

Burr Oak High School District Curriculum Guide & Course Catalog 2022-2023

2022-2023 Schedules

HS Schedule: Students will be assigned a Teacher Advisor who will work with students, HS teaching faculty, parents, and school counselor to develop the student's EDP. The advisor will monitor student progress, attendance each week, and mentor students for success.

HS Schedule: 6 hours per day

Student Success - Managing Time Independently

Some of our students have independent schedules that allow them to work off site. These students would be enrolled as EMC students or dual enrollment students through Glen Oaks Community College, or they might be CTE students working at a job site (OJT). These students are expected to still attend their on campus classes here at Burr Oak and communicate with all necessary parties (teachers, front office, administration) when or if there are changes in their schedules or if they are unable to attend on campus classes due to a scheduling conflict. COMMUNICATION is key!

Graduation Requirements

Burr Oak High School students will meet the graduation requirements set forth by the Michigan Merit Curriculum. Further details can be found in the MS/HS Student Handbook. The counselor will complete credit audits regularly and notify students and parents as necessary.

Selecting Your Course of Study

Each Burr Oak High School Student's experience will be uniquely tailored to accommodate his/her interests and needs as much as possible within the MI Merit Curriculum. Students will have an Educational Development Plan (EDP) that will be created based on the credits needed for graduation and the student's identified career pathway.

In addition to traditional course offerings, Burr Oak High School will offer credit-bearing learning opportunities in a variety of ways when allowable:

- Integrated content and course sequences
- Project-based learning
- Independent teacher-guided study
- Testing out (Third Party Provider - Burr Oak Virtual, or BOCS developed exams)

This must be done within the designated time frames as determined by the Burr Oak Board of Education. Testing out is currently two weeks prior to the beginning of the school year.

In addition, the district may allow students to satisfy credit requirements through:

- Career and Technical Education
- Work-based learning programs/internships
- College coursework/dual enrollment (DE)
- Early Middle College (EMC - fifth year)
- Online classes through Burr Oak Virtual or other third party source when applicable

Career Zones (MI CDM)

https://www.michigan.gov/documents/mde/MI_Career_Development_Model_-_Dec._18_2018_641266_7.pdf

Q: WHAT IS A CAREER PATHWAY?

A: A career pathway is a broad grouping of careers based on common skills, training, experience, and education. People who work in these occupations, often share similar interests, personal attributes, and abilities.

Q: WHY DO I NEED TO UNDERSTAND CAREER ZONES?

A: Understanding your personal skills, strengths, and interests will help you develop a personal post-graduation plan and prepare you for your future career.

Q: WHEN CAN I START LEARNING ABOUT CAREER ZONES?

A: In grades 7-12, all students annually work on an Educational Development Plan (EDP). With the guidance of a counselor and Teacher Advisor, students develop career goals and an action plan for reaching those goals.

Q: WHAT ARE MICHIGAN'S CAREER PATHWAYS?

A: Michigan's six career pathways include Arts and Communications; Business, Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology; Health Sciences; Human Services; and Natural Resources and Agriscience.

Q: WHERE CAN I LEARN ABOUT MY INTEREST, ABILITIES AND SKILLS?

A: Students will use XELLO to explore interests, abilities and skills related to the career zones.

Career Pathways PDF:

<https://www.flushingschools.org/site/handlers/filedownload.ashx?moduleinstanceid=73&dataid=241&FileName=career%20pathways%20-%20explore%20possible%20careers.pdf>

CAREER PATHWAYS

ARTS AND COMMUNICATIONS

Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories? This may be the career zone for you!

Careers in this zone are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook?

Careers in this zone are related to the business environment. These include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics, and management.

ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career zone for you!

Careers in this zone are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies. Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career zone for you!

HEALTH SCIENCES *Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your career zone!*

Careers in this zone are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

HUMAN SERVICES *Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes life better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career zone!*

Careers in this zone are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

NATURAL RESOURCES AND AGRISCIENCE *Are you a nature lover? Are you practical, curious about physical work, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career zone!*

Careers in this zone are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Educational Development Plan (EDP)

EDPs are a fluid document that may shift and change depending on the student's interests, strengths, skills, interests, and determined career pathways. These EDPs will serve as a guide to shape the student's educational path and plan throughout middle school and high school in order to prepare them for their future career and educational goals post graduation.

LEARNING PLANS aka Class Schedule

The learning plan will work in tandem with the student's EDP. This plan will be a concrete document created at the beginning of each school year and may be adjusted slightly as needed each quarter or semester depending on student pacing. This plan will serve as the student's schedule of courses. The learning plans will be created with the student, parents (as applicable), advisor and mentor (when applicable). The school counselor and/or advisor makes sure that over the year(s) the student's **Learning Plans** focus on different **Learning Goals** and lead to a well-rounded educational plan. Each plan must be cross-curricular and incorporate core learning standards with clear goals and measurable outcomes.

The high school teaching team will work closely together to develop integrated content and course sequences to ensure that each BOHS students' learning goals are linked to state academic standards and the Michigan Merit Curriculum.

Foundation Skills If not already incorporated into their learning plans students will set individual goals each quarter to continue practice and growth on the following foundation skills:

1. Reading
2. Writing
3. Numeracy (Mathematical reasoning)
4. Discourse (Public Speaking)
5. Scientific Thinking & Process
6. Visual Representation
7. Design & Engineering
8. Information Gathering & Analysis
9. Digital Tool Use & Literacy

Goals and practice skills/assignments will be monitored by the advisor when applicable, any teacher as applied/linked to subject area, or the home room, and course credit will be earned where applicable. Students will meet with core subject area teachers as needed for one on one tutoring sessions and small group instruction.

Testing Out

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 1 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."

Burr Oak high school teachers in coordination with administration and the school counselor shall determine appropriate assessments for testing out of state required credits needed for graduation as approved by the Burr Oak Board of Education. The timeline for testing out will be two weeks prior to school starting. Third party assessments through Burr Oak Virtual can be used if determined necessary.

https://www.michigan.gov/documents/mde/TESTING_OUT_FAQ_469160_7.pdf

XELLO

Burr Oak Students will use XELLO to assist them when building their plans for personal development and future success. XELLO is an engaging online program that will help students track and organize their personal EDP's and ensure they are future ready. XELLO helps students build self knowledge, explore options, create a plan, and learn & reassess with each new school year without losing any data.

Service Learning

The purpose of service learning is to develop a greater sense of community pride and personal development. Students will work with their teachers, advisors and peers when applicable to develop and/or take part in a service learning project each year. Student projects may earn course credit and service learning hours towards graduation. Credits and hours earned will be determined by teacher advisor and counselor and will vary depending on project subject, standards addressed and number of hours completed.

Work-based Learning/Internships

There are five major recognized types of work-based learning experiences for secondary students in Michigan:

- 1) student/visitor
- 2) volunteer
- 3) work-based learning (non-CTE programs - paid and unpaid student learner)
- 4) work-based learning state-approved CTE programs (paid and unpaid student learner)
- 5) in-district/in-school placement (unpaid student learner)
- 6) minor employee with a work permit - must link to EDP and career goals.

Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid, serve general education students, career and technical education students, and special education students, and can be an in-school or out-of-school placement. If a student is interested in a work based learning experience, they should work with their teacher advisor and counselor to develop a plan.

Additional information and Guidelines:

https://www.michigan.gov/documents/mde/Beverlys_insert_for_Rebecca_to_post_496509_7.pdf

Grade Reporting & Assessment Students will receive quarterly report cards as well as semester and end of year grades. Parents are encouraged to meet with their child's teachers and advisors on a regular basis to monitor progress and growth, as well as track their students' activity on Google Classroom and Synergy. Each course will culminate in a final assessment tailored to meet the needs and standards of the teacher, student and curriculum when applicable. Final assessments will vary and may include the following: formative & summative assessments, projects, presentations, etc.

Burr Oak High School Course Listings

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

- A half credit class should take up to 18 weeks to complete
- A one credit class should take up to 36 weeks to complete.

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

ENGLISH LANGUAGE ARTS (ELA)

English 9 (½ credit per semester - 1 full cr. required)

English 9 is a comprehensive ELA course that focuses on reading, writing, speaking, and listening while improving vocabulary knowledge throughout the year. Students will get the opportunity to independently choose texts to read and topics to write about and will focus on inquiry throughout the year. Students will review and refine grammar skills, editing skills, and continue to learn how to properly cite their research to avoid plagiarism. English 9 is a requirement for all students unless they have tested out of it.

English 10 (½ credit per semester - 1 full cr. required)

Students in this course will continue to refine and apply skills and strategies to an increasingly complex set of ELA tasks. The focus of grade 10 English classes is the promotion of empathy, social action, and appropriate use of power through the use of the "writer's notebook" and independent reading. Students will then move into informational reading and writing followed by American Literature reading and writing and end the year with argumentative reading and writing.

English 11 (½ credit per semester - 1 full cr. required)

English 11 is designed to help students continue to build a solid foundation of knowledge and skills in the following areas: reading literary and informational texts; writing informative, analytical, and argumentative texts; researching; speaking; and language. Units will emphasize instruction and assessment of vocabulary and reasoning, organization and development of ideas and evidence, and production of culminating projects, including a research paper following

APA and or MLA protocols, literary analysis, and analysis of expository texts. Students will explore strategies to increase their comprehension of complex texts, development of analytical skills, and knowledge of language usage and conventions

English 12 (½ credit per semester - 1 full cr. required)

This class is intended to develop career and academic communication skills, with an emphasis on organization of writing and thoughts, speaking, listening, and communication technology. Students will explore a variety of online resources and communication technologies as they produce resumes, formal research presentations, and personal/career-related presentations. Instructional topics include research skills, organizational patterns, and presentation techniques for career and academic pursuits.

**English electives are listed at the bottom of this document.*

MATHEMATICS

Algebra 1 (½ credit per semester - 1 full cr. required)

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

<https://curriculum.illustrativemathematics.org/HS/teachers/1/index.html>

Geometry (½ credit per semester - 1 full cr. required)

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

<https://curriculum.illustrativemathematics.org/HS/teachers/2/index.html>

Algebra 2 (½ credit per semester - 1 full cr. required)

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

<https://curriculum.illustrativemathematics.org/HS/teachers/3/index.html>

4th Year Math

Personal Finance (½ credit per semester - 1 full cr. of 4th year math required)

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

Accounting A (½ credit per semester - 1 full cr. of 4th year math required; virtual only)

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 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.

Accounting B - (½ credit per semester - 1 full cr. of 4th year math required; virtual only)

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.

Note: Higher level math courses can be taken through Glen Oaks or Burr Oak Virtual (online).

SCIENCE

Life Science (1 credit) Sutton

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

Earth Science (1 credit) Sutton

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

Physical Science (1 credit)

This course will focus on structure and properties of matter, chemical reactions, forces and interactions, matter and energy in organisms and ecosystems, interdependent relationships in

ecosystems, and inheritance and variation of traits. This program will contain online lessons, collaborative activities, laboratories and projects.

Science Literature Course (½ credit) (Additional credit available in ELA if needed; could also be independent study with approval)

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

Example Literacy Texts:

Rocket Boys

The Martian

The Immortal Life of Henrietta Lacks

STEAM (1 credit) This course will focus on the interdisciplinary subjects of science, technology, engineering, art, and mathematics and will include esports when applicable.

SOCIAL STUDIES

Economics: (½ credit)

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

U.S. GOVERNMENT: (½ credit)

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

U.S. History (½ credit per semester - 1 full cr. required)

This course reviews the significance of key events in American History from 1890 to the present. The focus is on the cause and effects of these events and the contributions of historical figures associated with the 20th century. Major emphasis will be placed on the U.S. emergence as a world power, the Progressive Era, two World Wars, the Great Depression, the Cold War, the Civil Rights Movement, and the contemporary U.S. and its problems. Geography is embedded throughout the course as well.

World History (½ credit per semester - 1 full cr. required)

This course is a comprehensive study of World History; students are introduced to cultural, economic, geographic, political, and social developments that played fundamental roles in

shaping today's world. The time periods covered include a broad review of ERA 4 - early empires, religions, and historical concepts. The course focus is on modern world history and conflicts, starting with the Renaissance, progressing through the global age, imperialism, causes, and consequences of world wars, the Cold War, modern conflicts, genocide, and current world developments and international relations.

VISUAL, PERFORMING, AND APPLIED ARTS

Drama/Theatre I and II (½ Credit)

This is an after school program. Students will be expected to take part in two presentations; one in the fall and one in the spring. Skills learned will include developing stage sets, character development, and marketing.

Art (½ - 1 credit)

Online through Burr Oak Virtual

Digital Illustration, Blogging, and Design (yearbook) (½ - 1 credit)

Students will learn the basics of graphic design and how to create verbiage that compliments visuals. This can be taken as class during the regular school day or one hour a week after school all year. Students will need to attend some after school events to document coverage and photograph the action.

WORLD LANGUAGE

Foreign Language (½ credit per semester)

Online foreign language courses through Burr Oak Virtual Academy.

PHYSICAL EDUCATION & HEALTH

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

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

Extracurricular Waiver - P.E. ONLY

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

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

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

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

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

Physical Education (½ credit)

High school outcomes are divided into two levels: Level 1 indicates the minimal knowledge and skills necessary to be college and career ready. Level 2 builds on level 1 skills and competencies.

Health (½ credit)

Health can be taken online through Burr Oak Virtual or students can do an independent study.

ELECTIVES

English Elective - Research Ind. Study (1/2 credit ELA and potential credit in another subject area of research for independent study. This must be approved by the teacher of record in conjunction with the counselor and an administrator)

Students will conduct independent research on a subject of their choice. They must develop a research topic and question, determine the method of research, and develop the final product in which they present their research. Examples of a final product could include: film, speech, essay, project. Students will receive instruction and support on writing and research methods. This class would be very beneficial for students who plan on attending college.

English Elective - Creative Writing I or II (½ to 1 credit)

This class is designed to be an option where students can improve their writing skills, vocabulary, and think outside the box. The assignments can be tailored to any level of learning.

Computer Science - General (½ - 1 credit) Burr Oak Virtual or CTE program choices

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. It covers many topics including the Internet, Big Data and Privacy, and Programming and Algorithms.

Computer Science - Coding (½ - 1 credit online)

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

The History of Food (½ Credit)

This course covers the unique history of how food is cultural and geographical. Students will have the opportunity to cook a variety of dishes AND learn about the culture where the dish originated and the diversity of how food brings people together from different backgrounds.

Health and Family Living (½ Credit)

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

Psychology (½ credit per semester)

This course will cover the basics of psychology and is appropriate for students in grades 9-12.

Solid Professor - (1/2 credit - online) *Course time and credit will vary, subject credit will be applied according to

which program the student chooses to work on.

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

Intro to E-Sports (½ Credit) *This class will be embedded in STEAM when numbers or scheduling do not support a single class.

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

Robotics I or II (½ Credit)

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

Robotics II builds on the skills from Robotics I and will require more in depth learning and changes in job assignments and responsibilities.

Woodworking I or II (½ credit)

Woodworking I is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools.

Woodworking II will build on Woodworking I skills to a more advanced level. This course could be personalized by individual student knowledge and skill in the areas of woodworking.

Outdoor Recreation (½ credit)

This class will focus on environmental stewardship and “leave no trace” skills, the principles of forest ecology, general outdoor living, kayak and canoe skills, wildlands fire safety, and orienteering.

***Subject to change** based on availability of certified staff and MDE mandates.