



# Concord High School Curriculum Guide & Guidance Handbook

**Last updated May 2022**

**Concord High School**

**CCS “WHY” Statement**

We passionately believe in our students so they can shatter expectations.

**Dear Students,**

You are facing the beginning of a year that takes you closer to the goal—earning your high school diploma. No matter which year of high school you are planning, your choices right now count. As you look at the schedule sheet for your specific year, you will see the **required** classes in each year's selections—these are the classes that every high school student in the State of Michigan must take to satisfy the Michigan Merit Curriculum.

Every year, also, has a selection of **electives** to round out your schedule. Deciding what electives you select is a very important decision. When universities and certification programs look at your transcript, they will look at the type of class you chose in addition to the grade point you earned. Try to choose classes that support the field of study you are pursuing.

If you are unsure about what classes would be the best choice for you, ask for information from the teacher of the class, the counselor, the principal, and your parents/guardians; read the course descriptions in this guide. Read what the entry requirements are for the program you want to enter at a university or other higher education program.

**Build** a bridge to the goal you have set for yourself. Taking the responsibility for meeting your chosen goals is a serious endeavor. You will need to talk with parents, teachers, and other people that understand what it is like to build your high school schedule to meet the expectations you have for yourself after high school. Even if you are unsure about a specific career, you probably know the general area you want to investigate.

Take classes that will address your curiosity about a subject.

Take classes that develop your mind.

Read the following pages in the guide carefully and make your plan thoughtfully; you **may not be allowed** to change your classes once the schedule is set.

Please be sure to notice the following about the courses you choose:

1. Classes that have **prerequisites** can be taken only if you have **met the prerequisite**.
2. Some classes are year-long (**two semesters**) and some classes are only **one semester**.
3. Classes that may be offered only in alternate years.

Take your time, do it right, ask questions if you have them—you will be on your way to the goal.

Respectfully submitted for the team on hand to help you,  
Cheryl Price  
Principal

**EVERYONE HAS A UNIQUE ROLE TO FILL IN THE WORLD. EVERYONE, INCLUDING  
AND PERHAPS ESPECIALLY YOU, IS INDISPENSABLE.**

--Nathaniel Hawthorne

## **Graduation Requirements:**

A student must earn all credits prior to the end of senior year in order to participate in the graduation ceremony. A student may still receive the diploma if that student completes the credits by August 1st (prior to the beginning of the next school year).

### **Class Load**

Each school year is divided into two terms. Thus, you will be at Concord High School for up to eight terms. A student must take a full class load each year for grades 9 – 12, currently, seven full credits.

**Both the Michigan Merit Curriculum and the Concord High School Graduation Requirements are as follows:**

<b>English</b>	4.0 Credits
<b>Mathematics</b>	4.0 Credits (Must take a math course in the final year)
<b>Science</b>	3.0 Credits
<b>Social Science</b>	3.0 Credits
<b>Visual /Performing and Applied Arts</b>	1.0 Credits
<b>Physical Education and Health</b>	1.0 Credit (Two years of marching band or two seasons of a high school athletic participation may count as P.E. requirement)
<b>World Language</b>	2.0 Credits (The second year may be exchanged for a Fine Art class--see counselor)
<b>Electives</b>	8.0 Credits
<b>Online Course Learning Experience</b>	Over 95% of all CHS courses are offered virtually in addition to in-person.
<b>CPR and AED Instruction</b>	This requirement is embedded in the Health and Fitness for Life course that is required of all CHS students.
<b>Michigan Merit Testing Bundle</b>	Required for all students during their Junior year

When circumstances arise beyond the student's or school's control, the principal may approve a deviation from established requirements. Under certain circumstances a student may also be eligible under the State's personal curriculum provisions.

### **Grading Scale**

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests and projects to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with a different grading scale. These courses are the Honors, AP, Pre-Calculus, Calculus I and Foreign Language above second year.

Grade	AP	Honors	Others	JC/SAU
A	5	4.5	4	4
A-	4.667	4.167	3.667	3.5
B+	4.333	4	3.333	
B	4	3.5	3	3
B-	3.667	3.167	2.667	2.5
C+	3.333	3	2.333	
C	3	2.5	2	2
C-	2.667	2.167	1.667	1.5
D+	2.333	2	1.333	
D	2	1.5	1	1
D-	1.667	1.167	0.667	0.5
F	1	0.5	0	0

## COLLEGE PREPARATION RECOMMENDATIONS

All students should have the goal of furthering their education beyond high school, e.g., Jackson College or vocational training for certification or a license. The courses a student takes while in high school will directly affect numerous aspects of that goal: Which colleges will accept me and how will I do in the classes I take at college? There is a direct correlation between high school academic rigor and college success. In determining whether to admit an applicant to their college, admissions officers look at these criteria: classes taken (greater consideration given to students who take advanced courses); grades earned; SAT test scores; and extra and co-curricular activities, including hours of volunteering. All college bound students should be aware that advanced classes are strongly recommended for college preparation. Examples of advanced classes include AP English Language and Composition, AP Chemistry, Pre-Calculus, and any Honors courses. In addition to taking advanced courses, it is strongly recommended to engage in extracurricular activities and volunteering for community service.

### What is the Jackson Area Career Center (JACC)?

Sometime during the sophomore year, students will be allowed to visit the Jackson Area Career Center. Students who elect to attend the Career Center during their junior and/or senior year, spend a half day at Concord High School in regular academic subjects and half a day at the Career Center taking the special vocational program they have selected. Students earn 1.5 credits per term for successfully completing the vocational course at the Career Center.

A student may apply for a program at JACC through the high school counselor. The student must have successfully completed the freshmen year and be on track for the successful completion of the



sophomore year in order to apply. Attendance is taken into consideration. For more information see the high school counselor.

### **Programs at the Jackson Area Career Center**

Agriscience  
Army JROTC  
Automotive Collision Repair  
Automotive Technology  
Careers in Education  
Computer Information Technology-Cyber Security & Programming  
Construction  
Cosmetology  
Culinary Arts  
Dental Health  
Engineering/PLTW  
Firefighting  
Healthcare Technician I  
Healthcare Technician II  
Law Enforcement  
Precision Machining  
Sales & Marketing  
Transition to Work  
Visual Communications  
Welding

### **Alternate Ways to earn Credit**

#### **Dual Enrollment – Pre-requisite:**

Students who qualify through their scores on PSAT, SAT, and/or ACT and who have taken **all higher level courses offered by Concord** are eligible to participate in the postsecondary option of dual enrollment. That is, the student may enroll and take college courses and the cost to the school district will be aligned with the State of Michigan Dual Enrollment Program costs. The college or university bills the school district. The student may be responsible for books, and the student will be responsible for transportation and any other miscellaneous fees.

Students **may** possibly take courses in subjects which are not tested on the above required tests, such as political science, psychology, computer science, or world language or courses **not** offered by the school, with prior permission from the district, as long as they have attained proficiency in a related area of the PSAT./SAT, and/or ACT. Students **may not** take elective, non-college prep classes such as cooking, art or remedial courses, and may not take a class that is offered by the district unless there is a scheduling conflict and prior approval is given.

Courses may be taken for high school credit, postsecondary credit, or both; however, it should be recognized that some colleges do not accept the credit **IF** a student is using the college course to satisfy a high school credit. A dual enrollment class that is used to fulfill high school credit will have the grade factored into the student's cumulative GPA and class rank.

Concord High School requires verification of attendance at the postsecondary course or courses. Students must obtain school district approval before adding or dropping a course. **[NOTE: Students dropping out or failing a course are required to reimburse the school district for tuition costs.]**

Dual enrollment forms can be obtained from the Counselor's office and signed prior to registration.

### **Summer School through Concord High School (credit recovery)**

When Summer School is available, credit may be earned, but a grade will not be included in the GPA. Check with the high school counselor or the high school office for Summer School availability and details of the program.

Students wishing to earn credit through summer school need to understand that Summer School is three weeks long and offers the opportunity for a student to earn a half credit up to one full credit depending on the student's ability to work hard.

### **Independent Study**

*Prerequisite: Written approval from the teacher and principal.*

This program is for a highly motivated student wishing to pursue **advanced coursework**. It is **not** for remedial work. Prior to the course selection process each spring, an interested student must complete an application outlining the proposed goals, program of study, and projects and the connection to his/her EDP. (See the high school counselor for the application.) Final approval rests with the principal or designee. In this case, credit and a grade will be awarded.

### **Transfer Credit**

It is the policy to accept transfer credits from new students. When a student moves to Concord High School, all credits and cumulative GPA from their previous high school will be reviewed. The CHS Counselor will go over the requirements for Concord graduation status and submit/adjust credit completion accordingly.

## Jackson County Early College

Concord Community Schools offers Jackson County Early College in collaboration with Jackson County's public school districts, Jackson County Intermediate School District and Jackson College as a five-year program combining the best elements of high school and college.

The Jackson County Early College (JCEC) offers students enrolled at Concord High School the opportunity to fulfill their requirements for a high school diploma while completing a rigorous college preparatory coursework experience gaining valuable college readiness skills, their high school diplomas, and earning **up to** sixty (60) college credits towards an Associate Degree or Certification at Jackson College. This Associate of Arts Degree or Certification will include transfer agreements, which are general credits in subject areas that will satisfy the general education requirements for many Michigan colleges and universities. **Enrollment is not a guarantee of credit transfer!** The Jackson College adviser will work with each student about this situation, depending on where they would choose to continue their education.

Jackson County Early College is a unique program for 9th through 11th grade students who are mature, self-motivated, and ready to learn in a college setting. Students are offered an academically challenging environment to do their best academic work. The students have full access to Jackson College's onsite and/or online range of student support mechanisms and activities, and enrolled students can be deeply involved in all aspects of high school life. Students will usually begin the program at the start of either their tenth or eleventh grade, and are provided an additional year (5th year) beyond their expected year of graduation to complete the program. There will be a minimum cost to students or their families for participating in the JCEC program.

Indicators that a student may be successful in the JCEC program include a 2.5 GPA or a GPA between 2.0 and 2.49 with an explanation of being under the expected 2.5 GPA, for example, a student may have struggled in the freshmen year but has made a marked improvement in his/her studies during the sophomore year. Other indicators that a student may be successful include attendance, PSAT/SAT scores, and taking advanced classes at CHS.

The Jackson Early College coordinator holds a **mandatory explanation meeting** for both parent/guardian and student before students may sign up for the program. CHS **requires** the parent/guardian and student meet with the High School Counselor as well to go over details more fully.

## Testing out of Classes

According to the Michigan Merit Curriculum Law, Section 380.1278(a)(4)(c), "a school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on one or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit."

Students who want to attempt to test out of a class shall notify the counselor within the first week of Semester 1 or Semester 2. Students will have only one chance to test out of a subject and must perform at 85% or better on the exam in order to earn credit. Students who successfully test out of a class will

be given the grade they earned on the exam and are eligible to move to the next level in the course sequence. Credit earned in this manner will count toward the cumulative grade point average. Once a student has successfully tested out of a course, the student may not subsequently receive credit for lower course sequences in the same subject matter.

The format of the exams and any other coursework is left to the discretion of the teacher.

### **Middle School Students May Receive High School Credit**

If a middle school student is recommended by the principal to take a high school level course (such as Algebra I) and the student successfully completes the high school course, **a grade will be given with credit and figured into their high school GPA, which means this grade is on the permanent high school transcript.**

### **Retaking a class**

Students earning less than a C- in a class may elect to retake the class when/if it is be available during that or other school years. The grade earned from the second effort will be computed into the GPA. Students earning a C- or better in a class may elect to retake it for personal enhancement, but the grade from the second attempt will not be computed into their GPA.

## **English Language Arts**

### **English 9**

*Required Grade 9*

This class is focused on developing strong reading and writing skills. Genres of short story, poetry, novel, and drama will all be explored in our reading along with supplementary non-fiction. Students will develop clear, coherent writing in journals, responses, reflections, and essays. The basics of grammar, mechanics and usage are practiced through a variety of activities.

### **English 10**

*Required Grade 10 Prerequisite: English 9*

This class further strengthens students' reading and writing abilities. Students will explore a variety of themes through fiction and delve further into argument through non-fiction and individual research opportunities. The experience of writing for various purposes and audiences allow students to share their analysis, arguments, experiences, and opinions. Additional study of grammar, mechanics and usage are practiced and implemented into written and verbal communication.

### **English 11 (American Literature)**

*Required Grade 11 unless taking another Grade 11 English course*

*Prerequisite: English 9 and 10*

We begin with a study of who we are, memoirs, and writing techniques. We will study good vs. evil using classic American literature and modern literary texts. Then, we will focus on argumentative writing, including what makes a good argument. To conclude, we will read an American novel with a life question in mind. You will have required choice-reading books throughout the term.

### **English 12**

*Required Grade 12 (if not taking one of the other Senior-level English classes)*

This course is designed to prepare students to become better listeners, presenters, readers, speakers, viewers, and writers. Throughout the course, students will engage in reading and writing assignments that will build on skills taught in K-11 English classes and help prepare them for success in their secondary education pathways.

### **Honors English 9**

Honors English 9 is an intensive introduction to literature and writing. In this course, students will read and analyze a variety of literature encompassing different genres. In addition to understanding and analyzing literature, students will also be expected to write extensively to further develop their writing skills. Conventions will be taught on a weekly basis so students are able to deepen their knowledge of the English language and reflect that learning in their writing. Over the course of the year, Honors students will be expected to complete a *minimum* of 5 books, one of which will need to be a book chosen from the Advanced Placement (AP) list.

### **Honors English 10**

Honors English 10 is an intensive exploration of world literature and writing. In this course, students will read and analyze a variety of literature encompassing different genres. In addition to understanding and analyzing literature, students will also be expected to write extensively to further develop their writing skills. This course will include a thorough study of documentation styles and requirements as well as conventions. Over the course of the year, Honors students will be expected to complete a *minimum* of 6 books, two of which will need to be a book chosen from the Advanced Placement (AP) list.

### **AP English Language and Composition**

AP English Language and Composition is a college level course in literature and writing. With a good performance on the AP Exam in May, students can obtain college credit in English. In this course, students will read and analyze a variety of literature encompassing different genres primarily American Literature. In addition to understanding and analyzing literature, students will also be expected to write extensively to further develop their writing skills. Conventions will be taught on a regular weekly basis so students are able to deepen their knowledge of the English language and reflect that learning in their writing. Over the course of the year, students will be required to read four nonfiction books and one book from the AP Literature Reading List.

### **AP English Literature and Composition**

AP English Literature and Composition is a college level course, and students can, by good performance on the AP Exam in May, obtain up to one year of college credit in College English. The course requires careful, deliberate reading of at least ten works (read both as a class and individually), various short stories, and an intensive study of poetry. All of these texts, which are approved by the College Board, address mature topics. Writing, as an integral part of this course, will require several compositions per marking period, which will reinforce the critical reading skills taught across the spectrum of literary genres. The purpose of this course is to prepare the student for reading and writing at the college level, therefore the workload will be college level. This will include practice AP examinations throughout the year.

### **Superheroes: Their Origins and Impact on Culture**

*Required Grade 11 unless taking another Grade 11 English course*

*Prerequisite: English 9 and 10*

This class will look at mythology, how mythology morphed into superheroes, how superheroes impact society, and how society impacts the development of superheroes. Students will read a variety of texts, discuss, present, write, and do some research in this course. This course can be taken in place of English 11, English 12 or as an elective.

## **World Language**

### **Spanish I**

*Required Grade 9 or 10*

This class will go beyond an introduction into a program that builds on the communication skills. There will be understanding in all areas of communication: listening, speaking, reading and writing, with emphasis on comprehension and language structure. Correct use of basic language structures is developed through a combination of: incorporating use of listening to the language used correctly, seeing the language used correctly, writing the language and getting immediate feedback to make sure the language is used correctly, and playing games to make learning the language fun. Cultural concepts include historical backgrounds, significant events, important personalities, and social customs. When this year is completed, the student will have a greater respect for the Spanish language.

### **Spanish II**

*Elective Grade 10 – 12 Prerequisite: Spanish I*

Further development of comprehension and language structures are the primary goals of Spanish II, although increased emphasis is given to the development of the reading and speaking skills. Cultural concepts include historical backgrounds, significant events, important personalities, social customs, and outstanding contributions in the field of the arts. Students will have achieved the proficiency objectives of the second year of Spanish if they acquire the ability to express themselves with some fluency, to understand Spanish as spoken by a native speaker of the language, to read with comprehension material within their range of interest, and to write with a reasonable degree of accuracy.



### **Conversational Spanish (taught every other year by demand)**

*Elective Grade 11 or 12 Prerequisite Spanish I and II (and teacher approval)*

Students have mastered the fundamentals of the language and are now ready to apply their ability to a wide variety of subject areas. Emphasizing the importance of vocabulary, Conversation Spanish utilizes our Spanish grammatical background to become comfortable in conversing. Teaching methods include various listening activities with native conversations and songs in Spanish. Students will also be required to perform prepared skits in Spanish of their making as well as improvisations in pairs and small groups. Culturally significant events will also be portrayed throughout the course of the class in the same manner.

### **Spanish III/IV (Advanced Spanish)**

*Elective Grade 11 or 12 Prerequisite: Spanish I, II (and teacher approval)*

This course continues the development and reinforcement of listening skills learned in previous years. The main emphasis, however, is on the development of writing skills which gradually lead into creative self-expression.

The dialogues and readings encompass a wide variety of subject matter the Spanish language and the Spanish people, adventure stories, letter writing, newspaper articles, magazine articles, sports, television, and selections about literacy masters. The readings often require the use of specific vocabulary, thus they help increase the work power of students.

### **Spanish Culture of Modern Language**

*Elective Grades 9-10*

This class offers students a cultural history of Latin America in the twentieth and twenty-first centuries through the study of films and writing excerpts based on the influence of the Hispanic culture in the United States. This course is delivered through a combination of presentations, set readings, films to analyze, and class discussion. This course is meant to offer an introduction to a range of Latin American films from different periods and styles, focusing on the influence of the Hispanic culture and Spanish Language in the United States.

## **Social Science**

### **World History**

*Required: Grade 9*

World History/Geography is an overview of major eras of world history. Major units to be covered include: a) Pre-History, b) Ancient Civilizations, c) World Religions, d) Expanding Global Interactions (300—1500), e) The First Global Age (15<sup>th</sup>—18<sup>th</sup> Centuries), f) Worldwide Migrations, g) Global Revolutions (18<sup>th</sup> Century—1914), h) Industrialization/Imperialism, i) Global Technology, j) 20<sup>th</sup> Century Genocide, k) Early 20<sup>th</sup> Century Revolutions, l) World War I, m) Inter-War Years,) n, The Holocaust and World War II, o) The Origin and End of the Cold War, and p) The Dynamics of Global Interdependence. Intertwined within the historical subject matter will be an emphasis on Geographical aspects as related to World History.

## **American History**

### *Required Grade 10*

American History will start with a review of the Civil War and its significance. The focus of this course, however, will concentrate on Reconstruction to the present. The themes will include reform movements, values, economics, technology, environment, geography, diversity, American culture, American democracy, the United States and the world. This course will help students understand and appreciate the complex and changing world we live in and how it relates to our country. Books related to the areas we will study are on reserve in the high school library. Students will be encouraged throughout the year to share stories and experiences from their families as they relate to our studies.

Students will get the opportunity to explore and research American History in a project based format. Students will be guided on a path of discovery with well thought out essential and driving questions that are the basis for each unit.. The themes of these questions will be reform movements, values, economics, technology, environment, geography, diversity, American culture, American democracy, the United States and the world. Each unit will allow students to dive into the parts of history they are interested in while mastering research and inquiry skills that they will use well beyond the social studies classroom. Books related to the areas we will study are on reserve in the high school library. Students will be encouraged throughout the year to share stories and experiences from their families as they relate to our studies.

## **American Government**

### *Required Grade 11 or 12 Prerequisite: American History*

Topics to be covered include core democratic values, the Constitution and its amendments, origins of American government, foundations of democracy, the importance of laws, the three branches of the federal government, government systems, the election and voting process, and the formation of political parties. Guest speakers may be invited to address the class and interact with our studies.

## **Economics**

### *Required Grade 11 or 12 Prerequisite: American History*

Economic principles and applications will stimulate students to learn about the world of economics and how it affects their own lives. A sound introduction to the study of economics is presented in unit 1 - "The Mystery of Economics". Unit 2 covers "Microeconomics", Unit 3 "Macroeconomics" and Unit 4 "Global Economics". A hands-on application involving the stock market is a favorite part of this course for many.

## **Sociology (Unavailable 2022-2023)**

### *Elective: Grades 11-12*

Sociology is the study of the origins, organization, institutions, and development of human society. Some of the topics covered in the class include: a) Society and Culture, b) Social Structure, c) Social Institutions, d) Socialization, e) Community and Change, and f) Social Problems. Sub-topics, such as Conformity, Social Stratification, the Family, Social Movements, and Consequences of Mass Society will be addressed with the major topics.



### **Psychology (Unavailable 2022-2023)**

*Elective Grade 11 -12*

This course is designed for college-bound and/or highly interested students. Topics to be covered include: types of intelligence, influence of psychologists, theories of personality, psychological research methods, human development, principles of learning, remembering, forgetting, sensation and perception, motivation and emotions, and psychological disturbances.

### **Honors History (Unavailable 2022-2023)**

*Elective: Grades 11-12 Prerequisites: "B+" average in World History/Geography and U.S.*

*History/Geography; Instructor and Counselor Approval*

Honors History is a college-preparatory class designed for juniors and seniors who have shown an affinity for social studies, as previously demonstrated in related classes. Extensive writing, intensive research, class discussions, and presentations are an integral component of this class. Some of the topics to be covered include: a) Historical Misconceptions, b) Natural Disasters, c) Genocide, d) War, e) People/Leaders in History, f) History of Christmas, g) Indigenous Peoples, h) Cause and Effect, i) Migrations to America, j) Empires, k) American Old West, l) Crime and Punishment, m) Historical Places, n) Different Generations, and o) Current Events.

### **Michigan History (Unavailable 2022-2023)**

*Elective: Grades 9-12*

Michigan History provides an introduction to the uniqueness and history of Michigan from its formation to the present. The major topics that will be covered include: a) Unique Michigan, b) Geology, c) American Indians, d) Michigan e) British/French Conflict, f) Michigan in the American Revolution, g) Life in Michigan Territory, h) Statehood i) Mid-19<sup>th</sup> century Michigan, j) Economy of Michigan, k) Early 20<sup>th</sup> century, l) Great Depression and WWII, m) Modern Michigan, and n) Tourism.

### **Honors Psychology (Unavailable 2022-2023)**

*Elective Grades 11-12*

Year-long Elective; Grades 11-12; Prerequisites: Mastery ("A" – quality work) of all previous Social Studies classes; Teacher and Counselor approval.

Honors Psychology is an intensive, year-long, elective class designed for college-bound junior or senior students who have shown a mastery ("A" – quality work) of Social Studies, as demonstrated in previous classes. Course topics include: Approaches to Psychology, Life Span, The Workings of Mind and Body, Learning and Cognitive Processes, Personality and Individuality, Adjustment and Breakdown, Social Psychology, Careers in Psychology, and Introduction to Sociology.

### **World History Through Star Wars**

*Elective, Grades 11-12 (Grade 10 with counselor approval)*

This course aims to examine the metaphorical and figurative spiritual, religious, and mythological themes in the Star Wars Universe, particularly concepts such as the Force, the Jedi and Sith orders, and themes of enlightenment, morality, corruption, and redemption as depicted in the films and literature. The course will make deep connections with World History by examining the origins/conception of George Lucas' inspiration behind Star Wars.

## **Choose Your History**

*Elective Grades 11-12, Prerequisite: None*

This course will be Project-Based, **with an emphasis on student choice**. Class content and curriculum will focus on Social Studies: World History, American History, American Government, Economics, Sociology, Psychology, Geography. Students will select multiple and various topics and/or themes throughout the course to research, analyze, and present. Each topic and/or theme chosen must be connected to multiple Social Studies high school standards. This class will essentially be dictated by the students; basic course parameters will be set by the teacher.

## **Science**

### **Biology**

*Required Grade 9 or 10*

Biology is self-paced phenomenon-driven units that involve students in making sense of the natural world through the use of authentic data while integrating different areas of science together when they are necessary to solve a problem. This allows for much deeper and longer-lasting learning because everything is taught in context. Topics addressed are cell physiology, organ systems, genetics, natural selection, characteristics and classification of life forms, ecology and what impact humans have on the environment and ecosystems of our earth.

### **Advanced Biology - Anatomy & Physiology**

*Elective: Prerequisite, Biology and Chemistry (May serve for the third year of science)*

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies and an overview of all the body systems. This is intended as a survey course for certain allied health and social service programs, and as a general natural science course. This course is highly recommended for any student interested in medicine, physical therapy, nursing, and athletic training. Dissections are required.

In **Project Lead the Way Biomedical Science** classes, students are taking on real-world challenges--and they are doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in completing hands-on activities and work together to find solutions to problems.

### **PLTW Human Body Systems (Unavailable 2022-2023)**

*Elective, Prerequisite: Biology and Chemistry, Advanced Biology Anatomy & Physiology*

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Dissections are required for this course.

## **Environmental Science**

*Elective, Prerequisite: Biology, Chemistry (May serve as a third year of science)*

Environmental Science is a research project based course. This course focuses on an introduction to environmental science including understanding the importance of ecosystems, biodiversity, natural resources, and climate change. Factors that cause pollution, loss of biodiversity, and resource depletion within ecosystems are also introduced. Environmental science shows us how Earth's systems function and how we influence these systems, giving us a big-picture understanding of the world and our place within it.

## **Chemistry**

*Required Grade 10 or 11 Prerequisite: Biology*

This course focuses on the fundamental principles of chemistry and their application. Chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, gas laws and the properties of solids and liquids are among the topics discussed. Emphasis will be placed on problem solving skills to better prepare students for careers in chemistry and related life sciences fields.

## **Physics**

*Elective/Required Grade 11-12 Prerequisite: Algebra II*

Physics is an upper-level science class. In physics both matter and energy are studied to see their relationship. This involves using formulas for kinematics, dynamics and mechanics. The study of energy transformations, electricity and thermodynamics will also be examined. Doing all of this involves math skills and principles learned in Algebra B and C. This course can fulfill fourth year math credit, if and only if, physics is taken as a senior and all other Math requirements are met.

## **Honors Chemistry**

*Elective, Prerequisite: Biology - admittance through approval process*

Honors Chemistry (Pre-AP Chemistry) is a year-long course that introduces the fundamental language, ideas and tools used in the study of chemistry. This advanced introductory high school chemistry course covers key topics such as chemical nomenclature, stoichiometry, the periodic table, chemical bonding, equilibrium, kinetics, thermodynamics, nuclear chemistry, and common laboratory practices. Emphasis is placed on the use of chemistry in the natural world, the physical world and our daily lives. The course fosters skills necessary to describe chemical processes and behaviors and to solve numerical and verbal problems in chemistry. Through lab work, students learn useful chemistry laboratory techniques, gain the ability to formulate experimental questions, design scientific experiments, effectively articulate scientific findings, conduct error and statistical analysis, and strengthen understanding of course material. Upon completion, students will have a solid foundation in chemistry and will be prepared for AP Biology, AP Chemistry, and college-level chemistry courses.

## **Advanced Chemistry**

*Elective, Prerequisite: Biology, Chemistry*

Advanced Chemistry is a year-long course that will re-introduce and familiarize students with the topics normally encountered in 100 level chemistry courses in college. Topics to be covered include a review of stoichiometry, states of matter, gas laws, acids and bases, thermochemistry, and. Lab experiences will concentrate on proper methods of data collection, analysis, and reporting. The design of this course is intended to help students prepare for the rigors of lab science courses that may be encountered in

college. Students should expect a demanding daily workload that will include worksheets, reviews and laboratory write-ups as well as quizzes and tests to assess understanding and retention. A high level of understanding and mathematical problem-solving and the scientific method is necessary for success in this course.

### **Plant Science**

*Elective, Prerequisite: Biology and Chemistry (May serve as a third year of science)*

This curriculum helps participants learn about basic plant science fundamentals as it relates to horticulture, agriculture, botany and science. It introduces participants to the structure of plant cells, roots, stems, leaves and flowering plants. The lessons integrate hands-on activities and resources throughout each lesson.

Lesson Themes Include:

- Introduction to plant science
- Plant identification features
- Plant cell structure
- Roots, stems and leaves
- Plant Propagation
- Exploring botany and plant science careers

**AP Central/CollegeBoard** requires students spend a minimum of 25% of instructional time engaged in a wide range of hands-on, inquiry-based **laboratory** investigations to support learning **required** content and developing science practices throughout the course. At minimum, 16 **labs** are performed of which at least 6 are conducted in a guided inquiry format.

### **AP Chemistry**

*Elective, Prerequisite: Biology, Chemistry (Honor's Chemistry preferred, but not required)*

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college and meets the objectives of a high quality general chemistry course as outlined by the College Board. For students who clearly master this challenging material, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. The AP Chemistry course has undergone a recent revision which reflects the changing focus of educational needs at the college level and beyond.

### **AP Biology (Unavailable 2022-2023)**

This AP Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four Big Ideas, Enduring Understandings and Science Practices, the students will be assisted in developing an appreciation for the study of life and helped to identify and understand unifying principles within a diversified biological world.

Science is a way of knowing. Therefore, knowing about Biology requires that students learn the process of inquiry and develop critical thinking skills. The course will focus not only on knowing science content, but also learning skills to analyze and interpret data, and to communicate information in a meaningful way to others.

At the end of the course, students will have an awareness of the integration of other sciences into the study of biology, understand how our own species is similar, yet different from other species, and become knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. The class will be designed as a half lecture and half laboratory and activities format. Students should have completed one year of biology and one of chemistry, if possible per prior to enrolling in AP Biology. However, students without the suggested prerequisites may be admitted by instructor permission.

## **MATH**

### **Algebra I**

*Required Grade 9*

The concepts and skills of Algebra will be used to simplify and solve linear and quadratic equations involving one or more variables. Algebraic skills will be applied to a variety of word problems. Other topics include coordinate graphing of points, lines and curves, simplifying algebraic fractions, factoring techniques, and solving systems of equations. This course prepares you for Geometry and Algebra II.

### **Algebra II**

*Required, Prerequisite:* Algebra I and Geometry

Students will further develop concepts studied in Algebra I. Students will continue to study equations, including radical equations, and exponential equations. Students will extend their use of coordinate graphing to include quadratic and other power equations. Students will learn to build on the concepts of trigonometry.

### **Geometry**

*Required, Prerequisite:* Algebra I

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Homework will be given daily and assessments will be project based.

### **Personal Finance (formerly known as Senior Math)**

*Elective Grades 11 or 12, Prerequisite: None (May serve as a fourth year of math in the final year)*

This class will include basic areas of personal finance that students will need to survive in our world today. Students will be involved in areas such as economics, business ownership, financial services, money management, credit, investments, insurance, and labor as related to employment.

### **Honors Algebra I**

*Prerequisite: Acceptance through application process required.*

Honors Algebra 1 will cover Linear, Quadratic, and Exponential functions in depth. Students will be introduced to Polynomial, Radical, and Rational functions. Students will increase problem solving skills and critical thinking skills. All students should be able to demonstrate strong work ethic, positive



attitude, responsibility, and organization. Students should be prepared for rapid instruction, daily homework, and the expectation they will take ownership of their learning.

### **Honors Geometry**

*Prerequisite: Algebra I and acceptance through application process required.*

Throughout the course, students investigate properties of figures, make conjectures, and prove theorems. Students demonstrate their reasoning by completing proofs and through various projects, such as map making and bridge building. The Standards of mathematical practice are embedded throughout the course as students apply geometric concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.

This course is rigorous, will move at a fast pace, and will have daily homework.

### **Honors Algebra II**

*Prerequisite: Algebra I and acceptance through application process required.*

Algebra II Honors provides a review and extension of the concepts taught in Algebra I and Geometry while moving at a rapid pace. Throughout this course, you will develop learning strategies, critical thinking skills and problem solving techniques to prepare for future math courses. Explore advanced algebra concepts such as linear and quadratic functions, systems of equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, imaginary and complex numbers and trigonometric functions. Graphing calculator skills will be taught and used extensively in this course.

### **Statistics**

*Elective, Prerequisite: Algebra I, Algebra II, and Geometry (may be used for fourth math in final year)*

This is an introductory course in statistics designed to provide students with an understanding of data analysis and statistical computing. Topics covered include basic descriptive measures, measures of association, probability theory, confidence intervals, and hypothesis testing. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses. The culmination of these simulations will mimic real world experiences and challenge students to make decisions, using abstract reasoning skills employed beyond high school.

### **Pre-Calculus**

*Elective, Prerequisite: Algebra I, Algebra II, and Geometry (may be used for fourth math in final year)*

Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics. There will be daily homework assignments and assessments will be project based.

### **Calculus**

*Elective, Prerequisite: Pre-Calculus (may be used for fourth math in final year)*

Calculus is a transition course to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limiting

behaviors, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. In particular, students learn how to apply the tools of calculus to a variety of problem situations. There will be daily homework assignments and assessments will be project based.

## **Technology/Computer Science**

### **Project Lead the Way-Introduction to Engineering Design (I)**

*Elective that is highly recommended for students interested in being a member of the CHS Full Metal Jackets*

Students develop a conceptual understanding of engineering design as they dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like improving an existing product.

### **Project Lead the Way-Principles of Engineering (II)**

*Elective Highly recommended for students who are interested in robotics, engineering, etc.*

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Students will develop a conceptual understanding as they explore topics such as mechanisms, strength of structure and materials, and automation and then solve challenges like designing a self-powered car.

### **Computer Science Intro**

*Elective Grades 9-12*

*Prerequisite None*

This is an introductory course that is an overview of computer science. It will cover topics like problem solving, programming, physical computing, user-centered design, and data. Students will build their own website, apps, games, and more.

### **Computer Programming Exploratory**

*Elective Grades 9-12*

*Prerequisite: None*

This is an introductory course that explores computer programming languages. It will include a variety of programming languages. Students will work alone and in pairs to create programs in a variety of languages. This course will look at languages like Scratch, Python, Javascript, and HTML. Students will have the opportunity to work in languages they would like to investigate.

### **AP Computer Science Principles**

*Elective Grades 10-12 Prerequisites: Computer Science Intro or Instructor Approval*

This is an introductory college-level computing course where students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. Students will learn two programming languages as well.

### **AP Computer Science A**

*Elective Grades 11-12 Prerequisites: Computer Science Intro or Instructor Approval*

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

## **Physical Education**

### **Health and Fitness for Life**

*Required*

Under Michigan Merit Curriculum, all students are required to complete one half credit in Health and one half credit P.E. This integrated class satisfies both requirements as well as the required CPR/AED training. Students who participate in school sports and band may earn the physical education credit but still need to complete one semester of Health and the CPR/AED training. **Make sure to check with the counselor for approval no later than the end of the freshman year.**

### **Personalized Fitness**

*Elective, Prerequisite: Health and Fitness for Life*

This course is designed to increase student awareness of their health and personal fitness. The goal of this course is to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness. In Personal Fitness you will learn about body functions, principles of training and flexibility, mental wellness, safety, nutrition, goal setting, and strategies for longevity. Wellness, or striving to reach optimal levels of health, will be the cornerstone of this course and will be exemplified through students designing their own personal fitness programs. This will help students learn about and apply the skills needed to achieve fitness and health throughout their lifespan.

#### **Course Content:**

- Goal Setting • Exercise Guidelines • Principles of Training & Flexibility • Cardiovascular & Muscular Fitness • Nutrition, Body Composition & Weight Control • Consumer Issues Related to Health & Fitness
- Stress & Mental Wellness • Personal Fitness Plan Creation & Evaluation •

This course is a prerequisite to our **Strength & Conditioning** Class.



### **Strength and Conditioning**

*Elective Grades 11-12, Prerequisite: Health and Fitness for Life, Personalized Fitness*

This course is designed to introduce and provide opportunities for students to develop intermediate and advanced skills of strength training principles and proper lifting techniques.

Students will become more familiar with exercises that can be used to maintain a healthy lifestyle. They will work to improve skills related to strength and conditioning as well as skills that are applicable to a student's particular sport(s). This course will give students the tools and resources needed to be physically fit and healthy for a lifetime.

Course Content:

• Basic Anatomy & Physiology • Basic Biomechanics • Calisthenics • Nutrition • Aerobics • Resistance Bands • Weight Training • Powerlifting • Circuit & Cross Training • Plyometrics • Stretching & Flexibility •

### **Mindfulness and Flexibility**

*Elective Grades 10-12 Prerequisite: Health and Fitness for Life*

This course is designed to introduce and provide opportunities for students to develop basic and intermediate skills in a variety of activities including: different types of yoga, Pilates, dance, mindfulness, meditation, physical & emotional self care, stretching, flexibility, and more. The aim of this course is for students to understand and recognize flexibility, strength and balance as essential components of lifelong health and fitness.

Course Content:

• Yoga • Pilates • Dance • Mindfulness & Meditation • Physical & Emotional Self Care • Components of Stretching • Components of Flexibility • Coping Skills •

### **Specialized Athletic Development and Leadership**

*Elective Grades 10-12 Prerequisite: Health and Fitness for Life, and a Sophomore/Junior/Senior on track for graduation and on a varsity sport*

If you are looking for an opportunity to improve as an athlete during the school day there is no better way than to join Coach Clark's "Specialized Athletic Development and Leadership" class. Participants will spend most of their time in the weightroom developing their bodies in order to perform at the highest possible level in athletics. The class will meet each athlete where they are. Workouts and leadership lessons will be catered to each individual based on the sport or sports they participate in. Students in this class will have different exercises to complete depending on whether it is game day, off day, or offseason. Workouts will be adjusted based on the specific sport each athlete is passionate about. I will work with all varsity coaches in order to help them accomplish their team goals.

For example: Volleyball players will do significant training on their upper back and shoulders in order to improve strength and durability during the swinging motion of a spike or serve. A football offensive lineman will work power through the lower body while a wide receiver will work speed, agility, and hand eye coordination.

## **Fine Art**

### **Drama/Theater**

*Elective Grade 9 - 12*

This introduction to performing arts will focus on the study of skills necessary to perform in and produce a play. Acting and directing experience along with improvisational studies, textbook study, possible field trips, and videotapes will be used. The students will be doing activities associated with drama in front of the class, either alone, with a partner, or in a group. There will also be units on careers in the theater, mime, and puppetry.

### **Art Foundations**

*Required Grades 9-12 (one year)*

This is a foundational course for high school students. The essential skills, knowledge, and vocabulary, which you will need for a year, or a career in art, are given in this course. You will be exposed to a full range of media including: pencil, colored pencil, watercolor, acrylic, pastels, airbrushing, clay, pen & ink and much more. A portfolio of successfully completed work will be created during the year and used as part of the evaluation process.

### **Advanced Art II:**

*Elective, Prerequisite: Art Foundations*

This class follows the Art Foundations course. Students will continue to develop their art skills in 2d and 3d work and as well as the addition of graphic design. Students will have a required amount of art projects to complete, but will have some options based on their interests.

### **Advanced Art III:**

*Elective, Prerequisite: Art Foundations and Advanced Art II*

This class is the class to take after you have completed Advanced Art II. Students will have a deeper understanding of art mediums. They will be challenged to create 2D, 3D and digital art based on their interests. Students will learn about additional mediums not done in the earlier classes as well as develop their portfolios.

### **Senior Art**

*Elective, Prerequisite: Art Department Approval*

To pursue a career in art, you must possess a portfolio of quality work; this independent study class will help you complete this valuable tool. A contract between the instructor and student will be drawn up at the beginning to provide guidance and a basis for future evaluation. You will work first in a variety of mediums and then a concentrated effort on one medium for the portfolio. You are expected to be able to defend a philosophy of art, to exhibit work in the community and to demonstrate the ability to meet deadlines, as in a career setting. Expectations will be high for the quality of work produced in this class.

# MUSIC

## **High School Band**

*Elective Grades 9 – 12 Prerequisite: Completed 8th Grade Band*

This course is designed to give the student an enriching and diverse instrumental music education. This class provides a number of performance opportunities for the student in a variety of settings. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course.

## **CHS Honors Band**

This course involves being a member of the normal Concord High School Band and meeting all basic requirements of band membership. In order to earn honors credit, students must earn at least 10 “honors points” per semester. An application and contact will be signed by student, parent and band instructor in regards to expectations of receiving an Honors Band credit.

## **Jazz Band**

*Elective Grades 9 – 12 Prerequisite: Audition*

Jazz Band provides the opportunity for the in-depth study of the Jazz idiom. Included in this will be performance of standard repertoire, study of jazz theory and composition, and the study of standard-practice blues improvisation. Many performance opportunities are required for participation. As such, students should expect to spend time outside of the scheduled class meeting time to perform. Participation is by audition and band director approval only.

## **Drumming Fundamentals**

*Elective 9-12*

Gain a solid foundation in drumming and musicianship with Drumming Fundamentals. The course explores four main topics: —musicianship, drumming technique, rhythm reading, and drum set coordination.

## **Ukulele Fundamentals**

*Elective 9-12*

This course is for students who would like to begin or continue learning to play the ukulele. You can expect to learn tuning and maintenance, playing chords and melodies, and learning to play off tablature, chord charts, and notes off a musical staff.

## **Vocal Music (Choir) This is currently unavailable.**

*Elective Grades 9 – 12*

Students will learn the arts through performance of various modern and classical compositions, as well as gain greater understanding of notation and to be aware of common elements of music. Students will be expected to become more reflective performers and listeners. The student will be challenged to improve their singing abilities by using proper posture and breathing techniques. Attendance at performances throughout the year will be mandatory or excused at the director’s discretion prior to the concert.

## **Additional Courses to Consider**

### **Leadership Skills Development**

*Elective Grades 10-12*

This course focuses on the foundational skills needed to be an effective leader and culminates in a project with several elements that utilize these skills.

### **Leadership Skills Application**

*Elective Grades 11-12 Prerequisite: Leadership Skills Development*

This course is designed to build the skills of the student who has taken Leadership Skills Development. Each student will be responsible for planning and carrying out their own personal leadership project throughout the course. They will be assessed on the planning, implementation, and application of leadership skills.

### **Leadership Outreach**

*Elective 12th Grade, Prerequisite: Leadership Skills Application*

This course is the third in the “trilogy.” Students would continue working on their personal leadership projects, but they would, also, have two additional components: They would be serving as mentors for students in both the Leadership Skills and Leadership Development courses, and they will need to do outreach in the community by shadowing local leaders and getting involved in local leadership.

### **Multimedia Publications**

*Elective, Prerequisite: Sophomore, Junior, Senior status by approval (students’ past grades/behavior reviewed)*

This course is designed to help students develop strong critical thinking and writing skills by developing newsworthy stories and capturing intriguing photographs of our community. In the first year, students will develop skills in writing, photography, planning, organizing, communication, digital layout, ethics and professionalism. They will learn to apply those skills in the creation and publication of CHS’s online news app.

### **Multimedia Publications 2**

*Elective, Prerequisite: Must have a ‘B’ average or better and Multimedia Publications 1*

An advanced version of Multimedia Publications I, this course explores the writing and analysis of advanced journalistic writing and photography, along with the creation of video, podcasts, etc. that augment the writing and photography coverage of people and events in the Concord school district and even the community. Students will be additionally responsible for sports and portrait photography along with the creation and management of the annual CHS yearbook. At the end of the year, students will present a portfolio of their best work.

## **Robotics**

### *Elective Grades 9-12*

Robotics is a course designed to introduce & develop a number of skill sets. Students learn the basics of how to put together a working robot, and then advance their technical skills each year in CAD, Labview, and mechanical design. Students are also exposed to teamwork, fundraising, public relations. The ultimate test is the competition in FRC each year. Anyone taking this class is expected to be a contributing member on the FRC team.

## **Seminar (9th Grade only) (unavailable 2022-23)**

### *Elective*

This class is for students who would like a “base camp” for all things high school. Students will have a teacher to help them with any questions or problems they may have in any class. They will learn about the “ins and outs” of high school expectations, rules, and be able to have a time for extra help or to work on classwork of their choice.

## **Academic Enrichment (unavailable 2022-23)**

### *Elective 9-12*

Academic Enrichment is an instructional program designed for students in grades 9-12 who have previously struggled in a course offered at Concord High School. This program provided a blend of individualized instruction as well as online learning. Two types of students can take Academic Enrichment: 1) Credit Recovery Students and 2) Students who have a history of struggling in an academic subject but who also have a history of completing their work and seeking help from the instructor.

## **Math Mentoring**

### *Elective, Grades 9-12*

This course may be offered in the 2022-2023 school year. This course can be assigned to a student's schedule based on prior performance in math courses, test results, or by teacher recommendation. It may also be self-assigned by a student who would like extra support in math specifically. This course is meant to be smaller in size with an emphasis on strengthening math skills.

## Planning Your High School Career

### Freshman Year

- Review policies and procedures (the rules of the CHS building)
- Get to know your teachers and utilize their help during your transition to high school
- Pass all classes! Every failed class puts you further behind for graduation. Arrange tutoring, if necessary, through the National Honor Society Advisor or through the guidance office.
- Update Educational Development Plan (EDP)
- Join clubs and participate in activities
- Take PSAT in the spring of freshman year

### Sophomore Year

- Jackson Area Career Center visitation occurs. Get a chance to visit the Career Center and explore at least 2 areas of interest.
- Update EDP
- Take PSAT in the spring of sophomore year
- Pass all classes!

### Junior Year

- Revise EDP as needed. Continue taking the courses needed to realize your career and education/training goals.
- Continue to do the best you can in your classes.
- Begin to research career choices. Review what the entrance requirements, costs, and other factors important to you are for each program you are considering whether at a college or certification program or the employer you are going to ask to hire you.
- Take the SAT (this is currently a state-mandated requirement)
- If you are interested in attending a college/university, begin to visit schools, college representative's presentations, college open houses and JCC's College Night to gather information to assist you in choosing where to apply.
- M-Step, ACT WorkKeys and SAT tests are given in the spring each year. SAT test preparation packets can be obtained from the counselor.
- **Students should definitely take the PSAT/NMSQT in the junior year.** PSAT/NMSQT is a junior-level test. **PSAT/NMSQT** stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides first hand practice for the SAT I: Reasoning Test and the SAT II: Writing Test. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.
- The PSAT is offered in October at the High School.

## Senior Year

**If you are choosing to attend a college or university**, here is a quick Preparation Reference Guide:

### June-August:

- Revise EDP as needed. Continue taking the courses needed to realize your career and education/training goals.
- Schedule college campus visits
- Seek out college open house events (Fall)
- Seek out job shadow, volunteer, and/or work experiences
- Register for ACT at [www.actstudent.org](http://www.actstudent.org) or sign up to retake SAT on CollegeBoard account.

### Fall:

- Visit schools and complete applications.
- Finalize your list of college choices.
- Keep up academics and extracurricular activities.
- Sign up to retake your standardized tests.
- Ask for letters of recommendation.
- Meet with your guidance counselor to discuss the admissions process.
- Complete all college applications.
- Continue seeking scholarships.
- Meet with college representatives and military representatives.
- Attend local college fairs.
- Complete your FAFSA.
- Keep up your grades and take classes that will best prepare you for College
- Sign up for NCAA or NAIA for college sports

### Winter:

- Act on any schools that make early decisions on acceptance.
- Continue filling out scholarships
- Follow up on applications.
- Submit financial aid forms.
- Keep up your grades

### Spring:

- Watch your mail for college notifications.
- Keep track of any wait lists.
- Compare financial aid packages.
- Make a final college decision.
- Follow up on financial information.
- Complete all enrollment paperwork.
- **Second semester grades are important.** It is possible for a school to rescind your admission based on a poor performance by you in your classes.



- Complete all your credits to graduate.

**(Make copies of everything you send to any school, scholarship or other agency regarding this process. Make notes including date, time, number, and individual spoken with whenever you call a school or agency.)**

**If you are choosing to attend a certification program:**

**In the spring of your Junior year:**

- Research what certification programs are available in the area of your interest and the geographical location you want to be.
- Note what the requirements are for getting into the program.
- Note the timeline for application to get into the program.
- Notify the counselor about your intentions, what you have explored and found out about the program so that you have someone to help you apply correctly.

**In the fall of your Senior year:**

- Make an appointment *early in the year* with the counselor to go over last spring's exploration.
- Note all deadlines for applying, the requirements for applying (reference letters, GPA, etc.), and make sure to follow through earlier than the stated deadline.
- Make sure to fill out the FAFSA form -- you will have plenty of help from the College and Career Access Center and the counselor. It is extremely important to fill out this form whether you think you will attend a college or certification program. The FAFSA form is the first step in finding out if there may be money to assist you with the costs.

**Standardized Testing:**

PSAT is completed by 9th and 10th in the spring.

SAT is completed by 11th graders in the spring.

If a student is not satisfied with their April scores they can retake the SAT by registering with SAT. You will not be able to take it again at Concord High. In order to be considered for many grants and scholarships, however, all seniors should retake the SAT, if necessary, by the December test date.

**Guidance and Counseling Office is Available to:**

- Help with any kind of personal concern about yourself, family, or others.
- Help to develop career plans.
- Help arrange for vocational training, certification/licensing programs, the Armed Forces, or college.
- Help with questions concerning the Jackson Area Career Center and information important to the college-bound student.
- Help with academic problems:
  - Planning your schedule
  - Reviewing your credits
  - Assisting with your study habits and test-taking strategies.
- Help coordinate standardized testing.
- Help with any matter that may stand in the way of your emotional, social, or physical well-being.



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

**Best wishes as you strive for academic excellence and career goal achievement.**

**YOU CAN DO THIS!!!**

