong academic foundation in order to meet the rigorous nursing school entry requirements. Two college courses are embedded into the Nursing Prep curriculum. This gives students the opportunity to obtain seven college credits through either dual enrollment or articulated credit options. Students will complete a state approved nurse aide-training program. If the required classroom, lab, and clinical requirements are met, students are eligible to sit for the State of Michigan certification exam and become a Certified Nurse Assistant (CNA). Students will have two clinical experiences at a Lenawee county long-term care facility. In the first experience, students will learn to communicate with and participate in assessments of elders while utilizing the nursing process in the geriatric setting. The second experience will be the 24-hour CNA clinical required for certification.

Students need a 3.0 G.P.A. or higher, strong science, English, communication, and research skills, as well as a compassion for others. Students are required to pass a physical, TB test, criminal background check, and must be current with Hepatitis B, Tetanus, MMR, Varicella, and seasonal flu vaccines before going on clinical experiences.

Residential Construction

Elective – 1 year

COURSE DESCRIPTION:

Students learn at the work site to complete all aspects of construction. In this second year course, students work in teams on various projects including demolition, framing, foundation support, drywall instillation, flooring, electrical, plumbing, installation of doors and cabinets, HVACR, and more.

Students first must have successfully completed Building Trades/Construction Careers and be recommended for the onsite Residential Construction program. Students who are most successful in this program have mathematical skills in measuring, fractions, and decimals. Students should possess good work habits, like to work with their hands, follow directions, work well independently or as a team, and enjoy building and creating.

Welding Technology

Elective – 1 or 2 years

COURSE DESCRIPTION:

This program provides students with an opportunity to explore a wide variety of welding processes, as well as the knowledge, skills, safety, and professional behaviors necessary for competent performance as a welder or welding technician. Students in this program will learn the basic science about metal and the many different ways to weld, cut, solder, or braze metals together, including: shielded metal arc, gas metal arc, gas tungsten arc welding, thermal cutting, and weld inspection. Safety and welding code and procedures for a variety of industrial applications will be emphasized. Students are able to earn Jackson College credit as part of this program.

Success students are typically creative, enjoy working with their hands, are problem solvers, and have math, science, and reading skills. Welders generally are detail-orientated, have a steady hand, and excellent hand-eye coordination, good physical stamina and strength, and are able to read, understand, and interpret two- and three-dimensional diagrams.

Work Support Services

COURSE DESCRIPTION:

Learn employability skills and career exploration. This program partners with Goodwill and Michigan Rehabilitation Services to develop job sites where students can practice hands-on skills learned in the classroom.

Notice of Non-Discrimination Policy
Title VI (Civil Rights Act of 1964)
Title IX (Educational Amendments of 1972)
Section 504 (Rehabilitation Act of 1973)

It is the policy of the Sand Creek Community School District that no person shall, on the basis of race, color, national origin, sex or handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Inquired may be directed to:

Sharon Smith, Hearing Officer
Sand Creek Community Schools
Sand Creek High School
6518 Sand Creek Hwy.
Sand Creek, MI 49279

Or

Director
Office of Civil Rights
Department of Health, Education & Welfare
Washington, D.C. 20202

Complaint/Grievance Procedure

Section I:

If any person believes that the Sand Creek Community School District, school or institution, or any part of the school/institution organization has inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; he/she may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

Sharon Smith, Hearing Officer
Sand Creek Community Schools
Sand Creek High School
6518 Sand Creek Hwy.
Sand Creek, MI 49279

Section II:

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance, signed by the complainant, shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the formal complaint. The Coordinator shall further investigate the matter of grievance and reply to the complainant within five (5) days.

Step 2

If the complainant wishes to appeal the decision of the local Civil Rights Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools, or administrator, within five (5) business days after receipt of the Coordinator's response. The superintendent or administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within ten (10) business days.

Step 3

If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his/her receipt of the superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative(s) within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Michigan Department of Civil Rights and/or Secretary of Agriculture.