This course catalog is a description of courses that are Board approved. Depending on availability and enrollment, courses may or may not be offered yearly.
NOTICE OF NONDISCRIMINATION

The School District of the City of Royal Oak does not discriminate on the basis of race, color, and national origin, gender, age, disability, height, weight, religion or marital status in its program and activities. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

_Inquiries related to discrimination on the basis of disability should be directed to:_
Jane Flarity-Gram - Jane is Special Ed Director and Section 504 Coordinator, 800 DeVillen, Royal Oak, MI 48073, (248)435-8400, Ext. 1232.

_Inquiries related to discrimination on the basis of gender should be directed to the attention of:_
Title IX Coordinator, 800 DeVillen, Royal Oak, MI 48073, (248)435-8400, Ext. 209.

_Inquiries related to discrimination on the basis of race, color, national origin or age should be directed to the attention of:_
Age Discrimination Coordinator, Title VI Coordinator, 800 DeVillen, Royal Oak, MI 48073, (248)435-8400, Ext. 1209.

DIPLOMA POLICY INFORMATION

The function of a comprehensive high school is to provide all pupils with experiences that challenge and encourage them to work to the limit of their capacities toward their cultural development and career goals with satisfaction and success.

DIPLOMA REQUIREMENTS

To earn a diploma a student must have at least 22 credits. Diploma policy and courses required are on page 4.

Students should read the requirements carefully to see how their chosen courses will fulfill the requirements states within each area of study. Each class is worth a ½ credit = 1 semester, 1 credit = 2 semesters, which is a full year.

A Royal Oak Graduate:
- Communicates effectively
- Uses creativity and critical thinking to identify and solve problems
- Effectively accesses information and applies knowledge
- Works and learns cooperatively, independently, and with integrity
- Applies positive interpersonal and social skills
- Sets goals and makes informed decisions for healthful, responsible living
- Demonstrates multi-cultural and aesthetic awareness

Note that a number of courses will meet requirements in more than one area of study; this is meant to provide flexibility in planning a course of study.
DIPLOMA POLICY

ENGLISH - 4 credits required including, 3.5 credits of required Reading and Writing and .5 additional credits from the English Department.

HUMANITIES/SOCIAL STUDIES - 3 credits required including, 1 credit of US History, .5 credit of American Government, .5 credits of Economics, 1 credit of World History.

MATH - 4 credits required including, 1 credit of Algebra, 1 credit of Geometry, 1 credit of Algebra 2, 1 additional credit, Math or Math related. Please note: one math course must be taken during the final year of high school. M indicated math related course.

SCIENCE - 3 credits required including 1 credit of Biology, 1 credit of Chemistry, Physics, or Physical Science and 1 additional Science or Science related credit. Completion of a formal career technical education program may be substituted for the third science credit. S indicates Science related course.

WORLD LANGUAGE - 1-2 credits required in one of the following World Languages: German, French, or Spanish. 1 credit of a world language course must be completed, then a formal Career Technical Education program or 1 credits of additional coursework in visual or performing arts may be substituted for the second World language credit.

PHYSICAL EDUCATION/HEALTH - 1 credit required, including .5 credit Physical Education and .5 credit Health.

VISUAL, PERFORMING, APPLIED ARTS - 1 credit required from selected courses in Fine Arts, Music, English, and/or Business and Technology Departments. V indicated Visual, Performing and Applied Arts course.

ELECTIVES - A Minimum of 4 credits are required from any departments, including, Art, Music, Technology, Business, Medical Skills, or additional Math Science, English, Humanities/Social Studies, World language, OSTC Career programs, qualifying Co-op job, or dual-enrollment community college classes.

TOTAL CREDITS REQUIRED - 22 Credits

Note: Students will earn .5 credits for each of their 6 classes each semester (half year), which will equal 3 for each semester, for a total of 6 for the year.

Students in the IB-MYP program will earn 2.5 credits first semester and 3.5 credits second semester, for a total of 6 credits for the year due to the A/B schedule.

If you have further questions please use the following link:

http://www.michigan.gov/mde/0,1607,7-140-38924---.00.html
ATTENDANCE CERTIFICATE CREDITS
A pupil who has been enrolled four full years in high school without earning 22 credits may request a certificate of attendance. Such a student may participate in the Commencement exercises providing they need no more than 1 credit to complete the 22 required for graduation. He or she will not be listed as having received a diploma in the Commencement Program and may only return to the Royal Oak Schools in an established Continuing Education program. A certificate of attendance may not be issued to a continuing education student. All students who have completed the requirements for a diploma or certificate shall be entitled to participate in the Commencement exercises. All seniors participating in ceremonies relating to Commencement shall be required to wear caps and gowns.

CREDITS AND GRADES
The courses listed in this catalog describe the basic school curriculum. Most courses outlined provide credit for each semester of successful work. Credits transferred from the Continuing education or other school programs will be evaluated by the high school principal to determine credit allowance.

EXTENDED CREDIT
Under guidelines established and approved by the principal and the Department of Instruction, students may also earn ½ unit of extended credit for work in specified areas. Applications for extended credit are available in the Student Service Center. Applications must be completed before October 14 or the start of the work period.

Extended credit may be earned in the following areas:

- Volunteer Service - ½ credit per year - 9 months and 160 hours minimum.
- Community Service - ½ credit per semester - 9 months and 160 hours minimum.
- Teacher selection and approval before the beginning of the term for a teacher directed project or community service.
- Extended Work Credit - ½ credit per year - 9 months and 300 hours minimum.
PERSONAL CURRICULUM

The Royal Oak Schools Board of Education recognizes the importance of maintaining a rigorous, relevant curriculum for all students. The awarding of a diploma should be a meaningful achievement which signifies that a student has demonstrated proficiency in the Michigan Merit Curriculum (MMC) as established by the Michigan Department of Education (MDE).

The Board also recognizes that the State of Michigan allows exceptions to the MMC requirements through a process known as a Personal Curriculum (PC).

The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

These procedures were developed to help students and parents understand when it may be appropriate to use a PC option to modify the MMC requirements. Students and/or parents may propose a PC in the following circumstances:

- To go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- To modify the mathematics requirement.
- To modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).
- To modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

While every request to modify a student’s graduation requirements should be considered, the administration may deny a PC request if:

- The request does not comply with state statute.
- Other options for meeting the student’s educational needs have not been documented.
- It is not in the best interest of the student.
- The members of the PC development team cannot reach agreement.

Parameters for Personal Curriculum (PC) Modifications

State law requires that a PC incorporate as much of the subject area content expectations as is practicable for the student. The PC must be aligned to the student’s Educational Development Plan. The PC must also include measurable goals regarding what the student must achieve while in high school. Revisions are made in the same manner as the original PC.

The following parameters guide the development of a PC Plan related to the MMC:
<table>
<thead>
<tr>
<th>Subject Area Credit Requirements</th>
<th>Personal Curriculum Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 English Language Arts (ELA) Credits</strong></td>
<td>● No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>● 1 credit in 9th, 10th, 11th, and 12th grade</td>
<td></td>
</tr>
<tr>
<td>● All credits aligned to state content expectations</td>
<td></td>
</tr>
<tr>
<td><strong>4 Mathematics Credits</strong></td>
<td>● 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis. Must complete at least 1 math credit during his or her final 2 years of school.</td>
</tr>
<tr>
<td>● 3 credits aligned with the required state content expectations (i.e. Geometry, Algebra I, and Algebra II)</td>
<td>● Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>● 1 math or math-related credit (not required to be aligned with state content expectations)</td>
<td></td>
</tr>
<tr>
<td>● 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit</td>
<td></td>
</tr>
<tr>
<td>● Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>3 Science Credits</strong></td>
<td>● No modification except for students with an IEP and transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>● 1 Biology credit</td>
<td></td>
</tr>
<tr>
<td>● 1 Chemistry or Physics credit</td>
<td></td>
</tr>
<tr>
<td>● 1 additional science credit</td>
<td></td>
</tr>
<tr>
<td>● All credits aligned to state content expectations</td>
<td></td>
</tr>
<tr>
<td><strong>3 Social Studies Credits</strong></td>
<td>● No modification of Civics</td>
</tr>
<tr>
<td>● ½ Civics credit</td>
<td>● Minimum of 2 social studies credits prior to modification</td>
</tr>
<tr>
<td>● ½ Economics credit</td>
<td>● 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, world languages credit, or a CTE program</td>
</tr>
<tr>
<td>● 1 U.S. History and Geography credit</td>
<td>● Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>● 1 World History and Geography credit</td>
<td></td>
</tr>
<tr>
<td>● All credits aligned to state content expectations</td>
<td></td>
</tr>
<tr>
<td><strong>1 Physical Education and Health Credit</strong></td>
<td>● Credit can be exchanged for an additional English language arts, math, science, world languages credit, or a CTE program</td>
</tr>
<tr>
<td>● Credit aligned to state guidelines</td>
<td>● Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td><strong>1 Visual, Performing, and Applied Arts Credit</strong></td>
<td>● Credit can be exchanged for an additional English language arts, math, science, world languages credit, or a CTE program</td>
</tr>
<tr>
<td>● Credit aligned to state guidelines</td>
<td>● Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td><strong>2 World Language Credits</strong></td>
<td>● Modifications are available for students with an IEP</td>
</tr>
<tr>
<td>● 1 World Language credit can be approved with an</td>
<td></td>
</tr>
</tbody>
</table>
- Credits earned in grades 9-12 or an equivalent learning experience in grades K-12
- Credits aligned to state guidelines

<table>
<thead>
<tr>
<th>approved CTE course</th>
</tr>
</thead>
</table>

### Online Learning Experience

- Online course, learning experience, or experience is

<table>
<thead>
<tr>
<th>No modification except for students with an IEP and transfer students who have completed 2 years of high school</th>
</tr>
</thead>
</table>

**Personal curriculum forms may be accessed...**

Public Act 141 allows modifications to credits through a personal curriculum. These modifications are very limited. Contact a counselor for more information.
**DUAL ENROLLMENT**

Historically, school districts have allowed their students to attend courses at local colleges, universities or accredited vocational schools in addition to their own high school, in an effort to meet students’ needs and interests. This is called “dual enrollment.”

The State School Aid Act contains a provision to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. Please see your counselor for further details and application. Application form for Dual Enrollment can also be located in the back of the catalog.

If you have further questions please use the following link:

According to the State of Michigan, any student in grades 6 through 12 can enroll in up to two online courses per semester. Students requesting to take up to two online courses during the 2018-2019 school year must submit a letter of request along with a completed survey regarding online readiness to their guidance counselor. All courses can be viewed on the Michigan Virtual University course catalog at https://micourses.org/.

The letter of request must include the following:
- Student’s name
- Student’s ID number
- Course(s) requested, including the specific name of the course and the online provider
- Reason for requesting the course(s)

Students must also include the completed readiness survey (completed by a staff member) with the letter of intent no later than March 4th of the previous school year; any requests for online classes after March 4th will be denied. Exceptions will only be made in order to meet graduation requirements for a 12th grade student. This includes classes for second semester.

Guidance counselors will then set up a meeting to discuss the feasibility of the online course work with the student and/or the student’s parents. Any student who is approved for online coursework and is experiencing an online class for the first time will be required to take the course at Royal Oak High School where all attendance policies apply. Students and parents must understand that online classes will not be dropped once the student is enrolled. The grade earned in the course will be entered on the student’s transcript. The online courses are preferred to be entered into a student’s schedule for 1st or 6th hour.

Students can be denied their request if any of the following conditions apply:

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

It is important to note that taking an online course takes diligence, commitment and focus. Many students find online coursework difficult and do not complete the course. Failure to complete the course will disqualify the student from taking any future online courses.

For students taking an online course for the first time it is the preference of the school that the student take the course at Royal Oak High School where all attendance policies apply. Students enrolled in online courses scheduled 1st or 6th hours may take the course outside of the building arriving late or leaving early. Those taking the online course between 2nd and 5th hours will be required to stay in the building and will be assigned a designated area to work in. Students and parents must understand that online classes will not be dropped once the student is enrolled. The grade earned in the course will be entered on the student’s transcript.
### TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>SELECT ONE</th>
<th>TECHNOLOGY SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT READY</td>
<td>1. Student has little if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area.</td>
</tr>
<tr>
<td>SLIGHTLY READY</td>
<td>2. Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area.</td>
</tr>
<tr>
<td>FAIRLY READY</td>
<td>3. Student has strong computer skills and detailed experience using a word processor, email applications and web browser.</td>
</tr>
<tr>
<td>VERY READY</td>
<td>4. Student has excellent computer skills and significant experience using a word processor, email application and web browser and is comfortable downloading information from the Internet and using other technology tools and applications.</td>
</tr>
</tbody>
</table>

### WORK & STUDY HABITS

<table>
<thead>
<tr>
<th>SELECT ONE</th>
<th>WORK &amp; STUDY HABITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT READY</td>
<td>1. Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5-10 hours per week on each online course.</td>
</tr>
<tr>
<td>SLIGHTLY READY</td>
<td>2. Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment.</td>
</tr>
<tr>
<td>FAIRLY READY</td>
<td>3. Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits.</td>
</tr>
<tr>
<td>VERY READY</td>
<td>4. Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course.</td>
</tr>
</tbody>
</table>

### LEARNING STYLE

<table>
<thead>
<tr>
<th>SELECT ONE</th>
<th>LEARNING STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT READY</td>
<td>1. Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support.</td>
</tr>
<tr>
<td>SLIGHTLY READY</td>
<td>2. Student is beginning to demonstrate a behavior of self-directed learning and sometimes requires real-time feedback from teachers regarding basic directions and follow-up support.</td>
</tr>
<tr>
<td>FAIRLY READY</td>
<td>3. In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support.</td>
</tr>
<tr>
<td>VERY READY</td>
<td>4. Student is self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring a real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity.</td>
</tr>
<tr>
<td>TECHNOLOGY/CONNECTIVITY</td>
<td>SELECT ONE</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. Student does not have consistent access to a computer and a reliable connection to the Internet from home or from school.</td>
<td>NOT READY</td>
</tr>
<tr>
<td>2. Student has limited access to a computer with low-speed service to the Internet from school or from home.</td>
<td>SLIGHTLY READY</td>
</tr>
<tr>
<td>3. Student has consistent access to a computer with moderate-speed service to the Internet from home and from school.</td>
<td>FAIRLY READY</td>
</tr>
<tr>
<td>4. Student has daily access to a computer with high-speed-service to the Internet at home and at a convenient location in the school building before, during and after school hours.</td>
<td>VERY READY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME MANAGEMENT</th>
<th>SELECT ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes.</td>
<td>NOT READY</td>
</tr>
<tr>
<td>2. Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes.</td>
<td>SLIGHTLY READY</td>
</tr>
<tr>
<td>3. Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes.</td>
<td>FAIRLY READY</td>
</tr>
<tr>
<td>4. Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities.</td>
<td>VERY READY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST/MOTIVATION</th>
<th>SELECT ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning.</td>
<td>NOT READY</td>
</tr>
<tr>
<td>2. Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning.</td>
<td>SLIGHTLY READY</td>
</tr>
<tr>
<td>3. Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning.</td>
<td>FAIRLY READY</td>
</tr>
<tr>
<td>4. Student has a strong interest in the content area of the online course offering, is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning.</td>
<td>VERY READY</td>
</tr>
</tbody>
</table>
### READING SKILLS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>SELECT ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student is reading below grade level and has experienced difficulty with routine writing assignments.</td>
<td>NOT READY</td>
</tr>
<tr>
<td>2.</td>
<td>Student is reading at grade level and has demonstrated limited proficiency with writing assignments.</td>
<td>SLIGHTLY READY</td>
</tr>
<tr>
<td>3.</td>
<td>Student is reading at or above grade level and has demonstrated success with a variety of writing assignments.</td>
<td>FAIRLY READY</td>
</tr>
<tr>
<td>4.</td>
<td>Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments.</td>
<td>VERY READY</td>
</tr>
</tbody>
</table>

### SUPPORT SERVICES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>SELECT ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance.</td>
<td>NOT READY</td>
</tr>
<tr>
<td>2.</td>
<td>Student support system is limited, parents and school personnel are somewhat supportive of enrollment in online classes.</td>
<td>SLIGHTLY READY</td>
</tr>
<tr>
<td>3.</td>
<td>Student has open access to school-based mentoring/counseling services and parental support.</td>
<td>FAIRLY READY</td>
</tr>
<tr>
<td>4.</td>
<td>Student has regularly scheduled access to school-based mentoring/counseling services, parental support is strong and district had adopted policies and identified best practices to support students as online learners.</td>
<td>VERY READY</td>
</tr>
</tbody>
</table>
Royal Oak High School along with Royal Oak Middle School, is an authorized International Baccalaureate (IB) World School offering the Middle Years Programme (MYP), which is an internationally recognized curriculum framework that emphasizes holistic learning through the IB learner profile, communication skills to encourage inquiry, and intercultural awareness through students’ own language and culture, along with language acquisition in French, German, or Spanish.

9th and 10th graders at Royal Oak High School are part of the MYP, which connects their subjects to real-world situations, helping them to become critical, reflective thinkers. MYP students take at least 7 of 8 core MYP subjects: Language and Literature, Individuals and Societies, Mathematics, Sciences, Language Acquisition, Physical and Health Education and either Arts (Fine or Performing) or Design Technology courses.

**MYP course uses:**
- MYP aims, objectives, and criteria for assessment
- Key/Related Concepts and Global Contexts to connect content and concepts across subjects
- Statements of inquiry, inquiry questions and reflection in units of study
- Learner Profile, Approaches to Learning, and MYP Command Terms
- International-mindedness and intercultural awareness

**MYP typical course schedule and sequence:**
- Language and Literature 9, 10
- Mathematics (Algebra 9, Geometry 10)
- Individuals and Societies (Humanities) (US History 9, Gov’t/Econ 10)
- Sciences (Environmental Science/Biology 9, Chemistry 10)
- Language Acquisition 2A/Physical Education 9 (EOD: Every other day)*
- Language Acquisition 2B/Health 10 (EOD: Every other day)
- Fine or Performing Arts and/or Design Technology (9,10)

<table>
<thead>
<tr>
<th>Subject</th>
<th>'A' Day</th>
<th>'B' Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td>Lang &amp; Lit 9 or 10</td>
<td>Lang &amp; Lit 9 or 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra (9) or Geometry (10)</td>
<td>Algebra (9) or Geometry (10)</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>US Hist (9) or Gov’t/Econ (10)</td>
<td>US Hist (9) or Gov’t/Econ (10)</td>
</tr>
<tr>
<td>Sciences</td>
<td>Enviro Science/Biology (9) or Chemistry (10)</td>
<td>Enviro Science/Biology (9) or Chemistry (10)</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>Spanish 2A (9) or Spanish 2B (10)</td>
<td>Phys Ed (9) or Health (10)</td>
</tr>
<tr>
<td>Physical &amp; Health Education</td>
<td>Performing Arts or Art/Design</td>
<td>Performing Arts or Art/Design</td>
</tr>
</tbody>
</table>

*Students complete one credit of Language Acquisition at ROMS throughout 6-8th grade, and a second credit throughout 9th and 10th grade to fulfill state requirements. Students beginning 9th grade without a language credit will be assigned to an available language program.

**MYP Assessment**
Assessment in the MYP uses criterion-based rubrics in all units of study in each year of the program. Both formative (during learning) and summative (after learning) assessments are used. Assessment is an integral part of learning and reflecting on learning in the MYP. Student results on the 10th grade assessments serve as the final MYP grade in each subject.
The Personal Project is the culminating activity for the IB MYP and was piloted in 2014-15 at Royal Oak High School. All students in the 10th grade will participate in the Personal Project. Personal Project will be completed in the spring of the 10th grade year. The Personal Project is a project of the student’s choice, using one of the six Global Contexts to demonstrate growth as a learner, and is a unique expression of a student’s interests. Examples include: painting, music, video, photography, novels, short stories, poetry, essays, gardens, clothing, games, computer, software, environmental and building projects, concerts, fundraising for causes, to name just a few possibilities. Many students will find that the activity prepares them for future academic pursuits and projects like college applications, essays, research projects, and advanced placement classes. Each student will have a project supervisor to help them progress toward their goal. The projects are assessed and displayed in the spring and count toward final MYP grades and certificates. Additional information can be found at: https://www.royaloakschools.org/high-school/ibmyp-information/
UNIVERSITIES ADMISSION REQUIREMENTS

The state universities of Michigan have adopted specific admissions requirements for students who graduate from high school in 1995 and thereafter, who wish to enter any of the 15 public universities. The new statement is an outgrowth of an initiative begun over five years ago to improve academic preparation of students seeking admission to a state university. At that time, the President’s Council developed a document entitled Designing Your Future in which students were provided guidance in selecting courses to enhance their preparation for university level work. The revised version of Designing Your Future outlines selected course completion requirements while retaining some of the original recommendations.

The state universities have agreed that to be eligible for regular admission to a four-year degree program, a high school student graduating in 1995 and thereafter must successfully complete the following course requirements:

- **English** - four credits required.
- **Mathematics** - four credits required; including, 1 credit of Algebra, 1 credit of Geometry, 1 credit of Algebra 2, 1 additional credit, Math or Math related.
- **Biological/Physical Science** - three credits required; four credits strongly recommended including 1 credit of biological science and 1 credit of physical science.
- **History and Social Sciences** - three credits required; 1 credit of American History and 1 credit of World History and ½ credit of American Government and ½ credit of Economics.
- **World Language** - three credits strongly recommended.
- **Visual, Fine and Performing Arts** - two credits strongly recommended.

The universities recognize that, for a variety of reasons, some students may not be able to complete all of the requirements. In such circumstances, students may still be considered for admission and, therefore, are encouraged to apply to the university of their choice. In all instances, each university has final authority for admissions decisions, based on the level of achievement required and other indicators of potential for academic success.
Oakland Schools Technical Campus Southeast is an extension of your high school. By attending your high school half of the day and the Southeast Campus the other half of the day, you are experiencing a full academic day. Our educational and training opportunities are structured with offerings we call clusters. We offer eight clusters, which are developed around broad occupation areas containing many different, but related career training options for students. A team of specialized instructors possessing both a Michigan teaching Certificate and Vocational Authorization, staffs these clusters. This ensures that instructors have both the necessary technical expertise and the knowledge of best instructional methodology practices. These instructional teams are either supported by, or include academic staff. Additionally, the clusters are designed to facilitate learning, not just deliver a sequence of instruction. This allows the student to better manage their instructional plan, work cooperatively with other students, and progress at their own pace. Clusters allow us to provide the highest level of curriculum, meet the needs of a diverse population of students, and maintain the highest level of quality possible. Clusters are designed to provide students with instruction for up to two years.

Student Transportation
Students may choose the bus services provided by their sending school district or provide their own transportation. Students who elect to drive or ride (with another student) assume all responsibilities connected with transportation.

Credit
Oakland Schools Technical Campus Southeast will recommend high school credit for students based on the local district requirement (generally 1.5 elective credits per semester) upon successful completion of the cluster requirements. Part of this credit may be utilized to fill academic requirements, depending on the cluster selected and home school approval. Also, an additional .5 academic credit is available in all clusters. Math and Science curriculum are based on the Michigan High School Content Expectations may be embedded within specific clusters. Please see the enclosed curriculum matrix to determine technical/academic links. In addition, the student may elect to participate in 12th grade English, Biology, Physics or Algebra 2 “pull-out” classes. State based assessments will be given to determine the awarding of all additional credit. More information is available at www.oakland.k12.mi.us. Click on the “Departments” tab; go to Career Focused Education, then “Curriculum.” Students who need academic credit should meet with their home school counselor to determine if their required academics are aligned with their specific cluster. Articulated and direct credits for college courses may be available based on agreements with many post secondary institutions. Credit awards for students will be based on student achievement and the agreement with the particular college or university.

Career and Technical Opportunities
Employer training opportunities (paid and unpaid) are available through the technical campuses to students who meet qualification requirements, including: interest, technical knowledge and skills, attendance, and behavior.

**Paid Opportunities**
- Field experience
- Internship
- School-to-registered apprenticeship

**Unpaid Opportunities**
- Job shadowing
- On-the-job training (OJT)
- Mentorship

Oakland Schools Technical Campus opportunities are designed to provide the student the experience of preparing for a career. However, no guarantee of employment is promised either during the course of study or at the time of completion.
Agriscience and Environmental Technology

This program is designed to prepare students with the skills necessary to successfully enter one or more of the following career areas:

- Animal Systems
- Environmental Systems
- Agri Business and Marketing
- Plant Systems

Agribusiness and marketing skills, customer service, and biotechnology are provided as a significant portion of all curriculum areas. Technology is an important component of the curriculum in the areas of aquaculture, hydroponics, tissue culture, and data transmission networking (meteorology, commodities and futures trading). The curriculum also includes greenhouse, organic garden, landscape management, schoolyard wildlife habitat, rain forest, animal laboratory, floristry, poultry habitat, and small business management.

Math and Science credit available

Information Technology, Entrepreneurship, Advances Market (iTeam)

Acquire business and industry certifications as well as advanced placement and direct college credits. Participate in Microsoft IT Academy, Certified Internet Webmasters partnership, and earn master certificate in Microsoft Office. Develop oral and written communications, problem-solving and critical thinking skills, career preparation, leadership and teamwork skills.

Attend this nationally-recognized cluster to prepare for different career opportunities in the following areas:

- Business Management and Ownership
- Web Development and Design
- Database Administration and Programming
- Network Administration, PC Support

Math credit available

Construction Technology

Hands on program that prepares you with skills to enter post-secondary training such as apprenticeships, community colleges, universities or move directly into employment opportunities. Your field experience will include:

- Building Maintenance
- Carpentry/Masonry
- Construction Management
- Electrical
- Green Building Standards
- Heating Ventilation Air Conditioning and Refrigeration (HVACR)

Opportunities to earn math credit and develop effective interpersonal skills in problem-solving, communication, and team building.

Math credit available
Culinary Arts/Hospitality

Prepare for a broad background of skills and knowledge in culinary arts/hospitality, using industry equipment and technology. Learn to be productive, effective and professional in a modern commercial kitchen by learning:

- Cooking Methods
- Food and Beverage Service
- Baking
- Menu Design

Math credit available

Engineering/Emerging Technologies

Learn high-tech engineering technology, through a variety of instructional methods and self-paced competency-based modules. Instructional activities include virtual stimulation, computerized control systems, CNC machining, metrology, and electronic controls, rapid prototyping and alternative energies. Participate in an intensive, hand-on program that prepares you with skills to enter post-secondary institutions or move directly into employment opportunities. Discover advanced technologies such as:

- Automated Material Handling (Robotics)
- Computer Numeric Controls (CNC)
- Design and Engineering
- Design Processes (CAD)
- Electricity/Electronics

Math and Science credit available

Health Science

Prepare for an exciting health career. This is a one or two year program that provides you with a combination of classroom instruction and clinical experiences. Attain core foundation skills, in safety, anatomy and physiology, asepsis, ethics, medical terminology, and office management and much more. Prepare for health careers in the following areas:

- Dental Assistant
- Medical Assistant
- Certified Nursing Assistant
- Registered Nurse
- Medical Records Assistant

Math and Science credit available
**Transportation Technology**

Participate in an intensive, hands-on program that will prepare you to enter various transportation careers such as:

- Automotive technology
- Collision Repair
- Light/Medium/Heavy Truck and Equipment
- Power Equipment

Gain competency in two-stroke and four-stroke engine theory; diagnosis and troubleshooting; engine performance; electricity and electronics; collision repair and refinishing; power equipment operation; laboratory orientation; marine/motorcycle service and repair; precision measuring; and use of pneumatic and hydraulic tools and equipment. Learn within a National Automotive Technicians Education Foundation (NATEF) certified facility and be taught by nationally recognized International Conference of Automotive Repair (I-CAR) and Automotive Service Excellence (ASE) certified instructors.

**Math credit available**

**Visual Imaging Technology**

Acquire advanced instruction and intensive, hands-on learning in visual imaging technology through academics, technical and workplace skills. Gain technical skills in:

- Audio/Video Production and Film
- Design and Visual Arts
- Graphic Communication
- Interactive Media/Design

**Math credit available**

**Cosmetology**

Oakland Schools Technical Campus Northeast students are required to provide their own transportation.

Successful completion of the Cosmetology program allows the student to apply for state licensing exams (requires post-secondary attendance). This course includes extensive hands-on instruction using an advanced integrated curriculum in academics, technical, and workplace skills. Core skills include entrepreneurship, salon ecology, safety and electricity, general anatomy, and chemistry. Technical skills include hair care and treatments, esthetics, nail technology, hair cutting and hair coloring.

**Additional academic credits may be earned.**

Want to learn more about OSTC?
Visit [www.OSTConline.com](http://www.OSTConline.com)
Or call the Southeast Campus at 248.288.4020
CAREER AND TECHNICAL EDUCATION (CTE)

Royal Oak Career Focused Education is a program that allows Royal Oak High School students to earn high school credits and college credits at the same time. Students may earn dual credit while in the Royal Oak Tech Prep program; Business, CAD/Drafting and Health Science/Medical Skills. Students can save time in earning credits to start their career sooner while saving hundreds of dollars toward college costs. Articulation agreements are updated annually. See a counselor for details.

ARTICULATED COLLEGE PLACEMENT CREDIT

**BMMT**
Davenport University
Oakland Schools Technical Campus Southeast and Royal Oak High School students who complete accounting, marketing, word processing, business computers and office systems, and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application, receive advanced placement credit in CISCO (4 credits), Accounting (4 credits), Word Processing (3 credits), Business Computers and Office Systems (4 credits) and Marketing (3 credits) at Davenport University. Application forms are available in the counseling office or from a business teacher.

Oakland Community College
Students who have completed Entrepreneurship 1 & 2 and School Store, Word Processing 1, Computer Applications in Business and Word Processing 3 & 4 and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application form, receive advanced placement credit for Entrepreneurship 1 & 2 and School Store (3 credits), Word Processing 1 & 2 (6 credits) and Computer Applications in Business (7 credits) at Oakland Community College. Application forms are available in the counseling office or from a business teacher.

**GRAPHICS**
Baker College
Royal Oak High School students who complete CAD/Drafting, CISCO and Graphics and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application form, receive articulated college credit. Your instructor will supply you with further details.

Oakland Community College

**Ferris State College**
Royal Oak High School students who complete Graphics and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application form, receive articulated college credit. Your instructor will supply you with further details.

**MEDICAL SKILLS**
Oakland Community College, Ferris State University and Baker College

Royal Oak High School students who have successfully completed the Medical Skills/Health Science program can earn 3 credits at Oakland Community College, Ferris State University and Baker College upon successful testing in the area of medical terminology. Students who successfully complete the course Emergency Response will earn 4 college credits at Oakland Community College and Ferris State University; along with American Red Cross Certification as an Emergency medical Responder.
Exploring Career Pathways

What are the Six Career Pathways? Is this Career Pathway for You?

**Arts and Communication:**
Careers in this pathway are related to humanities and performing, visual literacy 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:**
Careers in this pathway 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:**
Careers in this pathway are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.

**Health Sciences:**
Careers in the pathway are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.

**Human Services:**
Careers in this pathway are related to economic, political and social systems, These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services and personal services.

**Natural Resources and Agriscience:**
Careers in this pathway are related to agriculture, the environment and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

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 pathway for you!

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, and writing electrical circuits or woodworking? This may be the career pathway for you!

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 things 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 pathway!

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, following the stock market, holding an office in a club, and surfing the Internet? This may be the career pathway for you!

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, volunteer at a hospital or veterinary clinic? This may be your career pathway!

Are you a nature lover? Are you practical, curious about the physical world, 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 pathway!
NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)
- Initial full-time collegiate enrollment on or after August 1, 2016
  - Sixteen (16) core courses are required (see chart below for subject-area requirements)
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, Math or Natural/Physical Science.
    - These courses/grades are “locked in” at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for completion).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletic aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)
- Students must present a corresponding test score and core-course GPA on the sliding scale.
  - SAT: critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial-eligibility.
  - ACT: English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial-eligibility.

- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial-eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:
- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on sliding scale.
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; 7 in English, Math or Science; “locked in”) and subject-area requirements.

<table>
<thead>
<tr>
<th>DIVISION 1 Core-Course Requirements (16)</th>
<th>DIVISION 1 Qualifier Requirements</th>
<th>DIVISION 1 Academic Redshirt Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English</td>
<td>* Athletics aid, practice and competition</td>
<td></td>
</tr>
<tr>
<td>3 years of Math (Algebra 1 or higher)</td>
<td>16 core courses:</td>
<td>*Athletics aid and practice (no competition)</td>
</tr>
<tr>
<td>2 years of Natural/Physical Science (1 year of lab if offered)</td>
<td>Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, Math or Natural/Physical Science.</td>
<td></td>
</tr>
<tr>
<td>1 year of additional English, Math or Natural/Physical Science.</td>
<td>Locked in for core-course GPA calculation.</td>
<td>16 core courses:</td>
</tr>
<tr>
<td>2 years of Social Science</td>
<td>Corresponding test score (ACT sum score or SAT combines score) and core-course GPA (minimum 2.300) on Sliding Scale B. Graduate from High School.</td>
<td>No grades/credits “locked in” (repeated courses after the seventh semester begins may be used for initial-eligibility).</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td>Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale</td>
<td></td>
</tr>
</tbody>
</table>

23
Division II Initial-Eligibility Requirements

Core Courses:
- Division II currently requires 16 core courses. See the chart below.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores:
- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA).
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, Mathematics, Reading and Science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s approved List of NCAA Courses will be used in calculation of the core GPA. Use the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test score requirements are listed on the Sliding Scale).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

For more information please see your counselor and visit the NCAA website (www.NCAA.org). For the Quick Reference Guide please go to: http://fs.ncaa.org/Docs/eligibility_center/Important_New_Rules/High_School_IE_Standards.pdf
These are the Royal Oak High School courses that were considered core courses by the NCAA Clearinghouse on the date of publication. Check with the school counselor during the scheduling process to ensure all requirements are met.

**ENGLISH**

Acting/Interpretation
AP English Language and Composition 1 & 2
AP English Literature and Composition 1 & 2
Argumentation
Debate
English Language Arts 9 1 & 2
English Language Arts 9 1 & 2/Honors
English Language Arts 10 1 & 2
English Language Arts 10 1 & 2/Honors
English Language Arts 11 1 & 2
English Language Arts 12
Imaginative Writing
Journalistic Writing
Literature and Composition 1 & 2
Literature of the Western World
Media Lit for the 21st Century
Novel
Poetry
Public Speaking

**MATHEMATICS**

Algebra 1 A & B
Algebra 2 A & B
Algebra 1 A & B/Honors
*Algebra 2x A & B
*Algebra 2x C & D
AP Calculus AB 1 & 2
AP Calculus BC 1 & 2
AP Statistics 1 & 2
Informal Geometry 1 & 2
Geometry 1 & 2
Geometry 1 & 2/Honors
Pre Calculus 1 & 2
Pre Calculus 1 & 2/Honors

**SOCIAL STUDIES**

American Government
AP Economics
AP European History 1 & 2
AP United States History 1 & 2
AP US Government & Politics
AP World History 1 & 2
Economics
History of the Early Middle East/Mid East 1
History of the Modern Middle East/Mid East 2
Psychology
Sociology
United States History 1 & 2
World History 1 & 2

**NATURAL/PHYSICAL SCIENCE**

AP Biology 1 & 2 (Lab)
AP Chemistry 1 & 2 (Lab)
AP Environmental Science 1 & 2
AP Physics 1 & 2
Biology 1 & 2 (Lab)
Chemistry 1 & 2 (Lab)
Earth Science 1 & 2
Environmental Science 1 & 2 (Lab)
Forensics 1 & 2 (Lab)
General Biology 1 & 2 (Lab)
General Chemistry 1 & 2 (Lab)
General Physics 1 & 2 (Lab)
Physical Science 1 & 2 (Lab)
Physics 1 & 2 (Lab)

**ADDITIONAL CORE COURSES**

French 1-8
German 1-8
Spanish 1-8

*Full year class only worth .5 credit. (i.e. Algebra 2x A & B equals .5 credit.)
GRIEVANCE PROCEDURES FOR DISCRIMINATION:
TITLE VI, TITLE VII, TITLE IX and SECTION 504

If any person believes that Royal Oak Schools or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title VII, Title IX or Section 504 or is in some way discriminatory on the basis of gender, race, color, age, disability, or national origin, he/she may bring forward a complaint to the Board Office at the following address: 800 Devillen, Royal Oak, MI 48073.

Informal Procedure:
The person who believes he/she has a valid basis for complaint shall discuss the concern with the District’s Title VI, Title VII, Title IX or Section 504 coordinator, who shall in turn investigate the complaint and reply to the complaint in writing within five (5) business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed below.

Formal Grievance Procedure:

Step 1: A written statement of grievance shall be prepared by the complainant and signed. This grievance shall be prepared to the District’s Title VI, Title VII, Title IX, or Section 504 coordinator within five (5) business days of the receipt at the written reply to the informal complaint. The coordinator shall further investigate the matter of the grievance and reply in writing to the complainant within five (5) business days by certified mail.

Step 2: If the complainant wishes to appeal the decision of the District’s Title VI, Title VII, Title IX or Section 504 coordinator, he/she may submit a signed statement of appeal to the Superintendent of designee within five (5) business days after receipt of the District coordinator’s response to the grievance. The Superintendent or designee shall meet with all parties involved, formulate a conclusion, and respond in writing to the grievance within ten (10) business days by certified mail.

Step 3: If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent’s or designee’s response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within fifteen (15) business days or at the next scheduled Board meeting, following the receipt of such an appeal. The Board Secretary shall send a copy of the Board’s disposition of the appeal to each concerned party within ten (10) business days of this meeting by certified mail.

Step 4: If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, U.S. Department of Education, Washington D.C. 20201.
INTRODUCTION

YOUR COURSE CATALOG CAN HELP YOU...

- Review your progress
  - Plan your classes each year
    - Find out about special programs
  - Understand school policies

YOUR COUNSELOR CAN HELP YOU...

- Recognize your aptitudes
  - Understand your abilities
    - Identify your interests
  - Plan classes that will lead to your goals at graduation

NOTE: All the courses listed in this catalog may not be offered every year. **A class will be scheduled only if enough students request it and if there is a staff member available to teach it.**

YOU WILL BE PLACED IN ONE OF YOUR ALTERNATE CHOICES IF - too few students choose the class, there is no teacher for the class, or if too many students choose the class and there are no spaces left. This course catalog is one of the many tools you may use to plan you high school program. It provides brief descriptions of the courses, which make up the curriculum of Royal Oak High School and statements on diploma requirements, the granting of credit, and notes on special programs and scheduling practices of which you should be aware.

In addition to the catalog you will receive a “Course Offerings” sheet, which will list courses offered next year, a “Four Year Program Plan and Credit Summary” sheet, grade level scheduling advisories, and bulletins related to many of the special considerations, which apply to special programs. You will also be briefed by your teachers on programs in their department, by vocational and Co-op Coordinators on vocational programs and by your seminar teachers during the period preceding the actual scheduling process.

Finally, throughout the school year, you have access to test results, career information of many kids, college catalogs, counselors and specialists from whom you may seek assistance and information. All of these elements are important in developing your program choices and alternate plans.

When you have made your program choices and have turned them in, the process of arriving at your schedule begins in earnest. First, we determine the number of students who request each course and determine the number of sections of that course which will be needed. At this same time we run conflict matrix to determine where courses can best be placed to avoid large numbers of conflict in students’ schedules. With this information we begin the building of a master schedule and begin to determine what is going to be possible and what isn’t going to be possible in making up individual schedules.

The matching of students' requests with teacher hours and qualifications, with available room and equipment, with the limits on hourly placements created by conflicts, with program and seating limits, and with a variety of other factors is done by computer. The purpose of this matching is to develop a schedule that will allow the greatest number of placements with the smallest number of problems. When problems do arise, however, every effort will be made to resolve them within practical limits.
ADULT EDUCATION CREDIT
Students enrolled may also enrich their educational background, make up credits lost or credit deficiencies by enrolling in Royal Oak’s evening adult education program provided they meet the following criteria:

- Students must be 16.
- Students must have a junior or senior standing.
- Students must have written approval for the courses to be taken prior to enrollment.
- Students will be required to pay full tuition upon request.

Students may enroll through Royal Oak Continuing Education for credit recovery. This curriculum uses a web-based E2020 program. The program is approximately 10 weeks long. Class time is three days a week (Tuesday, Wednesday and Thursday) from 3:15pm to 5:15pm. Students may choose from math, science, English, social studies and elective courses. Please see a counselor for more information.

ESL LEVELS 1 & 2  
Grades 9-12  
Two Semesters: ½ credit per semester

This course is designed for entering and beginning English learners. Students will learn listening, speaking, reading and writing skills, focusing on pronunciation, vocabulary, grammar and writing paragraphs. According to the English Language Proficiency Standards established by the WIDA Consortium, this class will include instruction in social and instructional language, the language of language arts, the language of mathematics, the language of science and the language of social studies. Students also receive support with their other coursework, either in English or in their native language. This course may be repeated for credit.

SPECIAL EDUCATION PROGRAMS AND SERVICES

These programs are available to all students identified as having physical, learning or emotional impairments, which interfere with their education. Services available to certified students include teacher-consultant services, resource room programs, speech therapy, physical and occupational therapy, school social work services as well as basic classroom programs. Parents and school staff through the IEPC process determine placement in special education programs jointly.
Requests for Schedule Changes

At the beginning of each semester students will receive a copy of their schedule. Class changes are limited to critical need only. The master schedule and staff allocations are determined based on student selections made the previous school year. Class sizes are balanced accordingly and do not allow for additional students.

Critical changes will be limited to the following:

1. Conflicts (two classes which meet the same hour)
2. Incomplete schedules (schedules with fewer than six periods of study)
3. Failure of a class
4. Changes due to successful completion of a summer school/credit recovery course
5. The level of the course is inappropriate (determined through teacher recommendation)
6. Circumstances supported by a recommendation of an IEP or 504 plan

Example reasons changes will not occur:

1. Change of mind
2. Specific teacher request
3. Lunch request
4. Align schedule with peers

Any requests for changes beyond critical need will require administration approval.

TESTING OUT

The Board of Education will provide Royal Oak High School students the opportunity to test out of a class. Please refer to policy #2370.03A on the Royal Oak Schools website and the State of Michigan website for additional information. Please note: Students that score at mastery level and test out of a class will receive a “G” grade for that course; meaning passing, no grade.

Testing out packets will be available from the Student Service Center May 2019.

Application form, with counselor’s signature is due by Friday, May 17th 2019.
No personal conflicts with the test date will be honored.

Test out date for 2019-2020 school year will be on June 12, 2019.
Tests are comprehensive in nature and projects may be required.
The academic grading system is as follows: The academic grade is based on academic work in class.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**ADDITIONAL ACADEMIC ACHIEVEMENT CODES:**
- G - Credit - no grade
- H - No credit - no grade
- I - Incomplete

**CITIZENSHIP CODES:** This citizenship grade is based on the student’s attitude in the class, participation in class, cooperation in class, and the student’s ability to get to class on time, etc.
- 1 - Excellent
- 2 - Good
- 3 - Acceptable
- 4 - Poor
- 5 - Very Poor

**REMARKS CODES:**
- 21 - Responsible and hardworking
- 22 - Cooperates and participates in class
- 23 - Positive influence in class
- 24 - Achieving below expected level
- 25 - Needs to use class time more effectively
- 26 - Missing and/or incomplete assignments
- 27 - Behavior in class is inappropriate
- 28 - Grade affected by attendance
- 29 - Parent conference requested
- 31 - Unprepared for class. Missing books or class supplies, etc.
- 32 - Grade due to illness/legitimate cause

**WEIGHTED GRADING SYSTEM:** Advanced Placement courses are weighted an extra 1.0 for grades D and higher. For example a “B” in an advanced placement course will earn a 4.0. Final semester grades entered on the permanent record are used to compute the student's grade point average (GPA).
GUIDELINES FOR STUDENT SCHEDULING

1. All students must be scheduled and in attendance for six classes each semester.

2. The maximum number of classes a student will be scheduled for in a regular day school program is six, including Oakland Schools Technical Campus Southeast and School-To-Career programs. Additional credits may be earned through dual enrollment, night school programs, or extended credit. The principal must approve exceptions.

3. Extended credit/work experience may not be counted as part of the six-hour daily minimum requirement. These credits must be pre-approved and monitored by a staff member.

4. Scheduling for the 2019-2020 school year will be done on-line with their counselor. Students should carefully consider their selections of electives and alternatives. Once the window for course requests is closed, no changes will be accepted. Detailed information will be provided on the Counseling Website.

5. Students who wish to complete their high school program in less than four years must request permission for early completion from the principal. Requests should be submitted in writing by February 1 of the sixth semester for 3-year completion or by November 14th for 3 ½-year completion. Students considering early completion should see their counselor well before these dates to be sure that they will meet all requirements and to make appropriate arrangements for graduation.

6. When a student withdraws from school any time preceding the final exam, he/she is withdrawn on the permanent record for all courses in which he/she is currently enrolled. The student who drops a course after the first marking period (in each semester), but remains in school, will have an “E” record for any course in which a “drop” occurs. For students who enroll and attend an alternative education program, the “E” grades will be changed to “H's” after verification of attendance in that program.

7. A student must have 60 classroom hours to earn credit in any course. The last opportunity for a student to add a course for credit is the 60th from last day of the semester.

8. The last day for a student to drop a course is one week after the start of a semester. Schedule changes will not be made based on teacher preference or change of mind.

REPEATING COURSES:
The following procedures are used to approve credit when a course is repeated:
- In order to receive credit for a repeated course, the student must have approval from an administrator.
- To satisfy the diploma policy, a half credit may be earned for each successfully passed course.
- If a course is repeated, credit may be earned and the higher grade goes on the transcript. An H (no credit, no grade) is assigned to the lower grade. The grade may only be changed for the same course with the same name.
1. The first Item in every description is the course title. It may be followed by numbers, which indicate that the course is more than one semester. The numbers indicate the semesters in that sequence.

2. Prerequisites under the title list information concerning the course or conditions, which must be completed or met before enrolling in this course.

3. On the extreme right, opposite the title information is a block of information, which includes the grade level(s) at which the course may be taken, the length of the course, and the number of credits it is worth.

4. Below this block of information is the course description itself. The information provided will give you basic information on the content, operation and/or objectives of each course. Students should check with their counselor, other students and the teachers themselves about the details of operation, teacher expectation and so forth.

Here is a sample course description and the key to reading it:

**BUSINESS LAW 2**

*Prerequisite: Business Law 1*

This semester course builds on the knowledge acquired in Business Law 1. New laws are studied, courts are visited and the student becomes more aware of the law. Students will have an opportunity to complete case studies and simulations on a microcomputer.

Grade Level: 11-12

One Semester: ½ credit

32
The IB Diploma Programme (DP)

Royal Oak High School is a candidate school for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Royal Oak High School believes is important for our students. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme.

The IB Diploma Programme is an academically challenging and balanced programme of education with final examinations that prepare 11th and 12th grade students for success at university and in life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from the world’s leading universities.

ROHS students who are entering 11th grade may elect to participate in DP, by signing up for a course from each of six subject groups (the exception being Group 6, which can be replaced by a second Group 4 class) and a before- or after-school Theory of Knowledge class. Students should select a balanced schedule that includes three Standard-Level (SL) classes and three Higher-Level (HL) classes. Students may also elect to take individual Diploma Programme courses.

DP Language and Literature (Standard-Level)
This two-year standard-level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP Language and Literature (Higher-Level)
This two-year higher-level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. This course is similar to the standard-level course, but has an additional IB assessment.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.
DP French (Standard-Level)
This two-year standard-level course provides students with the opportunity develop their French language skills in a range of contexts and for a variety of purposes. The course is designed to promote an awareness and appreciation of French cultures through the study of texts and social interactions. This course is designed for students who possess a degree of knowledge and experience in French. 

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP German (Standard-Level)
This two-year standard-level course provides students with the opportunity develop their German language skills in a range of contexts and for a variety of purposes. The course is designed to promote an awareness and appreciation of German cultures through the study of texts and social interactions. This course is designed for students who possess a degree of knowledge and experience in German.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP Spanish (Standard-Level)
This two-year standard-level course provides students with the opportunity develop their Spanish language skills in a range of contexts and for a variety of purposes. The course is designed to promote an awareness and appreciation of Spanish cultures through the study of texts and social interactions. This course is designed for students who possess a degree of knowledge and experience in Spanish.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP History (Higher-Level)
This two-year higher-level course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP Biology (Higher-Level)
This two-year higher-level course focuses on the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP, students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Students will design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.
DP Chemistry (Standard-Level)
This one- or two-year standard-level course combines the academic study of chemistry with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Both theory and practical work will be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. 
Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses and have already taken an Algebra class (receiving a C or better) are welcome to take this class. Students have the option of completing the course in one year or two years.

DP Chemistry (Higher-Level)
This two-year higher-level course extends the learning of the first-year standard-level DP chemistry course. It combines the academic study of chemistry with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Both theory and practical work will be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. 
Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses and have already taken an Algebra class (receiving a C or better) are welcome to take this class.

DP Design Tech (Standard-Level)
This two-year standard-level course aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology will use 3D computer modeling to develop solutions to community and world problems using the design cycle as a guiding tool. We will also transform 3D computer solutions into real life objects using 3D printing and explore different construction materials and machinery that move ideas beyond simple prototyping. Students will improve both their critical-thinking and design skills, which they can apply in a practical real world context. 
Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP Environmental Systems and Societies (Standard-Level)
This two-year standard-level course is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. 
Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.
DP Sport, Exercise, and Health Science (Standard-Level)
This two-year standard-level course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP Math Studies (Standard-Level) Class of 2020 only
This two-year standard-level course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

This is now available as a second-year class for students in the Class of 2020 only.

DP Mathematics (Standard-Level) Class of 2020 only
This two-year standard-level course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

This is now available as a second year class for students in the Class of 2020 only.

DP Mathematics: Analysis and Approaches (Standard-Level or Higher-Level) Class of 2021 only
Analytic methods with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods – current HL mathematics calculus option content will form part of the HL course. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses. Students who are pursuing the IB Diploma and other 11th students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class. This class is IB’s newest math offering and will be offered to the Class of 2021 and beyond.
**DP Mathematics: Applications and Interpretation (Standard-Level or Higher-Level)**

Class of 2021 only

Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this – SL will be appropriate for students who would previously have taken Mathematical studies SL – current HL mathematics statistics and discrete option content will form part of the HL course. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class. This class is IB’s newest math offering and will be offered to the Class of 2021 and beyond.*

**DP Film (Standard-Level)**

This one-year standard-level course aims to develop students’ skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

**DP Visual Art (Standard-Level)**

This two-year standard-level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

**DP Visual Art (Higher-Level)**

This two-year higher-level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. This course is similar to the standard-level course, but has an additional IB assessment.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*
DP Theory of Knowledge (ToK)

Theory of knowledge (ToK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Students who are pursuing the IB Diploma are required to take this 7th course in a 0- or 7-Hour class time. Other 11th and 12th grade students who want to challenge themselves to ToK are welcome to take this class during the regular school day.
ENGLISH

The English Department courses fall into the areas of required reading, required writing and elective. Each English class will have a symbol before each course title to reflect its designation. “Elective” courses may not replace “Required” courses. With teacher recommendation, students may enroll in a “Required” course and an “Elective” course concurrently.

<table>
<thead>
<tr>
<th>RR</th>
<th>“Required Reading” class</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>“Elective” class</td>
</tr>
<tr>
<td>RW</td>
<td>“Required Writing” class</td>
</tr>
</tbody>
</table>

### ENGLISH COURSES

#### REQUIRED READING

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Lab</td>
<td>Language Arts Lab</td>
<td>Literature &amp; Composition 1&amp;2</td>
<td>English Language Arts 12 AND Elective(s) to complete requirements</td>
</tr>
<tr>
<td>Eng. Language Arts 9 - 1&amp;2</td>
<td>Eng. Language Arts 10 – 1&amp;2</td>
<td>Eng. Language Arts 11 &amp; 2</td>
<td>English Language Arts 12 AND Elective(s) to complete requirements</td>
</tr>
<tr>
<td>Honors ELA 9 – 1&amp;2</td>
<td>Honors ELA 10 – 1&amp;2</td>
<td>AP English Language and Composition 1&amp;2 OR English Language Arts 11 1&amp;2</td>
<td>AP English Literature &amp; Composition 1&amp;2 OR English Language Arts 12 AND Elective(s) to complete requirements</td>
</tr>
</tbody>
</table>

#### REQUIRED WRITING

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. Language Arts 9 – 1&amp;2</td>
<td>Eng. Language Arts 10 – 1&amp;2</td>
<td>Eng. Language Arts 11 – 1 &amp; 2</td>
<td>English Language Arts 12 AND Electives to complete requirements</td>
</tr>
<tr>
<td>Honors ELA 9 – 1&amp;2</td>
<td>Honors ELA 10 – 1&amp;2</td>
<td>AP English Language and Composition 1 &amp; 2 OR Eng. Language Arts 11 – 1 &amp; 2</td>
<td>AP English Literature &amp; Composition 1&amp;2 OR English Language Arts 12 AND Elective(s) to complete requirements</td>
</tr>
</tbody>
</table>

#### ELECTIVES - 10th-12th Grade

Electives may not replace the “Required” courses (outlined above) at any grade level. With teacher recommendation, students may enroll in a “Required” course and an “Elective” course concurrently.

Acting and Interpretation
*Advanced Writing
Argumentation
*Creative Arts Magazine
Debate
Imaginative Writing
Introduction to Video Production
*Journalistic Writing
Introduction to Film Studies
Women in Literature
*Literature for Social Connection 1 & 2
Media Literacy for 21st Century
*Newsmagazine
Poetry
Public Speaking
*Advanced Television Production 1 & 2 WOAK
*Yearbook
DP Theory of Knowledge
DP Film

*Students may only enroll in these courses if selected by the course instructor. A student’s current ELA teacher will describe the application procedures.
**ACTING & INTERPRETATION**  
**Grade Level:** 10-12  
**All Pathways/ Arts & Communication**  
One Semester: ½ credit  
*Please note that the direction of this course has changed from previous years. As an English elective, Acting & Interpretation will focus on dramatic speaking experiences stemming from a study of select pieces of literature and other forms of writing. Students will read and analyze different forms of literature, including but not limited to poetry, drama, and short novels. Students will write scripts, monologues and short analyses. In short, this class includes skills of reading, writing, speaking and listening.*

**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION 1 & 2**  
**Grade Level:** 11  
**All Pathways/ Arts & Communication**  
Two Semesters: ½ credit per semester  
*Prerequisite: Teacher recommendation*  
This course builds on the skills from sophomore year English courses. It is intended to prepare students for the intensive demands of college thinking and writing. It will develop skills in critical thinking, compelling students to support hypotheses with reasoned and textual evidence. The course will include extensive activities in the writing process for various rhetorical purposes. It will also require critical reading of prose forms to serve as models of technique and for a student’s own writing. All students will complete a substantial research paper. Discussion and revision are important aspects of the course. Students who elect to do so may use this course in preparation for the AP English Language and the Composition Exam in May.

**ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION 1 & 2**  
**Grade Level:** 12  
**All Pathways/ Arts & Communication**  
Two Semesters: ½ credit per semester  
*Prerequisite: Teacher Recommendation*  
This yearlong, honors-level course emphasizes preparation to take the Advanced Placement Examination in English. Consequently, the student must perform to the same degree of skill as a college freshman. AP English completes the student’s requirements for one semester of reading and one semester of writing credit. Students will be enriched through formal rhetoric in impromptu and scheduled writings, which will focus on style analysis.

**ADVANCED TELEVISION PRODUCTION 1&2 / WOAK**  
**Grade Level:** 11-12  
*Prerequisite: Introduction to Video Production*  
Two Semester: 1 credit  
This advanced course provides experience of Video and Television production in a real-world, career-based setting. Students will operate the WOAK television production studio and produce the daily live news program, The LIVE Raven Report! Research and create investigative news reports, contribute to the WOAK Community Access channel and the CMNtv cable television field production truck to provide programming content for cablecast, and learn the basics of short-form film making. Students will develop detailed practices in shooting digital video and non-linear video editing with industry standard software and technology, in a team setting.

**ADVANCED VIDEO/FILM PRODUCTION 3&4**  
**Grade Level:** 11-12  
*Prerequisite: Advanced TV Production 1&2*  
Two Semester: 1 credit  
This advanced course provides further experience of Video and Film production in a real-world, career-based setting. Students will write, direct and produce short narrative and documentary films. These films are produced with the goal of student film festival submission. Past students in this course have been recognized for excellence by C-SPAN, the National Academy of Television Arts and Sciences (The Emmys), Michigan Student Film Festival, The Royal Starr Film Festival, and the All American High School Film Festival. This course requires self-motivation, time management, collaboration and writing/technical skills to prepare students for work-based applications of media production.

**ADVANCED WRITING 1 & 2**  
**Grade Level:** 10-12  
*All Pathways*  
Two Semesters: ½ credit per semester  
*Prerequisite: By permission of instructor only.*  
This two-semester course will further develop writing skills including editing, photography and design as well as ethics, leadership and problem solving.
ARGUMENTATION

All Pathways/ Human Services

Prerequisite: Teacher recommendation

Grade Level: 10-12

One Semester: ½ credit

This course provides the opportunity for students to apply formal tests of evidence and reasoning to both oral and written assignments. Students will learn to research, organize and take notes. Students will learn to develop, present and defend their arguments. Effective delivery will be emphasized. This course is recommended for students who plan to attend college or choose a career necessitating debate skills.

DEBATE

All Pathways/ Arts & Communication - Human Services

Prerequisite: Public Speaking or Argumentation and teacher recommendation.

Grade Level: 10-12

One Semester: ½ credit

This course provides an opportunity for students to compete in intra-and inter-scholastic debates. Student research will include, but is not be limited to, the current national debate topic. Students will study debate theory, evaluation of evidence and reasoning, note taking, refutation skills, and speaking skills.

DP LANGUAGE & LITERATURE (Standard-Level)

This two-year standard-level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP LANGUAGE & LITERATURE (Higher-Level)

This two-year higher-level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. This course is similar to the standard-level course, but has an additional IB assessment.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP FILM (Standard-Level)

This one-year standard-level course aims to develop students’ skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.
Theory of knowledge (ToK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Students who are pursuing the IB Diploma are required to take this 7th course in a 0- or 7-Hour class time. Other 11th and 12th grade students who want to challenge themselves to ToK are welcome to take this class during the regular school day.

In this two-semester course, students will explore the concept of identity. Using a variety of texts and other communication media, students will analyze for themes, writing techniques, and persuasive strategies. Each student will develop his or her own voice in various modes of communication, including creative writing, essays, and oral presentations. Emphasis will be placed on the writing process, conventions of the English language, and using technology to enhance communication. During the second semester, students will culminate their search for identity with a formal research project.

In this two-semester course, students will explore cultural perspectives in American Literature. Each student will analyze a variety of texts, develop his or her own voice, and improve communication skills involving reading, writing, speaking and listening. Emphasis will be placed on the writing process, conventions of the English language and using technology to enhance communication. Students will synthesize their classroom and personal experiences formally through the research process environment.

In this two-semester course, students will continue to build a solid foundation of knowledge, skills and strategies that will be refined, applied and extended as students engage in more complex ideas, texts and tasks. In English Language Arts 11, students will add to the list of various classic and contemporary narrative and informative texts that will be read and analyzed throughout high school with a special focus on British and World Literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help them make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

In this required one semester course, students will refine, apply and extend the solid foundation of knowledge, skills and strategies developed in English Language Arts 9-11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genre including postcolonial literature. Twelfth graders will synthesize information, ideas and themes to understand the past, present and
to think innovatively about the future. They will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of global world.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RR &amp; RW</td>
<td>HONORS ENGLISH LANGUAGE ARTS 9 - 1 &amp; 2</td>
<td>Grade Level: 9</td>
<td>Teacher recommendation only</td>
<td>Two Semesters: ½ credit per semester</td>
<td>In this rigorous two-semester course, students will explore the concept of identity through a variety of texts. Students will conduct close analysis of themes and rhetorical strategies. Each student will develop his or her own voice in various modes of communication, including creative writing, essays, and oral presentations. Emphasis will be placed on writing to a variety of rhetorical purposes, engagement in full-draft and targeted revision, and strong thesis development. During the second semester, students will culminate their search for identity with a formal research project.</td>
</tr>
<tr>
<td>RR &amp; RW</td>
<td>HONORS ENGLISH LANGUAGE ARTS 10 – 1 &amp; 2</td>
<td>Grade Level: 10</td>
<td>Recommendation of ninth grade English teacher</td>
<td>Two Semesters: ½ credit per semester</td>
<td>In this rigorous two-semester course, students will explore cultural perspectives in American literature through a variety of texts, building upon skills developed from their ninth grade experience. Students will conduct close analysis of themes and rhetorical strategies. Each student will develop his or her own voice in various modes of communication, including creative writing, essays and oral presentations. Emphasis will be placed on writing to a variety of rhetorical purposes, engagement in full-draft and targeted revision, and strong thesis development. Students will culminate their understanding of cultural diversity with a formal research project.</td>
</tr>
<tr>
<td>E</td>
<td>IMAGINATIVE WRITING</td>
<td>Grade Level: 10-12</td>
<td></td>
<td>One Semester: ½ credit</td>
<td>In this course, students will develop their skills in creative writing. This course will include the writing of poetry, description, narration, drama and humor. Students will write daily and are expected to share their writings for various purposes. This course can be taken as preparation for the creative arts magazine. This course may be taken concurrently with ELA 10 or Honors ELA 10 with teacher recommendation.</td>
</tr>
<tr>
<td>E</td>
<td>INTRODUCTION TO FILM STUDIES</td>
<td>Grade Level: 10-12</td>
<td>Love for movies</td>
<td>One Semester: ½ credit</td>
<td>Let’s go to the movies! Well, how about a class about the movies. <em>Introduction to Film Studies</em> takes students on a journey through the history of cinema. From silent movies, to the first “Talkie”, to epic films like Inception, <em>Film Studies</em> will show you movies in ways you have never watched them before. We will analyze and critique film production styles and visual narratives by looking into film genres such as Drama, Suspense, Musicals, Documentaries, etc., and through the lens of legendary directors like Orson Welles, Alfred Hitchcock, Steven Spielberg, Spike Lee, and more! The only prerequisite for <em>Introduction to Film Studies</em> is to have a love for movies. Lights, Camera, Action!</td>
</tr>
<tr>
<td>E</td>
<td>INTRODUCTION TO VIDEO PRODUCTION</td>
<td>Grade Level: 10-12</td>
<td></td>
<td>One Semester: ½ credit</td>
<td>This course introduces students to the field of video production. Students will write scripts, develop storyboards, shoot and edit video and learn the basics of running a live television studio. Students will be introduced to Public Service Announcements, paid Commercial Advertising, Documentary filmmaking, and other industry related aspects of video production and broadcasting. Students will learn detailed practices in shooting digital video and non-linear video editing with the industry standard software Final Cut Pro. This course is designed to teach basic production skills with real-world applications. This program is built on industry practices and develops communication skills through multiple media formats. This course is a prerequisite for WOAK Advanced Video and Media Production.</td>
</tr>
<tr>
<td>E</td>
<td>JOURNALISTIC WRITING</td>
<td>Grade Level: 10-12</td>
<td></td>
<td>One Semester: ½ credit</td>
<td></td>
</tr>
</tbody>
</table>
This course provides the student with experiences in writing for newspapers. The course will include the study of journalistic terminology and the writing and editing of news, features, editorials, and sports columns. Students in this course will write school news stories; interview teachers, students, or public officials; write comments on the current scene in editorial columns; and use their imaginative skills to write columns and feature articles. Students will refine their English skills by editing their own writing and the writing of their peers and providing their own headlines.

**LANGUAGE ARTS LAB**

**All Pathways**

**Prerequisite:** Students are scheduled into this class by teacher and/or counselor recommendation

This class is designed to help students develop skills they need to master the Common Core expectations across the curriculum in both fiction and nonfiction reading selections. The curriculum is complementary to the Royal Oak High School curriculum and is designed to teach students how to transfer skills and apply strategies to the content of their classes.

**LINKS: LITERATURE FOR SOCIAL CONNECTION 1 & 2**

**Grade Level:** 10-12

**Prerequisite:** Application and Teacher assignment

Two Semesters: ½ credit per semester

The full-year course is designed to focus on increasing the student’s knowledge of same age peers identified with various disabilities through the use of peer role models. First semester instruction includes classroom presentations, experiential exercises, and a study of literature specific to individuals with special needs. Students work directly with peers with disabilities by attending events scheduled during lunch and non-school hours. Through leadership, problem-solving and collaboration skills, second semester students enter the classroom settings of their peers with disabilities to broaden opportunities for socialization, communication, and the demonstration of academic skill development.

**LINKS: LITERATURE FOR SOCIAL CONNECTION 3**

**Grade Level:** 11-12

**Prerequisite:** LINKS: LITERATURE FOR SOCIAL CONNECTION 1 & 2

Application and Teacher assignment

One Semester: ½ credit per semester

The semester long course is designed to provide an opportunity for students to work directly with peers with disabilities. Students will mentor peers with disabilities in the classroom setting in order to broaden opportunities for socialization, communication, and the demonstration of academic skill development. Emphasis will be placed on student reflection, self-directed learning, and independence as all course content will be completed online. Students will be expected to attend case conferences throughout the semester and attend Lunch Bunch events.

**LINKS: LITERATURE FOR SOCIAL CONNECTION 4**

**Grade Level:** 11-12

**Prerequisite:** LINKS: LITERATURE FOR SOCIAL CONNECTION 1, 2 & 3

Application and Teacher assignment

One Semester: ½ credit per semester

The semester long course is designed to provide an opportunity for students to work directly with peers with disabilities. Students will mentor peers with disabilities in the classroom setting in order to broaden opportunities for socialization, communication, and the demonstration of academic skill development. Emphasis will be placed on student reflection, self-directed learning, and independence as all course content will be completed online. Students will be expected to attend case conferences throughout the semester and attend Lunch Bunch events.

**MEDIA LITERACY FOR THE 21ST CENTURY**

**Grade Level:** 10-12

This one semester course will teach students to navigate, understand and critically approach media. Students will learn and apply critical thinking skills as they explore media as one of the most powerful cultural forces in the world and learn various methods to “write” through different media to improve communication. Units of study will include your virtual self in social networking and gaming; bias, “spin” and the news cycle; advertising in the consumer culture; gender, race and class in media; and film study.
**THE NOVEL**

All Pathways

Grade Level: 11-12

This course introduces the student to the reading of novels primarily for pleasure and secondarily for form and content. The course includes selected examples that are designed to increase knowledge and understanding of people and their problems and to develop judgment and selectivity in reading. The needs and interests of individual students and the class determine class assignments and individual reading selections. Class assignments are designed to teach the students to analyze, interpret and reflect on the written material.

**POETRY**

All Pathways/Arts & Communication

Grade Level: 10-12

Students will read a variety of poetry – from classical to contemporary – and survey poetic techniques, styles, and forms. Students will experience writing their own poetry. They will analyze and critique poetry from the masters and from their peers orally and through writing. The course will include activities in pre-writing, revising, and publishing of poetry, as well as listening activities. 

**PUBLIC SPEAKING**

All Pathways

Grade Level: 10-12

This course provides students with challenging formal speaking situations similar to those in college and the business world. Students research, write and perform a variety of speeches, to improve their delivery, listening, and thinking skills. The course includes practice in all of the speeches offered in the course, but includes debate, argumentation and analysis of current issues. The course is an alternative to Speech. Students should not take both Speech and Public Speaking.

**WOMEN IN LITERATURE: Pending Board approval**

All Pathways/Arts & Communication

Grade Level: 10-12

This one-semester elective course will explore women in literature in a variety of texts from Eve to Everdeen; classical, contemporary and popular pieces that portray female archetypes in literature and how these portrayals impacts our culture. Students will also read and view pieces by various female writers who write about experiences unique to female experience in a world historically structured largely by men. Major assignments include opinion editorial, group or individual research project, multimedia presentation, and synthesis final examination.

**WRITING FOR THE SCHOOL CREATIVE ARTS MAGAZINE 1 & 2**

Prerequisite: Selection by sponsor. Student must apply for membership.

All Pathways/Arts & Communication

Grade Level: 11-12

Two Semesters: ½ credit per semester

Students will advance their creative writing skills in a variety of genre such as narrative, poetry and essay, and will use advanced editing and revision techniques. They will learn the fundamentals of layout, design and desktop publishing and will create a personal magazine of their original work. They will learn all aspects of publication and produce the Royal Oak High School Creative Arts Magazine. This course is scheduled for one hour per day, but additional time if often required to complete the assignments.

**WRITING FOR THE SCHOOL NEWSMAGAZINE 1 & 2**

Prerequisite: Selection by sponsor

Journalist Writing preferred, but not required. Student must apply for membership.

All Pathways/Arts & Communication

Grade Level: 10-12

Two Semesters: ½ credit per semester

Students will develop their abilities as global thinkers and ethical reporters as they research, report, and publish articles on local, national and world issues for a monthly news publication in magazine format. Articles in the magazine will focus on connecting readers to their school, community, nation and the larger world. As members of the magazine staff, students will employ the principles and skills learned in the journalistic writing course to write stories that reflect truth, credibility, balanced reporting, and a more global worldview. Students will use InDesign and Photoshop software to design the newsmagazine, which is written, funded and published by students and supervised by a faculty adviser. The magazine is registered with the Michigan Interscholastic Press Association (based at Michigan State University) and is submitted for review and evaluation by professional journalists every year. The ROHS newsmagazine will feature in depth
news and feature stories, as well as editorials, sports stories and columns. Members of ROHS and the Royal Oak community will be interviewed for their perspectives.

**E** **WRITING FOR THE SCHOOL YEARBOOK 1 & 2**  
*Prerequisite: Selection by sponsor.*  
**Grade Level:** 11-12  
**Student must apply for membership**  
All Pathways / Arts & Communication  
Students in this course produce the school yearbook. Students learn skills in organization, layout, writing, sales, and advertising. This course is suggested for students who have good writing abilities and who are able to work well independently. In order to take this class, students must have a recommendation from the sponsor after application. This course is scheduled for one hour per day, but additional time is often required to complete the assignments.

**FINE ARTS**

**ADVANCED ART 1 & 2**  
*Grade Level: 11-12*  
All Pathways / Arts & Communication  
This course reviews the skills, methods and media developed in the basic level art classes and continues the development of creative expression, technical and academic growth and art appreciation. Students will be challenged to expand individual concepts and skills and express their ideas using a visual vocabulary.

**ADVANCED ART 3 & 4**  
*Grade Level: 11-12*  
All Pathways / Arts & Communication  
This course is designed for the fourth year advanced art student who is able to work with more complex and extensive assignments as well as individually driven art projects. Students have the option of working toward the development of a portfolio. As in the other art courses, the objective of this class is to enable the learner to advance their skills, abilities and understanding of art.

**ART 1 & 2**  
*Grade Level: 9-12*  
All Pathways / Arts & Communication  
This beginning level art course is designed to provide a well-rounded background including art & design concepts, materials and techniques. This class provides opportunities for students to actively discover art as a medium for human expression, appreciation and enjoyment. Art 1 is a prerequisite for Art 2.

**ART 3 & 4**  
*Grade Level: 10-12*  
All Pathways / Arts & Communication  
This course offers students the opportunity for in depth exploration of art concepts originally introduced in Art 1 & 2. Students will continue to develop their skills and understanding as they work with a variety of materials including, but not limited to: pencil, charcoal, pastel, tempera and acrylic paint, printmaking, and sculpture. A variety of art styles will be explored. Art 3 is a prerequisite for Art 4.

**ART FOUNDATIONS: A**  
*Grade Level: 9–12*  
All Pathways / Arts & Communication  
Art Foundations A is an introductory course that emphasizes the development of skills and methods of two-dimensional and three-dimensional art production. Media and processes may include and are not limited to: sculpture, ceramics, weaving/textiles, painting, drawing, collage, assemblage, and printmaking. Students will study and apply art elements and principles. The class will explore art concepts as they apply to a variety of cultural, historical, personal, and career contexts. This class may be continued for credit (Art Foundations B).
ART FOUNDATIONS: B
All Pathways / Arts & Communications
Prerequisite: Art Foundations: A or permission of the Art Department
Grade Level: 9–12
One Semester: ½ credit per semester
Art Foundations B (a continuation of coursework from Art Foundations A) is an intermediate course that emphasizes the development of skills and methods of two-dimensional and three-dimensional art production. Students electing this second semester of coursework will specialize in a chosen media, engage in advanced creative problem solving processes, development of personal style, and demonstrate leadership/mentoring within the studio setting. Media and processes may include and are not limited to: sculpture, ceramics, weaving/textiles, painting, drawing, collage, assemblage, and printmaking. Students will study and apply art elements and principles. The class will explore art concepts as they apply to a variety of cultural, historical, and personal contexts. Emphasis will also be placed on competitions and career possibilities.

HONORS ART 1 & 2
All Pathways / Arts & Communications
(May be repeated for credit as Honors Art 3 & 4)
Prerequisite: Successful completion of two full years of art and Art Department permission. This course is designed for selected students of exceptional ability in art who can work with subjects of a more complex nature. The objectives of the course, like that of other studio courses, are to advance the skills and abilities of the learner.

*A Special Circumstances: Course selections made out of sequence require Art Department approval prior to class registration.

A CAPPELLA CHOIR 1 & 2
All Pathways/Arts & Communications
Prerequisite: Placement by audition
Grade Level: 9–12
Two Semesters: ½ credit per semester
A Cappella Choir is a select group of men and women in grades 9-12. Students may enter A Cappella Choir by audition only, based on their music reading and vocal skills. This is an advanced level choir emphasizing a high level of choral skills and music fundamentals. Students are expected to perform in five choral concerts per year. Being the liaison choir, they are expected to perform in any needed school or community functions, in addition to their regular performance schedule. Chorus members will experience a broad range of music from multiple time periods, cultures and genres, in advanced SATB or more divisional literature. Students are expected to perform in four choral concerts per year.

CHAMBER SINGERS
Prerequisite - Auditions
Grade Level: 9–12
Two Semesters: ½ credit per semester
This class meets before and after school, and auditions are held in the spring for entrance in this group the following school year. In order to be considered for this ensemble, students must be in the top vocal ensemble, A Cappella. During the school year, the group performs outside of school at civic, cultural, and educational activities, within and beyond the responsibilities of the choral program; solo and ensemble festivals and choral festivals will be entered in the spring. Only the highest of performance standards and quality is expected.

CONCERT BAND 1 & 2
All Pathways/ Arts & Communications
Prerequisite: Previous playing experience
Grade Level: 9–12
Two Semesters: ½ credit per semester
Concert band is open to students of all ability levels. This is an entry-level band developing technique and skill on an instrument while applying basic music fundamentals. Students are expected to perform in all scheduled concerts. Band members will experience a broad range of music from multiple time periods, cultures and genres.

CONCERT CHOIR 1 & 2
All Pathways/ Arts & Communications
Prerequisite – Promotion from Royal Oak Singers or audition
Grade Level: 9–12
Two Semesters: ½ credit per semester
Concert Choir is a select group of women in grades 9-12. This is a primary-level choir that emphasizes beginning choral skills and music fundamentals. Students are expected to perform in four choral concerts per year. Chorus members will
experience a broad range of music from multiple time periods, cultures and genres, in more advanced SAB or SATB literature.

**CONCERT RAVEN SINGERS CHOIR 1 & 2**  
*Grade Level: 9-10*  
*Prerequisite - None required; audition preferred*  
Concert Men is a select group of men open for grades 9-12. This is an entry-level choir for incoming freshman, as well as new singers, that emphasizes beginning choral skills and music fundamentals. Students are expected to perform in four choral concerts, as well as various events throughout the year. Choral members will experience a broad range of music from multiple time periods, cultures and genres, in more advanced TB/TBB and SATB literature.

**CONCERT ORCHESTRA 1 & 2**  
*Grade Level: 11-12*  
*All Pathways/Arts & Communications*  
*Prerequisite: Previous playing experience*  
Concert orchestra is open to students of all ability levels. This is an entry-level orchestra that develops techniques and skills while applying basic music fundamentals. Students are expected to perform in all scheduled concerts. Orchestra members will experience a broad range of music from multiple time periods, cultures and genres.

**DP VISUAL ART (Standard-Level)**  
*Grade Level: 11-12*  
*All Pathways/Arts & Communications*  
*Prerequisite: Previous playing experience*  
This two-year standard-level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. *Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

**DP VISUAL ART (Higher-Level)**  
*Grade Level: 11-12*  
This two-year higher-level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. This course is similar to the standard-level course, but has an additional IB assessment. *Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

**GUITAR**  
*Grade Level: 9-12*  
*All Pathways/Arts & Communications*  
Guitar is open to all students’ grades 10-12. This is a beginning guitar class best suited for those with experience ranging from none to one year. Students will play a wide variety of styles, apply a mixture of techniques and skills, and will learn both solo and accompanying aspects of playing. In addition to playing skills, equal emphasis will be placed on music reading skills. Students will be assigned a school instrument and book to use during the class, and will sign a contract holding them solely responsible for the care, maintenance and condition of the instrument. Because home practice is necessary, it is suggested that students have their own instrument and book for practice purposes. Upon completion of the class, students will acquire the foundational skills necessary to continue their study of on their own.

**JAZZ BAND 1 & 2**  
*Grade Level: 9-12*  

**MARCHING BAND 1 & 2**  
Grade Level: 9-12  
All Pathways/Arts & Communication  
Two Semesters: ¼ credit per semester  
*Prerequisite: Middle School Band or private lessons, Basic Musicianship Evaluation*  
*Color Guard – Basic Skills Evaluation.*  
Royal Oak High School’s March Band is a class offering .5 credits, which will meet outside of the school day. While most of its activities will occur in the fall, membership in Marching Band is a yearlong commitment. The band will perform at home football games, school functions throughout the year, parades, and community events. Additional festival performances may be scheduled at the discretion of the director. Enrollment is open to all students, and is not contingent upon enrollment in any other band class. Students must play a “director approved” instrument, and may be required to pass a Basic Musicianship Evaluation before membership is granted. Students are expected to perform in all rehearsals and performances. V

**MUSIC THEORY 1**  
Grade Level: 9-12  
All Pathways/Arts & Communications  
One Semester: ½ credit  
*Prerequisite – none*  
Students seeking a deeper understanding and appreciation of music will study the foundational elements and techniques used in music of the Western World. Previous experience in music is helpful, but not necessary. The skills acquired during this class will benefit those who enjoy music as a hobby as well as those who intend to make it a career.

**MUSIC THEORY 2**  
Grade Level: 9-12  
All Pathways/Arts & Communications  
One Semester: ½ credit  
*Prerequisite – Music Theory 1*  
Students seeking a deeper understanding and appreciation of music will study the foundational elements and techniques used in music of the Western World. The skills acquired during this class will benefit those who enjoy music as a hobby as well as those who intend to make it a career.

**SYMPHONY BAND 1 & 2**  
Grade Level: 9-12  
All Pathways/Arts & Communications  
Two Semesters: ¼ credit per semester  
*Prerequisite: Placement by Audition*  
Symphony Band is an ensemble consisting of instrumentalists with abilities ranging from Intermediate to Advanced. Attention will be placed upon comprehensive music skills such as ensemble balance, expression, and performance techniques. Auditions for this ensemble will include major and minor scales, selected band excerpts determined by the director, and sight-reading. Students are expected to perform in all concerts. Band members will experience a broad range of music from multiple time periods, cultures and genres. V

**SYMPHONY ORCHESTRA 1 & 2**  
Grade Level: 9-12  
All Pathways/Arts & Communications  
Two Semesters: ½ credit per semester  
*Prerequisite: Previous experience semester*
Symphony Orchestra is the most advanced orchestral ensemble. Music performed in this ensemble will be the most challenging. Attention will be placed upon comprehensive music skills such as ensemble balance, expression, performance, techniques and music theory. Auditions for this ensemble will include major and minor scales, selected orchestral excerpts, a prepared selection, and sight-reading determined by the director. Students are expected to perform in all concerts. Orchestra members will experience a broad range of music from multiple time periods, cultures and genres.

**WIND ENSEMBLE 1 & 2**  
*Grade Level: 9-12*  
All Pathways/Arts & Communications  
*Prerequisite: Placement by audition*  
Two Semesters: ½ credit per semester  
Music performed in the Wind Ensemble will be most challenging of the three bands. Attention will be placed upon comprehensive music skills such as ensemble balance, expression, performance techniques, and music theory. Auditions for this ensemble include major and minor scales, selected band excerpts, a prepared selection, and sight-reading determined by the director. Students are expected to perform in all concerts. Expectations are very high with good attitude and dedication as necessities. Band members will experience a broad range of music from multiple time periods, cultures and genres.

**WOMEN’S ENSEMBLE 1 & 2**  
*Grade Level: 9-12*  
All Pathways/ Arts & Communications  
*Prerequisite – Promotion from Royal Oak Singers or audition*  
Two Semesters: ½ credit per semester  
Women’s Ensemble is a select group of women in grades 9-12. This is an intermediate level choir that emphasizes a higher level of choral skills and music fundamentals. Students are expected to perform in four choral concerts per year. Chorus members will experience a broad range of music from multiple time periods, cultures and genres, in more advanced SSA or SSAA literature.

**WORLD LANGUAGES**

Learning a second language can be both challenging and exciting. It introduces students to the culture of non-English speaking countries and develops an awareness and comprehension of our own language and culture. Understanding another language opens up a whole new world of travel and career opportunities. Many colleges and universities recommend a minimum of three years of high school world language study. World language credits may be applied toward credits in Communication Studies (e.g., English), Cultural Studies, (e.g., Social Studies), and Life Management/ Applied Arts. It is possible to make this a four-year program by beginning world language in the ninth grade.

**FRENCH 1 A & B**  
*Grade Level: 9-12*  
All Pathways  
Two Semesters: ½ credit per semester  
Students develop an elementary knowledge of each of the five language skills: listening, speaking, reading, writing and cultural awareness. Emphasis is placed upon understanding and using the language in everyday situations.

**FRENCH 2 A & B**  
*Grade Level: 9-12*  
All Pathways  
*Prerequisite: French 1 A & B*  
Two Semesters: ½ credit per semester  
The third and fourth semester of French expands the knowledge of five basic skills: listening, speaking, reading, writing and cultural awareness. The goal of this course is the use of the language in authentic situations.

**DP FRENCH (Standard-Level)**  
*Grade Level: 11*  
All Pathway  
Two semester: ½ credit per semester  
This two-year standard-level course provides students with the opportunity develop their French language skills in a range of contexts and for a variety of purposes. The course is designed to promote an awareness and appreciation of French
cultures through the study of texts and social interactions. This course is designed for students who possess a degree of knowledge and experience in French. Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

**FRENCH 3 A & B**
*Prerequisite: French 2 A & B*

All Pathways

Two Semesters: ½ credit per semester

Integrates past vocabulary and structures into new and more complex communication. While maintaining and improving the listening and speaking skills, the emphasis on reading and writing is increased. Cultural studies include music, art, customs, history, geography, foods and traditions.

**FRENCH 4 A & B**
*Prerequisite: French 3 A & B*

All Pathways

Two Semesters: ½ credit per semester

Throughout the course students participate in progressively more challenging activities. Students continue to strengthen their reading skills with short literary works by recognized authors. This course prepares students for the transition to postsecondary studies.

**GERMAN 1 A & B**

All Pathways

Two Semesters: ½ credit per semester

Students develop an elementary knowledge of each of the five language skills: listening, speaking, reading, writing and cultural awareness. Emphasis is placed upon understanding and using the language in everyday situations.

**GERMAN 2 A & B**
*Prerequisite: German 1 A & B*

All Pathways

Two Semesters: ½ credit per semester

The third and fourth semester of German expands the knowledge of the five basic skills: listening, speaking, reading, writing and cultural awareness. The goal of this course is the use of the language in authentic situations.

**DP GERMAN (Standard-Level)**

Grade Level: 11 -12

This two-year standard-level course provides students with the opportunity develop their German language skills in a range of contexts and for a variety of purposes. The course is designed to promote an awareness and appreciation of German cultures through the study of texts and social interactions. This course is designed for students who possess a degree of knowledge and experience in German. Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

**GERMAN 3 A & B**
*Prerequisite: German 2 A & B*

All Pathways

Two Semesters: ½ credit per semester

The fifth and sixth semesters integrate past vocabulary and structures into new and more complex communication. While maintaining and improving the listening and speaking skills, the emphasis on reading and writing is increased. Cultural studies include music, art, customs, history, geography, food and traditions.

**GERMAN 4 A & B**
*Prerequisite: German 3 A & B*

All Pathways

Two Semesters: ½ credit per semester

Throughout this course, students participate in progressively more challenging activities, and strengthen their reading skills with short literary works by recognized authors. This course prepares students for the transition to postsecondary studies.

**GERMAN 5 A & B**
*Prerequisite: German 4 A & B*

Two Semesters: ½ credit per semester
All Pathways
For the student who began German in 8th grade, and chooses to continue for a 5th year, German 9 & 10 is a review and expansion of the intermediate and advanced grammar functions with an emphasis on new literature.

SPANISH 1 A & B
All Pathways
Grade Level: 9-12
Two Semesters: ½ credit per semester
Students develop an elementary knowledge of each of the five language skills: listening, speaking, reading, writing and cultural awareness. Emphasis is placed upon understanding and using the language in everyday situations.

SPANISH 2 A & B
Prerequisite: Spanish 1 A & B
All Pathways
Grade Level: 9-12
Two Semesters: ½ credit per semester
The third and fourth semester of Spanish expands the knowledge of five basic skills: listening, speaking, reading, writing and cultural awareness. The goal of this course is the use of the language in authentic situations.

DP SPANISH (Standard-Level)
All Pathway
Grade Level: 11-12
Two Semesters: ½ credit per semester
This two-year standard-level course provides students with the opportunity develop their Spanish language skills in a range of contexts and for a variety of purposes. The course is designed to promote an awareness and appreciation of Spanish cultures through the study of texts and social interactions. This course is designed for students who possess a degree of knowledge and experience in Spanish.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class

SPANISH 3 A & B
Prerequisite: Spanish 2 A & B
All Pathways
Grade Level: 9-12
Two Semesters: ½ credit per semester
The fifth and sixth semesters integrate past vocabulary and structures into new and more complex communication. While maintaining and improving the listening and speaking skills, the emphasis on reading and writing is increased. Cultural studies include music, art, customs, history, geography, foods and traditions.

SPANISH 4 A & B
Prerequisite: Spanish 3 A & B
All Pathways
Grade Level: 9-12
Two Semesters: ½ credit per semester
Throughout the course, students participate in progressively more challenging activities. Students continue to strengthen their reading skills with short literary works by recognized authors. This course prepares students for the transition to postsecondary studies.
# RECOMMENDED SEQUENCE OF MATHEMATICS COURSES

<table>
<thead>
<tr>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Geometry 1A &amp; 1B</td>
<td>Honors Algebra 2A &amp; 2B</td>
<td>Honors Pre-Calc 1 &amp; 2 or Pre-Calculus 1 &amp; 2 or TCMS 1 &amp; 2 or DP Math Studies SL or DP Math HL</td>
<td>AP Calc BC 1 &amp; 2 or AP Calc AB 1 &amp; 2 or AP Statistics 1 &amp; 2 or Pre-Calculus 1 &amp; 2 or DP Math Studies SL</td>
</tr>
</tbody>
</table>

- All students have multiple course options at each grade level.
- Individual course description should be referenced for guidance.
MATHEMATICS

Royal Oak High School provides four years of college-preparatory, standards-based mathematics for all students. Teacher recommendations are required for course placement.

ADVANCED PLACEMENT CALCULUS AB 1 & 2  Grade Level: 12
Prerequisite: Honors Precalculus 1 & 2 or Precalculus 1 & 2 Two Semesters: ½ credit each
Advanced Placement Calculus AB 1 & 2 is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of college calculus and possibly a year of calculus at other institutions. Algebraic, numerical and graphical representations are emphasized throughout this course. Students who elect to take the AP exam upon completion of the course may earn college credit, advanced placement, or both. The TI-89 graphing calculator is used extensively throughout the course.

ADVANCED PLACEMENT CALCULUS BC 1 & 2  Grade Level: 12
Prerequisite: Honors Precalculus 1 & 2 or Precalculus 1 & 2 Two Semesters: ½ credit each
Advanced Placement Calculus BC 1 & 2 is a course in single variable calculus that includes all the topics of AP Calculus AB 1 & 2 (techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar and vector functions) and series. It is equivalent to at least a year of calculus at most colleges and universities. Algebraic, numerical and graphical representations are emphasized throughout the course. Students who elect to take the AP exam upon completion of the course may earn college credit, advanced placement, or both. The TI-89 graphing calculator is used extensively throughout the course.

ADVANCED PLACEMENT STATISTICS 1 & 2  Grade Level: 11-12
Prerequisite: Algebra 2A & 2B with a B or higher in Algebra 2 (or Honors Algebra 2) OR B or higher in TCMS OR completion of Precalculus (or Honors Precalculus)* Two Semesters: ½ credit each
Advanced Placement Statistics 1 & 2 is a course in the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: 1) Exploring data (describing patterns and departures from patterns); 2) sampling and experimentation (planning and conducting a study); 3) anticipating patterns (exploring random phenomena using probability and simulation); 4) statistical inference (estimating population parameters and testing hypotheses). Students who elect to take the AP exam upon completion of the course may earn college credit, advanced placement, or both for a one-semester introductory college statistics course. The TI-83 plus graphing calculator is used extensively throughout the course.

ALGEBRA 1A & 1B  Grade Level: 9-10
Prerequisite: Entry level course Two Semesters: ½ credit each
Algebra 1A & 1B is a course that emphasizes the development of the skills, techniques and applications associated with linear, exponential and quadratic relationships. The benchmarks addressed in Algebra 1A & 1B are the properties of real numbers, linear equations, linear inequalities, absolute value equations and inequalities, properties of exponents, quadratic equations, polynomials and factoring, rational and square root equations, graphing linear functions and inequalities, writing linear functions, systems of linear functions and inequalities, exponential functions, quadratic functions and inequalities, and rational and square-root functions. Algebra 1A & 1B has the same benchmarks as Algebra Concepts 1A & 1B. Algebra 1A & 1B; however, works these benchmarks to greater depth and begins work on the applications of these benchmarks. Students successfully completing Algebra 1A & 1B can choose from Informal Geometry 1 & 2, Geometry 1 & 2, or Honors Geometry 1 & 2 as their next course.

ALGEBRA 2A & 2B  Grade Level: 10-12
Prerequisite: Informal Geometry 1 & 2 or Geometry 1 & 2 or Honors Geometry 1 & 2 Two Semesters: ½ credit each
Algebra 2A & 2B continues with all of the benchmarks of the previous algebra courses (linear equations and functions; systems of linear equations and inequalities; quadratic functions; powers, roots and radicals; exponential functions; rational equations and functions) with an emphasis on greater depth, applications, and problem solving. Algebra 2A & 2B
also introduces advanced topics, the study of which will be continued in later coursework. These include matrices and determinants, polynomial equations and functions, logarithmic functions, conic sections, sequences and series, additional work with probability and statistics, and intermediate trigonometry through the Law of Sines and Cosines. Students successfully completing Algebra 2A & 2B can choose from Functions, Statistics, and Trigonometry 1 & 2, Precalculus 1 & 2, or Honors Precalculus 1 & 2 as their next course. Advanced Placement Statistics 1 & 2 may also be taken at this time provided the first semester of FST 1 & 2 or Precalculus 1 & 2 is taken concurrently.

**ALGEBRA 2xA & 2xB**

**Grade Level: 11-12**

**Prerequisite:** Informal Geometry 1 & 2 or Geometry 1 & 2 or Honors Geometry 1 & 2

Two Semesters: ½ credit each

Algebra 2xA & 2xB and Algebra 2xC & 2xD spread the content of Algebra 2A & 2B over two years. The Algebra 2A & 2B benchmarks are taught to the same depth with substantially more time allocated for content review and mastery. Students successfully completing Algebra 2xA & 2xB will continue with Algebra 2xC & 2xD. *(Note: A student cannot receive credit for Algebra 2A following completion of Algebra 2xA & 2xB).*

**ALGEBRA 2xC & 2xD**

**Grade Level: 12**

**Prerequisite:** Algebra 2xA & 2xB

Two Semesters: ½ credit each

Algebra 2xA & 2xB and Algebra 2xC & 2xD spread the content of Algebra 2A & 2B over two years. The Algebra 2xC & 2xD benchmarks are taught to the same depth with substantially more time allocated for content review and mastery of Algebra 2B.

**DP MATH STUDIES (Standard-Level)**

**Class of 2020**

Two semester: ½ credit per semester

**Prerequisite:** Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses and have received a B or higher in Geometry and Algebra 1 are welcome to take this class.

This two-year standard-level course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

This is now available as a second-year class for students in the Class of 2020 only.

**DP MATHEMATICS (Standard-Level)**

**Class of 2020**

All Pathway

Two semester: ½ credit per semester

**Prerequisite:** Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses and have received a B or higher in Algebra 2 or Honors Algebra 2 are welcome to take this class.

This two-year standard-level course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

This is now available as a second year class for students in the Class of 2020 only.
DP Mathematics: Analysis and Approaches (Standard-Level or Higher-Level)  
Grade Level: 11-12  
Class of 2021 and beyond  
Two Semesters: ½ credit each  
Analytic methods with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods – current HL mathematics calculus option content will form part of the HL course. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses. Students who are pursuing the IB Diploma and other 11th students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class. This class is IB’s newest math offering and will be offered to the Class of 2021 and beyond.

DP MATHEMATICS: APPLICATIONS and INTERPRETATION (Standard-Level or Higher-Level)  
Grade Level: 11-12  
Class of 2021 and beyond  
Two Semesters: ½ credit each  
Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this – SL will be appropriate for students who would previously have taken Mathematical studies SL – current HL mathematics statistics and discrete option content will form part of the HL course. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design. Students who are pursuing the IB Diploma and other 11th students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class. This class is IB’s newest math offering and will be offered to the Class of 2021 and beyond.

GEOMETRY 1 & 2  
Grade Level: 10  
Prerequisite: Algebra 1A & 1B  
Two Semesters: ½ credit each  
Geometry 1 & 2 is a course that deals with sets of points and their related properties. Benchmarks addressed in Geometry 1 & 2 are segments and angles, reasoning and proof, parallel and perpendicular lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and trigonometry, circles, area of polygons, surface area and volume. Geometry 1 & 2 treats all of the same benchmarks as Informal Geometry 1 & 2, but to greater depth. Geometry 1 & 2 also places substantial emphasis on reasoning and proof. Algebra is utilized extensively throughout this course. Students successfully completing Geometry 1 & 2 can choose from Algebra 2xA & 2xB or Algebra 2A & 2B as their next course. Honors Algebra 2A & 2B may be elected provided Algebra 1A & 1B has been successfully completed.

HONORS ALGEBRA 2A & 2B  
Grade Level: 10-12  
Prerequisite: Algebra 1A & 1B and one of Informal Geometry 1 & 2 or Geometry 1 & 2 or Honors Geometry 1 & 2  
Two Semesters: ½ credit each  
Honors Algebra 2A & 2B addresses all of the same benchmarks as Algebra 2A & 2B, but with increased emphasis on depth of understanding and analytical accuracy. Honors Algebra 2A & 2B is highly recommended for students wishing to take Advanced Placement Calculus 1 & 2. Students successfully completing Honors Algebra 2A & 2B can choose from Functions, Statistics, and Trigonometry 1 & 2 or Honors Precalculus 1 & 2 as their next course. Advanced Placement Statistics 1 & 2 may also be taken at this time provided the first semester of FST 1 & 2 or Precalculus 1 & 2 is taken concurrently.

HONORS GEOMETRY 1 & 2  
Grade Level: 9-10  
Prerequisite: Entry level course (9th graders who have demonstrated proficiency with all Algebra 1 topics) or Algebra 1A & 1B (10th grade and above)  
Two Semesters: ½ credit each
Honors Geometry 1 & 2 is a course that deals with sets of points and their related properties. Benchmarks addressed in Honors Geometry 1 & 2 are segments and angles, reasoning and proof, parallel and perpendicular lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and trigonometry, circles, area of polygons, surface area and volume. Honors Geometry 1 & 2 treats all of the same benchmarks as Geometry 1 & 2, but to substantially greater depth. Honors Geometry 1 & 2 also places a greater emphasis on axiomatic systems, analytic geometry, and proof technique. Algebra is utilized extensively throughout this course. Students successfully completing Honors Geometry 1 & 2 can choose from Algebra 1xA & 1xB, Algebra 1A & 1B, or Honors Algebra 1A & 1B as their next course.

HONORS PRECALCULUS 1 & 2
Prerequisite: Algebra 2A & 2B or Honors Algebra 2A & 2B Two Semesters: ½ credit each

or Transition to College Mathematics and Statistics
Honors Precalculus 1 & 2 is designed to prepare students for Advanced Placement Calculus BC 1 & 2 or Advanced Placement Calculus AB 1 & 2. This course will include a more in-depth and rigorous development of the topics from Pre-calculus. In addition, limits and their applications will be studied. The TI-83 plus graphing calculator is used extensively throughout the course.

INFORMAL GEOMETRY 1 & 2
Prerequisite: Pre Algebra 1A & 1B or Algebra 1A & 1B Two Semesters: ½ credit each

Informal Geometry 1 & 2 is a course that deals with sets of points and their related properties. Benchmarks addressed in Informal Geometry 1 & 2 are segments and angles, parallel and perpendicular lines, triangle relationships, congruent triangles, quadrilaterals, similarity, area of polygons, surface area and volume, right triangles and trigonometry, and circle relationships. Informal Geometry 1 & 2 treats all of the same benchmarks as Geometry 1 & 2, but to less depth. Formal geometric proofs are de-emphasized. Algebra is utilized and reviewed extensively throughout this course. Students successfully completing Informal Geometry 1 & 2 can choose from Algebra 2xA & 2xB or Algebra 2A & 2B as their next course.

PRE-ALGEBRA 1 & 2
Prerequisite: 6th grade teacher recommendation Two Semesters: ½ credit each

This course is designed to help students develop the required skills for Algebra 1A and 1B. Students will enhance their basic skills involving number sense, computational skills, fractions, and real world applications. This course will help connect all of the mathematical skills necessary to be successful in future high school math courses. This course is only open to 9th grade students that have been placed into the course based on teacher recommendation.

PRE CALCULUS 1 & 2
Prerequisite: Algebra 2A & 2B or Honors Algebra 2A & 2B Two Semesters: ½ credit each

or Transition To College Math & Statistics 1 & 2
Pre Calculus 1 & 2 builds on concepts presented in previous math courses and is a more rigorous treatment of advanced topics from algebra and geometry. Topics include the study of real and complex number systems; polynomial, exponential and logarithmic functions; trigonometric functions and applications of trigonometry; matrix algebra; sequences and series; conic sections; parametric and polar equations; advanced methods in problem-solving and graphical analysis. The TI-83 plus graphing calculator is used extensively throughout the course.

TRANSITION TO COLLEGE MATHEMATICS & STATISTICS
Prerequisite: Algebra 2A, 2B (this course is not for students who have already taken Precalculus) Two Semesters: ½ credit each

This class is designed to be a fourth-year high school math course for students who plan on attending college but wish to pursue a career pathway that does not require calculus. Students must have already earned their credit for Algebra 2. Students will study applied topics in mathematics that include: analyzing categorical data, probability, counting methods, cryptography, set theory, data compression methods, function transformations, binomial distributions, and game theory to
name a few. This course serves as a great springboard for students that wish to take AP Statistics as a senior (although it is not required).

PHYSICAL EDUCATION

The diploma policy requires a one-year (2 semesters) basic physical education course (Physical Education & Health) to be completed by all students. A student who fails to successfully complete one or both semesters of the basic course will be required to complete the semester failed except in those instances where documented cause for waiver is submitted. In compliance with the Title IX, Physical Education classes will be co-educational. All elective courses may be repeated only once for credit.

BIGGER, FASTER, STRONGER

**Prerequisite:** Physical Education

**Grade Level:** 10-12

One Semester: ½ Credit

This course provides an opportunity for students that participate in sports (in or outside of school) to explore an advanced weight training program. This system is designed to eliminate plateaus and makes a smooth transition from sport to sport and breaks records week after week. While using the BFS program, students will use a personalized workout plans developed by the BFS computer program. This course will focus on Strength, Speed, Agility, and Land Flexibility improvement. Please visit www.bfs.com to learn more. The BFS course may not be used in place of the core Physical Education course. If you do not participate in a sport, weight training and bodybuilding would be a good class for you to consider.

HEALTH

**Grade Level:** 10

Two Semesters: ½

The health requirements are an academic class that will provide instruction in all of Health. The use of lecture, group work and projects as well as a variety of teaching methods will be utilized to deliver instruction. Topics to be covered while in class: human sexuality, nutrition, emotional health, physical fitness, drug use and abuse, decision making, etc., as appropriate. The Michigan Model Health Curriculum along with an abstinence-based curriculum in human sexuality will be the foundation.

INDOOR AND OUTDOOR TEAM SPORTS

**Prerequisite:** Physical Education

**Grade Level:** 10-12

One Semester: ½ credit

This course is offered to students who enjoy competition in team sports. Students will have the opportunity to practice and acquire skills, learn rules, safety and strategy in team sports. Areas of concentration may include: basketball, floor hockey, football, pickleball, softball, soccer, speedball, team handball, volleyball and water polo.

NUTRITION, FITNESS & WEIGHT MANAGEMENT

**Grade Level:** 10-12
Prerequisite: Physical Education

One Semester: ½ credit

This course is a nutrition, exercise and weight management program emphasizing the basics of proper nutrition and exercise. The student will have the opportunity to see their own body composition, and will study the role body composition and weight in health/wellness. Emphasis will be on lifestyle changes and their relationship to appropriate weight management. Learn how to assess fitness and related behavior, readiness to change, and unique needs to help individuals safely achieve their fitness goals. The Weight Management course may not be used in place of the other Physical Education course.

PHYSICAL EDUCATION

Grade Level: 9

THIS IS THE REQUIRED COURSE FOR GRADUATION

Two Semesters: ½ credit

All Pathways

The physical education requirement contains the following components: physical fitness, and individual and team sports activities. Other activities may include softball, basketball, aerobics, fitness testing, track and field, jogging, badminton, volleyball, tennis, swimming, team handball, soccer, football, etc., as appropriate.

RED CROSS LIFEGUARDING

Grade Level: 10-12

Prerequisite: Physical Education

One Semester: ½ credit

All Pathways/ Health Sciences - Human Services

Each student must be able to swim 300 yards (12 lengths) demonstrating proficiency in freestyle and breaststroke, tread water for 2 minutes using the legs only, and complete a timed brick retrieval from a depth of 10 ft. Upon completion of this course, the students may receive a Red Cross Lifeguard certificate. In addition, students may also be certified in CPR/AED for Professional Rescuers and Health Care Providers. These certificates will allow the student to work as a lifeguard at many pools in the U S.

SPORTS OFFICIATING

Grade Level: 10-12

Prerequisite: Physical Education

One Semester: ½ credit

All Pathways/ Health Sciences - Human Services

Knowledge of rules and officiating techniques will be learned in this class. This course is designed to enhance the students’ knowledge of various selected sports, thereby leading to certification for their specific activities. Upon completion of the course, students will be referred for placement as paid officials recreational leagues and summer programs.

WEIGHT TRAINING & BODYBUILDING

Grade Level: 10-12

Prerequisite: Physical Education

One Semester: ½ credit

Students will be introduced to various methods of weight training, bodybuilding and total body fitness. The activities will include fitness evaluation, circuit training, use of free weights, and universal equipment along with other fitness related activities.
CAREER AND TECHNICAL TRAINING

You will find a variety of courses in this section of the course Catalog that provide experiences, knowledge, skills, attitudes and responsibilities that jobs require within Business Technology. Life management, Family and Consumer Services, Industrial Technology and Medical Skills. You can either take one course in your area of interest or take a complete occupational preparation program. *M indicates Math related course.*

BUSINESS MANAGEMENT, MARKETING AND TECHNOLOGY (BMMT)
TECH PREP: ARTICULATED COLLEGE CREDIT

**Baker College**
Royal Oak High School students who complete CAD/drafting, CISCO and Graphics and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application form, receive articulated college credit. Your instructor will supply you with further details.

**Davenport University**
Oakland Schools Technical Campus Southeast and Royal Oak High School students who complete accounting, marketing, word processing, business computers and office system, and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application, receive advanced placement credit in CISCO (4 credits), Accounting (4 credits), Word Processing (3 credits), Business Computers and Office Systems (4 credits) and Marketing (3 credits) at Davenport University. Application forms are available in the counseling office or from a business teacher.

**Oakland Community College**
Students who have completed Entrepreneurship 1 & 2, Word Processing 1, Computer Applications in Business and Word Processing 3-4 and have mastered competencies at a level of 3 or above may, upon recommendation of their instructor and completion of an application form, receive advanced placement credit for Entrepreneurship 1 & 2, Word Processing 1-2 (6 credits) and Computer Applications in Business (7 credits) at Oakland Community College. Application forms are available in the counseling office or from business teacher.

CAREER AND TECHNICAL EDUCATION (CTE)

60
Royal Oak Career and Technical Education (CTE) is a program where Royal Oak High School students learn vital career based skills to prepare them for the workforce. Students have the ability to earn high school credits and college credits at the same time (through articulation) upon program completion. Students may earn dual credit while in the Royal Oak Career and Technical Education programs Business, Industrial Technology, Graphic Communications and Health Science/Medical Skills. Students can save time and earn credits while starting their career education and saving hundreds of dollars toward college costs. Articulation agreements are updated annually. See a counselor for details.

BUSINESS MANAGEMENT, MARKETING, AND TECHNOLOGY (BMMT)
CIP 52.0299

BMA BUSINESS MANAGEMENT & TECHNOLOGY 1 & 2
All Pathways /Business Management – Marketing – Technology
Two Semesters: ½ credit per semester
This course introduces the student to the basic skills of keyboarding, word processing, spreadsheet, graphic computer applications and accounting. These skills will be integrated into the foundation business skills of resource management, applied communications, applied mathematics, problem solving and decision-making. Students will expand their thinking skills, create management and organizational skills and develop team working abilities. Career planning, global economic environment, business organization and management, personal financial management will be essential units in this course. **M**

BMA COMPUTER APPLICATION IN BUSINESS
Prerequisite: Word Processing and Documenting Formatting
All Pathways / Business Management - Marketing-Technology
One Semester: ½ credit
This course is designed for the business, Tech Prep and college-bound student. Emphasis is placed on the use of technology for writing, manipulating, interpreting and representing business data and information. Using Word and Publisher the student will create business letters, memos, web-pages, newsletters and more. Using specific formatting features, such as tables or drawing, students learn to enhance the appearance of their documents. After learning basic tools and elements of Excel, the students will demonstrate the essentials of creating workbooks, using formulas, functions, and analyzing data. **V**

BMA WORD PROCESSING AND DOCUMENT FORMATTING 1
All Pathways / Business Management – Marketing - Technology
One Semester: ½ credit
This course is designed to give students a working knowledge of keyboards, word processing and document formatting. Included in the course is the mastery of the keyboard, drill in speed and accuracy, application of the basic skills on various business documents including: letters, memorandums, reports, tables, electronic presentations and special business documents. Also, students will develop an understanding of personal information management and database skills. **V**

BMMT ACCOUNTING 1&2 (Finance)
All Pathways/ Business Management - Marketing & Technology
Two Semesters: ½ credit per semester
Are you looking for a challenging elective for your transcript or interested in pursuing a career in business? If so, then Accounting is the course for you! Students will learn how to journalize transactions for a service business organized as a proprietorship and a merchandising business organized as a corporation. Microsoft Excel will be utilized to prepare, analyze and interpret financial statements. Students will also learn to prepare a personal income tax return along with other real life skills. **M**
BMMT ACCOUNTING 3 & 4 (Finance) Grade Level: 11-12
Prerequisite: Accounting 1 & 2 Two Semesters: ½ credit per semester
Pathway: Business Management - Marketing, and Technology
This course provides a brief review and a concentration of the first year course and includes an introduction to partnership, corporate accounting and basic cost accounting. Its primary purpose is to develop greater mastery in accounting with current software applications to prepare the student entering the world of finance or for post-secondary education. M

BMMT ENTREPRENEURSHIP 1 & 2 (Marketing/Sales/Services) Grade Level: 10-12
All Pathways/Business Management Marketing-Technology Two Semesters: ½ credit per semester
Have you ever thought about owning your own business? Would you like to gain work experience for your resume by managing a school store? Are you creative, persistent, goal oriented and reliable? If you answered yes to any of these, then Entrepreneurship is the course for you! Students will learn what it takes to start a business and maintain profitability. Topics will include writing a business plan, conducting market research, promotion, selling, cash handling, inventory control, accounting and human resources. These concepts are incorporated throughout the course utilizing Microsoft Word, Excel, PowerPoint, projects and a operating a school store. M

INDUSTRIAL TECHNOLOGY
CIP 15:0000 / 15:1301 / 15:1306

Careers in this path are related to the technologies necessary to design, develop, install and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.

ARCHITECTURAL DESIGN 1 & 2 Grade Level: 9-12
Prerequisites: None Two Semesters: 1 credit per semester
Students will develop architectural drawing fundamentals and how to present an idea in graphic form. Principles of drawing and residential architecture (including architectural styles, reading blueprints, creating floor plans, kitchen design, room relationships, model building, interior design) will be applied to solve design challenges. Students will utilize the latest architectural CAD software to create working drawings. Students will participate in local and state competitions, such as MITES. This class is recommended for those students interested in Architecture, Construction and Design careers. M/V

ARCHITECTURAL DESIGN 3 & 4 Grade Level: 10-12
Prerequisites: Architectural Drafting and Design 1&2 Two Semesters: 1 credit per semester
Students will develop advanced architectural drawing and design skills as well as industry presentation skills. Advanced principles of drawing and architecture (including both residential and commercial architecture, building codes, alternative energies and materials, model building, presentation boards, interior design) will be applied to solve design challenges. Students will utilize the latest architectural CAD software to create working drawings. This course includes several individual and small group projects that allow students to apply skills and theories experienced in class. Students will participate in local and state competitions, such as MITES. This class is recommended for those students interested in Architecture, Construction and Design careers. M/V

ENGINEERING DESIGN (CAD) 1 & 2 Grade Level: 9-12
Prerequisites: None Two Semesters: 1 credit per semester
Students will develop mechanical drawing fundamentals and how to present an idea in graphic form. Principles of drawing and engineering (including geometric construction, three-view orthographic drawing, dimensioning, sectional views, and single auxiliary views) will be applied to solve design challenges. Students will utilize the latest CAD software to create, manipulate and plot drawings. Students will participate in local and state competitions, such as MITES. This class is recommended for those students interested in Engineering and Design careers. M/V

ENGINEERING DESIGN (CAD) 3 & 4 Grades 10-12
Prerequisites: Engineering Drafting and Design 1&2 Two Semesters: 1 credit per semester
Students will develop skills in advanced CAD and engineering graphic communications. Advanced principles of drawing and engineering (including tolerances, threads and fasteners, complete working/assembly drawings, advanced dimensioning and sectioning) will be explored. Students will utilize 3D parametric modeling CAD software to create, manipulate and plot drawings. This course includes several individual and small group projects that allow students to apply skills and theories experienced in class. Advanced manufacturing concepts (CNC, 3D printing) will be explored. Students will participate in local and state competitions, such as MITES. This class is recommended for those students interested in Engineering and Design careers. M/V

ENGINEERING TECHNOLOGY 1 & 2
Prerequisite: None
Grade Level: 9-12
Two Semesters: ½ credit per semester
Students will develop engineering skills integrating the use of design and technology. Participating in both individual and team projects students will explore different engineering disciplines such as civil, mechanical, electrical and industrial. Various engineering problems will be solved using both computer design skills (CAD) and hands-on activities in the engineering lab. Students will participate in local and state competitions, such as MITES. This class is recommended for those students interested in Engineering and Design careers. M/V

ENGINEERING TECHNOLOGY 3 & 4
Prerequisite: ENGINEERING TECHNOLOGY 1 & 2
Grade Level: 10-12
Two Semesters: ½ credit per semester
This course is a continuation of Engineering Technology 1 & 2 in which students will dive deeper into a variety of engineering topics including: CAD Modeling, CNC Machining, electronics, mechanics, structures, pneumatics and computer/plc programming. This class will use design challenges/problems to drive real-world learning. Students will participate in local and state competitions, such as MITES. This class is recommended for those students interested in Engineering and Design careers. M/V

GRAPHICS AND PRINTING TECHNOLOGY AND COMMUNICATIONS
CIP 10.0301

The career and technical education graphic communications path focuses on your future career in the graphic design, 3D animation, and printing industries. A traditional route is to start your path is Visual Imaging to learn the basics, refine your skills in Graphic Communications, and produce for real clients in The Block, Advanced Graphics A.

VISUAL IMAGING 1 & 2
Prerequisite: None
Grade: 9-12
T Semesters: ½ credit per semester
Visual Imaging is your starting point to a job as a professional graphic designer, printer, or digital artist. We will focus on real world projects using the Adobe Creative Suite of software including: Photoshop, Illustrator, and InDesign. You will learn about the elements of principles of design through the creation of product packaging, branding, key chains, and even your own magazine! M/V

GRAPHIC COMMUNICATIONS 1 & 2
Prerequisite: Visual Imaging 1&D
Grade Level: 10-12
Two Semesters: ½ credit per semester
Graphic Communications is the next level of Visual Imaging and another step towards to your job as a professional graphic designer, printer, or digital artist. You will unlock new tools and concepts in the Adobe Suite of applications software including: Photoshop, Illustrator, and InDesign. You will also experience the full printing workflow and create real world projects like t-shirts, water bottles, posters, and enter contests to win scholarships and cash! M/V

ADVANCED GRAPHICS E
Grade Level: 10-12
**ADVANCED GRAPHICS A**

**Grade Level:** 11-12

**Prerequisite:** Visual Imaging technology 1 & 2, Graphic Communications 1 & 2, or permission from the instructor

**2-Hour Block**

The Block is a two-hour, yearlong course devoted to using your graphic design skills to produce products for real life clients and build your portfolio. You will be part of a design team working both independently and in a small group on large-scale projects involving: direct to garment t-shirt printing, vinyl graphics, embroidery, screen-printing, offset, and 3D printing. You will learn and use the tools in the graphic design workshop to improve your skills and move forward in a possible career in the design field. M/V

**ADVANCED GRAPHICS B**

**Grade Level:** 11-12

**Prerequisite:** Advanced Graphics A or C

**2-Hour Block**

The leaders of The Block are created in this second year continuation of Advanced Graphics A. Advanced Graphics B is a two-hour, yearlong course devoted to using your graphic design skills to produce products for real life clients and build your portfolio. You move beyond your initial work in direct to garment t-shirt printing, vinyl graphics, embroidery, screen-printing, offset, and 3D printing enhancing your expertise in all of these areas. M/V

**ADVANCED GRAPHICS C**

**Grade Level:** 11-12

**Prerequisite:** Visual Imaging technology 1 & 2, Graphic Communications 1 & 2, or permission from the instructor

**1-Hour Block**

If the two-hour version of The Block doesn't fit in your schedule, take Advanced Graphics C. This is a one-hour yearlong course devoted to using your design skills to produce products for real life clients and building your portfolio. You will be part of a design team working both independently and in a small group on large-scale projects involving: direct to garment t-shirt printing, vinyl graphics, embroidery, screen-printing, offset, and 3D printing. You will learn and use the tools in the graphic design workshop to improve your skills and move forward in a possible career in the design field. It is similar to Advanced Graphics A but only for one class period. M/V

**ADVANCED GRAPHICS D**

**Grade Level:** 11-12

**Prerequisite:** Advanced Graphics A or C

**1-Hour Block**

The leaders of The Block are created in this second year continuation of Advanced Graphics C. Advanced Graphics D is the one-hour version of The Block, a yearlong course devoted to using your graphic design skills to produce products for real life clients and build your portfolio. You move beyond your initial work in direct to garment t-shirt printing, vinyl graphics, embroidery, screen-printing, offset, and 3D printing enhancing your expertise in all of these areas. M/V
MEDICAL SKILLS / HEALTH SCIENCE
CIP 51.0000

MEDICAL SKILLS 1&2 / HEALTH SCIENCE 1&2
Grade level: 10-12
Two Semesters: ½ credit per semester
Prerequisite: One year of Science

Health Science – Human Services
In this course, students explore medical professions, build a foundation of basic patient care skills, and build professional medical vocabulary. Students will begin studies of the human body and disease processes and disorders. Career speakers and field trips will be utilized to broaden the student's knowledge of the many opportunities available in the healthcare industry. The American Red Cross CPR and First Aid course will be delivered and the students successfully completing the course requirements may apply for certification.

MEDICAL SKILLS/HEALTH SCIENCE 3&4
Grade Level: 11-12
Two Semesters: ½ credit per semester
Prerequisite: Medical Skills/Health Science 1&2

Health Science – Human Services
In this course, students build on the skills and knowledge learned in Medical Skills/Health Science 1&2. They gain valuable insight and expertise for both personal and professional use. In-depth areas of study will include human anatomy & physiology, and specific disease processes. Students develop advanced medical terminology. This will enable the students to test for articulated college credit. Current articulation agreements are with Oakland Community College, Ferris State University and Davenport University. Students should be concurrently enrolled in Medical Skills 3/4 or 5/6, while participating in Medical WBL /Coop.

MEDICAL SKILLS WORK BASED LEARNING / COOP
Grade Level: 12
Two semesters: 1 credit per semester
Prerequisite: Medical Skills/Health Science 1&2 with an Interview and selection by the WBL Coordinator

Health Science – Human Services
This year long course provides paid Work-Based-Learning experience in the medical field. Employment will be in a medical facility and prior-employed students may be able to keep those positions if approved by the coordinator. Applications are received by the students in their junior year for enrollment in the Work Based Learning program, for the student’s senior year. Students will be interviewed by the Medical Skills Coordinator and position options will be explored. Students must be employed not less than an average of 10 hours per week during the effective time on the training agreement to receive 1 credit per semester. Eligibility for credit is successful completion of employee work hours at an approved workstation. The student must be enrolled concurrently in Medical Skills/Health Science 3/4 or 5/6.

**MEDICAL SKILLS 5  EMERGENCY RESPONSE**  
Grade Level: 11-12  
Prerequisite: Medical Skills/Health Science 1/2 & 3/4  
Health Science – Human Services  
One Semester: ½ credit

In this course, students will develop an understanding in the field of emergency medicine. Students will perform and gain experience with airway maintenance, suctioning, oxygen administration, bandaging, splinting, C-spine immobilization, back boarding, head immobilization, CPR (Adult, Child and Infant) and the use of the Automatic External Defibrillator. Upon successful completion of this course, students will have Certification with the American Red Cross as an Emergency Medical Responder. Students may apply for 4 articulation credits through Oakland Community College, and Ferris State University. This course fulfills a required CTE (Career Technical Education) or elective course credit.

**MEDICAL SKILLS 6  HEALTH CARE ISSUES OF THE 21ST CENTURY**  
Grade Level: 11-12  
Health Science – Human Services  
One Semester: ¼ credit

In this course, students explore the evolution of healthcare through today’s societal health issues, ever-changing technology and its impact on healthcare, government regulations and our multicultural society. The major delivery of this course will focus on adolescent health concerns and current health issues of the 21st Century including; eating disorders, substance abuse, mental health issues, and healthcare advances.

**RADIO & TV BROADCASTING TECHNOLOGY**  
CIP 10.0202

**INTRODUCTION TO VIDEO PRODUCTION**  
Grade Level: 10-12  
Prerequisite: None  
One Semester: ½ credit

This course introduces students to careers in video and television production. Students will write scripts, develop storyboards, shoot and edit video to develop the skills needed for successful digital media production. Students will be introduced to professional industry standard video editing software programs Final Cut Pro X and Adobe Premiere. Instructional units cover commercial advertising, documentary filmmaking, and many other industry related aspects of video production and broadcasting. This course is designed to build basic production skills with real-world applications. This course is a prerequisite for Advanced Television Production/WOAK.

**ADVANCED TELEVISION PRODUCTION 1&2 / WOAK**  
Grade Level: 11-12  
Prerequisite: Introduction to Video Production  
Two Semester: 1 credit

This advanced course provides experience of Video and Television production in a real-world, career-based setting. Students will operate the WOAK television production studio and produce the daily live news program, The LIVE Raven Report! Research and create investigative news reports, contribute to the WOAK Community Access channel and the CMNtv cable television field production truck to provide programming content for cablecast, and learn the basics of short-form film making. Students will develop detailed practices in shooting digital video and non-linear video editing with industry standard software and technology, in a team setting.

**ADVANCED VIDEO/FILM PRODUCTION 3&4**  
Grade Level: 11-12  
Prerequisite: Advanced TV Production 1&2  
Two Semester: 1 credit

This advanced course provides further experience of Video and Film production in a real-world, career-based setting. Students will Write, Direct and Produce short narrative and documentary films. These films are produced with the goal of
student film festival submission. Past students in this course have been recognized for excellence by C-SPAN, the National Academy of Television Arts and Sciences (The Emmys), Michigan Student Film Festival, The Royal Starr Film Festival, and the All American High School Film Festival. This course requires self-motivation, time management, collaboration and writing/technical skills to prepare students for work-based applications of media production. V

TECHNOLOGY

DP DESIGN TECH (Standard-Level) Grade Level: 11-12
Two Semester: 1 credit
This two-year standard-level course aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology will use 3D computer modeling to develop solutions to community and world problems using the design cycle as a guiding tool. We will also transform 3D computer solutions into real life objects using 3D printing and explore different construction materials and machinery that move ideas beyond simple prototyping. Students will improve both their critical-thinking and design skills, which they can apply in a practical real world context.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

WEB DESIGN AND INTERACTIVE MEDIA Grade Level: 9-12
Prerequisite: Basic computer skills strongly recommended One Semester: ½ credit
This course is suggested for those planning a career in Graphics Communications. Web Design and Interactive Media provides you with a working knowledge of developing, creating and hosting Web pages. You will experience web page hosting on a Windows based server. Using XHTML, HTML5 and CSS, you will create web pages and small websites. You will explore webpage management issues, maintenance, design, marketing, legal issues, and troubleshooting. In addition you will survey Photoshop, Illustrator, Dreamweaver and gain basic skills in programming interactive features. You will also use scenarios and multiple lab exercises to practice those skills and reinforce the concepts learned. The skills acquired in this course will apply in a wide range of business environments including graphic communications, professional offices, small businesses, and corporate information services. V

DIGITAL PHOTOGRAPHY Grade Level: 9-12
Prerequisites: None One Semester: ½ credit
This course is tailored to those who love to take photographs and want to extend their camera and photo retouch knowledge. Within this course, students will develop a variety of creative and technical skills using smartphones and DSLR cameras. Students will explore manual camera functions including control of aperture, shutter speed and ISO. A focus will be on lens choice, workflow, file formats, studio photography and principles of lighting. A highlight of this course will be the exploration and use of Adobe Photoshop and Adobe Lightroom with a fine arts focus. Students will begin to build a strong photo and graphic design portfolio. This course also investigates the history of photography, photography careers, photojournalism, visual storytelling, commercial photography, product photography and architectural photography. V

RAVEN INNOVATION LAB: Student SWAT Team Grade Level: 11-12
Prerequisites: Technology background & application with teacher approval One semester: ½ credit
The Raven Innovation Lab [iTeam] is a technology course tailored toward problem-solvers, inquirers and creative thinkers who like to think outside of the box and create! In this course you will constantly be challenged to think about what design is to you, and how you can take a vision through the creative process to make a product. We will focus on authentic learning experiences through the Design Thinking process. Many of the topics within the course are student driven. We will have the opportunity to take field trips and talk to various designers working in the field today. Projects include: 2D/3D design, product development, modeling, animation, Stanford Design Projects, laser cutting, workshop planning, screencasting, block printing, woodworking, metals, etc. This is a hands-on class in a flexible, small group, and non-traditional classroom.

WORK BASED LEARNING EXPERIENCE (WBL)

You will benefit from the experiences provided in the following courses. All employment sites provided in the vocational co-op programs and Directed Work Experience are under the supervision of the high school coordinator. The coordinator will help the employer identify learning experiences that you will have while working at the employment site. The employer will recommend a grade for your employment site performance. The coordinator will visit your employer at least once each marking period.

BUSINESS/OFFICE CO-OPERATIVE TRAINING

Prerequisite: At least one year of training in pre-vocational office program and selection.

Business Management – Marketing - Technology

This co-op program is designed to give seniors interested in business/office work on-the-job experience. They receive the wages paid to beginning employees, school credit, and a grade each marking period based on their employer’s evaluation. Application in the junior year and enrollment in the senior year is the usual sequence. Employment will be in the business/office occupations and prior-employed students may be able to keep those positions if approved by the coordinator. Eligibility for one unit of credit, the minimum hour requirement, is 300 hours per semester. The student should be enrolled concurrently in the appropriate vocational related class.

DIRECTED WORK EXPERIENCE

Prerequisite: Selection

All Pathways

The Directed Work Experience is designed to give an exploratory work experience to the non-vocational student under the guidance of the school’s coordinator. Application in the junior year and enrollment in the senior year is the usual sequence. Employment can be with any approved business. Prior-employed program students may be able to keep those positions if approved by the coordinator. To be eligible for the ½ unit of credit, the student must successfully complete a
minimum of 150 employee work hours at the approved workstation in the semester and must be enrolled in a related class.

**MARKETING CO-OPERATIVE TRAINING**  
*Grade Level: 12*  
*Prerequisite: Business Management/Marketing Management*  
Two Semesters: 1 credit per semester  
Business Management – Marketing - Technology  
Marketing Co-Operative Training prepares students for employment in Marketing Occupations, i.e., retail, wholesale, service occupations, etc. It coordinates the gap between school and career development. Application in the junior year and enrollment in the senior year is the usual sequence. Employment will be in the marketing pathway. Eligibility for one unit of credit, the minimum hour requirement, is 300 hours per semester.

**MEDICAL OCCUPATIONS CO-OPERATIVE/ WBL TRAINING**  
*Grade Level: 12*  
*Prerequisite: Medical Skills and selection*  
Two Semesters: 1 credit per semester  
Human Services - Health Sciences  
This course provides on-the-job experience in the medical skills occupations. Employment will be in a medical facility and prior-employed students may be able to keep those positions if approved by the coordinator. Applications in the junior year and enrollment in the senior year are the usual sequence. The student MUST be enrolled concurrently in a Medical Skills course.

**TRADE AND INDUSTRIAL TECHNOLOGY CO-OPERATIVE TRAINING**  
*Grade Level: 12*  
*Prerequisite: Approved Technical Courses and Selection*  
Two Semesters: 1 credit per semester  
Engineering Manufacturing - Industrial Technology  
This course provides on-the-job experience in trade and industry. It is planned to meet the needs of students interested in the trades and covers the areas of auto mechanics, drafting, materials processing, electronics, graphics, and food service. Application in the junior year and enrollment in the senior year is the usual sequence. Employment will be in the appropriate trade and industry technology occupations and prior-employed students may be able to keep those positions if approved by the coordinator. Eligibility for one unit of credit, the minimum hour requirement, is 300 hours per semester. The student should be enrolled concurrently in the appropriate vocational related class.

**ENGINEERING MANUFACTURING TECHNOLOGY**  
**TECH PREP: ARTICULATED COLLEGE CREDIT**

**Baker College**  
Students who have completed CAD/drafting, CISCO, and Graphics and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application form, receive articulated college credit. Your instructor will supply you with further details.

**Davenport University**  
Students who have completed Basic Technical Drafting 1 & 2 and maintained a “B” average in those courses may, upon recommendation of their instructor and the completion of an application form, receive articulated college credit for CISCO. Application forms are available in the counseling office.

**Ferris State University**  
Students who have completed Graphics and have mastered competencies at a level 3 or above may, upon recommendation of their instructor and completion of an application form. Receive articulated college credit. Your instructor will supply you with further details.

**Oakland Community College**  
Students who have completed Basic Technical Drafting 1 & 2 and Machine Drafting 1 & 2 and maintained a “B” average in those courses may, upon recommendation of their instructor and the completion of an application form, receive articulated college credit for DDT 100 Fundamentals for the Drafting Industry (3 credits) and DDT
105 Product Drafting (3 credits) at Oakland Community College. Application forms are available in the counseling office.

SCIENCE DEPARTMENT

The State of Michigan graduation requirements mandate that all students earn three science credits in courses that are aligned to the new Michigan Science Standards. The ROHS science curriculum is currently undergoing updates to reflect the adoption of these new standards. Changes to the curriculum were phased in during the 2018-2019 school year, so each grade has a slightly different recommended sequence.

<table>
<thead>
<tr>
<th>Class of 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
</tr>
<tr>
<td>Environmental Science (1.0)</td>
</tr>
<tr>
<td>9th</td>
</tr>
<tr>
<td>Forensic Science</td>
</tr>
</tbody>
</table>

70
<table>
<thead>
<tr>
<th>Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th</strong></td>
</tr>
</tbody>
</table>
| **Environmental Science (1.0)** | Biology 1A (.5) *and* Earth & Space Science 1A (.5) | Chemistry 1A (.5) *and* Physics 1A (.5) | Forensic Science  
Biology 1B (.5)  
Earth & Space Science 1B (.5)  
Chemistry 1B (.5)  
Physics 1B (.5)  
AP Biology  
AP Chemistry  
AP Physics 1  
AP Physics 2  
AP Environmental Science  
DP Biology HL1, HL2  
DP Chemistry SL or HL1, HL2  
DP Environmental Systems SL1, SL2 |
| **Biology (1.0) or Gen Biology (1.0)** | Chemistry (1.0) *or* Gen Chemistry (1.0) *or* Physics (1.0) *or* Physical Science (1.0) | Earth and Space Science 1A & 1B  
Physics 1A & 1B  
AP Biology  
AP Chemistry  
AP Physics 1  
AP Physics 2  
AP Environmental Science  
DP Biology HL1, HL2  
DP Chemistry SL or HL1, HL2  
DP Environmental Systems SL1, SL2 |

---

71
Class of 2022 and Beyond

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1A (.5) and Earth &amp; Space Science 1A (.5)</td>
<td>Chemistry 1A (.5) and Physics 1A (.5)</td>
<td>Forensic Science</td>
<td>Biology 1B</td>
<td>Earth &amp; Space Science 1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry 1B</td>
<td>Physics 1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP Biology</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP Physics 1</td>
<td>AP Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP Environmental Science</td>
<td>DP Biology HL1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DP Chemistry SL or HL1</td>
<td>DP Environmental Systems SL1</td>
</tr>
</tbody>
</table>

The diagrams above represent the recommended sequence for the majority of students. Additional science electives may be taken individually or concurrently beginning in Grade 10 (see course descriptions for prerequisites). Students may follow alternative sequences due to prerequisites or teacher recommendations.

**COURSE DESCRIPTIONS**

**BIOLOGY 1A**

**Grade Level:** 9  
**One Semester:** ½ credit

This semester course is intended to provide students with a foundational knowledge of the study of life. This course will engage students in learning based on the new Michigan Science Standards, designed to promote inquiry and exploration in biology. Students will focus their learning on the topics of evolution, genetics, and ecology. This course will challenge students to practice their scientific thinking skills through laboratory work, lecture, discussion, and collaborative work. Successful completion of this course will earn students a ½ science credit under the Michigan graduation requirements, providing them with the tools to pursue advanced science courses.

**EARTH & SPACE SCIENCE 1A**

**Grade Level:** 9  
**One Semester:** ½ credit

This semester course is intended to provide students with a foundational knowledge of the study of the Earth’s past, present, and future. This course will engage students in learning based on the new Michigan Science Standards, designed to promote inquiry and exploration in astronomy, geology, and meteorology. This course will challenge students to practice their scientific thinking skills through laboratory work, lecture, discussion, and collaborative work. Successful completion of this course will earn students a ½ science credit under the Michigan graduation requirements, providing them with the tools to pursue advanced science courses.

**CHEMISTRY 1A**

**Grade Level:** 10  
**One Semester:** ½ credit

This semester course is intended to provide students with a foundational knowledge of the study of chemistry. This course will engage students in learning based on the new Michigan Science Standards, designed to promote inquiry and exploration in chemistry. Students will focus their learning on the topics of matter, its reactions, and the energy involved. This course will challenge students to practice their scientific thinking skills through laboratory work, mathematical calculations, lecture, discussion, and collaborative work. Successful completion of this course will earn students a ½ science credit under the Michigan graduation requirements, providing them with the tools to pursue advanced science courses.

**PHYSICS 1A**

**Grade Level:** 10

72
This semester course is intended to provide students with a foundational knowledge of the study of physics. This course will engage students in learning based on the new Michigan Science Standards, designed to promote inquiry and exploration in physics. Students will focus their learning on the topics of Forces and Interactions, and Energy. This course will challenge students to practice their scientific thinking skills through laboratory work, lecture, discussion, and collaborative work. Successful completion of this course will earn students a ½ science credit under the Michigan graduation requirements, providing them with the tools to pursue advanced science courses.

**FORENSIC SCIENCE 1**  
Grade Level: 11-12  
One Semester: ½ credit

Forensic science is the application of science to the law. This course focuses on problem solving through investigation of evidence potentially collected from crimes. Students are expected to work in teams, design experiments, research forensic methodologies and make conclusions based on their own empirical evidence. First semester will focus on crime scene analysis, fingerprinting, blood, DNA, hair and fibers.

**FORENSIC SCIENCE 2**  
Prerequisite: Forensic Science 1  
Grade Level: 11-12  
One Semester: ½ credit

Forensic science is the application of science to the law. This course focuses on problem solving through investigation of evidence potentially collected from crimes. Students are expected to work in teams, design experiments, research forensic methodologies and make conclusions based on their own empirical evidence. Second semester will focus on bones, odontology, document analysis, drugs, soil, glass, ballistics and forensics in writing.

**EARTH & SPACE SCIENCE 1B**  
Grade Level: 11-12  
One Semester: ½ credit

This semester course is intended to complement Earth & Space Science 1A. This course digs deeper into the Earth’s past, present, and future and will continue to engage students in learning based on the new Michigan Science Standards. This course is designed to promote further inquiry and exploration into astronomy, hydrology, and the consequences of human impact on Earth. This course will challenge students to practice their scientific thinking skills through laboratory work, lecture, discussion, and collaborative work. Successful completion of this course will earn students a ½ science credit under the Michigan graduation requirements.

**PHYSICS 1B**  
Grade Level: 11-12  
One Semester: ½ credit

Prerequisite: Physics 1A, C or better in Geometry and Algebra and concurrently enrolled in Algebra 2A & 2B

This semester course is intended to complement Physics 1A and will continue to engage students in learning based on the new Michigan Science Standards, designed to promote inquiry and exploration in physics. Students will investigate Waves and Electromagnetic Radiation, as well as Electricity and Magnetism. This course will challenge students to practice their scientific thinking skills through laboratory work, lecture, discussion, and collaborative work. Successful completion of this course will earn students a ½ science credit under the Michigan graduation requirements.

**ADVANCED PLACEMENT BIOLOGY 1 & 2**  
Prerequisite: B or better in Biology 1 & 2 and Chemistry 1 & 2  
Grade Level: 12 (11 if recommended)  
Two Semesters: ½ credit per semester

This is a college-level general biology course outlined by The College Board. Advanced placement college credit can be earned by passing the AP Biology test in the spring. College level lecture and laboratory work is emphasized. The course is divided into broad areas of studies: molecular and cellular biology, genetics and evolution.

**ADVANCED PLACEMENT CHEMISTRY 1 & 2**  
Prerequisite: B or better in Chemistry and Algebra 2A & 2B and concurrently enrolled in Pre-Calculus or TCMS  
Grade Level: 12  
Two Semesters: ½ credit per semester
This is a college-level general chemistry course outlined by The College Board. Advanced placement college credit can be earned by passing the AP Chemistry test in the spring. College level laboratory work is emphasized and advanced instruments are used. Topics stressed are: structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics and thermodynamics.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 1 & 2**

**Grade Level:** 12 (11 if recommended)

**Prerequisite:** C or better in Biology 1 & 2 and Chemistry 1 & 2

Two Semesters: ½ credit per semester

or General Chemistry 1 & 2

This is a college-level introductory college course in environmental science outlined by The College Board. Advanced placement college credit can be earned by passing the AP Environmental Science exam in the spring. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**ADVANCED PLACEMENT PHYSICS 1**

**Prerequisite:** A grade of a B-or better in Geometry, Algebra, and Chemistry and concurrently enrolled in Algebra 2

**Grade Level:** 11-12

Two Semesters: ½ credit per semester

This course is designed for college bound 11th and 12th graders. It is a year-long algebra-based physics course that is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students will utilize their critical thinking and reasoning skills to obtain a conceptual and mathematical understanding of physics. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning is at the heart of the physics course and AP exam. Focusing on these skills allows for the use of principles of scientific inquiry to promote a more engaging experience for AP Physics students. This model will provide time to cover the concepts and skills students will need to demonstrate in order to potentially earn credit for the introductory algebra-based college physics course. Students who successfully complete AP Physics 1 are prepared for AP Physics 2, but are not required to take the second year course. **M**

**ADVANCED PLACEMENT PHYSICS 2**

**Prerequisite:** A grade of a C or better in AP Physics 1;

**Grade Level:** 12

Two Semesters: ½ credit per semester

This course is designed for college-bound 12th graders. It is a year-long algebra-based physics course that is the equivalent to a second-semester college course in algebra-based physics. The course will continue the study of electric circuits started in AP Physics 1, as well as electricity and magnetism, fluid statics and dynamics, thermodynamics, including Kinetic Theory & probability, physical and geometric optics, and topics in Modern Physics. Students will continue to utilize their critical thinking and reasoning skills to obtain a conceptual and mathematical understanding of physics. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning is at the heart of the new physics course and AP exam. Focusing on these skills allows for the use of principles of scientific inquiry to promote a more engaging experience for AP Physics students. This model will provide time to cover the concepts and skills students will need to demonstrate in order to potentially earn credit for the second semester of an introductory algebra-based college physics course. **M**

**DP BIOLOGY (Higher-Level)**

**Grade Level:** 11-12

Two semesters: ½ credit per semester

This two-year higher-level course focuses on the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living
world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP, students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Students will design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

---

**DP CHEMISTRY (Standard-Level)**

**Grade Level: 11 - 12**

Two semesters: ½ credit per semester

This one-year standard-level course combines the academic study of chemistry with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Both theory and practical work will be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses and have already taken an Algebra class (receiving a C or better) are welcome to take this class.*

---

**DP CHEMISTRY (Higher-Level)**

**Grade Level: 11 - 12**

Two semesters: ½ credit per semester

This two-year higher-level course extends the learning of the first-year standard-level DP chemistry course. It combines the academic study of chemistry with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Both theory and practical work will be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

---

**DP ENVIRONMENTAL SYSTEMS AND SOCIETIES (Standard-Level)**

**Grade Level: 11 -12**
This two-year standard-level course course is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues.

Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.

DP SPORT, EXERCISE, & HEALTH SCIENCE (Standard-Level)  
Grade Level: 11
-12
All Pathways
Two semester: ½ credit per semester
This two-year standard-level course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

SOCIAL STUDIES

The board of Education requires three credits of social studies as part of the Diploma Policy. All students must take one credit of U.S. History (2 semesters), ½ credit of American Government (1 semester), ½ credit of Economics (1 semester), ½ credit of Economics (1 semester), one credit of World History ( 2 semesters).

Social Studies courses listed below are designated appropriately to indicate whether they fulfill the requirement for U.S. History, American Government, Economics or World History. Any course not designated should be considered a social studies elective that could be used to complete the additional 1 credit requirement. (Also, see Diploma Policy on page 3.)
thinking skills through essay writing, class discussion and formal testing.

Students will be prepared for the AP Exam [given every May] and by preparing students with the study skills necessary to be successful after high school.

ADVANCED PLACEMENT MICROECONOMICS

Prerequisite: An A or B in Algebra and U.S. History

Grade Level: 10

According to College Board, the purpose of the AP Economics course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The AP Econ course will cover the Basic Economic Concepts, the Nature and Functions of Product Markets, the Factor Markets, and Market Failure and the Role of Government. It is intended to be the secondary level equivalent of a one-semester college introductory course in Microeconomics. Students who take AP Econ will be in a position to take the AP Exam in Microeconomics offered each May. The AP Econ course is also designed for students to be able to apply the concepts and principles of economics to their lives as individuals and as citizens.

ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS

Prerequisite: Recommendation of previous social studies teacher and A or B in U.S. History

Grade Level: 10

This course is intended to be the secondary equivalent of a one-semester college introductory course in American government and politics. It is designed to give students a critical perspective on politics and government in the US. Using primary and secondary sources, students will analyze both the general concepts used to interpret American politics and the specific case studies that frame our understanding of the role of government. Students will expand their critical thinking skills through essay writing, class discussion and formal testing.

ADVANCED PLACEMENT U.S. HISTORY 1 & 2

Grade Level: 11-12

This course will also serve students who wish to gain college credit for introductory college level classes in European History. Taking two semesters of this course will fulfill the global studies requirement in social studies. AP European History will best suit students who desire an in-depth study of Europe from the end of the Middle Ages to contemporary times. Students will study trends and patterns in Europe’s social, political, cultural, economic and intellectual development and examine its influence upon the world. This course is designed to get students ready for college with successful completion of the AP Exam [given every May] and by preparing students with the study skills necessary to be successful after high school.
This course serves students who desire college credit for introductory college level study. While completion of this course also earns credit for the regular U.S. History requirement, the advanced level of study will best suit those students who have demonstrated an outstanding background of history, or students who desire very challenging expectations. The nature of an advanced placement course requires a high level of self-direction and decision-making on the part of the student. Emphasis will be placed on developing expository skill. The class offers the opportunity to take the AP exam in May, with the possibility of earning college credit if a passing score is obtained.

**ADVANCED PLACEMENT WORLD HISTORY 1 & 2**

*Prerequisite: Government, Economics, US History*

Two Semesters: ½ credit per semester

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. The course content begins with prehistory and early civilizations and covers material up to the contemporary issues of the present. Students who take this course will be prepared to take the AP exam in World History by the last marking period of the school year. This year-long course fulfills the graduation requirement for global studies, as described in the Michigan High School Content Expectations for Social Studies.

**AMERICAN GOVERNMENT**

All Pathways

One Semester: ½ credit

The purpose of this semester course in American Government is to provide students with an understanding of the background and recent functioning of the American federal system. Using a variety of primary and secondary sources, students will evaluate the purpose and effectiveness of our system of government. Through the analysis of important past decisions and current issues, students will prepare themselves for their role in society as informed responsible citizens.

**DP HISTORY (Higher-Level)**

This two-year higher-level course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

*Students who are pursuing the IB Diploma and other 11th and 12th grade students who want to challenge themselves to individual Diploma Programme courses are welcome to take this class.*

**ECONOMICS**

All Pathways/ Business Management, Marketing and Technology

One Semester: ½ credit

This course introduces students to basic economic principles. Students will investigate how economics work in their daily lives. They will learn how economics influence business, industry, and labor in America. They will discover the role economic principles play in the nation and the world. These topics are designed to give students practical knowledge and skills essential to making informed economic choices for themselves and society.

**HISTORY OF THE EARLY MIDDLE EAST (MIDDLE EAST 1)**

All Pathways

Semester: ½ credit
This one semester survey history course covers the political, social, economic and cultural development of the Middle East from the birth of Islam up to the end of the 19th century. Emphasis will be put on the origins of the Islamic religion and its spreading; the course will also focus on the interactions of the Middle East with the European and Asian cultures during the development of the Islamic civilization from the 8th century CE to the 19th century CE. Students will explore the political rise of the Ottoman Empire and its impact on the Middle East through the concept of "empire". The students can expect to review a variety of primary and secondary sources in order to gain an awareness of the Middle East’s early development as a region. Connections will be made to contemporary issues in the Middle East as the course explores their cultural antecedents.

**HISTORY OF THE MODERN MIDDLE EAST (MIDDLE EAST 2)**

**Grade Level:** 11-12  
**All Pathways**  
**One Semester:** ½ credit  
This one semester class will explore current issues that face the Middle East and examine their historic roots. It will trace events from the late Ottoman period, through WW1 and the colonial period, modern nation state period, through the Cold War, to the challenges of Globalization and the rise of Fundamentalism. Additionally, themes such as the cultural, political, and economic interaction between the West and ME, and regional conflicts will be examined. Finally, several in-depth case studies will be undertaken. This class will emphasize class discussion, critical writing, and examining multiple perspectives.

**The HISTORY OF ROCK AND ROLL: Study of American Pop Culture and Society**  
**Grade Level:** 10-12  
**All Pathways**  
**Pending Board Approval**  
**One Semester:** ½ Credit  
This one semester history course introduces students to the historical timeline and impact of what we call in America, "Rock and Roll". This musical journey will encompass the scope of the social, political, financial, technological, and cultural impact on the US beginning with the import of slaves and the blending of indigenous sounds and rhythms from foreign lands, blended with religious stories as means of subversion and hope for a return to freedom. This idea of "freedom" is a musical theme repeated as the "times, they are a changin’" throughout the American historical narrative. Students will explore the term, "Rock and Roll" and its social implications that reflect political and social change over time with its inception in the 50s and the social upheaval of the 60s. Students will gather insight unit by unit about these changes researching artists, analyzing lyrics, musical genres, and the rock and roll industry broken up into decades and important musical milestones. The power of Rock and Roll will be studied in terms of its themes like, identity, race, power, protest, the hope for change, the fear of the future, anger, pain, challenging the status quo, and looking outside ourselves to see the other through creative expression: MUSIC! From Swing Kids to Beatniks, Hippies to Headbangers, Glitter Rock to Gangsta Rap and the Delta Blues, music defines movements, movements shape society, and new anthems inspire generations. Students will learn historical thinking skills like textual analysis, contextualization, periodization, continuity and change over time, and much more. As students think like historians, they will begin to act like historians, taking a deeper look into the history focused on a genre that has profound influence with new understanding, insight, and a new appreciation for diverse musical styles and their places in history.

**HISTORY OF US PUBLIC LANDS: CAPTURING THE AMERICAN CHARACTER THROUGH OUR NATIONAL PARKS**  
**Grade Level:** 11-12  
**All Pathways**  
**Pending Board Approval**  
**One Semester:** ½ Credit  
This one semester social studies course introduces students into the character of the United States as told through the development of public lands and national parks. Students will engage in a multidisciplinary study of how and why public lands and national parks have been created, and will take part in a focused examination into the critical importance that preserving our landscapes has for the common good of the people and for the health of our ecosystems. Students will further investigate current and past public land policy, as well as explore the economic implications behind public land management. Within each unit, students will participate in a richly detailed study that profiles the characteristics of a specific national park, allowing students to learn about the human and social history of the land, as well as the geography,
ecosystems, and various threats facing the area. Students will be provided the opportunity to investigate local, state, and national issues pertaining to public lands and will be afforded the opportunity to engage in various volunteer and advocacy initiatives. As a result of this class, students will develop a deep knowledge and understanding of American society, culture, values, and priorities through the social, political and economic history of public lands and public land policy. This class will provide the opportunity for students to refine their ability to use inquiry and critical thinking to create perspectives in public policy and public discourse; as well as advance students’ reading interpretation and historical writing skills.

**PSYCHOLOGY**

Grade Level: 11-12
All Pathways/ Human Services - Arts & Communication
One Semester: ½ credit

This one semester social science course involves students in the discovery of what makes people who they are. Emphasis is placed on better understanding personal behavior. This is accomplished by exploring such topics as motivation, altered states of consciousness, stress, personality, and abnormal behavior. Students will investigate their personal learning styles, develop techniques for improving memory, and consider the importance of the choices they make. As active participants, students organize and interpret data, test hypotheses, and draw conclusions. Students will discuss, write, and use higher order thinking skills to learn how psychology improves the quality of their lives.

**SOCIODEM**

Grade Level: 11-12
All Pathways/Human Services
One Semester: ½ credit

Sociology is a one-semester course in which students will study the behavior and involvement of groups within society. The focus will analyze society, the impact it has on an individual, and the influence the individual has upon it. The study moves from the inception of sociology through the exploration of world cultures to relationships developed throughout life. The class will incorporate discussions, readings, simulations, and projects. Students will gain knowledge concerning the inner workings of society as well as the student’s active participation within that society.

**UNITED STATES HISTORY 1 & 2**

Grade Level: 9-12
All Pathways
Two Semesters: ½ credit per semester

This two-semester course involves students in the chronological study of the United States since 1877. Emphasis is placed on events, people, decisions, and issues that affected the nation. Through examination of specific historical eras, students gain knowledge about industrialization, immigration, depression, reform, war and the emergence of the United States as a global power. Contributions of cultural groups, the impact of leaders on American society, the influence of economic and geographic factors, and the expansion of the role of the federal government are analyzed.

**WORLD HISTORY 1 & 2**

Grade Level: 11-12
All Pathways
Two Semesters: ½ credit per semester

Prerequisite: Must be taken sequentially

This full year course introduces the student to the study of world history in order to construct a common memory of where humankind has been and what accounts for present circumstances. Building upon foundations from middle school, the course begins with a period of expanding and intensified hemispheric interaction (circa 300 C.E.) and continues to the present. Within each historical era, students work at three interconnected spatial scales to study world history through several lenses: global, interregional, and regional. Through a global and comparative approach, students examine
worldwide events, processes, and interactions among the world’s people, cultures, societies, and environment. Interregional and regional scales provide students the opportunity for deep investigation of examples of global trends. Emphasis is placed on skills that enable students to evaluate evidence, develop comparative and causal analysis, interpret the historical record, construct sound historical arguments, and recognize perspectives on which informed decisions in contemporary life can be based. Students study human governance systems, patterns of interactions among societies and regions, and patterns of cultural, intellectual, religious, and social changes. They analyze the impact of demographic, technological, environmental, and economic changes on people, their culture, and their environment. The integration of historical thinking skills and historical understandings throughout this course equips students to analyze issues and problems confronting citizens today.

* Please Note: Any students signing up for AP Economics and/or AP U.S. Government and Politics may be scheduled for this course during second semester due to our scheduling system. Requests for semester preference will not be taken. The second semester courses will move at an accelerated pace in order to cover all curriculum prior to the annual AP exams in spring. After the exam the students will continue in their studies through a variety of enrichment learning activities.

Royal Oak High School Special Education - Course Offerings 2019-2020

<table>
<thead>
<tr>
<th>RESOURCE PROGRAM</th>
<th>RESOURCE (CI) &amp; LEVEL 3</th>
<th>EI PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Direct Instruction (ELA Credit)</td>
<td>ELA Direct Instruction</td>
<td>ELA Direct Instruction (ELA Credit)</td>
</tr>
<tr>
<td>Ed Res Language! Beginning C 1 &amp; 2</td>
<td>Adjusted Studies ELA 9 1 &amp; 2 (R)</td>
<td>Educational Basic ELA 9 1 &amp; 2 (R)</td>
</tr>
<tr>
<td>Ed Res Language! Middle C 1 &amp; 2</td>
<td>Adjusted Studies ELA 10 1 &amp; 2 (R)</td>
<td>Educational Basic ELA 10 1 &amp; 2 (R)</td>
</tr>
<tr>
<td>Ed Res Language! Middle D 1 &amp; 2</td>
<td>Adjusted Studies ELA 11 1 &amp; 2 (R)</td>
<td>Educational Basic ELA 11 1 &amp; 2 (R)</td>
</tr>
<tr>
<td>Ed Res Language! Beginning E 1 &amp; 2</td>
<td>Adjusted Studies ELA 12 1 &amp; 2 (R)</td>
<td>Educational Basic ELA 12 1 &amp; 2 (R)</td>
</tr>
<tr>
<td>Ed Res Language! Middle E 1 &amp; 2</td>
<td>MATH Direct Instruction</td>
<td>MATH Direct Instruction (Math Credit)</td>
</tr>
<tr>
<td>Ed Res Language! Beginning F 1 &amp; 2</td>
<td>Adjusted Studies Math 9 1 &amp; 2 (R)</td>
<td>Ed Bas Pre-Algebra 1 &amp; 2</td>
</tr>
<tr>
<td>Ed Res. Language!</td>
<td>Adjusted Studies</td>
<td>Ed Bas Algebra 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Math 10 1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Ed Res AARI-</td>
<td>Adjusted Studies</td>
<td>Ed Bas Geometry 1 &amp; 2</td>
</tr>
<tr>
<td>Advanced Adolescent</td>
<td>Math 11 1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td>Reading Initiative 1 &amp; 2</td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 12 1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td>Direct Instruction Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Exploration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work-Site Based Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills for Daily Living</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (R)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Science 1 &amp; 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Cappella Choir 1 &amp; 2</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting and Interpretation</td>
<td>40</td>
<td>Advanced Placement European History 1 &amp; 2</td>
<td>76</td>
</tr>
<tr>
<td>Additional Course Offerings</td>
<td>28</td>
<td>Advanced Placement Microeconomics</td>
<td>76</td>
</tr>
<tr>
<td>Adult Education Credit</td>
<td>28</td>
<td>Advanced Placement Physics 1</td>
<td>73</td>
</tr>
<tr>
<td>Advanced Art 1 &amp; 2</td>
<td>46</td>
<td>Advanced Placement Physics 2</td>
<td>74</td>
</tr>
<tr>
<td>Advanced Art 3 &amp; 4</td>
<td>46</td>
<td>Advanced Placement Statistics 1 &amp; 2</td>
<td>54</td>
</tr>
<tr>
<td>Advanced Graphic Communications A &amp; B</td>
<td>63-64</td>
<td>Advanced Placement U.S. Government and Politics</td>
<td>76</td>
</tr>
<tr>
<td>Advanced Graphic Communications C, D &amp; E</td>
<td>63-64</td>
<td>Advanced Placement U.S. History 1 &amp; 2</td>
<td>76</td>
</tr>
<tr>
<td>Advanced Placement Biology 1 &amp; 2</td>
<td>73</td>
<td>Advanced Placement World History 1 &amp; 2</td>
<td>76</td>
</tr>
<tr>
<td>Advanced Placement Calculus AB 1 &amp; 2</td>
<td>53</td>
<td>Advanced Television Production/WOAK</td>
<td>40/66</td>
</tr>
<tr>
<td>Advanced Placement Calculus BC 1 &amp; 2</td>
<td>54</td>
<td>Advanced Video/Film 3 &amp; 4</td>
<td>40/66</td>
</tr>
<tr>
<td>Advanced Placement Chemistry 1 &amp; 2</td>
<td>73</td>
<td>Advanced Writing 1 &amp; 2</td>
<td>40</td>
</tr>
<tr>
<td>Advanced Placement English Language &amp; Composition 1 &amp; 2</td>
<td>40</td>
<td>Algebra 1A &amp; 1B</td>
<td>54</td>
</tr>
<tr>
<td>Advanced Placement English Literature &amp; Compositions 1 &amp; 2</td>
<td>40</td>
<td>Algebra 2A &amp; 2B</td>
<td>54</td>
</tr>
<tr>
<td>Advanced Placement Environmental</td>
<td>40</td>
<td>Algebra 2xA &amp; 2xB</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Algebra 2xC &amp; 2xD</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Design 1 &amp; 2</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Design 3 &amp; 4</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of Study/ Diploma Information</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argumentation</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 1 &amp; 2</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 3 &amp; 4</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Foundations A &amp; B</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bigger, Faster, Stronger</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 1</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Business Management &amp; Tech 1 &amp; 2</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Business Management &amp; Tech 3 &amp; 4</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Computer Application In Business</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Computer Application In Business</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Word Processing and Document</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatting 1</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Accountant 1 &amp; 2</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Accountant 3 &amp; 4</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMA Entrepreneurship 1 &amp; 2</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business/Office Cooperative Training</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education (CTE)</td>
<td>21/60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chamber Singers</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 1A</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Band 1 &amp; 2</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Choir 1 &amp; 2</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Orchestra 1 &amp; 2</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Raven Singers Choir</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description Sample &amp; Key</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Photography</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma Policy</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma Policy Information</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma Programme</td>
<td>33-38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directed Work Experience</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Biology</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Chemistry</td>
<td>74-75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Environmental</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP European History</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Design Tech</td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Film</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP French</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP German</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Language &amp; Literature</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Mathematics</td>
<td>55-56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Math Studies</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Spanish</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Sport, Exercise &amp; Health Science</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Theory of Knowledge</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP Visual Art</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Space Science 1A &amp; 1B</td>
<td>72-73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Design (CAD) 1 &amp; 2</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Design (CAD) 3 &amp; 4</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology 1 &amp; 2</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology 3 &amp; 4</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English As A Second Language 1 &amp; 2</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts 9 - 1 &amp; 2</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts 10 - 1 &amp; 2</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts 11 - 1 &amp; 2</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts 12</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Requirements and Electives</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Career Pathways</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Credit</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forensic Science 1 &amp; 2</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French 1A &amp; B</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French 2A &amp; B</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French 3A &amp; B</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French 4A &amp; B</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 1A &amp; B</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 2A &amp; B</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 3A &amp; B</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 4A &amp; B</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 5A &amp; B</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Communications 1 &amp; 2</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for Student Scheduling</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guitar</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the Early Middle East</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the Modern Middle East</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Public Lands</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Rock and Roll</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Art 1 &amp; 2</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Algebra 2A &amp; 2B</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors English Language Arts 9 - 1 &amp; 2</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors English Language Arts 10 - 1 &amp; 2</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Geometry 1 &amp; 2</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Pre Calculus 1 &amp; 2</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imaginative Writing</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor &amp; Outdoor Team Sports</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Geometry 1 &amp; 2</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Film Studies</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Video Production</td>
<td>43/66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jazz Band 1 &amp; 2</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalistic Writing</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Lab</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Commons</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links: Literature for Social Connection 1 &amp; 2</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links: Literature for Social Connection 3</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links: Literature for Social Connection 4</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Composition 1 &amp; 2</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marching Band 1 &amp; 2</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Co-Operative Training</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Literacy for the 21st Century</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Occupations Co-op Training</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Skills/Health Science 1 &amp; 2</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Skills/Health Science 3 &amp; 4</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Skills/Health Science 5 &amp; 6</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Skills Work Based Co-op</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory 1 &amp; 2</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MYP: Middle Years Programme</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Freshman Eligibility Standards</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Royal Oak High School
Dual Enrollment Approval Form

________________________________________ attends Royal Oak High School and is requesting to take a Dual Enrollment course(s).

Name of College: ___________________________________________.

Name of course/courses to appear on High School Transcript:
______________________________________________________________.
______________________________________________________________.

84
Semester/year __________________.

According to the formula, the fraction to be used in the total enrollment equation should be:

FRACTION: Numerator= number of courses enrolled at high school
Denominator= total number of both high school and colleges courses

Dual Enrollment credit will fulfill the following requirements upon successful completion.
❖ Student will gain high school credit
❖ District will pay for course / books
❖ Grade from course will not be used in GPA calculation/ranking

Counselor Signature ________________________________

Parent/student responsibility:

If student/parent decides to withdraw or not attend course/s, it is their responsibility to notify both the college and their high school counselor. Failure to do so will result in responsibility to pay the course fee/books. Course drop date should be no later than ____________________.

Student Signature______________________________

Parent Signature______________________________

Transportation will not be provided by the school district.

Royal Oak High School
1500 Lexington Blvd.
Royal Oak, MI  48073

Virtual Online Learning/Distance Learning Permission Slip       Date ________________

Last Name  First Name  Initial  Grade  Birthdate

is a fully enrolled day school student at Royal Oak High School. Student  has  permission to seek credit from an accredited Virtual online course for the following reasons:
This student may take the following courses for pass/fail or letter grade credit: (circle type of credit)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Approved School</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student and Parent – Please read and sign below:

1. Any program subsequently transferred to the regular day school program to satisfy diploma requirements are subject to a credit evaluation by the high school principal and must have prior administrative approval.

2. In order to receive ½ unit of credit (.5) hours for transfer, a course must provide a minimum of 60 clock hours of instruction.

3. Students are limited to a total of two courses per semester.

4. Mentors of the GenNet Courses will be the student’s assigned counselor.

5. Eligible courses are those not offered by the public school in which the student is enrolled (with the exception of credit recovery). Courses may not be in the subject area of a hobby, craft, recreation, physical education, theology, divinity or religious education.

6. Copies of the student’s EDP (Educational Development Plan) may be required prior to approval of the course.

Approval: ____________________________   ____________________________

Parent’s Signature   Principal’s Signature

__________________________   ____________________________

Student’s Signature   Counselor’s Signature

Name:                   AP Commitment Form 2019-2020

I would like to register for the following AP course(s) for the 2019-2020 school year:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>AP Statistics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Chemistry</td>
</tr>
<tr>
<td>AP Environmental Science</td>
</tr>
</tbody>
</table>
I understand that my signature below indicates that I have viewed ALL documents for the indicated AP course(s) provided on the school website. These documents may include: syllabi, course descriptions, prerequisites, possible summer work, and course expectations. Also, it indicates that I understand the commitment taking an AP course(s) takes. I understand there will be an opportunity before the 2017-2018 year is completed to view the courses signed up for and make any changes at that time. If changes are not made at that time, I understand that I will be enrolled in the course(s) for the 2018-2019 school year and will not be able to make changes to my schedule.

Student Signature_______________________________ Date______________

Parent Signature________________________________ Date______________

Directions to finding the AP information on the website:
- AP information can be found on the district website at: www.royaloakschools.org
- Click the High School link at the top of the page
- Click the academics link on the right side of the page
- AP links to information is at the bottom of the academics page

ROYAL OAK HIGH SCHOOL
I would like to register for the following Diploma Programme course(s) for the 2019-2020 school year:

<table>
<thead>
<tr>
<th>Check Course(s)</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GROUP 1</td>
</tr>
<tr>
<td></td>
<td>DP Language and Literature (SL)</td>
</tr>
<tr>
<td></td>
<td>DP Language and Literature (HL)</td>
</tr>
<tr>
<td></td>
<td>GROUP 2</td>
</tr>
<tr>
<td></td>
<td>DP French (SL)</td>
</tr>
<tr>
<td></td>
<td>DP German (SL)</td>
</tr>
</tbody>
</table>
Royal Oak High School is a candidate school for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Royal Oak High School believes is important for our students. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme.

I understand that my signature below indicates that I have viewed ALL documents for the indicated DP course(s) provided on the school website. These documents may include: course catalog descriptions, subject briefs, and the informational PowerPoint about the ROHS Diploma Programme. Also, it indicates that I understand the commitment that pursuing the full IB Diploma or taking individual courses require. I understand there will be an opportunity before the 2017-2018 year is completed to view my requested courses and make any changes at that time. If changes are not made at that time, I understand that I will be enrolled in the DP course(s) for the 2018-2019 school year and will not be able to make changes to my schedule.

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP Spanish (SL)</td>
<td>DP European History</td>
<td>DP Biology (HL)</td>
<td>DP Math Studies (SL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DP Chemistry (SL)</td>
<td>DP Mathematics (SL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DP Chemistry (HL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DP Environmental Systems and Societies (SL)</td>
<td>DP Film (SL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DP Visual Art (SL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DP Visual Art (HL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DP Theory of Knowledge (SL)</td>
</tr>
</tbody>
</table>

---

Student Signature

Date
Directions to finding DP information on the website:

- Diploma Programme information can be found on the district website at: [www.royaloakschools.org](http://www.royaloakschools.org).
- Click the **High School** link at the top of the page.
- Go to the **Student Information** section on the bottom right side of the page.
- Click on the **IB Diploma Programme** link to find an informational PowerPoint.

---

**NAME:** _________________________________

CTE / OSTC Credit Exchange Commitment Form

**STEP 1:** Please check the Program that you are interested in registering for:

- [ ] ROHS CTE Programs
- [ ] OSTC Programs
<table>
<thead>
<tr>
<th>Program</th>
<th>Course Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Production / Radio &amp; TV Broadcasting</td>
<td>Introduction to Video Production</td>
<td>(1-1/2 Year Program)</td>
</tr>
<tr>
<td></td>
<td>WOAK Advanced Video and Media Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Finance &amp; Financial Mgt Services</td>
<td>Accounting 1 &amp; 2</td>
<td>(2 Year Program)</td>
</tr>
<tr>
<td></td>
<td>Accounting 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Business Administration Mgt &amp; Operations</td>
<td>BMA Business Management &amp; Technology</td>
<td>(1 Year Program)</td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Marketing Sales &amp; Services</td>
<td>BMMT Entrepreneurship 1 &amp; 2</td>
<td>(1 Year Program)</td>
</tr>
<tr>
<td>Graphic Communications</td>
<td>Visual Imaging 1 &amp; 2</td>
<td>(2 Year Program)</td>
</tr>
<tr>
<td></td>
<td>Graphic Communications 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Architectural Drafting &amp; Design</td>
<td>Architectural Design 1 &amp; 2</td>
<td>(1 Year Program)</td>
</tr>
<tr>
<td>Engineering Design (CAD) / Mechanical</td>
<td>Engineering Design 1 &amp; 2</td>
<td>(1 Year Program)</td>
</tr>
<tr>
<td>Drafting &amp; Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Technology</td>
<td></td>
<td>2 year program</td>
</tr>
<tr>
<td>Collision Repair &amp; Refinishing</td>
<td></td>
<td>1 Year Program</td>
</tr>
<tr>
<td>Construction Technology</td>
<td></td>
<td>1 Year Program</td>
</tr>
<tr>
<td>Culinary Arts &amp; Hospitality</td>
<td></td>
<td>1 Year Program</td>
</tr>
<tr>
<td>Entrepreneurship &amp; Adv Marketing-iTEAM</td>
<td></td>
<td>1 Year Program</td>
</tr>
<tr>
<td>Homeland Security – Cyber Security</td>
<td></td>
<td>1 Year Program</td>
</tr>
<tr>
<td>Homeland Security – Criminal Justice</td>
<td></td>
<td>1 Year Program</td>
</tr>
</tbody>
</table>
**Step 2:** Student must meet with their counselor to verify that program selected will meet graduation requirements, fits into their schedule and student has met all requirements for acceptance into the program.

**Step 3:** The CTE/OSTC Program selected will be a credit exchange for the following graduation requirements – please check all that apply:

- World Language (1 year)
- 3rd Year Science
- Math Related (4th Math)

**Step 4:** To receive credit for the CTE / OSTC Program in exchange of graduation requirements the student MUST:
§ Complete all courses within the program that is required to be considered a completer
§ Pass ALL courses with a minimum score of 70%
§ Take the State program exam (if offered for that specific program)

Failure to meet any of the above criteria will nullify the CTE / OSTC program as a credit exchange option for graduation. In that situation, the CTE courses that are passed (D- or better) may be used to receive elective credit, but will NOT be allowable for credit exchange. *If the student does not meet the above criteria, the student will need to make up the original graduation requirement to be eligible for graduation.*

Student Initial: ______

Parent Initial:______

Step 5:
I understand that my signature below indicates that I have reviewed the criteria for the CTE/OSTC credit exchange program. Also, it indicates that I understand that failure to meet the above criteria will nullify the option of using CTE/OSTC credits in exchange of other graduation requirements.

____________________________________________________
Student Signature ____________________________ Date

____________________________________________________
Parent / Guardian Signature ____________________________ Date
The following content areas are eligible for modification through a Personal Curriculum:

<table>
<thead>
<tr>
<th>Personal Curriculum</th>
<th>ROSD Requirement</th>
<th>Proposed Plan</th>
</tr>
</thead>
</table>
| Math curriculum may be modified by a student that: | Math: 4 credits  
  - Algebra I  
  - Geometry  
  - Algebra II  
  - Senior Year Math/MATH Related (course must be completed in a student’s Senior year) |               |
| □ Successfully completes the same content as 1 semester of Algebra II, as determined by dept.  
 □ Enrolls in formal CTE program or Technical Training program (OSTC) that successfully completes the same content as 1 semester of the Algebra II benchmarks as assessed on department prescribed State high school assessment, as determined by department  
 □ IEP decision |                                                                                   |               |
| A Student with a disability who needs to modify any of the credit requirements. | English: 4 credits  
  - Science: 3 credits  
  - Social Studies: 3 credits  
  - World Language: 2 credits  
  - Visual, Performing Arts: 1 credit  
  - Physical Education: 5 credit  
  - Health: 5 credit |               |
| □ Modification, which is necessary because of the pupil’s disability, is consistent with both the pupil’s educational development plan and their IEP. |                                                                                   |               |

<table>
<thead>
<tr>
<th>Personal Curriculum</th>
<th>ROSD Requirement</th>
<th>Proposed Plan</th>
</tr>
</thead>
</table>
| Student who has transferred from out of state or non public school with two years of high school credit. | English: 4 credits  
  - Science: 3 credits  
  - Social Studies: 3 credits  
  - World Language: 2 credits  
  - Visual, Performing Arts: 1 credit  
  - Physical Education: 5 credit  
  - Health: 5 credit |               |
| □ Personal Curriculum plan must include a civics credit, and a math course their final year of high school.  
 □ IF the student is enrolled in a Michigan public high school for more than one full year, the final year of math must be the equivalent of Algebra 1 or a math course normally taken after completing Algebra 1. |                                                                                   |               |
| A student must complete an additional credit in English, Math, Science, or Foreign Language or Completing a CTE program | Social Studies (2 credits including Civics)  
 □ Health  
 □ PE  
 □ Visual, Performing Arts |               |
Royal Oak School District

Personal Curriculum

The Personal Curriculum (PC) is a documented process that modifies certain requirements for the Michigan Merit Curriculum (MMC), which was legislated by the State of Michigan. The legislative intent of the PC is to increase the rigor and relevance of the educational experience. The PC is not a stand-alone document that drives a student’s high school experience but must be developed and coordinated with any other plans a student has in effect such as his/her Educational Development Plan (EDP) or Individual Education Plan (IEP). A request for consideration of a PC may be made by a parent, legal guardian, ROHS teacher/counselor, or emancipated student.

Please include the following items with the PC application:
- 4 year Plan (attached)
- EDP
- Personal Statement: Please attach a typed statement as to why you believe this PC would benefit your student’s educational goals or a copy of the student’s IEP (if applicable)

Reminder: If you are a 4 year university-bound student you should consider college preparation and college admission requirements/recommendations when considering a PC option.

☐ The student is eligible for a Personal Curriculum
   The credit modifications in this personal curriculum have incorporated as much of the subject area content expectations as is practicable for the pupil. This personal curriculum was aligned with the student’s Educational Development Plan.

☐ The student is ineligible for a Personal Curriculum

Parent/Guardian Signature ___________________________ Date ____________

Student Signature ___________________________ Date ____________

Counselor Signature ___________________________ Date ____________

Teacher Signature ___________________________ Date ____________

School Psychologist Signature ___________________________ Date ____________

Committee Review Date: ____________ Approved By: ____________________________

*This application is to be completed and returned to your counselor on or before April 1st to be considered for the present school year.