

FRANKLIN HIGH SCHOOL

Home of the Patriots

Livonia Public Schools



2017-18 Programs of Study

31000 Joy Road Livonia, MI 48150 • 734.744.2655 • <http://franklin.livoniapublicschools.org> • School Code: 232352

Franklin High School

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Introduction to Students and Parents

Greetings to our LPS Students & Parents:

A high quality, comprehensive high school offers a wide selection of courses, which are designed to challenge all levels of ability and interest. For those students with well-defined career objectives, the Livonia Public School District offers an additional programming sequence of skill courses through the expanded services of the Livonia Career Technical Center. The elective program at each school also affords opportunities to explore new activities and academic disciplines.

It is our hope that the PROGRAMS OF STUDY will help students and parents plan a program which is appropriate to the unique needs of each individual. The decisions that are made concerning the courses a student will pursue are extremely important and, as such, our counselors and teachers are eager and available to help in any way possible. If you have questions or desire assistance, we encourage you to talk with your counselor or teacher.

It is our sincere hope that your PROGRAMS OF STUDY will prove to be beneficial to you now and in the future. As such, we are dedicated to the premise that we shall do everything in our power to provide educational opportunities of the highest quality for every student in our schools. We wish you much success!

Sincerely,



Andrea L. Oquist
Superintendent
Livonia Public Schools

Our Mission...

*To educate, challenge, and inspire every student to achieve personal success
and become a confident contributor to society.*

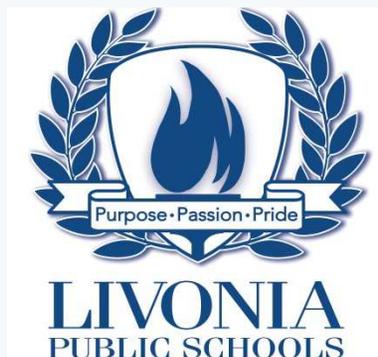


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Foreword

The 2017-2018 Programs of Study booklet has been revised to assist students in planning a schedule of classes for their high school career. This booklet also will be used by counselors, administrators, parents, and teachers as they assist the students in planning their education programs.

Franklin High School continues its commitment to provide students with a unified, articulated, and rigorous curriculum for grades 9-12.

Considerable thought should be given to the full four-year program students will pursue. Some courses are considered essential for college enrollment. Others are designed for mastery of job-entry skills. Still other courses are designed for personal growth, enrichment, and satisfaction. Courses should be selected because they meet the requirements of the students' goals.

With the large number of course selections available to students, a great deal of thought and planning must also go into determining a schedule. Students should discuss their course interests with counselors, teachers, and parents. They should ask questions and make sure that their selections meet their needs.

Finally, once they have determined an appropriate schedule, they should put forth the time and effort that will guarantee a successful year.

In addition to the rigorous academic component of our school, we also offer an array of athletic and extracurricular opportunities. Students may select from a variety of sports and activities. (Please contact the athletic director and/or student activities director for specific details.)

Finally, Franklin High School provides support services to help students achieve success at school and assist them with their decision-making process. We offer counseling services, career guidance, study skills, social services, attendance support, substance abuse support, a police liaison officer, special education programs, bilingual education, and media services.

Charting a path through high school and beyond is critically important to each student and should be approached with utmost care. **Thus, it is important to access this material for future reference.** Be aware that because material is provided early in the prior school year, some changes in procedure, policy, or course offerings may occur.

Notice of Nondiscrimination:

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2566](tel:734-744-2566) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:734-744-2524).

Planning Your High School Program

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future.

- ◆ Will you continue your education in college or in a trade or vocational school?
- ◆ Do you want to learn a career skill in order to enter the full-time work force immediately after school?
- ◆ Are you interested in a technical field?
- ◆ Are you thinking of entering a professional field that requires many years of specialized education?

The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Your interests and abilities should also guide those answers.

Some students are sure of their future plans; others are not. It is also common for young people to change their minds about career choices. For this reason, it is important for you to plan a challenging program. Then if your career plans should change, it will not be as difficult to move into another program. While it may sometimes seem tempting to schedule a less-demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

Franklin High School offers you many ways to prepare for a productive adult life—to make certain that you can control your future. Franklin High School provides a wide range of programs that prepare students for post-high school experience: college, business school, vocational-technical school, military service, fine arts participation, full-time employment, and others. The programs offered allow students to choose the program best for him/her whether that program is the traditional college preparatory, tech-prep, or a career preparatory program.



WHAT IS A CAREER PATHWAY?

Career Pathways are clusters of related occupations that require different levels of education and training. People working in a career path share similar interests, abilities, and talents. Career paths help students identify a career focus without being locked into a specific occupation. By exploring career paths, students expand future choices. They develop an understanding that all paths are important—all of them necessary to keep a community going.

The Six Career Pathways



Arts & Communications

Careers related to humanities and the performing, visual, literary, and media arts



Health Sciences

Careers related to the promotion of health as well as the treatment of injuries, conditions, and diseases



Business, Management, Marketing, & Technology

Careers related to all aspects of business including accounting, business administration, finance, information processing, and marketing



Human Services

Careers in child care, civil service, education, hospitality, and the social service



Engineering/Manufacturing & Industrial Technology

Careers related to technologies necessary to design, develop, install, or maintain physical



Natural Resources & Agriscience

Careers related to natural resources, agriculture, and the environment

Choosing Your Career Pathway

Importance of Career Planning

The four years of high school can be an exciting and rewarding time for students. A very important component in preparing for the future involves career planning. Preparing for future educational and career opportunities involves a great deal, and students who are prepared to make these decisions are often times more successful than those students who lack a sense of direction.

There are many factors that determine success in high school. It is important for students to have a focus so they can make the most of the opportunities that lie before them. Parents, counselors, and teachers play key roles in guiding students through the many challenges that they encounter. It is important to plan early, often, and establish goals.

Choosing a Career Pathway: A Personalized Education Plan

Career Pathways are clusters of related occupations that require different levels of education and training. People working in a career path share similar interests, abilities, and talents. Career paths help students identify a career focus without being locked into a specific occupation. By exploring career paths, students expand future choices. They develop an understanding that all paths are important—all of them necessary to keep a community going.

Participation in a well-organized, well-planned career development component, which includes the concepts of Career Pathways, directly affects both readiness for employment and actual employability success: students' performance in school improves, involvement in school and community activities expands, decision-making skills strengthen, career preparation advances, and flexibility for meeting change increases. In addition, students who continue formal education beyond high school have a clear direction and a better understanding as to why they are pursuing post-secondary education and training options. There is an understanding that learning is lifelong.

The state of Michigan has developed a six-career pathway program. Every occupation within the world of work would fall below one of the six pathways identified by the state of Michigan:

- Arts & Communications
- Business Management, Marketing, & Technology
- Engineering, Manufacturing, & Industrial Technology
- Health Services
- Human Services
- Natural Resources & Agriscience

Choosing Your Career Pathway cont'd.

Foundation Skills

Component workers in the high-performance workplace need:

Basic Skills:

Reading, writing, arithmetic, speaking, and listening.

Thinking Skills:

The ability to: learn, reason, think creatively, make decisions, and solve problems.

Personal Qualities:

Individual responsibility, self-esteem, self-management, sociability, and integrity.

Workplace Competencies

Personal Qualities:

Know how to allocate time, money, materials, space, and staff.

Interpersonal Skills:

Can work on teams, teach others, serve customers, lead, and work well with people from culturally diverse backgrounds.

Information:

Can acquire and evaluate data; interpret and communicate; and use computers to process information.

Systems:

Can understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems.

Technology:

Can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

Choosing Your Career Pathway cont'd.

The skills and competencies described above clearly show that students should plan a rigorous high school program that will provide the foundation for continued learning beyond high school.

“CHOOSE YOUR CAREER PATHWAY” is intended to help students develop their plans for life and then implement those plans. Career implies more than just a job—it includes education, work, and lifestyle. Achieving a successful career requires years of planning, studying, training, and lifestyle. If used correctly, this section should help students select the right path to follow in high school—one of the most important decisions students will make in their lives.

To assist students in planning wisely, the district has developed a set of career pathways. These career pathways are broad areas of study that are flexible enough to allow students to change as they acquire new knowledge and experience. Using students’ interests and aptitudes identified by the EXPLORE and PLAN test results, as well as other career assessments, parents, counselors, teachers, or other career professionals can help students develop a graduation plan in an appropriate pathway.

The state of Michigan has defined six career pathways, which are organized around broad career fields:

- Arts & Communications
- Business Management, Marketing, & Technology
- Engineering, Manufacturing, & Industrial Technology
- Health Services
- Human Services
- Natural Resources & Agriscience

With careful consideration and discussion, each student can identify a specific individualized “path.” Students are urged to consider, carefully, the questions at the beginning of each pathway. When one or more pathways appear interesting, students should look carefully at the possible degrees and the jobs or careers associated with the area(s). Counselors will then assist students with selecting appropriate electives which will help them prepare for the pathway(s) selected.

All of the identified pathways include challenging, relevant courses that provide road maps to future career goals. Additionally, because all students take a “core foundation” of academic courses, career paths overlap enough to allow the flexibility to change “paths” if interests change or new knowledge and skills are acquired. In every pathway, students will continue to take the core curriculum courses, which provide all students with the courses necessary to enter most Michigan post-secondary institutions.

Career Pathways

Arts & Communications



The Arts & Communications pathway will provide students with opportunities to recognize their talents and develop their interest in the humanities, performing, visual, literary, and media arts in preparation for post-secondary education and lifelong enrichment.

- Do you like to draw, paint, or visually depict what you see or imagine?
- Do you especially enjoy working with your hands?
- Do most people think of you as being creative?
- Do you often see things in a different way from other people?
- Do you like to communicate ideas?
- Do you like being in front of people singing, acting, or playing an instrument?

If you answered “yes” to any of these questions, this may be the career path for you!

Business Management, Marketing & Technology



Within the Business & Management, Marketing, & Technology pathway, students will study core academic and elective classes with a focus on careers related to the business world.

- Do you like to work with computers & technology?
- Do you enjoy being a leader, organizing people, planning activities, and talking with people?
- Do you enjoy selling an idea or product?
- Are you interested in money management?
- Do you like to work with numbers or ideas?
- Can you show initiative?

If you answered “yes” to any of these questions, this may be the career path for you!

Career Pathways cont'd.

Engineering, Manufacturing, & Industrial Technology



Within the Engineering, Manufacturing, & Industrial Technology pathway, students will study core academic and elective classes with a focus on careers related to the technologies necessary to design, develop and maintain physical systems.

- Are you curious about how things work?
- Do you like to make or repair things?
- Do you enjoy problem solving and creative thinking?

If you answered “yes” to any of these questions, this may be the career path for you!

Health Services



Students in the Health Services career pathway will be prepared to pursue post-secondary education leading to a full range of careers in the medical and health care field.

- Do you like working in a fast paced, changing environment?
- Do you enjoy working with and helping people?
- Do you enjoy science and lab work?

If you answered “yes” to any of these questions, this may be the career path for you!

Career Pathways cont'd.

Human Services



The Human Services career pathway will provide students with the technical and problem solving skills necessary to increase academic competencies, to strengthen communication and interpersonal skills, and to develop collaborative partnerships in order to promote lifelong learning and achievement.

- Are you friendly, outgoing, and cooperative?
- Do you like to work with people to solve problems?
- Is it important to you to make things better for other people?

If you answered “yes” to any of these questions, this may be the career path for you!

Natural Resources & Agriscience



Students participating in the Natural Resources & Agriscience career pathway will increase their academic and technological competencies, strengthen their understanding of the natural world, and begin to develop the skills required in related occupational fields.

- Are you interested in wildlife, animals, parks, or forestry?
- Are you curious about the physical world and concerned about the environment?
- Do you like being outdoors?
- Do you like to observe, learn, investigate, or solve problems?

If you answered “yes” to any of these questions, this may be the career path for you!

ARTS & COMMUNICATIONS



Careers in this pathway are related to communication and the performing, visual, literary, and media arts. These careers are interesting to people who value creativity, music, and/or self-expression.

CAREERS

SAMPLE CAREERS

On-The-Job Training/ High School Diploma

Actor/Actress
Cartoonist
Compositor
Desktop Publisher
Disk Jockey
Floral Designer
Fashion Model
Hair Stylist
Musician/Composer
Sign Painter

Certificate or Associate Degree

Advertising Agent
Artist
Camera Operator
Commercial Artist
Digital Assembler
Fashion Designer
Graphic Designer
Jeweler
Photographer
Stage Technician

Bachelor's Degree or Above

Actor
Advertising Designer
Author
Commercial Artist
Editor
Journalist
Language Interpreter
Musical Therapist
Scientific Illustrator
TV Production Director

RELATED ELECTIVE COURSE OFFERINGS

Art Fundamentals
Art Techniques, Advanced
Business Tech Mgt.
Composition Courses
Creative Textile Design
Drawing
Geometry
Instrumental Music
Interior Design
Literature Courses
Marketing Courses
Music Theory & Appreciation
Painting
Photography
Psychology

Sculpture and Clay
Sociology
Speech-Related Courses
Vocal Music
Woods
World Language

(CHS)
CAPA Dance
CAPA Music
CAPA Theater

(FHS)
Fundamentals of Art
IB Program
Theater Tech

(SHS)
Global Education
Music Appreciation

(LCTC)
Architecture Design
Business Careers
Engineering Design
Fashion Merchandising 1,2
Graphic Design
Website Design

BUSINESS, MANAGEMENT, MARKETING, & TECHNOLOGY



Careers in this pathway are related to business operations including financial operations, office operations, planning and management activities, information processing, and marketing. These jobs are interesting to people who enjoy implementing ideas, providing leadership, and working on team projects.

SAMPLE CAREERS

On-The-Job Training/ High School Diploma

Bank Teller
Bookkeeper
Data Entry Clerk
Food Service Worker
Hotel Clerk
Insurance Agent
Retail Salesperson
Clerical Staff
Travel Agent

Certificate or Associate Degree

Administrative Assistant
Bookkeeper/Auditing Clerk
Building Manager
Court Reporter
Estimator
Financial Manager
General Bookkeeper
Hotel Manager
Real Estate Manager

Bachelor's Degree or Above

Accountant
Actuary
Administrative Secretary
Budget Analyst
Loan Officer
Marketing/Public Relations Director

RELATED ELECTIVE COURSE OFFERINGS

Accounting
Art
Business Law
Composition Courses
Economics
Entrepreneurship
Financial Literacy
Food and Nutrition
Humanities
International Relations
Law and Society
Literature Courses

Marketing/Sales
Personal Finance
Psychology
Sociology
Speech-Related Courses
Sports/Entertainment Mktg.
Statistics
World Language

(CHS)
Literature Appreciation
Writing for Business

(FHS)
IB Program

(SHS)
Global Education

(LCTC)
Hospitality Mgmt 1,2
Internet Engineering
Graphic Design
Website Design



ENGINEERING/MANUFACTURING & INDUSTRIAL TECHNOLOGY

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

CAREERS

SAMPLE CAREERS

On-The-Job Training/ High School Diploma

Auto Body Technician
Carpenter
Climate Control Mechanic
Custodian
Drafter
Machine Tool Setter
Security Systems Installer

Certificate or Associate Degree

Auto Repair Technician
Building Construction Tech.
Chemical Technician
Computer-Aided Designer
Heating/AC Worker
Industrial Electronics Tech.
Pipe Fitter

Bachelor's Degree or Above

Architect
Automotive Engineer
Chemical Engineer
Computer Analyst
Computer Programmer
Mechanical Engineer
Surveyor

RELATED ELECTIVE COURSE OFFERINGS

Calculus
Composition Courses
Drafting
Entrepreneurship
Interior Design
Marketing
Personal Finance
Photography
Physical Education

Pre-Calculus & Trigonometry
Psychology
Small Engines
Speech-Related Courses
Statistics
Woods

(FHS)
IB Program

(LCTC)
Architecture Design
Auto Technology 1, 2
Construction Trades 1 & 2
Engineering Design
Internet Engineering
Website Design



HEALTH SERVICES

Careers in this pathway are related to the promotion of health as well as the treatment of injuries and diseases.

SAMPLE CAREERS

On-The-Job Training/ High School Diploma

Admitting Clerk
Clinical Assistant
Dental Assistant
Dietary Aide
Home Health Aide
Medical Office Clerk
Orderly

Certificate or Associate Degree

Dental Lab Technician
Emergency Medical Tech.
Industrial Hygienist
Licensed Practical Nurse
Medical Technician
Occupational Therapy
Assistant Veterinarian

Bachelor's Degree or Above

Chemist
Chiropractor
Dentist/Physician
Nuclear Medical Technician
Pharmacist
Physical Therapist

RELATED ELECTIVE COURSE OFFERINGS

Bio Ethics
Calculus
Child Care Professional 1, 2
Child Development
Composition Courses
Food and Nutrition
Human Anatomy
Family & Consumer Science
Parenting
Personal Living
Physical Education Courses
Pre-Calculus & Trigonometry
Psychology

Sociology
Speech-Related Courses
Weight Training
Whole Self Fitness

(LCTC)
Advanced Medicine
Medical Occupations
Pre Nursing/Pre Med
Sports Medicine

(FHS)
IB Program



HUMAN SERVICES

Careers in this pathway include interacting with people, helping solve problems, speaking in front of groups of people, and serving the public.

SAMPLE CAREERS

On-The-Job Training/ High School Diploma

Chef/Cook
Beauty Consultant
Child Care Provider
Corrections Officer
Fire Fighter
Fitness Consultant
Flight Attendant
Food Service Worker
Mental Health Aide

Certificate or Associate Degree

Civil Service Worker
Coach
Cosmetologist/Manager
Crime Laboratory Technician
Culinary Arts/Chef
Hospitality Worker
Legal Assistant
Police Officer
Security Administrator

Bachelor's Degree or Above

Anthropologist
Criminologist
Lawyer
Librarian
Psychologist
Social Worker
Sociologist
Teacher
Clergy

RELATED ELECTIVE COURSE OFFERINGS

Business Law
Chemistry
Child Care
Professional 1, 2
Child Development
Community Service
Composition Courses
Family & Consumer
Science Skills
Family Living
Foods and Nutrition
Instructional Materials/LMC

Law and Justice
Parenting
Personal Finance
Personal Living
Physical Education Courses
Psychology
Sociology
Speech-Related Courses
Sports 1, 2
Statistics
Student Leadership
World Languages

(LCTC)
Criminal Justice
Fashion Merchandising 1, 2
Graphic Design
Hospitality Management 1, 2
Sports Medicine

(FHS)
IB Program



NATURAL RESOURCES & AGRISCIENCE

Careers in this pathway include working outdoors with plants, animals, and the environment in all types of weather.

SAMPLE CAREERS

On-The-Job Training/ High School Diploma

Animal Caretaker
Farm Worker
Florist
Fruit and Vegetable Farmer
Landscape
Pest Controller
Recreation Worker
Retail Floral Salesperson
Veterinary Assistant

Certificate or Associate Degree

Farm Manager
Fish and Game Warden
Florist
Forestry Technician
Golf Course Manager
Horticulturist
Landscape Design Assistant
Nursery Worker
Retail Floral Salesperson

Bachelor's Degree or Above

Agricultural Engineer
Botanist
Conservation Officer
Ecologist
Farm Manager
Geologist
Landscape Architect
Naturalist
Park Ranger

RELATED ELECTIVE COURSE OFFERINGS

Business Law
Chemistry
Composition Courses
Drawing
Ecology
Foods and Nutrition
Genetics
Marketing

Natural Disasters
Photography
Psychology
Speech-Related Courses
Statistics

(FHS)
IB Program

LIVONIA PUBLIC SCHOOLS
District Policies and Procedures

Responsibilities for Program Selection

Student & Parent

It is the responsibility of the student and parent, with the guidance and advice of the school faculty and counselors, to review and determine the future plans and aspirations of the student. Once his/her program is designed, it is the responsibility of the student to carry it through to completion. Upon consultation with his/her teachers and counselor, the student and his/her parent(s)/guardian(s) may request to change this program as achievement of goals indicate it to be necessary. Since staffing, class size, etc., are determined through pre-enrollment, it may not always be possible to honor requests for a change of program. Students in high school are not guaranteed the same teachers each semester.

Teacher

It is the responsibility of the teacher, whose experience with the student enables him/her to identify the student's abilities and achievements, to work with the student, the counselor, and the parent(s)/guardian(s). The teacher's opinions, based on classroom experience, will further help the student to make his/her program realistic and workable.

Counselor

It is the responsibility of the counselor to help the student plan a program which satisfies the graduation requirements of the school and to recommend that the major emphasis on the student's program is one which reflects the student's future plans, interests, and aptitudes. Finally, it is the responsibility of the counselor to review, with each student, the progress he/she is making toward his/her educational and vocational goals.

Administrator

An administrator determines final placement in cases of disagreement.

Registration Process

All Franklin students complete a pre-registration process in the spring for the following school year.

Class selection is dependent upon grade level, recommendation, and availability. Elective choices increase in number as the student progresses through his/her high school years.

Students are given the opportunity to explore class options. Registration materials are distributed through the Counseling Department.

Graduation Requirements

- ❑ A minimum of 23 units of credit are required for graduation: (18 required + 5 elective credits = 23 credits).
- ❑ Elective credits allow each student to customize his/her program of study.
- ❑ Each student shall be registered for 6 periods of instruction each semester (carrying a minimum of 3 units of credit per semester).

A minimum of eighteen (18) units of credit must be earned in the following areas:

- A. Language Arts (Grades 9, 10, 11, and 12) 4.0 units
 - 1 unit Language Arts 9
 - 1 unit Language Arts 10
 - 1 unit Language Arts 11 electives
 - 1 unit Language Arts 12 electives
- B. Mathematics 4.0 units
4 units of mathematics, which must include Geometry, Algebra 1 and Algebra 2 (or an equivalent) with a Senior math or math-related class in the final year.
- C. Science 3.0 units
 - 1 unit Biology
 - 1 unit Chemistry
 - 1 unit Physics/Physical Science (or completes a Career and Technical Education (CTE) Program)
- D. Social Studies 3.0 units
 - 1 unit World History
 - 1 unit U.S. History
 - 0.5 unit American Government
 - 0.5 unit Economics
- E. Physical Education 1.0 unit
 - 0.5 unit Personal Fitness
 - 0.5 unit Health
- F. Visual, Performing, and/or Applied Arts 1.0 unit
- G. World Language 2.0 units
 - 2 units of the same World Language, or
 - 1 unit of the same World Language and completes a Career and Technical Education (CTE) Program, or
 - 1 unit of the same World Language and 1 unit of VPAA in addition to required VPAA credit

TOTAL 18 units

Electives: Of the 23 units required for graduation, 5 units of credit may be electives.

On-line Learning Experience: Students are required to experience twenty (20) hours of on-line learning. The requirement will be met through on-line experiences provided in high school core required courses.

Class Standing

Annually, student credits are evaluated to determine a student's grade level placement. The following is a minimum number of credits a student must have earned to achieve a particular grade level.

Standing	Credits
Sophomore	5.0
Junior	11.0
Senior	17.0

NOTE: Even if you have achieved sophomore, junior, or senior class status, if you do NOT have sufficient credits, you will NOT graduate on time.)

Unless otherwise indicated in an Individualized Education Program (IEP), a Section 504 Plan, or similar program of services, as a requirement for graduation, a high school student must participate in all state or federal academic testing programs in which the student is eligible to participate and which the School District is required to administer. A high school student's failure to meet this requirement will render him/her ineligible for a high school diploma and will preclude that student's participation in graduation commencement exercises. Any deviation from this requirement must be approved by the Superintendent or his/her designee.

FRANKLIN HIGH SCHOOL - SEQUENCE OF HIGH SCHOOL COURSES

Subject Area	Level	9 th Course #	9 th Grade	10 th Course #	10 th Grade	11 th Course #	11 th Grade	12 th Course #	12 th Grade	
Language Arts	General					1117/2117	General Composition B	1 st Semester	1190	Researching Contemporary Issues
						1130/2130	Reality Literature		1195	Humanities I
						1131/2131	World Views Literature		1196	Conflicts and Compromise
						1132/2132	Visionary Literature		1197	Leadership and Literature
	College	1101/2101	Language Arts 9	1108/2108	Language Arts 10	1111/2111	Composition	2 nd Semester	2190	Conflicts and Compromise
						1119/2119	Advanced Composition		2195	Humanities II
						1130/2130	Reality Literature		2196	Researching Contemporary Issues
						1131/2131	World Views Literature		2197	Media Literacy
						1132/2132	Visionary Literature		2198	Writing for Publication
Accelerated/ Advanced Placement	1102/2102	Accelerated Language Arts 9	1105/2105	Accelerated Language Arts 10	1106/2106	Accelerated Language Arts 11	1107/2107	1446/2446	AP English Literature and Composition Accelerated Humanities (Churchill HS only)	
Mathematics	General	1343/2343	Geometry B	1342/2342	Algebra 1 B	1327/2327	Algebra 2 B	Math or math-related course		
	College	1324/2324	Geometry	1322/2322	Algebra 1	1326/2326	Algebra 2	1328/2328	Pre-Calculus with Trigonometry	
				1326/2326	Algebra 2	1328/2328	Pre-Calculus with Trigonometry	1329/2329	Calculus	
Accelerated/ Advanced Placement	1331/2331	Accelerated Geometry	1321/2321	Accelerated Algebra 2	1334/2334	Accelerated Pre-Calculus with Trigonometry	1336/2336	AP Calculus AB		
Science	General					1387/2387	Physical Science			
	College	1365/2365	Biology	1384/2384	Chemistry	1389/2389	Physics			
	Accelerated	1366/2366	Advanced Biology	1386/2386	Advanced Chemistry	1390/2390	Advanced Physics			
Social Studies	General					1421/2421	American Government B			
						1441/2441	Economics B			
	College	1403/2403	World History	1409/2409	U.S. History	1420/2420	American Government			
						1442/2442	Economics			
Accelerated/ Advanced Placement	1404/2404	Accelerated World History	1418/2418	AP U.S. History	1422/2422	AP U.S. Government and Politics				
					1443/2443	AP Macroeconomics				
Physical Education Health		1464/2464	Personal Fit	1468/2468	Health					
Optional 7 th Hour Classes		Course Number		Course Name		Course Number		Course Name		"Direct Instruction" classes not reflected in chart. "B" stands for "Background." 12/19/16
		1491/2491		Health		1423		Government		
		1492/2492		Personal Fit		2445		Economics		

LIVONIA PUBLIC SCHOOLS' SCHOOL DISTRICT

CTE

Applied Arts Courses

Business

- 550: Marketing 1
- 551: Marketing 2
- 552: Sports and Entertainment
- 555: Marketing 3
- 590: Business Technology Management
- 591: Advanced Business Technology Management
- 592: E-Commerce & Social Media Management
- 593: Project Design Management

Family and Consumer Science

- 604: Sewing I
- 605: Sewing II
- 606: Open Sewing
- 608: Creative Design Projects
- 610: Foods and Nutrition 1
- 611: Foods and Nutrition 2
- 612: Foods and Nutrition 3
- 617: Interior Design

Industrial Technology

- 634: Introduction to Drafting
- 636: Architectural Drafting
- 638: Mechanical Drafting
- 652: Introduction to Woods
- 653: Advanced Woods

LCTC

- 904: Website Design with Interactive Media I
- 905: Website Design with Interactive Media II
- 910: Construction Trades 1
- 911: Mobile Applications/Game Design
- 914: Construction Trades 2
- 920: Fashion Merchandising I
- 921: Fashion Merchandising II
- 928: Hospitality Management 1
- 929: Hospitality Management 2
- 938: Graphic Design 1
- 939: Graphic Design 2
- 940: Architectural Technology/CAD
- 942: Engineering Technology/CAD

LIVONIA PUBLIC SCHOOLS' SCHOOL DISTRICT

Core Content Classes Approved for Visual, Performing Arts Credits

Churchill High School:

- 182: Broadcast Communication
- 194: Yearbook
- 311: MSC AP Computer
- 446: Accelerated Humanities

Franklin High School:

- 178: Drama
- 179: Advanced Drama
- 194: Yearbook

Stevenson High School:

- 178: Drama
- 179: Advanced Drama
- 184: Radio and TV
- 185: Advanced Radio and TV
- 194: Yearbook
- 114: Writing for Publication (approved 7/9/10)

LIVONIA PUBLIC SCHOOLS' SCHOOL DISTRICT

Mathematics or Math-Related Courses

Students are required to have a mathematics or math-related class in their final year of high school. The following courses meet this requirement.

Math Courses

- 327: Algebra 2B
- 328: Pre-Calculus with Trigonometry
- 329: Calculus
- 336: AP Calculus AB
- 344: Financial Literacy
- 345: Trigonometric Explorations
- 346: Consumers Mathematics
- 348: Statistics
- 350: Programming 1
- 351: Programming 2
- 307/308: MSC Advanced Topics (CHS only)
- 886: IB Math SL (FHS only)(11th graders)
- 887: IB Math Studies SL (FHS only)(11th graders)
- 896: IB Math SL (FHS only)(12th graders)
- 897: IB Math Studies SL (FHS only)(12th graders)

Math-Related Courses

- 550: Marketing 1 (.5)
- 551: Marketing 2 (.5)
- 552: Sports and Entertainment (1.0)
- 555: Marketing 3 (1.0)
- 590: Business Technology Management (.5)
- 591: Advanced Business Technology Management (.5)
- 592: Social Media Management (.5)
- 593: Project Design Management (.5)

- 571: Small Business Accounting (.5)
- 572: Corporate Accounting (.5)
- 573: Managerial Accounting (.5)
- 574: Investment Accounting (.5)
- 575: Managing Your Money (.5)
- 936: Auto Technology (SHS only)
- 392: AP Physics
- 388: AP Chemistry

All Livonia Career Technical Center programs and the Hospitality Management program (held at Franklin High School) meet the high school graduation requirement for Senior Math Related. Students must be in their fourth or senior year to meet this requirement.

High School 7TH Hour Option

The current high school day consists of six class periods. Beginning with the 2008-09 school year, students have been offered the opportunity to take an additional class during 7th hour. The 7th hour option is not a precursor to graduating early from Livonia Public Schools. District policy requires that all students have a minimum of eight semesters of course work. Rather, this option is being provided to students who may wish to take advantage of electives which may otherwise not be available to them in the normal sequence of classes.

Personal Fitness is typically offered during the first semester to all students.

Government is typically offered during the first semester to students in grades 11 and 12.

Health is typically offered during the second semester to students in grades 10-12.

Economics is typically offered during the second semester to students in grades 11 and 12.

Spanish 2 is typically offered as a full year course to all students.

These courses will also be offered during the normal school day.

Students who take advantage of this opportunity must be enrolled in seven classes throughout the given semester. Please be aware that the start times for after-school activities will not be altered and transportation will not be provided at the end of the seventh hour.

Standardized Student Assessment

Important tests are given throughout the year. Please check in the **Counseling Office** for specific dates, times, locations, and costs of the tests you are interested in. Students with specific questions should meet with their counselors. Juniors and seniors are encouraged to visit the Career Information Center (CIC) for college and scholarship information.

AP Exams (*Advance Placement Exams*)

When: Determined by the AP Board, usually in May
Where: Franklin High School during the school day
Fee: Costs are established by the AP Board
Sign up: Pay for test in advance in Guidance Office

ASVAB Test (*Armed Services Vocational Aptitude Battery*)

Target: 11th/12th graders
When: During the school day - second semester
Fee: None

MICHIGAN STATE TESTING

Target: All 11th grade students
When: Spring of junior year. Dates are determined by State of Michigan
Fee: None
Testing: SAT, ACT Workeys, on-line Michigan items in social studies and science
Details: Taken at Franklin High School. Taking this exam is a Graduation Requirement. Visit www.act.org, www.collegeboard.org, and www.michigan.gov/mde for more info.

PSAT / NMSQT (*National Merit Scholarship Qualify Test*)

Target: College-bound 11th graders
When: A Saturday morning in October
Where: Franklin High School
Purpose: National merit scholarship competition qualifier
Fee: Nominal charge for test taking
Sign up: In advance in Guidance Office

SAT / ACT Tests (*Scholastic Achievement Test/American College Test*)

When: Throughout the year at neighboring schools
Register: Packets are available in the Guidance Office
Fee: It is imperative to remember that tests must be signed up and paid for well in advance of test date directly to the testing company
Purpose: College entrance exams
Code #: High school code number for identification purposes on ACT/SAT is #232352

Career Information Center (CIC)

Students are encouraged to schedule appointments by filling out a form obtained from:

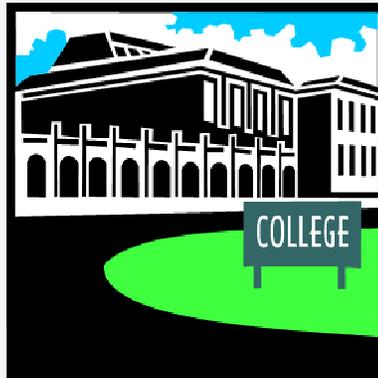
- The Career Information Center at Franklin High School. Appointments are scheduled throughout the school day.
 - If you have questions or would like to schedule an appointment, call 734-744-2655 ext. 47950.
-

Resources

- √ Michigan College Catalogs
- √ Peterson's 2 Year/4-Year College Guide
- √ Career/College Publications
- √ Military Information
- √ Scholarship Information

Computer Programs

- √ Internet
- √ Career Cruising



College Visitation Policy

College admissions representatives visit FHS in the fall. Seniors and juniors are encouraged to meet with them. To attend these valuable sessions, students are required to sign up ahead of time with their counselor.

Some college representatives will visit in the spring. These sessions are open to 10th & 11th graders as well.

Secondary Guidance Program

Philosophy

The Livonia Public Schools Guidance and Counseling Program is based upon the belief that every person is worthy, valuable, unique, and will have opportunities to discover, develop, and utilize his or her interests, talents, and abilities. The guidance program supports all students in our schools and will continue to reinforce and nurture each student's sense of self-worth, self-knowledge, responsibility, positive attitudes, and decision-making skills for lifetime use in their personal, academic, and career endeavors. The Guidance Program is delivered by a guidance team committed to providing instruction, information, and assistance to students, parents, and staff in an atmosphere of cooperation and mutual respect.

The Franklin Guidance and Counseling Program is structured with a team of six counselors assigned alphabetically to meet student needs.

THE COUNSELING STAFF WILL:

1. **Provide Individual Counseling**, which encompasses:
 - personal issues
 - academic issues
 - scheduling
 - crisis
 2. **Facilitate Small Group Counseling** as needed, such as:
 - newcomers
 - concerned persons
 - career exploration
 - family change
 - teen issues
 3. **Orient 9th Graders and New Students** in coordination with:
 - parents
 - middle school counselors
 - teachers
 4. **Provide Consultation Services** for the following:
 - parents
 - staff
 - other professionals
 5. **Refer Students to Special Services** when needed, including:
 - internal referrals (social worker, psychologist, speech therapist, ESL support teacher, and Special Education)
 - external professional referrals
 6. **Facilitate Career/College Exploration** including:
 - apply standardized testing results to career/college direction
 - arrange college representatives' visits
 - review college applications and scholarship and financial aid information
 - assist with school/work transition
 - explore technical/vocational programs
 - link class choices with Career Pathways
 7. **Monitor Student Progress/Records** including:
 - interpersonal progress letters and report cards
 - checking transcript credits
 - verifying graduation requirements
 - assisting in portfolio development
 - facilitating peer tutoring
 8. **Coordinate Test Administration** of the following:
 - PSAT, SAT, ACT, Michigan State Testing
- Parents are encouraged to contact the Guidance & Counseling Center for more information or assistance at **734-744-2655 ext. 47950**.

Recommended College Preparatory Program

Admission standards vary by universities and programs. To determine specific requirements parents are urged to contact the high school Guidance Office or the Admissions Office of the college or university of their choice.

Minimum course requirements necessary for college admission vary from college to college depending upon the program and the degree a student may be interested in pursuing. It is imperative that students interested in a particular school or college discuss this interest with their counselor to determine the exact requirements for admission.

Colleges and universities are giving increased attention to the following factors in considering students for admission:

1. A high school diploma from an accredited high school.
2. Grades obtained in academic subjects.
3. High school grade-point average.
4. Trend of grades.
5. Level of difficulty of courses taken.
6. SAT and/or ACT scores.
7. Extracurricular activities.

Generally, minimum course requirements for college admission include certain sequences in the five academic areas: Language Arts, Mathematics, Science, Social Studies, and World Languages. Some technical schools require an emphasis in science and mathematics.

The following list may be considered a minimal college preparatory program; however, students are encouraged to exceed these minimum requirements in the academic areas:

<u>Department</u>	<u>Recommended Number of Credits</u>	<u>Comments</u>
Language Arts	4	A heavy emphasis on writing should be included.
Mathematics	4	Minimum to include Algebra 2 and Plane Geometry; computer applications should be included.
Science	3	Courses to be selected from the biological and physical sciences.
Social Studies	3	U.S. History, American Government, plus additional Social Studies electives
World Language	2	World Language study is a required part of some college admission guidelines

College Admission Requirements

Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Lake Superior State University
Michigan State University
Michigan Technological University
Northern Michigan University



President's
Council

Oakland University
Saginaw Valley State University
The University of Michigan – Ann Arbor
The University of Michigan – Dearborn
The University of Michigan – Flint
Wayne State University
Western Michigan University

State Universities of Michigan

UNIVERSITY ADMISSIONS REQUIREMENTS:

The state universities of Michigan have adopted specific requirements for students who graduate from high school and who wish to enter any of the 15 public universities. The new statement is an outgrowth of an initiative begun over six years ago to improve academic preparation of students seeking admission to a state university.

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

- **Language Arts - 4 years required**
- **Mathematics - 3 years required**, including intermediate algebra; 4 years strongly recommended
- **Biological/Physical Sciences - 2 years required;** 3 years strongly recommended to include
 - 1 year of biological science and
 - 1 year of physical science
 - At least 1 year of a laboratory course is also strongly recommended
- **History and Social Sciences - 3 years required;** 1 year of American History and 1 year of World History strongly recommended

Prospective students are also encouraged to complete courses in the following areas:

- World Language - 3 years strongly recommended
- Fine and performing arts - 2 years strongly recommended
- Computer literacy - 1 year of hands-on experience in using computers 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.

Students are encouraged to make the best use of courses that are offered at their high school. By doing so, they are more likely to develop the competencies and skills that are essential for academic success and, at the same time, have greater control over their choice of college and career options.

NCAA ELIGIBILITY

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **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 competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics 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 before August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A.
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **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 Sale B.
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; “locked in”) and subject-area requirements.

NCAA ELIGIBILITY cont'd

NCAA Division I Initial-Eligibility Requirements cont'd

DIVISION I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural/physical science
(1 year of lab if offered)
- 1 year of additional English, math or
natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above,
foreign language or comparative religion/philosophy).

DIVISION I—2016

Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - 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.
 - “Locked in” for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B.
- Graduate from high school.

DIVISION I—2016

Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits “locked in” (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B.
- Graduate from high school.

Sliding Scale A
Use for Division I prior to August 1, 2016

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Verbal & Math ONLY	ACT Sum		Core GPA	SAT Verbal & Math ONLY	ACT Sum
3.550 & above	400	37		2.750	720	59
3.525	410	38		2.725	730	59
3.500	420	39		2.700	730	60
3.475	430	40		2.675	740-750	61
3.450	440	41		2.650	760	62
3.425	450	41		2.625	770	63
3.400	460	42		2.600	780	64
3.375	470	42		2.575	790	65
3.350	480	43		2.550	800	66
3.325	490	44		2.525	810	67
3.300	500	44		2.500	820	68
3.275	510	45		2.475	830	69
3.250	520	46		2.450	840-850	70
3.225	530	46		2.425	860	70
3.200	540	47		2.400	860	71
3.175	550	47		2.375	870	72
3.150	560	48		2.350	880	73
3.125	570	49		2.325	890	74
3.100	580	49		2.300	900	75
3.075	590	50		2.275	910	76
3.050	600	50		2.250	920	77
3.025	610	51		2.225	930	78
3.000	620	52		2.200	940	79
2.975	630	52		2.175	950	80
2.950	640	53		2.150	960	80
2.925	650	53		2.125	960	81
2.900	660	54		2.100	970	82
2.875	670	55		2.075	980	83
2.850	680	56		2.050	990	84
2.825	690	56		2.025	1000	85
2.800	700	57		2.000	1010	86
2.775	710	58				

Sliding Scale B
Use for Division I beginning August 1, 2016

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Verbal & Math ONLY	ACT Sum		Core GPA	SAT Verbal & Math ONLY	ACT Sum
3.550	400	37		2.675	750	61
3.525	410	38		2.650	760	62
3.500	420	39		2.625	770	63
3.475	430	40		2.600	780	64
3.450	440	41		2.575	790	65
3.425	450	41		2.550	800	66
3.400	460	42		2.525	810	67
3.375	470	42		2.500	820	68
3.350	480	43		2.475	830	69
3.325	490	44		2.450	840	70
3.300	500	44		2.425	850	70
3.275	510	45		2.400	860	71
3.250	520	46		2.375	870	72
3.225	530	46		2.350	880	73
3.200	540	47		2.325	890	74
3.175	550	47		2.300	900	75
3.150	560	48		2.299	910	76
3.125	570	49		2.275	910	76
3.100	580	49		2.250	920	77
3.075	590	50		2.225	930	78
3.050	600	50		2.200	940	79
3.025	610	51		2.175	950	80
3.000	620	52		2.150	960	81
2.975	630	52		2.125	970	82
2.950	640	53		2.100	980	83
2.925	650	53		2.075	990	84
2.900	660	54		2.050	1000	85
2.875	670	55		2.025	1010	86
2.850	680	56		2.000	1020	86
2.825	690	56				
2.800	700	57				
2.775	710	58				
2.750	720	59				
2.725	730	60				
2.700	740	61				

NCAA ELIGIBILITY cont'd

NCAA 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 requirements

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 sliding scale for those requirements is shown on the following page.
- 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 of 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 the 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.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra 1 or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II
COMPETITION SLIDING SCALE

Use for Division II beginning August 1, 2018

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

DIVISION II
PARTIAL QUALIFIER SLIDING SCALE

Use for Division II beginning August 1, 2018

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

High School Guidelines Testing Out of Courses

In accordance with Michigan law, 380.1278(a)(4)(c), a student will receive credit for a Michigan Merit Curriculum course in which the student earns a qualifying score, as determined by the school district, on 1 or more assessments developed or selected by the district that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The qualifying score established by the district is eighty percent. Students who successfully test out of a course will have the course listed on the student's transcript with a grade of "S" for satisfactory. The course(s) will be applied toward fulfillment of the graduation requirement, but will not be applied toward the total number of credits needed for graduation and will not be included in the computation of the student's grade point average.

The testing administration schedule is established during the first semester of each school year. Test outs are administered one time per year during the second semester. Detailed information is available on the school and district website.

Dual Enrollment at Post-Secondary Institutions

Public Act 160 of 1996 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. PA 160 was amended by SB 622 effective July 1, 2012. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students are in grade 9, 10, 11, or 12.

- If the student first dually enrolls in 9th grade, that student may take not more than two dual enrollment courses per year in the student's 9th, 10th, and 11th grade years and not more than 4 dual enrollment courses in the student's 12th grade year.
- If the student first dually enrolls in 10th grade, the student may take not more than two dual enrollment courses in the 10th grade and not more than 4 dual enrollment courses in the 11th and 12th grade.
- If the student first dually enrolls in grades 11 or 12, the student may not take more than 6 dual enrollment courses in either 11th or 12th grade.

Note: A district is not permitted to pay for more than 10 total dual enrollment classes for any one student.

2. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.

3. The district must not offer the college courses. An exception to this could occur if the local board of education determines that a scheduling conflict exists, which is beyond the student's control.

4. The college courses must be academic in nature, normally applies toward satisfaction of a degree requirement at the postsecondary institution, and cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.

5. Student eligibility for dual enroll is a building principal decision that should include multiple sources of information about whether or not the student is ready for a post-secondary experience. In terms of academic readiness, student eligibility for enrollment should be informed by student performance on one or more of the following assessments: EXPLORE, PLAN, ACT, COMPASS, MME, PSAT, SAT or ACCUPLACER*. Table 1 below lists the qualify scores for each of these assessments.

6. School districts are required to pay the lesser of:

- a. The actual charge for tuition, mandatory course fees, materials fees and registration fees; or
- b. The state portion of the students' foundation allowance, adjusted to the proportion of the school year they attend the postsecondary institution.

Note: Students who do not complete a dual enrollment course must repay the district.

Students who believe they are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, should contact their school counselor.

Dual Enrollment at Post-Secondary Institutions

Table 1. Minimum Postsecondary Dual Enrollment (PDE) Qualifying Score by Assessment

	Assessment	Test Section	Content Area	Minimum PDE Qualifying Score
Ready to Take Postsecondary Courses and Succeed Without Remediation	MME	Reading	Reading	1108
		Writing	Writing	1100
		Mathematics	Mathematics	1116
		Science	Science	1126
		Social Studies	Social Studies	1129
	ACT	Mathematics	Mathematics	22
		Reading	Reading	21
		Science	Science	24
		English	English	18
	SAT	Critical Reading	Reading	500
		Writing	Writing	500
		Mathematics	Mathematics	500
	COMPASS	Mathematics	Mathematics	52
		Reading	Reading	88
		English	English	77
	Assessment	Test Section	Content Area	Minimum PDE Qualifying Score
On-track to be Ready to Take Postsecondary Courses and Succeed Without Remediation	EXPLORE	Mathematics	Mathematics	17
		Reading	Reading	15
		Science	Science	20
		English	English	13
	PLAN	Mathematics	Mathematics	19
		Reading	Reading	17
		Science	Science	21
		English	English	15
	PSAT	Critical Reading	Reading	42
		Writing Skills	Writing	41
		Mathematics	Mathematics	44

Opportunities for Career Technical Education

- I. The Livonia Public Schools believes that all students should graduate from high school with a plan for their future. Whether it is continuing their education at a four-year college or university, a two-year community college or technical school, military service, or entry into the work world, all students should have a focus on the “next step” after high school.

The Livonia Public Schools provides all students with the opportunities to make informed decisions about their future. The three Livonia high schools and the Career Technical Center provide programs that are designed to provide a pathway to their ultimate career goal.

High schools provide programs that prepare students for jobs that are in demand and that offer long-range career opportunities. Some students may choose to participate in the more specialized technical preparation curricula at the Career Technical Center. Many of these programs begin in the ninth grade at the high school and continue toward a two or four-year degree at a college or university.

Students enrolled in Career Technical education will be prepared to enter fields of work, which lead to more economically rewarding positions. Programs have been developed in the areas of Business, Marketing, Trade/Technical, Medical, Family & Consumer Science, and Child Care.

Courses offered at the Livonia Career Technical Center are open to students in the three high schools during their junior or senior year. Courses are available in the following areas at the Career Technical Center:

- Architectural & Engineering Technology
- Auto Technology
- Construction Trades 1 & 2
- Computer Repair/Computer Security
- Criminal Justice
- Graphic Design
- Fashion Merchandising
- Hospitality Management (at Franklin High School)
- Management & Business Administration
- Medical Technology (Pre-Nursing/Pre-Medicine, Medical Occupations, Sports Medicine, Advanced Medicine)
- Website Design and Interactive Media

- II. The following are additional programs and activities which are available to assist students in their career exploration:
- a) Career Technical Center visitations (arranged through high school counselor)
 - b) College and Career Information Center in Guidance Office (explore your interest/select a college/university)
 - c) Career Intern Program/Vocational Intern Program
 - d) Career Assemblies (as scheduled)
 - e) Student Portfolio (through individual teachers/counselor)
 - f) Educational Development Plan (starting in 7th/8th grade and continuing each year with your counselor)
 - g) Career Cruising (see your counselor)

III. **Need more information? See a counselor and read the Programs of Study for specific courses.**

Independent Study

Independent Study is primarily for the purpose of providing the opportunity for students to have learning experiences which are not part of the regular course offerings. The application for Independent Study is available from a student's counselor.

- Student must work with appropriate teacher to develop a plan for the selected class.
- A student must complete an application, which shall be submitted to the assistant principal of scheduling with the topic to be studied, specific objectives, resources required, and a plan for evaluation of the work.
- Such projects require the approval of the supervising teacher, parent, department chairperson, and building administrator.
- See the list of course offerings for each department for a more-specific description of Independent Study.

Requests for Schedule Changes

At the beginning of each semester, students pick up their schedules the week prior to the start of the fall and winter semesters. Class changes are limited to critical need only. The master schedule and staff allocations are determined based on student selections made in the spring. Class sizes are balanced accordingly and will 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 less than six hours of study)
3. Failure of a class
4. Changes due to summer school work
5. Placement as a volunteer in community service program
6. The level of the course is inappropriate
7. Individual circumstances supported by student/parent rationale, or the recommendation of an IEP or EPT

NOTE: CHANGES WHICH PERMIT A STUDENT TO ENTER A CREDIT CLASS (for the reasons listed above), MUST BE COMPLETED BEFORE THE END OF THE THIRD WEEK OF THE SEMESTER.

Alternative School Programs: CAPA -ESL -MSC -IB -GLOBAL EDUCATION

CAPA (Creative and Performing Arts Program) offers in-depth courses of study in dance, drama, and vocal music. The curriculum is designed to teach classical and contemporary art forms. Students have the opportunity to perform at the highest level of his or her potential. CAPA is housed at Churchill High School and scheduled morning and afternoon. Students from any high school may enter the beginning courses if space is available. CAPA students will meet all academic graduation requirements. They are expected to participate in after-school rehearsals and performances. Students are selected based on recommendations, auditions, and interviews.

ESL (English as a Second Language) is a one-year non-continuing course located at McKinley designated for students who have recently arrived in the United States and whose native language is not English. Greater provision for learning English will be provided for the students whose language barrier prevents basic communication. Emphasis will be on oral, aural and written communication.

MSC (Mathematics/Science/Computer Program) is an invitational program for students who have demonstrated high levels of aptitude, achievement, and interest in mathematics, science, and computer operations. This is a four-year, half-day program housed at Churchill High School which prepares students for advanced placement examinations in calculus, computer, biology, chemistry, and physics. Eighth grade algebra and geometry students are eligible based upon scores on standardized tests for M/S/C. Other factors considered are statements of interest and teacher recommendations.

IB (International Baccalaureate Program) at Franklin High School will allow selected 11th and 12th grade students to earn an IB diploma in addition to their regular high school diploma. The IB curriculum is recognized for its academic rigor and its "international mindedness". Students working for an IB diploma will be required to take a full IB schedule that includes courses in Language 1 (English), Language 2 (Spanish), Individuals and Society (Social Studies), Mathematics, Experimental Science, and Visual Arts. Students will also take end-of-course exams that will be assessed using international standards. The IB program has additional requirements of an extended essay, a Theory of Knowledge course, and 150 hours of documented creativity, action, and service.

There will be seats available for students currently attending Stevenson and Churchill High Schools, but those students would have to transfer to Franklin before their junior year. Applications are accepted beginning in the student's eighth grade year. Students who do not remain in IB must return to their home high school. Transportation to and from Franklin High School must be provided by the parent/guardian.

GLOBAL EDUCATION is open on a limited basis for students whose home high school is Churchill High School or Franklin High School. Consideration for admission into this program is based on the following criteria:

- Each school year, there will be five seats per high school (Churchill and Franklin) for incoming ninth grade students only.
- The allotted number of seats is designated only for students, including non-public students, from each high school's respective attendance area.
- Students who do not remain in the Global Education Program through the completion of their junior year must return to their home high school.
- Students must be at or above grade level in reading to be considered for admission into the School of Global Education.
- Students entering the School of Global Education will become full-time students of Stevenson High School.
- Transportation to and from Stevenson High School must be provided by the parent/guardian.
- Siblings of students admitted into the School of Global Education may also be permitted to enter Stevenson High School so long as the older sibling is currently enrolled. Admission of the sibling into the School of Global Education is dependent on the normal selection process.
- Students who transfer to Stevenson next year as tenth graders may not be eligible for athletics during the first semester.

Students who meet the criteria above and wish to be considered for admission into the School of Global Education must complete an interest form and submit it to their counselor with their course request sheet. Non public school students may obtain the interest form from the Office of Instruction located on the second floor of the Administration Building on Farmington Road. A random draw will be held to determine who enters the program if the interest is greater than the seats available.

The deadline for submitting an interest form is March 1.

Courses & Departments Grades 9-12

Interdepartmental Programs



1457/2457—Community Service

Through helping others, Community Service offers students an opportunity to better understand themselves and to make a connection to our human existence. It is a course designed to broaden one's understanding of compassion, responsibility, and to building a sense of self-efficacy. This course will develop the mind-set and skills involved in serving others. Through readings, discussions, reflections, written assignments, lectures, volunteering, and ultimately first-hand observation and interaction, students in the Franklin High School Community Service course will gain the skills of problem-solving, inter-personal relations, communication, and the ability to function as part of a larger team. Students will be witness to and learn from the social and emotional growth of cognitively impaired students in the Franklin Transition Program (FTP). An experience in Community Service has inspired many toward a life-long commitment of service to others.

The Community Service Class can be taken as a one-hour class (1457/2457 .5 credit), or as a two-hour block class (1458/2458 1.0 credit). This class is open to all junior and senior level students.

1827/2827—Student Leadership

Leadership is a class designed to develop the leadership skills of each student. The course is open to students involved in school leadership. Students will learn about leadership traits and principles and each student will evaluate their own personal leadership style with the idea in mind that leadership is a learned skill. Students will learn how to conduct a meeting, organize and direct a committee, motivate and create synergy, and other aspects of leadership. Students will also learn about goal setting, appropriate communication skills, and conflict resolution. Finally students will have the opportunity to explore how to use their leadership skills outside of the classroom. This class is open to all students with the permission of the Student Activities Director.

1853/2853—Educational Leadership

Prerequisite: Upon approval of counselor and administration. Grade 11, 12

Educational Leadership seeks to utilize the strengths of student mentors (tutors) in working with peers to supplement classroom instruction (mentor and tutor are used synonymously as the role of tutor also includes maintaining supportive and encouraging relationships). Educational Leadership encourages student leaders to take action in their own school to improve student achievement and maintain a positive and successful school climate. Student mentors provide a more convenient and comfortable way for students to achieve at their highest potential. Mentors model professionalism and work toward successful goal development in their regular contacts with other students. Educational Leadership provides a gratifying experience by helping others learn and grow.

1854—Freshman Transition

Prerequisites: 9th Grade Student

This class is suggested for all freshmen and is offered during the first semester. The course is intended to assist students in making a smooth and successful transition to the high school environment with emphasis on addressing the academic, social, and emotional needs of freshmen.

International Baccalaureate Program (IB)



IB (International Baccalaureate) Program at Franklin High School will allow selected 11th and 12th grade students to earn an IB diploma in addition to their regular high school diploma. The IB curriculum is recognized for its academic rigor and its “international mindedness” exposure. Students working for an IB diploma will be required to take a full IB schedule that includes courses in Language 1 (English), Language 2 (Spanish), Individuals and Society (Social Studies), Mathematics, Experimental Science, and an elective. Students will also take end-of-course exams that will be assessed using international standards. The IB program has additional requirements of an extended essay, a Theory of Knowledge course, and 150 hours of documented creativity, action, and service.

There will be seats available for students currently attending Stevenson or Churchill High Schools, but those students would have to transfer to Franklin before their junior year. Applications are accepted beginning in the student’s eighth grade year.

1880/2880—IB English: Higher Level (HL) - Grade 11

1890/2890—IB English: Higher Level (HL) - Grade 12

International Baccalaureate English is a two-year course of study to prepare students to fulfill the group one requirement. Works are selected according to IB requirements and from Prescribed Book Lists so as to cover all genres and time periods of World and Western Literature within the two-year course. Numerous written and oral assignments are graded both internally and externally by the International Baccalaureate Organization. The two internally assessed oral components are the formal oral presentation on Part IV works and the formal oral commentary on Part II works. The formal oral presentation is completed in the first year of the program, and the formal oral commentary is completed in the second year of the program. In the second year of the program, students will sit for the IB exam which consists of two papers, one on Groups of Works and the other a written commentary on either a piece of prose or a poem.

1881/2881—IB Spanish: Standard Level (SL) - Grade 11

1891/2891—IB Spanish: Standard Level (SL) - Grade 12

Prerequisite: Students must complete Spanish 1 and 2 before entering the program.

This is a two-year course to prepare students to fulfill their IB Language B (group 2) requirement. In this course students develop increased proficiency in the foreign language. The development of listening, speaking, reading, and writing skills continues through questions, discussions, and presentations. The foreign language is used as the vehicle for communication. Pertinent culture, grammar, and syntax are presented and applied in context. Students must maintain a portfolio of written work and produce oral presentations throughout the course. Both written and oral assessments are required. IB monitoring of student work begins at this level of study for juniors using portfolio and recorded samples. Students will sit for the IB exam in May of their senior year.

1882/2882—IB History of Europe: Higher Level (HL) - Grade 11

1892/2892—IB History: Higher Level (HL) - Grade 12

International Baccalaureate History is a two-year course to prepare students to fulfill the group three requirement. During Year One, students will study European history for the purpose of comparing/contrasting the similarities and differences in cultural roots, political-economic-social development, and modern international relations. A focus on critical issues in United States History will serve as part of the course to meet state requirements. Year Two will focus on topics of the 20th century including rights and protest. Students will prepare for IB examinations during both years and exams will be taken in May of their senior year.

International Baccalaureate Program (IB) cont'd



1885/2885—IB Environmental Systems and Societies: Standard Level (SL) - Grade 11

IB Environmental Systems and Societies (ESS) is a one year course of study to meet the students' group 4 requirements. Through studying environmental systems and societies students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. The course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods. Students will sit for the external IB exam in May of their junior year.

1886/2886—IB Mathematics: Standard Level (SL) - Grade 11

1896/2896—IB Mathematics: Standard Level (SL) - Grade 12

International Baccalaureate Mathematics Standard Level is a two-year course of study to prepare students for the group five requirement. IB Mathematical Standard Level is a rigorous, two-year course of study. The first year encompasses pre-calculus, which establishes a foundation for the second year. The second year is an introduction to the study of differential and integral calculus with emphasis on application and extends concepts of vectors, probability, statistics, exponential, and logarithmic functions. This course requires college-level performance and work habits. An IB examination is given in May of their senior year.

1887/2887—IB Math Studies: Standard Level (SL) - Grade 11

1897/2897—IB Math Studies: Standard Level (SL) - Grade 12

International Baccalaureate Math Studies is a two-year course of study to prepare students for the group five requirement. The course is designed for IB students of varied backgrounds and abilities whose future careers will not include a focus on mathematics. The skills needed to cope with the mathematical demands of a technological society are developed, and emphasis is placed on the application of mathematics to real-life situations. Topics developed throughout the two years include: families of functions, geometry, trigonometry, statistics, probability, financial mathematics, and an introduction to differential calculus. The course includes a project requiring significant personal research involving the collection, analysis, and evaluation of data. An IB examination is given in May of their senior year.

1888/2888—IB Music HL - Grade 11

1898/2898—IB Music HL - Grade 12

IB Music is a two year course that focuses on music as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. Through the work with IB student are encouraged to explore and study the relevance and impact of music. There are multiple assessments associated with this course including a written investigation comparing two pieces of music, composition of a piece, and a solo performance. These are judged by people around the world for musical merit. There will be some required time outside of the traditional school day for performances and extended study of musical theory. Exams for this course are taken in May of the senior year.

1889/2889—IB Visual Arts: Higher Level (HL) - Grade 11

1899/2899—IB Visual Arts: Higher Level (HL) - Grade 12

International Baccalaureate Visual Arts is a two-year course of study to prepare students for the group six requirement. It is structured to encourage individual exploration of one's artwork and personal impressions. A visual journal will reflect the student's personal choice of concentration in both a period of art history or artist and in an artistic medium in which they choose to work. The assessment in IB Visual Arts will consist of an external evaluation of the journal, a comparative study of artists, and an exhibition of pieces, which takes place in the senior year.

International Baccalaureate Program (IB) cont'd



1893/2893—IB Theory of Knowledge 1 and 2

Theory of Knowledge 1 and 2 explore the origins, validity, and values of various forms of knowledge. It considers sources of knowledge and the varying ways in which we as individuals perceive and process the knowledge that we acquire. The content includes the courses study in IB and what you experience outside of the classroom. The center of this course is critical reflection. The purpose of this course is to reconsider and reevaluate information you already possess. The class will also provide experiences to assist students with the development of their Extended Essay and their Creativity, Action and Service requirements for their IB diploma. This course is open to IB Diploma Program students only.

Theory of Knowledge 1 is scheduled for the second semester of junior year (2893) and Theory of Knowledge 2 is scheduled for first semester of senior year (1893). (Will be scheduled as a 7th hour for credit purposes.)

Health and Physical Education



Philosophy Of The Department

We believe that physical education is a sequential, developmentally appropriate program that provides students with the knowledge, skills, fitness, and attitudes needed to live a healthy, productive life.

It is the goal of the physical education department that all students will show competence in the following six content standards: (Adopted from the Michigan Merit Curriculum)

Standard 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3 - Participate regularly in lifelong physical activity.

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Standard 5 - Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6 - Value physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Education in Health - Requirements

All students who graduate from a Livonia Public High School must successfully complete the following two courses: 464 Personal Fitness and 468 Health. It is recommended that Personal Fitness be taken in the ninth grade year and Health be taken in the tenth grade year.

Physical Education Requirements:

- All students must wear appropriate workout attire when participating in class. Appropriate attire includes a T-shirt, shorts or athletic pants, socks and athletic shoes.
- All students will need to provide a combination lock from home (no key locks).

Special Notes For All Physical Education Students

Physical Education is required of all students unless excused for health or religious reasons. If a student is to be excused from P.E. for health reasons, the following procedure must be followed:

- a. Temporary Excuse—If a student is to be excused from class for 1-3 days the parent should write a note the first day. If the excused period is going to be longer than 3 days, it is necessary to have a note from the doctor indicating the length of the excused period.
- b. Permanent Excuse—The student must procure a medical excuse from the Guidance Department and have it filled out by the family doctor. If approved by the principal, the form should be returned to the counselor who will file the excuse in the student's permanent record.
- c. Religious Excuse—A written request from the student's church must be procured if this student is to be excused for religious reasons. This request should be returned to the counselor.

Health and Physical Education cont'd



1464/2464—Personal Fitness

1492—Personal Fitness (7th hour) (Offered Semester 1 only)

(Typically taken in ninth grade year)

This one-semester required course is aligned to the Michigan K-12 Physical Education Content Standards and Benchmarks and is specific to Livonia Public Schools. It is a “sequential educational program that provides students with the knowledge, skills, fitness, and attitudes needed to lead a healthy life”. Personal Fitness is comprised of the following areas:

1. Health-Related Fitness - 1/3 of the total class time will be filled with fitness activities such as Fitnessgram Testing, Fitness Center, Free Weight Room, Yoga/Pilates, Aerobic activities, Bands/Tubes/Balls as well as classroom learning opportunities.
2. Aquatics - Three weeks will be spent in the pool. Students will learn Front Crawl, Backstroke, and Breaststroke. Students will also learn basic lifesaving and pool safety guidelines.
3. Net/Wall Games - Tennis and Volleyball.
4. Invasion Games - Soccer and Basketball.
5. Striking and Fielding - Softball and/or Kickball.

Students will be assessed in every physical education area. Students will demonstrate proficiency on the Michigan K-12 Physical Education Content Standards through on-going assessments, observations and tests.

1467/2467—Whole-Self Fitness

This course is designed for the student who would like to explore gentle, noncompetitive forms of exercise. Emphasis will be placed on the following forms of exercise: Yoga, Pilates, Fitballs, and Stretching.

The class will be divided into the following areas:

Yoga/Yoga Ball - Yoga, one of the oldest forms of exercise, originated 5,000 years ago. The word yoga means “union.” It facilitates the harmonious integration of the body, mind, and spirit. The result is optimal health and longevity. It is not a belief or religion, but an art and a science which raises the practitioner to his or her highest potential. Through “asanas” (postures), focused breathing, and meditation, yoga brings a deep sense of well being and a healthy, peaceful mind.

Pilates/Pilates On The Ball - Pilates is a method of exercise and physical movement designed to stretch, strengthen, and balance the body. Pilates is based on the following nine principles: concentration, control, centering, breathing, postural alignment, flow, precision, stamina, and relaxation. Through the Pilates method, a mind/body that knows how to release is a mind/body that will not overwork and overtire.

Stretching - Stretching is useful for both injury prevention and injury treatment. Stretching is one of the most overlooked, misused, poorly executed, poorly understood, and undervalued components of physical fitness and overall personal health. Achieving and maintaining functional flexibility is an important factor in reaching optimal physical potential and health. Objectives to stretching include:

1. Enhance cardiovascular health
2. Acquire personal tools for stress management
3. Improve flexibility, posture, and balance
4. Build strength and endurance
5. Renew levels of energy
6. Improve muscle tone
7. Increase concentration, focus, and attention
8. Build self-esteem and confidence
9. Gain a better understanding of anatomy and health
10. Enhance overall sense of peace and well-being.

Health and Physical Education cont'd



1468/2468—Health

2491—Health (7th hour) (Offered Semester 2 only)

(Typically taken in tenth grade year)

This one-semester course will enable students to become better informed regarding decisions about the care and maintenance of their personal health. Students will be instructed in the following units:

- Nutrition and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Social and Emotional Health
- Personal Health and Wellness

A unit on human sexuality and reproduction will also be taught to develop student self-awareness and coping with personal feelings in everyday problems and situations. A parent/guardian meeting will be held for review of materials and course outline. If a parent/guardian requests that their child be excluded from this unit, alternate assignments for this unit will be available upon parent/guardian request.

1470/2470—Team Sports 1

Prerequisites: 464 or 492 Personal Fitness. Grade 9, 10

This course will allow the student the opportunity to improve his/her skills to maintain a moderate level of fitness and to develop stress reduction techniques through the enjoyment and pleasure received by participating in the following sports: football, volleyball, softball, tennis, basketball, soccer, and team handball.

1471/2471—Team Sports 2

Prerequisites: 464 or 492 Personal Fitness. Grade 11, 12

This course will allow the student the opportunity to improve his/her skills to maintain a moderate level of fitness and to develop stress reduction techniques through the enjoyment and pleasure he/she receives in participating in the following activities: team handball, soccer, passing league football, softball, basketball, and volleyball.

1472/2472—Weight Training 1

Prerequisites: 464 or 492 Personal Fitness

This course is designed to introduce the student to several introductory weight-lifting programs. The student will learn correct free-weight lifting techniques along with instructions on how to use all equipment in the weight room. The student will also gain knowledge of different muscle groups and which piece of equipment builds those specific muscle groups and will participate in weight training, fitness room, cardiovascular/plyometrics, and activities in the gym.

1473/2473—Weight Training 2

Prerequisites: 464 or 492 Personal Fitness and 472 Weight Training 1

Once the student completes the pre-lifting phase, he/she is to select a program of exercise including upper body, lower body, and abdominal exercises. The instructor will review each program to see that the program is balanced and will not overemphasize muscles or muscle groups. Depending on the student's personal exercise goal, the student will select the appropriate program intensity for himself/herself. Students will participate in weight training, fitness room, cardiovascular/plyometrics, and activities in the gym. Student's progress will be monitored regularly and adjustments will be made when necessary. Course may be taken more than once for credit.

Health and Physical Education cont'd



1475—Life Guarding

(Offered Semester 1 only)

Prerequisites: 464 or 492 Personal Fitness

This Advanced Physical Education course is designed to provide the student with the knowledge and skills necessary to save his/her own life or the life of another in the event of a water emergency. An American Red Cross Lifeguarding card and CPR for the Professional Rescuer card will be issued to those students meeting all of the requirements set by the Red Cross. The class will involve classroom time as well as pool time. Students receiving their ARC Lifesaving certificate will be ready for employment as a lifeguard. (Students must be at least 15 years old by the beginning of the semester). Students signing up for this class must be able to swim 500 yards, and also be able to swim the front crawl and breast stroke. There is a \$20.00 fee for those students who earn certification. This covers the cost of the cards.

2476—Advanced PE/Weight Training and Conditioning (Offered Semester 2 only)

Grades 10-12

Prerequisites: 464 or 492 Personal Fitness and 472 Weight Training 1

This course will offer the student a highly intensive cardiovascular workout along with a challenging plyometric jump training circuit. These workouts will specifically be designed to improve agility, reaction time, quickness, power, strength, and fast-twitch muscles. The course incorporates 3 days of advanced strength training in which the bigger, faster, and stronger program is implemented. This program is designed for serious strength training for the highly motivated student. The other 2 days of the week the student will develop fast-twitch muscles that include the use of plyometric drills that promotes speed, quickness, power, agility and reaction time.

2477—Gymnastics

(Offered Semester 2 only)

Prerequisites: None (464 or 492 Personal Fitness preferred)

This course is a basic level gymnastics course designed for those students who want to learn and/or improve their skills in tumbling and apparatus activities. Students will participate in the vault, uneven bars, beam and floor exercise. Students will put together their own routines in various areas of interest.

1479—Sports Strategies and Conditioning

(Offered Semester 1 only)

Grades 10-12

Prerequisites: 464 or 492 Personal Fitness

This class is for students in grades 10-12. Students will participate in various activities, which will work to develop the different energy and muscle systems of the body. This course is designed to allow students to incorporate sport specific training regimens into the class. The class will also include hands-on skill development, conditioning, weight training, and classroom work to develop knowledge of the sport. The focus will be on football, basketball, baseball/softball and volleyball.

Language Arts



Philosophy Of The Department

Livonia high schools offer a comprehensive program in language arts to meet the needs and interests of all students. The program is based upon a conviction that all students need basic skills in reading, writing, speaking, listening and interpersonal communication to enable them to function successfully in today's complex society. Further, the design of the program assumes that provision needs to be made for students of varying abilities and levels of achievement.

Recommended Selection of Courses:

9th GRADE

Accelerated Language Arts 9, Language Arts 9

10th GRADE

Accelerated Language Arts 10, Language Arts 10

11th GRADE

Accelerated Language Arts 11, Advanced Composition (Semester 1), Composition (Semester 1), General Composition B (Semester 1), Reality Literature (Semester 2), World Views Literature (Semester 2), Visionary Literature (Semester 2)

Electives: Mythology (Semester 1), Drama, Advanced Drama, Yearbook, Creative Writing (Semester 2)

12th GRADE

AP English Literature and Composition, Humanities 1 (Semester 1), Conflicts and Compromise (Semester 1), Leadership and Literature (Semester 1), Writing for Publication (Semester 1), Humanities 2 (Semester 2), Researching Contemporary Issues (Semester 2), Media Literacy (Semester 2), Writing for Publication (Semester 2)

Electives: Mythology (Semester 1), Drama, Advanced Drama, Yearbook, Creative Writing (Semester 2)

1101/2101—Language Arts 9

Prerequisites: None

Through a thematic approach to classic and contemporary narrative and informational texts, students will strengthen skills in six strands: reading, writing, speaking, listening, viewing, and representing. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies.

1102/2102—Accelerated Language Arts 9

Prerequisites: By invitation based on eighth grade Language Arts teacher's recommendation, MEAP scores and CogAt and ITBS test scores.

This course follows the goals of Language Arts 9 through more challenging texts at a faster pace. Students must have a semester grade of "C" average to continue in the accelerated Language Arts program.

Language Arts cont'd



1105/2105—Accelerated Language Arts 10

Prerequisites: Successful completion of Accelerated Language Arts 9 with a grade of “C” or better.

This course follows the goals of Language Arts 10 through more challenging texts at a faster pace. Students must have a semester grade of “C” to continue in the accelerated Language Arts program.

1106/2106—Accelerated Language Arts 11

Prerequisites: Successful completion of Accelerated Language Arts 10 with a grade of “C” or better.

This is a two-semester, college preparatory course for high-achieving junior students. Basic content of the course is centered, but not limited to, British literature and composition. Emphasis is placed upon the study of the essay, drama, novel, poetry and short story. Required readings will explore literary history as well as contemporary perspectives. Numerous impromptu and formal essays required. Outside reading and in class participation are requirements of this course.

1107/2107—AP English Literature and Composition

Prerequisites: Admission to Accelerated Language Arts and semester grade of “C” or better in Accelerated Language Arts 11.

Advanced Placement English 12 is a two-semester college-preparatory course for mature, previously-screened, high-ability senior students. The culminating event of the course for most students is taking the Advanced Placement Exam in English Literature and Composition. Major content of the course is the study of the essay, novel, drama, and poetry. Listening, discussing, writing, and rewriting are major activities each week. Outside reading is required. Students will also focus on district-required goals of viewing, representing, and making applications.

1108/2108—Language Arts 10

Prerequisites: Tenth grade status

In Language Arts 10, students will extend their studies of classic and contemporary narrative and informational texts with a special focus on American literature. By connecting with and responding to texts through critical response and stance, students will assess and modify their beliefs, their views of the world.

1111—Composition

(Offered Semester 1 only)

Prerequisites: Completion of Language Arts 10

This course assists students in developing their writing skills in more formalized language situations. Students will study elements of composition such as usage and punctuation while practicing forms such as persuasion, comparison, and personal narrative. Students will examine various texts – such as articles, essays, and short stories – for style, structure, audience, and tone. Students will also develop strategies to read critically and successfully manage reading and writing tasks on standardized tests.

Emphasis will be on journals, multi-paragraph essays, basic research skills, documentation form, and the process of revision.

2116—Creative Writing

(Offered Semester 2 only)

Prerequisites: Successful completion of Language Arts 10

In Creative Writing students will compose original writings in several literary forms such as lyric and narrative poems, vignettes, sketches, and short stories. Attention will be given to clear and effective expression and useful, specific literary devices. Reading as well as keeping a journal or notebook of ideas as sources for written expression may be required.

Language Arts cont'd



1117—General Composition B (Offered Semester 1 only)

Prerequisites: Completion of Language Arts 10B or by teacher recommendation and approval of Language Arts Department chairperson.

Students will write, revise and edit papers and letters for a variety of purposes. This class will continue to focus on reading comprehension and written expression.

1119—Advanced Composition (Offered Semester 1 only)

Prerequisites: Successful completion of Language Arts 10 with a grade of “B” or better.

This course is a more rigorous writing class recommended for college-bound students wishing to improve, refine, and advance the composition and literacy skills of composition.

2130—Reality Literature (Offered Semester 2 only)

Prerequisite: At least Junior status

Building on the skills of Language Arts 9 and 10, students will explore different perspectives in a changing world through a variety of texts and writing experiences. This course will focus on fiction and nonfiction with real life applications and connections.

2131—World Views Literature (Offered Semester 2 only)

Prerequisite: At least Junior status

Building on the skills of Language Arts 9 and 10, students will explore different perspectives in a changing world through a variety of texts and writing experiences. This course will focus on diversity in nationality, gender, age and era. Texts will include various viewpoints from multiple cultures.

2132—Visionary Literature (Offered Semester 2 only)

Prerequisite: At least Junior status

Building on the skills of Language Arts 9 and 10, students will explore different perspectives in a changing world through a variety of texts and writing experiences. This course will focus on the visionary writers and innovative thinkers through various time periods – the rebels and the rogues – the visions of the future, the journey of the self, and the creation of new ways of thinking.

1138—Mythology (Offered Semester 1 only)

Prerequisites: None

Mythology provides students an opportunity to read and enjoy stories, myths, fables and legends that man has told through the ages in an attempt to explain his origins, his relationship to divine powers and his relationship to his fellow man. Emphasis will be placed upon Greek and Roman mythologies and their influence upon the arts and literature of Western civilization. Supplementary reading and writing assignments are required.

1178/2178—Drama

Prerequisites: None

Drama is designed to introduce students to the theatre and basic acting techniques. This class will assist a student’s self confidence in front of groups and strengthen their creative writing skills. The course includes units in pantomime, storytelling, characterization, monologues, scene writing/performing, puppetry and improvisation. Drama is a class that requires no previous knowledge or experience in theatre and will leave a lasting impression on all students involved.

Language Arts cont'd



1179/2179—Advanced Drama

Prerequisites: Drama

This course deals with advanced theatre techniques and is designed for students who have a serious interest in theatre. Students will spend the semester directing and acting in original and established scenes and monologues. Other units include theatre makeup, theatre history, students reviewing and critiquing their own work and the work of others, improvisation, and intense character development.

1194/2194—Yearbook (Year long course)

Prerequisites: Permission of Yearbook advisor

Involvement in the Yearbook is a challenging experience in journalism which requires involvement beyond the regular school day. Students learn journalistic copywriting; magazine style layout; photographic and artistic design and financial responsibility. The end product of this ambitious involvement is our traditionally excellent high school yearbook. Credit may be earned each semester Yearbook is taken; however, the course does not fulfill English requirements for graduation.

FIRST SEMESTER

1195—Humanities I

Prerequisite: Senior status

Students will explore human nature and leadership qualities through the study of literature, visual art, music, theatre and dance. Beginning with Pre-Civilized man and advancing through the Renaissance, students will experience the arts with hands-on learning projects. Creative and analytical writing are emphasized, in addition to oral presentations. Students may also take Humanities II, but it is not required.

1196—Conflicts and Compromise

Prerequisite: Senior status

Through both fiction and nonfiction, students will explore and discuss conflicts and comprises in current interpersonal, personal, and world issues. Students will be active participants and presenters as they develop their own leadership abilities. Students will share their insights and understanding of leadership and their views of the modern world.

1197—Leadership and Literature

Prerequisite: Senior status

Students will examine leadership issues past and present through managed literature choices. Students will explore their own leadership qualities and enhance their leadership potential by reading, writing, discussing, and interacting with texts and each other.

1198—Writing for Publication (Year long course)

Prerequisite: Senior status. Strongly Recommended: Advanced Composition/Visionary Literature

In Writing for Publication, students will focus on the processes involved in: news gathering, reporting and writing news stories, as well as opinion/editorial writing and creative pieces. In addition, the legal, social, and ethical responsibilities involved publishing will be covered. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, photojournalism, and typography. This course will also include extensive reading of models of excellent journalistic techniques and will evaluate and analyze journalistic writing through discussion and critiques. Fiction and non-fiction pieces will be analyzed for the purpose of writing critical reviews. Ultimately, this course provides practice in and the study of gathering, reading, and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, and (3) designing publishable material, including actual student publications, such as the yearbook, literary magazine and the newspaper.

Language Arts cont'd



SECOND SEMESTER

2195—Humanities II

Prerequisite: Senior status

Humanities II explores the nature and leadership qualities of man through the study of literature, visual arts, music, theatre and dance. Beginning with Post-Renaissance and advancing to the present, students will experience the arts with hands-on learning projects. Creative and analytical writing are emphasized, with an emphasis on research techniques. Students may also take Humanities I, but it is not a requirement or a prerequisite.

2196—Researching Contemporary Issues

Prerequisite: Senior status

Through lively and spirited discussion, students will discover their own voices as potential leaders. Students will be taught the rules of argumentation and gain a greater understanding of research techniques through a variety of speaking and writing activities.

2197—Media Literacy

Prerequisite: Senior status

Students will engage in a critical examination of the media in forms such as television, internet, advertising, radio and periodicals to understand how each is constructed. Students will analyze and evaluate message design strategies, the effects of media consumption, information fatigue, and the influences of bias and economic forces on media content.

2198—Writing for Publication (Year long course)

Prerequisite: Senior status. Strongly Recommended: Advanced Composition/Visionary Literature

In Writing for Publication, students will focus on the processes involved in: news gathering, reporting and writing news stories, as well as opinion/editorial writing and creative pieces. In addition, the legal, social, and ethical responsibilities involved publishing will be covered. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, photojournalism, and typography. This course will also include extensive reading of models of excellent journalistic techniques and will evaluate and analyze journalistic writing through discussion and critiques. Fiction and non-fiction pieces will be analyzed for the purpose of writing critical reviews. Ultimately, this course provides practice in and the study of gathering, reading, and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, and (3) designing publishable material, including actual student publications, such as the yearbook, literary magazine and the newspaper.

1199/2199—Independent Study—English

Prerequisites: Written approval of Language Arts Department chairperson

Independent Study is designed for students who have a high interest in a particular area which is not covered in the regular curriculum. An in-depth study may be pursued upon acceptance of a well thought out plan for the study to be conducted. This course may be elected only after approval is obtained from the assistant principal, the department chairperson, the teacher to be involved and the parents of the student.

Library Media Center



Philosophy of the Department

The Library Media Center (LMC) is a service agency designed to provide both students and staff with resources that support the curriculum and satisfy individual information needs. Our mission is to provide a comfortable atmosphere where Franklin students can learn, create and challenge themselves in many intellectual and personal pursuits as well as access engaging literature. A Library Media Specialist holding an advanced degree in Information Science is prepared to work with teachers and students.

Students have the opportunity to take the LMC course during which they will support the operation of the LMC, help manage the circulation desk, and provide assistance to staff and students. A state mandated curriculum will be taught as indicated below. Library Media Center Students earn one-half credit per semester.

1720/2720—Library Media Center I

Prerequisite: None

Students will follow routine procedures, including library materials check-in and check-out. They will shelve books, audit shelves, and carry out appropriate customer service functions.

In addition, they will complete academic assignments including:

- Read daily and maintain a Reflection Journal
- A technical writing assignment outlining the sequential steps for connecting various pieces of electronic equipment or for using new software.
- A Power Point book review to be made into a YouTube Video and linked to the LMC website.
- A Research Pathfinder on a topic of their choice, for which they will search for appropriate print and electronic sources; evaluate sources for accuracy, authority, credibility, relevance, and timeliness; and create an Annotated Bibliography for the 10 most reliable sources.
- Improve technology skills and expertise

1722/2722—Library Media Center II

Prerequisite: Library Media Center I

Students will continue to practice appropriate LMC procedures and customer service skill. They will shelve books, audit shelves, and carry out appropriate customer service functions.

In addition, they will complete academic assignments including:

- Read and maintain a Reflection Journal
- A technical writing assignment comparing the MacIntosh and PC platform
- A Book Review movie using the 'greenscreen' feature for a book trailer to be uploaded on the LMC website
- A Research Pathfinder incorporating Web 2.0 sources, divergent opinions and critical strategies
- Improve personal technology skills through personal assessment and goal setting.

Mathematics



The Mathematics Department offers three programs of study dependent on your ability, achievement, and interest in mathematics. To be successful, choose the program and courses that match your ability. Sometimes it is wiser to repeat a foundation course rather than advance to the next level if the grade demonstrates insufficient understandings of the fundamentals.

	<u>COURSE NUMBER & NAME</u>	<u>WITH APPROPRIATE PREREQUISITES IS AVAILABLE IN GRADES</u>
<u>ACCELERATED PROGRAM</u>		
	1331/2331 Accelerated Geometry	9
	1321/2321 Accelerated Algebra 2	10
	1334/2334 Accelerated Pre-Calculus w/Trigonometry	11
	1336/2336 AP Calculus AB	12
<u>COLLEGE-BOUND PROGRAM</u>		
	1324/2324 Geometry	9
	1322/2322 Algebra 1	10
	1326/2326 Algebra 2	11
	1328/2328 Pre-Calculus with Trigonometry	12
	1329/2329 Calculus	12
<u>GENERAL PROGRAM</u>		
	1343/2343 Geometry B	9
	1342/2342 Algebra 1B	10
	1327/2327 Algebra 2B	11
<u>ELECTIVE COURSES</u>		
	1344/2344 Financial Literacy	12
	1345/2345 Trigonometric Explorations	12
	1348/2348 Statistics	12

Students may satisfy the senior year math requirement by taking a math or math-related course during their senior year. A list of the “math-related” courses can be found on page 23, or refer to the Business section of the Programs of Study beginning on page 79.

Mathematics cont'd



Accelerated Program

ACCELERATED PROGRAM — is for those students who have outstanding ability, achievement, and interest in mathematics, and who have been highly successful in previous mathematics classes. Students must be invited into this program by the Mathematics Department. Interested students may request such an invitation if not originally invited.

The Accelerated Program in Mathematics includes the content recommended by the Commission on Mathematics of the College Entrance Examination Board (CEEB). This sequence of courses is offered to outstanding students who might receive college credit for the 12th grade course (Advanced Placement Calculus). All students completing the 12th grade course will be encouraged to take the examination prepared by CEEB, the scores on which are reported to colleges for possible credit and/or advanced placement in the college. Students should expect the pace to be faster than similar courses offered in the College Bound Program; an extra honor point is earned for each semester in the Accelerated Program.

1331/2331—Accelerated Geometry

Prerequisites: Algebra I and invitation from the high school Mathematics Department

This course covers the topics from Geometry, but at a higher level and in more depth. An opportunity is provided to work with abstract mathematical systems by means of geometric content, in order to develop logical thinking processes.

1321/2321—Accelerated Algebra 2

Prerequisites: Accelerated Geometry (preferred grade of “B” or better) or invitation by the Mathematics Department and credit issued for Algebra 1

This course covers topics from Algebra 2, but at a higher level and in more depth. It includes the study of relations and functions; complex numbers; systems of equation and inequalities; sequences and series; and data collection and analysis.

1334/2334—Accelerated Pre-Calculus with Trigonometry

Prerequisites: Accelerated Algebra 2 (preferred grade of “B” or better) or invitation by the Mathematics Department.

This course covers the topics from Pre-Calculus with Trigonometry but at a higher level and in more depth.

Next Course: Advanced Placement Calculus. Statistics may also be selected.

1336/2336—Advanced Placement Calculus AB

Prerequisites: Accelerated Pre-Calculus with Trigonometry (preferred grade of “B” or better) or invitation by the Mathematics Department

This course follows the syllabus prepared by the College Entrance Examination Board for Advanced Placement Mathematics (AP course) and will prepare the student to write the Advanced Placement examination. Both differential and integral calculus and a variety of their applications are included. The content is essentially the same as that in any college level beginning calculus course. Calculus is generally a requirement for students majoring in engineering, computer science, business, mathematics, science and some other fields.

Mathematics cont'd



College-Bound Program

COLLEGE-BOUND PROGRAM—is for those students who have very good arithmetic skills and who are planning to attend a college and/or be employed in a technical field.

1322/2322—Algebra 1

Prerequisites: Completion of Geometry or Mathematics Department chairperson approval.

This course provides for the study of the real number system and families of functions including linear, exponential, and quadratic. Students will also develop their knowledge of power (including roots, cubics and quadratics) and polynomial patterns of change. Students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real-world problems.

1324/2324—Geometry

Prerequisites: None

The emphasis of this course is on geometric figures (including lines, angles, triangles, quadrilaterals, polygons and circles) and their properties. Relationships between two- and three-dimensional representations, congruence, similarity, transformations, proof and logic are also studied in this course. Algebraic concepts are applied and expanded throughout the course.

1326/2326—Algebra 2

Prerequisites: Successful completion of Geometry and credit issued for Algebra 1.

Algebra 2 expands the study of numbers to include complex numbers and includes the study of exponents and radicals; rational expressions; relations and function, primarily quadratic, polynomial, exponential, and logarithmic and trigonometric; and data collection and analysis.

1328/2328—Pre-Calculus with Trigonometry

Prerequisites: Algebra 2 and Geometry (preferred grade of "C" or better)

This course provides a further analysis of functions (including polynomial, rational, exponential, logarithmic, and trigonometric) and their applications. It incorporates matrices for solving equations, vector definition and application, polar coordinates, and sequences and series.

1329/2329—Calculus

Prerequisites: Pre-Calculus or Accelerated Pre-Calculus with Trigonometry

This course is designed to strengthen the student's mathematical background and to give them an introduction to the topics of the calculus. It will not prepare them to write the A exam in mathematics.

Mathematics cont'd



General Program

GENERAL PROGRAM—includes topics from algebra, geometry, measurement, trigonometry, number and probability/statistics.

1343/2343—Geometry B

Prerequisites: Recommendation from the middle school or high school Mathematics Department.

This course covers the topics of geometry at a basic level. Algebraic concepts are applied and expanded throughout the course.

1342/2342—Algebra 1B

Prerequisites: Successful completion of Geometry B or Mathematics Department chairperson approval.

This course provides for the study of the real number system and families of functions including linear, exponential, and quadratic at a basic level. Students will also begin to develop their knowledge of power and polynomial patterns of change. Students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real-world problems.

1327/2327—Algebra 2B

Prerequisites: Successful completion of Algebra 1B or teacher recommendation.

Algebra 2B is the third year of a three year series of courses that cover Algebra 1 and Algebra 2 content.

This course continues to develop the algebraic thinking and skills begun in Algebra 1B. Topics include quadratic relations, conic sections, sequences and series, data collection and analysis, and select trigonometric topics.

Mathematics cont'd



Elective Courses

1344/2344—Financial Literacy

Prerequisites: Senior status. Seniors may enroll in this course for one semester, either first or second, or for the entire year.

The Financial Literacy course concentrates on applying mathematics to concepts of personal finance and budgeting to help students be financially literate and make sound money decisions. Topics include: income, banking, credit cards, health insurance, taxes, funding post-secondary education, transportation costs, housing costs, budgeting and investments.

1345/2345—Trigonometric Explorations

Prerequisites: Algebra 2 (grade of "C" or below) or teacher recommendation.

This course introduces students to a variety of basic trigonometric topics such as trigonometric functions, graphs and identities by building on the algebraic topics taught in Algebra 2 including the families of functions, complex numbers, conic sections, and sequences and series.

1348/2348—Statistics

Prerequisites: Satisfactory completion of or concurrent enrollment in second semester Algebra 2 or Contemporary Algebra 2 with a grade of "C" or better.

Statistics involves the collection, tabulation, and analysis of data using numerical computations in order to make the data manageable and meaningful. The course also includes an introduction to probability and laboratory exercises which underscores the use of statistics in practical problems. This course does not replace Trigonometry/Pre-Calculus in the College-Bound Program; however, it is extremely valuable not only to mathematics majors but also in non-mathematical fields such as psychology, biological science, education, business, medicine, social sciences, etc.

Science



Philosophy Of The Department

Students will explore various areas of interest concerning life, earth and physical sciences. Laboratory oriented courses will enable students to use reason, memory, imagination and the scientific method of inquiry. Students will learn the basic principles of each subject area and will be helped to apply these concepts to everyday life as well as to future studies. Course selections are designed to accommodate the capabilities and backgrounds of each student.

Recommended Selection of Courses:

9th GRADE

Advanced Biology, Biology

10th GRADE

Advanced Chemistry, Chemistry

11th GRADE

Advanced Physics, Physics, Physical Science

Electives: Bio Ethics (Semester 1), AP Biology, AP Chemistry, Human Anatomy and Physiology, Natural Disasters (Semester 1), Genetics (Semester 2), Astronomy (Semester 2)

12th GRADE

Electives: Bio Ethics (Semester 1), AP Biology, AP Chemistry, AP Physics, Human Anatomy and Physiology, Natural Disasters (Semester 1), Genetics (Semester 2), Astronomy (Semester 2)

1365/2365—Biology

Prerequisites: Placement based on the eighth grade science teacher's recommendation, eighth grade final grade in science, and Colgat test scores.

This is a two-semester college preparatory course. Students will focus on a deep understanding of biological concepts of: inquiry, reflection and social implications, organization and development of living systems, interdependence of living systems and the environment, genetics, and evolution and biodiversity. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests. The focus of this course will be on biological core and essential concepts of: Inquiry, Reflection, and Social Implications; Organization and Development of Living Systems; Interdependence of Living Systems and the Environment; Genetics; and Evolution and Biodiversity. Laboratory investigations are an integral part of this course which will include the use of computers in science simulations and for gathering, analyzing, and interpretation of data.

1366/2366—Advanced Biology

Prerequisites: Placement based on the eighth grade science teacher's recommendation, eighth grade final grade in science, and Colgat test scores.

This is a two-semester college preparatory course that is highly recommended for those students who are planning to major in science, medicine or engineering during their college careers. Students will focus on a more in-depth investigation of biological concepts of: inquiry, reflection and social implications, organization and development of living systems, interdependence of living systems and the environment, genetics, and evolution and biodiversity. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests. The focus of this course will be on biological core and essential concepts of: Inquiry, Reflection, and Social Implications; Organization and Development of Living Systems; Interdependence of Living Systems and the Environment; Genetics; and Evolution and Biodiversity. Laboratory investigations are an integral part of this course which will include the use of computers in science simulations and for gathering, analyzing, and interpretation of data.

Science cont'd



1367—Bio Ethics (Offered Semester 1 only)

Prerequisites: Biology and Chemistry. Junior and Senior status only.

This course will examine current ethical dilemmas using biological case studies. Students will practice using and building upon their critical thinking and problem solving skills as they discuss and debate the role of scientific advancements, as well as the ethics of the cases. Topics include, but are not limited to, cloning, transgenic therapy, euthanasia and stem cell research, just to name a few. In addition to discourse, students will be expected to write several position papers, an essay, and to collaborate on a student project. In taking this class, students will become more informed and rational decision makers based on scientific understanding of current events in bioethics.

2368—Genetics (Offered Semester 2 only)

This course will encompass the study of heredity in plants and animals, the mechanisms involved in the transmission of traits from one generation to another, how organisms have changed in the past, and the factors involved in that change. Laboratory activities will include the use of computer simulation and genetic experiments. Students will receive a minimum of two hours in a structured online learning experience.

1374/2374—Advanced Placement Biology

Prerequisites: Biology and Chemistry with a grade of “B” or better, or Science Department recommendation.

A.P. Biology is designed to be the equivalent of a college introductory biology course taken by first year biology majors. Topics covered include biochemistry, genetics, energetics, plant anatomy and animal physiology, cytology, diversity of life, evolution and ecology. This class can prepare the student to take the A.P. Biology Test. Students will receive a minimum of two hours in a structured online learning experience.

1379—Natural Disasters (Offered Semester 1 only)

Take a journey through the amazing processes that occur on our own planet. Natural disasters play a fundamental role in the sculpting landscapes and structuring natural and human based ecosystems. This course will explore the natural and social implications of natural disasters by studying their causes, their ecological and social consequences and the role of human behavior in causing and dealing with natural disasters. Specific units on volcanic eruptions, earthquakes, landslides, flooding, hurricanes, tornadoes, extreme weather, and meteorite impacts will be studied. Students will receive a minimum of two hours in a structured online learning experience.

2380—Astronomy (Offered Semester 2 only)

Take a journey through Space and Time in this semester-long Astronomy course. The principles of life, chemistry, Earth, and physical science are integrated in this study of the cosmos. The moon, sun, solar system, minor planets, constellations, and the formation of stars are the major topics of study. Observational astronomy skills and critical thinking are cultivated through laboratory and field activities. Students will receive a minimum of two hours in a structured online learning experience.

1381/2381—Human Anatomy and Physiology

This course shows the complexity of the human body and its systems. Students interested in pursuing a career in the field of biology, nursing, physical therapy, medicine, med-tech, and other related health professions benefit from the topics covered in this class. A major focus is human physiology through in-depth study of organ systems like endocrine, immune, and circulatory systems. Human response to disease and the homeostatic mechanisms to maintain stability will also be discussed. Students survey information about the human skeleton structure and skeletal muscles as well and must be comfortable with dissecting specimens. This course enables students to live healthier lifestyles through increased understanding of the mechanisms at work within the human body. This course is recommended for juniors interested in participating in the Career Intern program in the medical field during their senior year. Students will receive a minimum of two hours in a structured online learning experience.

Science cont'd



1384/2384—Chemistry

Prerequisites: Biology, Geometry, Algebra 1 and/or current enrollment in Algebra 1 and recommendation of Biology teacher.

This is a two-semester college preparatory course. Students will focus on a deep understanding of chemistry concepts of: inquiry, reflection and social implications, Forms of Energy, Energy Transfer and Conservation, properties of Matter, Changes in Matter. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests. The focus of this course will be on chemistry core and essential concepts of: Inquiry, Reflection, and Social Implications; Forms of Energy; Energy Transfer and Conservation; Properties of Matter; and Changes in Matter. Laboratory investigations are an integral part of this course which will include the use of computers in science simulations and for gathering, analyzing, and interpretation of data.

1386/2386—Advanced Chemistry

Prerequisites: Biology, Geometry, Algebra 1 and/or current enrollment in Algebra 1 and recommendation of Biology teacher.

This is a two-semester college preparatory course that is highly recommended for those students who are planning to major in science, medicine or engineering during their college careers. Students will focus on a more in-depth investigation of chemistry concepts of: inquiry, reflection and social implications, Forms of Energy, Energy Transfer and Conservation, properties of Matter, Changes in Matter. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests. The focus of this course will be on chemistry core and essential concepts of: Inquiry, Reflection, and Social Implications; Forms of Energy; Energy Transfer and Conservation; Properties of Matter; and Changes in Matter. Laboratory investigations are an integral part of this course which will include the use of computers in science simulations and for gathering, analyzing, and interpretation of data.

1387/2387—Physical Science

Prerequisites: Algebra 1 and/or current enrollment in Algebra 2 or recommendation of the Chemistry teacher.

Physical Science is an adaptive two-semester laboratory-oriented course. Students will focus on the fundamental physics knowledge students need to become science literate. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests. The focus of this course is on the physics essential concepts of: Inquiry, Reflection, and Social Implications, Motion of Objects, Forces and Motion, Forms of Energy and Energy Transformations. Laboratory investigations are an integral part of this course which include the use of computers in science simulations and for the gathering, analyzing, and interpretation of data.

1388/2388—Advanced Placement Chemistry

Prerequisites: Grade of "B" or better in Chemistry, Pre-Calculus concurrent or Science Department recommendation.

A.P. Chemistry is designed to be an equivalent of a first-year college general chemistry course. Topics covered include the structure of matter, theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. This class can prepare the student to take the A.P. Chemistry test. Students are expected to spend time outside of class to complete laboratory experiments. Students will receive a minimum of two hours in a structured online learning experience.

Science cont'd



1389/2389—Physics

Prerequisites: Algebra 1 and current enrollment in Algebra 2 and recommendation of Chemistry teacher.

This is a two-semester college preparatory course. Students will focus on a deep understanding of physics concepts of: Inquiry, Reflection, and Social Implications, Motion of Objects, Forces and Motion, Forms of Energy and Energy Transformations. This is accomplished through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group and individual projects, labs, homework, quizzes, and tests. The focus of this course is on physics essential concepts and selected core concepts that comprise the state's high school content expectations for science. Laboratory investigations are an integral part of this course which will include the use of computers in science simulations and for gathering, analyzing, and interpreting data.

1390/2390—Advanced Physics

Prerequisites: Biology, Chemistry, Geometry, Algebra 1 and or current enrollment in Algebra 2 and recommendation of Chemistry teacher.

This is a two-semester college preparatory course that is highly recommended for those students who are planning to major in science, medicine or engineering during their college careers. Students in the course "Physics" will focus on a more in-depth investigation of Physics concepts of: Inquiry, Reflection, and Social Implications, Motion of Objects, Forces and Motion, Forms of Energy and Energy Transformations This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Assessment of students will be done through class participation, group projects, individual projects, labs, homework, quizzes and tests. The focus of this course is on the physics essential concepts, selected core concepts and recommended concepts that comprise the state's high school content expectations for science. Laboratory investigations are an integral part of this course which include the use of computers in science simulations and for the gathering, analyzing, and interpretation of data.

1392/2392—Advanced Placement Physics

Prerequisites: Grade of "B" or better in Physics and Pre-Calculus, or Science Department recommendation

A.P. Physics is designed to be an equivalent of an introductory physics course taken during the first year of college. Topics covered include Newtonian conservation laws, mechanics, electricity, magnetism, optics, and rotational dynamics. Emphasis will be placed on the use of calculus to solve challenging problems. Laboratory activities will include the use of computer simulation and data collection using analog sensors. This class can prepare the student to take the A.P. Physics Mechanics test. Students will receive a minimum of two hours in a structured online learning experience.

Social Studies



Philosophy Of The Department

Livonia high schools offer a full range of social studies courses. The intent is to offer a range of courses which will meet the needs and interests of all students. In social studies, our goal is to *prepare students to be active and responsible citizens* who will participate in their communities and their country. The social studies curriculum is designed to prepare our students for success on the MME High School Test in Social Studies.

Recommended Selection Of Courses:

9th GRADE

Accelerated World History, World History

10th GRADE

US History, AP US History

11th GRADE

AP Government (1 semester), American Government/Politics (1 semester), American Government B (1 semester), Economics (1 semester), Economics B (1 semester)
Electives: Law and Justice, Psychology, Sociology, AP US History, AP Macroeconomics

12th GRADE

Electives: Law and Justice, Psychology, Economics, Sociology, AP Government/Politics, AP US History, AP Macroeconomics, AP Microeconomics, AP Psychology

1403/2403—World History

Prerequisites: None

This course will develop a student's understanding of the political, economic, religious, social, intellectual, and geographic development in civilizations of both the Eastern and Western Hemispheres. Making use of a variety of resources, including an online learning component, the course will cover pre-history through modern times.

1404/2404—Accelerated World History

Prerequisites: Selection for course is based upon Social Studies and Language Arts class achievement, standardized test scores, and staff recommendations. Students will be invited if they qualify.

This two-semester course is designed for students who have demonstrated exceptional and outstanding performance in social studies. Students are required to read and research intensively in World History. Analytic writing and critical thinking processes are incorporated in class work. Successful course work is directed toward preparation for Advanced Placement (AP) courses. Students will develop an understanding of political, economic, religious, social, intellectual, and geographic development in civilizations of both the Eastern and Western Hemispheres. Making use of a variety of resources, including an online learning component, the course will cover history through modern times.

Social Studies cont'd



1409/2409—U.S. History

Prerequisites: None

In this course, students will receive a minimum of 1 hour per semester in a structured online learning activity that utilized technology with internet-based tools and resources as the delivery method for instruction, research, assessment and/or communication. The development of the United States from 1865 to the present is emphasized in this two-semester sequential course. Students develop an understanding of political, economic, religious, social, intellectual, and geographic relationships affecting the United States in history and in today's world. Using the Declaration of Independence, the Constitution, the amendments, and other historical documents, student develop knowledge, understanding and application of the core democratic values given in these documents.

1418/2418—Advanced Placement U.S. History (2 Semester Sequence) (NCAA)

Prerequisites: Selection for course is based upon Social Studies and Language Arts classes, tests, interest and staff recommendations. Students will be invited only if they qualify.

This two-semester course is designed for students who have demonstrated exceptional and outstanding performance in social studies. Students are required to read and research intensively in United States History. Analytic writing and critical thinking processes are incorporated in class work. Successful course work is directed toward preparation for the College Board Advanced Placement® United States History examination. Actual performance on the exam determines whether college credit will be earned. Students develop an understanding of political, economic, religious, social, intellectual, and geographic relationships through the study of history.

1420/2420—American Government (NCAA)

1423—American Government (7th hour)

Prerequisite: None

In this one-semester course, students will study the foundations, structure and responsibilities of the United States Government. An understanding of the rights and responsibilities of citizens and the elections process will be included. Students will be encouraged to become active in the democratic process by participating in a service learning project.

1421—American Government B (Offered Semester 1 only) (NCAA)

Prerequisite: Admission to American Government B is by teacher recommendation and approval of Social Studies Department chairperson.

This one-semester course is for those students experiencing difficulty in reading comprehension. In this course, students will study the foundations, structure and responsibilities of the United States Government. An understanding of the rights and responsibilities of citizens and the elections process will be included. Students will be encouraged to become active in the democratic process by participating in a service learning project.

Social Studies cont'd



1422—Advanced Placement American Government and Politics (Offered Semester 1 only) (NCAA)

Prerequisite: Successful completion of Advanced Placement U.S. History or a staff recommendation based on performance in previous Language Arts and Social Studies courses. Students will be invited only if they qualify.

This is a one-semester course that is designed for students that have demonstrated exceptional interest and outstanding performance in Social Studies. Advanced Placement® U.S. History is not required, but it is recommended. Students are required to read and research intensively in American Government. Supplemental readings to the textbook are required. Analytical writing and critical thinking processes are incorporated in class work. A successful course is directed toward preparation for the College Board Advanced Placement® U.S. Government and Politics examination. Actual performance on the exam determines whether college credit will be earned. The successful completion of Advanced Placement American Government meets the graduation requirement for American Government. Emphasis will be placed on motivating the student to become active in the democratic political process through a service learning project.

1436/2436—Sociology

Prerequisites: Junior or Senior status recommended

The student is engaged in a variety of experiences and interactions such as discussion, role playing, and media analysis to apply sociology to his/her own life and situation. Sociology is the scientific study of people and the affects of groups on the individual. Real-life observation and analysis of social concepts and issues including race, gender, culture, abuse, and social class are explored through a sociological framework.

1437—Advanced Placement Psychology (Offered Semester 1 only) (NCAA)

Prerequisites: Senior status recommended.

This two-semester course is designed to give students a thorough understanding of psychology that includes theories of learning and personality development, abnormal psychology and treatment, motivation, research methods, sensation and perception, and other aspects of human behavior. Students are required to read and research psychology topics. Writing and critical thinking processes are incorporated in class work. Students should expect a minimum of one hour of homework each night that includes reading, studying, and labs. Successful course work is directed toward preparation for the College Board Advanced Placement Psychology examination. Actual performance on the exam determines whether college credit will be earned. Students that plan on enrolling in this course should not enroll in psychology or general psychology.

1438/2438—Psychology

Prerequisites: Junior or Senior status recommended.

This course is designed to introduce the student to the study of the principles, concepts, and theories that are the core of psychology. It should provide the student with a better understanding of himself/herself, his/her life, and interpersonal relationships. The content of this class should provide a foundation for future study in this field.

2441—Economics B (Offered Semester 2 only)

Prerequisite: Admission to Economics B is by teacher recommendation and approval of Social Studies Department chairperson.

This one-semester course is designed to accommodate students who have reading comprehension challenges. This course will include the study of American and global economic systems. The course covers basic economic concepts and thorough examination of micro and macro economic theories. Emphasis will be placed on understanding economic terms.

Social Studies cont'd



2443—Advanced Placement Macroeconomics (Offered Semester 2 only) (NCAA)

Prerequisite: Successful completion of Advanced Placement U.S. History or a staff recommendation based on performance in previous Language Arts and Social Studies courses. Students will be invited only if they qualify.

This is a one-semester course that is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Supplemental readings to the textbook are required. Analytical writing and critical thinking processes are incorporated in class work. A successful course is directed toward preparation to the College Board Advanced Placement Macroeconomics examination. Actual performance on the exam determines whether college credit will be earned. The successful completion of Advanced Placement Macroeconomics meets the graduation requirement for Economics.

1444/2444—Law and Justice: The Constitution at Work

Prerequisites: Junior or Senior status recommended.

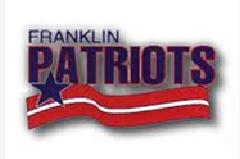
Rights and application of the Constitution are the core of Law and Justice. This course features mock trials, simulations and guest speakers to illustrate key concepts of the law. Practical experiences, critical thinking, research and student involvement are required. Students examine criminal and civil law and contemporary legal issues. In addition to understanding the laws that affect you, this course is an excellent opportunity for exposure to law related careers.

2447—Advanced Placement Microeconomics (Offered Semester 2 only) (NCAA)

Prerequisites: Successful completion of AP Macroeconomics and Senior status recommended.

This course is designed 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.

Special Education



In addition to other courses in high school, the special education courses listed are available to eligible special education students with the approval of the student's counselor, special education teacher and parent. Instruction in these areas will be directed to the development of skills and knowledge relative to the potential and capability of the student with a disability.

The following lists brief descriptions of courses available to special education students. In selected cases, Independent Study courses may be approved for scheduling within a single high school based on unique program/student needs. All courses successfully completed provide 1/2 unit of credit toward graduation requirements unless otherwise indicated. Courses in which the developmental curriculum is highly individualized may be repeated for additional credit.

1242/2242—Study Skills

Prerequisites: Recommended by the Special Education Department/ninth grade class.

This course will develop skills in study procedures and strategies: organizing time and materials, note taking and test taking. Lessons will be developed utilizing actual assignments from other classes.

1247/2247—Directed Study

Prerequisites: Recommended by the Special Education Department.

This course is for students that need one to one or small group instruction/assistance with study skills habits and personal adjustment skills to foster greater independence throughout the school day.

Visual and Performing Arts



ART

Philosophy Of The Department

“Art, when really understood, is the province of every human being. Whenever the artist is alive in any person, whatever his work may be, he becomes an inventive, searching, self-expressing creature.” Robert Henri (“The Art Spirit”—1962)

We believe that each of us has artistic ability. Our goal is to take each student at their level of development and to help them grow in technical skills, personal expression and visual communication.

Some art students will prepare a portfolio for scholarships, and admissions to colleges and art and design schools.

The art students will work in drawing, painting, photography, clay, framing, and gallery management. Some will find that their high school art classes have laid a foundation for a lifelong interest in art as a hobby or a leisure time activity.

All art students will learn the Elements and Principles of Design and be able to utilize them in their artwork. The students will have the opportunity to develop aesthetic judgments and to learn about our rich art heritage through art history, field trips, videos, power-point presentations, prints and guest speakers.

I. Enrollment in any of the advanced art courses is dependent upon the student’s possession of the basic skills appropriate to the desired course. Generally speaking, students who have not maintained at least average marks in Art could not consider their skills adequate for advanced courses.

II. Art work is done in the classroom, but there will need to be home practice for advanced levels. Regular attendance and promptness is especially necessary if a student wishes to succeed.

1500—Fundamentals Of Art

(Offered Semester 1 only)

Prerequisites: None

This one semester course will introduce to the student a variety of media, skills and techniques, and give students the opportunity to learn, explore and experiment with creative art activity. Drawing, color theory, design, painting and sculpture will be investigated.

1501/2501—Painting

Prerequisites: Drawing (preferred)

Painting 1 is a one-semester course which covers a variety of fundamental painting techniques and medias involved in painting. Students will gain a working knowledge of color mixing and blending, and color theory. Painting 1 students will concentrate on incorporating the elements and principles of design (line, shape, form, color, balance, contrast, emphasis, etc.) along with developing their technical painting skills through organized compositions. They will be encouraged to develop their own unique concepts and creativity throughout the lessons and exercises. Art history will be introduced. (Drawing 1 is recommended as a prerequisite that will provide a prior knowledge of organization and composition that will enhance their ability to show form and depth.)

Visual and Performing Arts cont'd



1503/2503—Advanced Painting

Prerequisites: Painting **This course may be taken multiple times for credit.

Students will learn more advanced techniques, using primarily water-based paints. They will examine painting styles such as realism, abstraction, impressionism and expressionism through study and discussion of art history. They will continue to develop personal expression and individual style. An emphasis will be placed on developing work for scholarship application and college admissions.

1505/2505—Drawing

Drawing is a one-semester course which covers a variety of fundamental drawing techniques and medias. Students will be introduced to the proper skills needed to show value, mass, form, and depth to subjects. Portraiture, perspective, and other aspects of drawing “what you see” will be introduced. Drawing students will concentrate on incorporating the elements and principles of design (line, shape, form, color, balance, contrast, emphasis, etc.) along with developing their technical drawing skills through organized compositions. They will be encouraged to develop their own unique concepts and creativity throughout the lessons and exercises. Art history will be introduced.

1507/2507—Advanced Drawing

Prerequisites: Drawing **This course may be taken multiple times for credit.

Students will further develop skills and concepts introduced in the beginning class, with an emphasis on expanded media proficiency. Students will sharpen observational skills, strengthen composition skills and work on projects ranging from realistic, to imaginary to surrealistic. An emphasis will be placed on developing work for scholarship application and college admissions.

1516/2516—Sculpting/Clay

Prerequisites: None

This is a beginning course in exploring clay and other sculptural media. Techniques include hand construction methods for slab and coil building, wheel throwing, and sculpture. Firing and glazing techniques will be emphasized.

1518/2518—Advanced Sculpting/Clay

Prerequisites: Sculpting/Clay **This course may be taken multiple times for credit.

This course is a continuation of the construction skills learned in the beginning course. Students will learn more complex techniques that may include wheel throwing and various carving techniques. Students will be encouraged to develop and refine a personal style. There will be an emphasis on design, craftsmanship, originality and surface decoration. Students will continue to develop their aesthetic judgment through group critique and the study of professional working artists.

1538/2538—Photography

Prerequisites: None

Students are required to have their own digital camera. It is recommended that students purchase a flash drive (1 gigabyte minimum suggested) to store and transfer images as well as a memory card reader.

This course is designed to introduce students to the basic principles of photography and digital imaging through the use of Adobe Photoshop software. Beginning studio lighting techniques will be introduced.

Visual and Performing Arts cont'd



1540/2540—Advanced Photography

Prerequisites: Photography **This course may be taken multiple times for credit.

Students are required to have their own digital camera. It is recommended that students purchase a flash drive (1 gigabyte minimum suggested) to store and transfer images as well as a memory card reader.

This course is a continuation of the skills learned in Photography. Students will work with computer and lighting techniques to build a portfolio of images for future scholarships, competitions and employment.

1547/2547—Advanced Art Techniques

Prerequisites: The student must receive written approval from the Art Department to enroll in this class. **This course may be taken multiple times for credit.

Admission to this class depends upon previous achievement, as well as the instructor's evaluation of the ability of applicants to meet high standards of individual responsibility, self-direction, creativity, grasp of fundamentals of art, emotional maturity and dependability in creative student-centered classroom.

Objectives:

1. To create a two-dimensional portfolio collection for competition. Portfolio must contain eight examples of your best work including at least three drawings. Three-dimensional projects accepted on approval.
2. To create a major art form which integrates the major processes; or to plan independent work of one semester which includes research and in-depth production with a selected art form.

1549/2549—Art Independent Study Program

I. Application and Approval Procedures

A student wishing to enroll in the Independent Study Program shall complete the following plan:

1. Indicate these interests to an art teacher.
2. Submit a written request to the department chairperson.
3. Receive joint approval of counselor, parents and principal.
4. Complete the enrollment with a counselor.

Visual and Performing Arts cont'd



1549/2549—Art Independent Study Program Cont'd:

II. Criteria for Selection of Students

Selection of students for the Independent Study Program in Art will be based on the following criteria as they apply to individual students:

1. The student has demonstrated ability to initiate and complete independent study.
2. The student has the need and determination to continue an in-depth study of previous art experiences or has the willingness and openness to explore new areas of investigation in art.
3. The student has talent in one specific area of art.
4. The student is not an art major, but has interest and/or ability but cannot select advanced art courses because of other course requirements.
5. The student is unable to enroll in advanced art courses because of scheduling conflicts.
6. The student has evidence of previous art work presented in a portfolio.
7. The student has made every attempt to participate in regular art courses.
8. The student is enrolled in a course but is so advanced that independent study would be more profitable.
9. The student must be a second semester junior or a senior to qualify for enrollment.

III. Description of Procedures and Content

A. Objectives

1. The student and teacher will cooperatively write the objectives for the independent study.
2. The student and teacher will describe the learning experiences essential for achieving the objectives.

B. Seminar Sessions

1. The introductory seminar will be attended by all teachers in the department and all students participating in the Independent Study Program for the purpose of reviewing objectives, procedures and evaluation. Students will be assigned an advisor at this session.
2. The student and advisor will plan a minimum of six meetings during the semester for the purpose of conducting the independent study.
3. Students and teachers will participate in a final seminar to share projects and evaluate the Independent Study Program.

C. Evaluation

The student will be evaluated by three major criteria:

1. Amount of Time Devoted to Study
2. Achievement of Goals
3. Quality

The advisor and student will identify more specific criteria for each of these three areas. The student and teacher will both complete an evaluation and designate whether the student should receive a “pass” or “fail”. The seminar will not be used in computing GPA; however, the student will receive credit for the study.

Visual and Performing Arts cont'd



1549/2549—Art Independent Study Program Cont'd:

IV. Policies for Credit and Material

A. Credit

1. A student will be permitted to earn a total of 1 credit for Independent Study in Art.
2. A student may enroll for only 1/2 credit at a time which must be earned within a period of one semester.

B. Materials

1. The total amount of required materials will be limited to an amount to be determined when the school budget becomes firm.
2. The student may purchase other materials on a voluntary basis.

938—Graphic Design 1 (Livonia Career Technical Center - Blue Section)

939—Graphic Design 2 (Livonia Career Technical Center - Blue Section)

Visual and Performing Arts cont'd



MUSIC

Philosophy Of The Department

The aim of the Music Department is to develop and make available to students a music curriculum of comprehensive scope which provides a wide variety of musical experiences for both students having a limited background and for those with more advanced musical preparation.

Objectives include: To enrich the lives of the students through creative and expressive experiences gained through the study and performance of music. To provide instruction to lead to a more complete understanding and appreciation of the fine arts.

Franklin Marching Band

Prerequisites: Auditions are required for Color Guard members. Previous experience on band instruments is a requirement in most cases.

The award-winning marching patriots is a voluntary after-school activity that performs for football games and travels throughout the state for Saturday competitions. This program is about participation, teamwork, and dedication. It is a showcase for all to participate and become winners in life. We are about putting excellence on the line and increasing self-worth through achievement, success, and dedication to a goal and purpose. Band classes during the day are required unless you are on Color Guard.

1731/2731—Franklin Jazz Band

Prerequisites: Admission by audition only. Open only to tenth, eleventh, and twelfth grade students who have had at least four years experience on their instruments. Ninth grade students are not admitted to this class.

The Jazz Band will study and increase basic techniques of jazz improvisation in a variety of jazz styles. Music history, music theory, and a wide range of musical styles will be explored and performed throughout the year. The Jazz Band performs frequently at both school and community functions. After school and/or evening rehearsals and concerts are required.

1732/2732—Concert Band

Prerequisites: The Concert Band is a musical ensemble open to all students with previous experience on band instruments. No auditions required.

The Concert Band will perform music for concerts and other school and community events throughout the school year. The class will be devoted to increasing knowledge in musicianship, music history, theory, and prepare students to advance to Symphony Band. A variety of music styles and concert band literature will be explored. After school and/or evening rehearsals and concerts are required.

1734/2734—Symphony Band

Prerequisites: The Symphonic Band is an ensemble of students with exceptional musical ability which is determined through a special audition given by the director.

The Symphonic Band will perform the best of the band literature at concerts, community events, and in contests throughout the school year. After school and/or evening rehearsals and concerts are required.

1738/2738—Freshman & Sophomore Orchestra

Prerequisites: None. Open to all ninth and tenth grade students without an audition who have had previous experience on violin, viola, cello, or string bass.

The class is designed to prepare students for Symphony Orchestra by focusing on basic string techniques. After school and/or evening rehearsals and concerts are required.

Objective: To provide instrumental music students an opportunity to perform Baroque, Classical, Romantic, and Twentieth Century literature; develop the technical abilities of each student by focusing on finger patterns, shifting, vibrato, and all styles of bowing.

Visual and Performing Arts cont'd



1739/2739—Junior & Senior Orchestra

Prerequisites: Eleventh and twelfth grade students who have had at least four years of experience on violin, viola, cello, or string bass. Strings perform as a full orchestra, string orchestra, and chamber strings. After school and/or evening rehearsals and concerts are required.

The objective of the orchestra is to provide instrumental music students an opportunity to perform Baroque, Classical, Romantic, and Twentieth Century literature in its original form; develop a high degree of refinement in performance skills; and attain first-hand experience in the production of major works for orchestra.

1741/2741—Franklin Choir (Mixed Choir)

Prerequisites: Girls: must have completed one year in Cantando Chorale. Open to girls grades 10-12. All boys grades 9-12.

Franklin Choir is a performing group offering training in musicianship, vocal production, sight singing, music theory and music history. They perform frequently at in-school and out of school functions, choral festivals, and contests singing fine choral repertoire of both sacred and secular arrangements. After school and/or evening rehearsals and concerts are required.

1744/2744—Cantando Chorale (Women's Ensemble)

Prerequisites: Open to all girls, grades 9-12

The Cantando Chorale is a women's ensemble offering training in musicianship, vocal production, sight singing, music theory, and music history. They perform in 2, 3 and 4 part harmony. Performances are at in-school functions, out of school functions, choral festivals, and concerts singing the finest SSA repertoire available. After school and/or evening rehearsals and concerts are required.

1749/2749—Bel Canto Choir

Prerequisites: All students must pass auditions in vocal technique and sight reading. (Open to 10-12 grade boys and 11-12 grade girls)

The Bel Canto Choir is a selective performing organization offering advanced training in musicianship, voice production, sight singing, music theory and music history. They perform frequently at in-school and community functions, choral festivals, and contests singing the finest chorale repertoire of both sacred and secular arrangements. After school and/or evening rehearsals and concerts are required.

1754/2754—Music Theory and Appreciation

Prerequisites: None

Music Theory and Appreciation will explore a variety of music subjects including: Music Theory, Composing and Arranging using Music Technology Programs, Keyboard (Piano) Unit, Styles of Music—History of Rock and Jazz, Vocal/Choral Music, Music in Film, Instrumental Music, Musical Theater, Overview of Music History—1500's to present, and Music Technology.

1796/2796—Theater Tech

Students will learn all elements of the theater including sound engineering, video production, lighting design, show production, stage management, and set building. Students must be independent and responsible. Approval from music teacher is required to enroll in the class. Evening events are required.

Vocational and Life Skills



BUSINESS

Philosophy Of The Department

The Business Education curriculum must have the capacity to develop student's understanding of global economic business systems; technological skills including telecommunications; basic communication skills including reading, writing, listening, and speaking; computational skills; and work attitudes. Students must understand the entrepreneurial spirit, ethical responsibility of a businessperson, and the need for personal financial independence.

FINANCE: Students working in the financial sequence will acquire skills and knowledge in budgeting, investments, consumer credit, savings, banking and various financial markets. In addition students may be required to verify and enter details of business transactions, summarize data in separate ledgers, balance books, compile reports, calculate wages, prepare payment, and analyze financial statements. Computer technology is an integral part of financial practices and procedures and will be incorporated in all financial courses.

MARKETING: Students pursuing career objectives in marketing must demonstrate competencies in the following areas: selling, promotion, distribution, risk management, pricing, purchasing, marketing information management, product/service planning, finance, and entrepreneurship. Marketing personnel must also demonstrate understanding of the marketing economics, business, and human resource foundations. Students will utilize state of the art technology in relation to the study of marketing. All marketing students have the opportunity to participate in the National Student Organization, DECA. Marketing courses are articulated with the following colleges and universities: Baker College, Davenport University, and Henry Ford Community College.

TECHNOLOGY: Students must acquire a foundation of knowledge, skills, and attitudes, which enable them to assume responsibility for their learning and effectively use technology as a tool for learning and achieving our core curriculum outcomes. In our information age, students must use technology as a tool for managing information, for communication, collaboration, and problem solving with others in the global workplace.

Technology literacy means more than acquiring computer literacy. It includes the use of a variety of information systems technologies that increase the ability to access, manipulate, and disseminate information. It means developing an understanding of physical and biorelated technology systems. Technology literacy implies a positive attitude about the use of technology and the application of technology based on ethical standards.



Name: _____

Learner ID: _____

School/College/University: _____

Livonia Public Schools



Business, Management and Administration: Management
Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Management Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for BMA Pathway	SAMPLE Occupations Relating to This Pathway
Graduation Requirements: http://www.michigan.gov/mde/0,1607,7-140-38924--,00.html								
	7	Lang. Arts 7	Math 7	Science 7	Social Studies 7	0573 Computer Technology (10 week) Health (10week) PE (10 weeks) 10 weeks of electives	0676 Internet and Digital Media(10 Wk) 30 weeks of electives	<ul style="list-style-type: none"> ► Account Executive ► Accounting Manager ► Accounts Payable Manager ► Administrative Services Manager ► Assistant Credit Manager ► Association Manager ► Audit Assistant ► Billing Manager ► Budget Analyst ► Business Development Manager ► Chief Executive ► Compensation and Benefits Manager ► Credit and Collections Manager ► Data Entry Specialist ► Entrepreneur ► Executive Assistant ► Facilities Manager ► Financial Manager ► First Line Supervisor ► Franchise Owner ► General Manager ► Government Manager ► Healthcare Administrator ► Hospital Manager ► Hospitality Management ► Human Resource Manager ► Legal Office ► Marketing Research ► Management Trainee ► Manufacturing Manager ► Credit and Collections Manager ► Meeting and Convention Planner ► Operations Manager ► Payroll Manager ► Personal Banker ► Public Organization Manager ► Public Relations Manager ► Purchasing Manager ► Real Estate ► Risk Manager ► Small Business Owner ► Stockbroker ► Sports and Entertainment Manager ► O*NET ► Webpage Designer
	8	Lang. Arts 8	Pre-Algebra 8 OR Algebra 8	Science 8	U.S. History 8	Music/World Language OR PE + 3 credits of electives	0584 Computer Technology 2.0 (20 wk) 0586 Integrated Technology (20 wk)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: <input checked="" type="checkbox"/> Career Cruising <input type="checkbox"/> or other assessment (please indicate): NOCTI								
SECONDARY	9	English 9	Geometry	Biology	World History	Health & PE (1 credit)	World Language (2 credits required for 2016 graduates)	
	10	English 10	Algebra I	Chemistry	U.S. History	World Language (2 credits required for 2016 graduates)	590 Business Tech Mgmt. (Sem) 591 Adv. Business Tech Mgmt. (Sem) CIP 52.0299	
	11	English 11	Algebra II	Physical Science or Physics	Am Govt (1/2 credit) Econ (1/2 credit)	592 E-Commerce & Social Media (Sem) 593 Project Design Mgt (Sem) CIP 52.0299	575 Managing Your Money	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English 12 - see specific hs course selections for specific choice	4th yr math OR senior math related (senior math related can be met in this course pathway thru CTE)	0902/0903 Management & Bus Admin @ LCTC CIP 52.0299	0902/0903 Management & Bus Admin @ LCTC	859 Career Intern Program (Sem) (must apply & be accepted into the program)	859 Career Intern Program (Sem) (must apply and be accepted into the program)	
High School courses in the pathway offered locally for college credit should be coded: AC: Articulated Credit, DE (Dual Enrollment and/or TC (Transcripted Credit) List related certification/credentials offered locally: Work Keys Key Train NOCTI MOS								
						Additional Learning Opportunities: CTSO Organization(s): <input checked="" type="checkbox"/> DECA <input type="checkbox"/> BPA <input type="checkbox"/> Skills USA <input type="checkbox"/> HOSA Work-Based Learning: <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input checked="" type="checkbox"/> Industry Visit <input type="checkbox"/> Mentorship <input type="checkbox"/> Student Apprenticeship <input type="checkbox"/> Career Intern Program #0859 (possible senior credit)		
Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
The Livonia Public Schools School District prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquires regarding the nondiscrimination policies: Director of Human Resources, 155125 Farmington Road, Livonia, MI 48154 (734)744-2500.								

materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Marketing	SAMPLE Occupations Relating to This Pathway	
Graduation Requirements: http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html							Accounting Manager Accounts Payable Manager Administrative Services Manager Assistant Credit Manager Association Manager Billing Manager Business Development Manager Chief Executive Compensation & Benefits Manager Credit and Collections Manager Entrepreneur Facilities Manager First Line Supervisor General Manager Government Manager Hospital Manager Human Resource Manager Management Analyst Management Trainee Manufacturing Manager Meeting and Convention Planner Operations Manager Payroll Manager Public Organization Manager Public Relations Manager Purchasing Manager Risk Manager Sports and Entertainment Manager O*NET	
7	Lang Arts 7	Math 7	Science 7	Social Studies 7	0573 Computer Technology (10 week) Health (10week) PE (10 weeks) 10 weeks of electives	0676 Internet and Digital Media(10 Wk) 30 weeks of electives		
8	Lang Arts 8	Pre-Algebra 8 OR Algebra 8	Science 8	U. S. History 8	Music/World Language OR PE + 3 credits of electives	0584 Computer Technology 2.0 (20 wk) 0586 Integrated Technology (20 wk)		
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school:								
Career Cruising or other assessment (please indicate): _____								
SECONDARY	9	English 9	Geometry	Biology	World History	Health & PE (1 credit)	<i>World Language (2 credits required for 2016 graduates)</i>	
	10	English 10	Algebra I	Chemistry	U.S. History	<i>World Language (2 credits required for 2016 graduates)</i>	1550 Marketing I 2551 Marketing II	
	11	English 11	Algebra II	Physical Science or Physics	Am Govt (1/2 credit) Econ (1/2 credit)	0921/2921 Fashion Merchandising CIP 52.1999	0921/2921 Fashion Merchandising	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
	12	English 12 - see specific hs course selections for specific choice	4th yr math OR senior math related (senior math related can be met in this course pathway thru CTE)	Visual, Performing or Applied Arts (1credit) (CAN BE MET IN CTE COURSE)	1555/2555 Marketing III	1555/2555 Marketing III 1556/2556 Marketing IV CIP 52.1999	1552/2552 Sports Marketing CIP 52.1999	
	High School courses in the pathway offered locally for college credit should be coded: AC: Articulated Credit, DE (Dual Enrollment and/or TC (Transcripted Credit)							
List related certification/credentials offered locally: Work Keys				Additional Learning Opportunities: CTSO Organization DECA BPA Skills USA HOSA				
				Work-Based Learning: Career Research Cooperative Education Internship Job Shadowing Service Learning Project Industry Visit Mentorship Student Apprenticeship Career Intern Program #0859 (possible senior credit)				
<i>Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
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Vocational and Life Skills cont'd

1550—Marketing I

(Offered Semester 1 only)

Prerequisites: None

Students will learn the language of marketing and distribution and the importance of developing social skills for business jobs. Topics of study will be: private enterprise system, consumer economics, world channels of distribution, purpose of marketing, types of marketing enterprises, careers in marketing and distribution, promotion and pricing, human relations skills, and how technology affects business operations. Case problems as well as current newspaper/magazine articles dealing with marketing topics are utilized along with guest speakers in the field, and virtual business software.

Recommended for students pursuing marketing studies, business employment and work experience. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

2551—Marketing II

Small Business Management and Entrepreneurship

(Offered Semester 2 only)

Prerequisites: None

Entrepreneurship is a course designed to start you thinking like the owner or manager of a business. Owners recognize that a person's level of success is only limited by his/her imagination and hard work. As the business owner, you will explore the impact of the economy on your business. Legal requirements, physical layout, operating and staffing needs, promotion, social and ethical responsibilities, and applications of technology will be studied. Ultimately, the goal of entrepreneurship is to educate each student regarding all aspects of starting a business. This knowledge will assist the student in writing a business plan, which could be used to start a business. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

1552/2552—Sports and Entertainment Marketing

(Year-long course)

Prerequisites: None

Sports and Entertainment Marketing takes students on a step-by-step journey through the world of marketing. Students encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. The purpose of this course is to provide students with the fundamental principles and concepts identified with sports and entertainment marketing, and to develop critical thinking and decision-making skills through the application of marketing principles in these industries. Successful completion of this course will help students develop a knowledge of the career possibilities in the sports and entertainment industries as they relate to a diverse population and global society, and develop the knowledge that is required to produce an actual sports and entertainment event. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

1555/2555—Marketing III

(Year-long course)

1.0 credit per semester

Prerequisites: Marketing I & Marketing II, or Sports & Entertainment Marketing, or consent of instructor. Grade 11-12

This is a one-year course that puts theory into real-life business situations. Practical experiences are gained by the operation and management of the school store. Students gain hands-on experience with technology as they perform retail operations. Students will have experience in the following areas of retail operations: salesmanship, buying and pricing, cashiering, record keeping, display and sales promotion, merchandising, inventory, customer relations, marketing mathematics, entrepreneurship, human relations, decision making, budgeting, and scheduling. Business ethics and employability skills are an integral part of the course.

Through course work, field trips and guest speakers, students will gain confidence and the opportunity to achieve marketable skills. In addition, students will take part in DECA, a national marketing student organization. Course has been approved for (.5) senior related math credit and (.5) visual performing arts credit, per semester.

Vocational and Life Skills cont'd



1556/2556—Marketing IV

(Year-long course)

1.0 credit per semester

Prerequisites: Marketing I, II and III. Grade 11-12

This is a one year course that puts theory into real-life business situations. Practical experiences are gained by the operation and management of the school store. Students gain hands-on experience with technology as they perform retail operations. Students will have experience in the following areas of retail operations: salesmanship, buying and pricing, cashiering, record keeping, display and sales promotion, merchandising, inventory, customer relations, marketing mathematics, entrepreneurship, human relations, decision making, budgeting, management, and scheduling.

Students in the Marketing IV class act as managers and DECA mentors to Marketing III students. In this capacity, students program all inventory using Point-of-Service (POS) software inventory control system, the same system used in the majority of retail establishments. Students are also responsible for recording all store transactions into the ledger account, both manually and by the computer. Students also make vendor contacts in relation to inventory orders, needed supplies, and invoices. Students will make and record necessary invoice payments on a daily basis. Students will write purchase orders and work with vendors in procuring needed inventory.

Through course work, field trips and guest speakers, students will gain confidence and the opportunity to achieve marketable skills. In addition, students will take part in DECA, a national marketing student organization. Course has been approved for senior related math credit and visual performing arts credit.

1571—Small Business Accounting

(Offered Semester 1 only)

Prerequisites: None. Grade 10-12

The course is highly desirable for those expecting to be a part of the global business world (i.e. accountant, administrative assistant, entrepreneur, and computer specialist). A college-bound student planning to major in any phase of business will be required to take several accounting courses. The first semester of accounting presents the double-entry accounting system in its simplest form. The students will learn to analyze and record daily transactions of small businesses using journals and computer software formats. Other processes covered are the correct procedures both manually and electronically for posting, preparing worksheets and financial statements, and adjusting and closing ledger accounts for proprietorships and partnerships. The final experience in Small Business Accounting is a business simulation in which the student keeps a set of books for a small business for a one-month period. Students will also be trained to use the personal computer with windows network, color monitor, and laser printers. Course has been approved for senior related math credit.

1575/2575—Managing Your Money

Prerequisites: None

This course, which is recommended for all students, introduces students to the practical areas of finance. Computer software will be used to enhance skills in applicable areas. Course topics include:

- Budgeting personal finances
- Developing banking skills
- Using credit options
- Understanding investment options
- Interpreting financial news
- Investigating car expenses
- Maintaining personal tax records
- Developing job search and interview skills

Vocational and Life Skills cont'd



1577/2577—Global Money Management

Prerequisites: Recommended but not required, Managing Your Money. Recommended for Grades 10-12

Students will be introduced to international transactions affecting global trade and foreign exchange rates. Course will also consist of an examination of stock markets and exchanges. Students will play a virtual stock exchange game where they will be given a financial portfolio to manage online. The students will also learn about our commercial and central banking operations. Course instructional activities also include:

- Guest speakers
- Field trips
- Internet projects
- Current issues

1590/2590—Business Technology Management

Prerequisites: None

Business Technology Management is a class designed to teach students how to use technology as a business and personal tool through the use of application software. Students will develop business management skills using Microsoft Office (Word, PowerPoint, Excel and Access). Students will also be introduced to advanced features in Google Documents, Google Drive and Google Applications. This class is taught in a computer lab and I-Pads and tablet technology is integrated throughout the course. Students will learn how technology is used in advanced academic settings, in a business environment and in everyday situations. Coursework is completed in class. VPA Credit. Senior Math Credit.

1591/2591—Advanced Business Technology Management

Prerequisites: Business Technology Management or teacher approval

Advanced Business Technology Management is a project-based class that focuses on integrating business management and technology. Students will use technology to apply management concepts. Students will use advanced features of Microsoft Office (Word, Excel, Access, PowerPoint), Google Applications, Google Drive, Google Documents, and other online tools (Prezi, Moviemaker, Photo editing, etc.). Business concepts covered using technology include: International Business, Business Planning, Human Resources, Leadership, Law and Ethics, and Project Management. This class is taught in a computer lab and I-Pads and tablet technology is integrated throughout the course. Coursework is completed in class. VPA Credit. Senior Math Credit.

1592/2592—Social Media Management

Prerequisites: None. Recommended for Grades 10-12

Social Media Management is a project-based class that teaches students how to use social media to help businesses connect with customers. Students will learn various Social Media platforms such as, Facebook, Twitter, Instagram, Vine, Pinterest, You Tube, LinkedIn, Blogging, etc. Students will learn the proper etiquette and technique expected when Social Media is used in the business world. This class provides a broad introduction to technologies and management models used to successfully create and run an E-Commerce Business. This class is taught in a computer lab and I-Pads and tablet technology is integrated throughout the course. Coursework is completed in class. VPA Credit. Senior Math Credit.

Vocational and Life Skills cont'd



1593/2593—Project Design Management

Prerequisites: None. Recommended for Grades 10-12

Project Design Management is a class designed to take a digital media approach to business. Students will learn graphic design as it relates to business using many different programs including Photoshop, Microsoft Office, Google Applications, web-based photo-editing, etc. Students will also learn various audio and video production techniques used in the business world today. This class will utilize I-Pads and tablet technology for many projects. This class is taught in a computer lab and is project-based. Coursework is completed in class. VPA Credit. Senior Math Credit.

Vocational and Life Skills cont'd



FAMILY LIFE

Philosophy Of The Department

Family and Consumer Science (FCS) prepares students for family life, work life and careers in Family and Consumer Sciences by empowering students to manage the challenges of living and working in a diverse global society.

The Family and Consumer Science curriculum supports individuals in attaining their maximum potential through the development of essential living skills.

Students will:

- Develop an understanding of themselves and their relations with others
- Practice consumer skills
- Explore the complexity of parenting skills and child development
- Become informed decision-makers
- Implement coping and stress management techniques
- Adopt healthy lifestyles

Recommended Courses By Level

All courses are open to both male and female students.

<u>Course Number and Name</u>	<u>With appropriate prerequisites usually taken by students in grades:</u>			
1600 - Child Development.....	10	11	12	
2601 - Parenting.....	10	11	12	
2608 - Creative Design* (1 semester)	9	10	11	12
<u>FOOD AND NUTRITION 1 & 2 (1 year)</u>				
1610/2610 - Food and Nutrition 1* (1st semester of 1 year)	9	10	11	12
1611/2611 - Food and Nutrition 2* (2nd semester of 1 year)	9	10	11	12
1615 - Personal Living (1 semester)	9	10		
2616 - Family Living (1 semester).....		10	11	12
1617 - Interior Design* (1 semester).....	9	10	11	12
2618 - Life Management (1 semester)		10	11	12

*Denotes course that count as .5 Applied Arts credit



Vocational and Life Skills cont'd

1600—Child Development (Offered Semester 1 only)

Prerequisites: Recommended 10th - 12th grade level

Young men and women learn skills necessary for being an effective parent. The course includes the study of supportive families, pregnancy, family planning, child birth the newborn baby, infant simulation, brain development, creative play activities and developmental processes. Upon completion, students will be able to identify developmental milestones, plan experiences to enhance development, describe appropriate interaction techniques and identify environments for typical and atypical development. The student will have an opportunity to participate in the baby simulation experience. **This course is necessary to earn college credit at several articulated colleges.**

2601—Parenting (Offered Semester 2 only)

Prerequisites: 10th - 12th grade level

Students will learn effective parenting skills for the infant through preschool age child. Units of study include: adjusting to parenthood, physical care of infants and children, social and emotional growth of children, positive parenting practices, preparing for emergencies with children, guiding children, selecting child care, providing brain based learning activities for children and hands on experience with a computerized "RealCare" infant simulator. **This course is necessary to earn college credit at several articulated colleges.**

2608—Creative Design (Offered Semester 2 only) (.5 Applied Art Credit)

Prerequisites: None

This course is designed for students to discover the rewards and benefits of using personal creative skills. Students will be introduced to a variety of crafts that will appeal to individual needs and talents. The focus of this course will include hands-on projects such as machine sewing, quilting, embroidery, knitting, crocheting, cross-stitch, needlepoint, and beading. **Students will be required to supply their own project materials.**

1610/2610—Foods And Nutrition 1 (.5 Applied Art Credit)

Prerequisites: None

Recommended course for students interested in Hospitality Management

Students will learn nutritional guidelines for healthy living, kitchen safety and sanitation practices. This is an activity-centered class where students learn and practice basic food preparations skills.

1611/2611—Foods And Nutrition 2 (.5 Applied Art Credit)

Prerequisites: Foods and Nutrition 1

Students will build on food preparation skills and concepts presented in Foods and Nutrition 1. Units of study may include kitchen safety and sanitation, meal planning and nutrition with a focus on cooking with proteins, carbohydrates, fruits and vegetables.

Vocational and Life Skills cont'd



1615—Personal Living (Offered Semester 1 only)

Prerequisites: None (Recommended for Freshman and Sophomores)

In the Personal Living course, importance is placed on the individual and his or her relationship with others. Students will learn to better understand themselves and to develop skills in effective communication and conflict resolution. Class lead discussions will focus on contemporary issues applying to teens and society. Students will be engaged in goal setting and developing plans for reaching those goals.

2616—Family Living (Offered Semester 2 only)

Prerequisites: None (Recommended for Juniors and Seniors)

This course explores the need to build a strong family and the role of the family in society. Relationships with family and friends, mate selection, marriage, divorce, violence, substance abuse, and aging will be key topics. Practical information is given to help students with decision making and dealing with family issues.

1617—Interior Design (Offered Semester 1 only) (.5 Applied Art Credit)

Prerequisites: None

Interior Design will focus on how to apply the principles and elements of design to interior living spaces. An architectural history of housing and furniture will be studied. Emphasis is placed on the way a home can express and enrich the lifestyle of family members.

2618—Life Management (Offered Semester 2 only)

Prerequisites: None (Recommended for Juniors and Seniors)

Students will develop personal survival skills that they will use when they move out on their own or go away to college. Selections will include information on communication skills, money management, employment, career and college planning and consumer issues.

Vocational and Life Skills cont'd



INDUSTRIAL TECHNOLOGY

Philosophy Of The Department

All students, regardless of gender, can benefit from experiences in industrial technology. Students may enroll in one semester exploratory courses without making long-range commitments. Traditional and modern technology courses are available for career and vocational goals. Exploratory and sequential programs are aligned with career pathways in automotive technology, construction technology, architectural, and engineering. Successful completion of any sequential program should provide the student with sufficient knowledge and skill to qualify for entry level employment, vocational courses at the Career Technical Center, or educational/technical training programs after high school.

Automotive Technology Career Pathway	Construction Technology Career Pathway	Architectural, Engineering, & Manufacturing Technology Career Pathway
Small Engine Service *Automotive Technology 1 (1 yr) *Automotive Technology 2 (1 yr)	Intro to Woods Advanced Woods *Construction Trades 1 (1 yr) *Construction Trades 2 (1 yr)	*Architectural Technology/CAD (1 yr) *Engineering Technology/CAD (1 yr) Intro to Drafting/CAD

* Career Technical Center Course

Automotive Technology

1660—Small Engine Service (Offered Semester 1 only)

Prerequisites: None

Students in this one-semester course will learn the fundamentals of small two-stroke-cycle and four-stroke-cycle gas powered engines. The course will include units of instruction in service, maintenance and repair of small engines used on lawn mowers, snow blowers, power generators, chain saws, snowmobiles, and garden equipment. Proper use of tools, trouble shooting, precision measuring and testing will be emphasized. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

0936/2936—Auto Technology 1 (Year-Long Course)

Prerequisites: None

This one-year course may be offered at the Livonia Career Technical Center or at the home high school. This course is designed to prepare the student for entry into the automotive mechanic occupation. This will be done by the student performing the tasks associated with the auto servicing field. Included are the disassembly, inspection, repair and reassembly of specific components of the automotive engine and chassis. The student will also be given an opportunity to practice and improve skills in the standard automotive services.

937—Auto Technology V2

(Livonia Career Technical Center - see blue section)

Vocational and Life Skills cont'd



Construction Technology

1652/2652—Intro to Woods

Prerequisites: Grades 10-12

Introduction to Woods is a one-semester course with product-centered activities and an emphasis on understanding the following areas of instruction: shop safety; basic hand tool manipulation; machine operation; planning; measuring; finishing; minor home maintenance and career and consumer knowledge. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

1653/2653—Advanced Woods

Prerequisites: Intro to Woods, Grades 10-12

Note: Students may take Advanced Woods for two or more semesters. Advanced Woods is an advanced course with additional concentration on those areas mentioned in Intro to Woods. Project selection will be more challenging with increased emphasis on individual planning and problem solving. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

910—Construction Trades 1

(Livonia Career Technical Center - see blue section)

914—Construction Trades 2

(Livonia Career Technical Center - see blue section)

Architectural, Engineering, and Manufacturing Technology

2634—Intro to Drafting/CAD

(Offered Semester 2 only)

.5 credit

Prerequisite: None. Grades 9-12

Introduction to Drafting/CAD is an exploratory course in mechanical drafting, architectural drafting, and CAD. Students will learn basic skills in reading and creating drawings that will be of benefit to the student in other industrial technology courses. Course counts toward 1.0 credit of Visual, Performing, or Applied Arts graduation requirement.

940—Architectural Technology/CAD

(Livonia Career Technical Center - see blue section)

942—Engineering Technology/CAD

(Livonia Career Technical Center - see blue section)

World Languages



Philosophy Of The Department

The World Language Department recognizes the critical role of World Language proficiency in our nation. Thus, we provide a proficiency-based curriculum which is defined by what the learner will be able to talk about, read about, and write about. Grammar instruction is applied to communicative activities to permit more effective communication. Our goal is to prepare students to function appropriately in oral and written form, in a range of situations, and with a degree of accuracy.

1250/2250—French 1

Prerequisites: None

French 1 provides a foundation of French language skills and French and Francophone culture and geography. This course emphasizes speaking and listening skills while introducing the mechanics of reading and writing.

NOTE: Students who have completed the French 1 course in the middle school with a passing grade should enroll in French 2.

1252/2252—French 2

Prerequisites: French 1

This course is a continuation of the skills studied in French 1. Emphasis remains on the spoken language but more detail is given to language structure and expanded vocabulary.

1254/2254—French 3

Prerequisites: French 2 (Recommended grade of “C” or better)

French 3 is a continuation of French 2. In addition to the continued refinement of communication skills, special emphasis will be placed on developmental reading and the ability to present one’s thoughts in writing. All verb tenses as well as principle structures necessary for practical conversation are presented. As well, there is an integration of history and geography in the target language.

1256/2256—French 4

Prerequisites: French 3 (Recommended grade of “C” or better)

Students will refine the linguistic functions of speaking, listening, reading, and writing. French and Francophone literature, culture, and history provide the context for discussion.

1258/2258—French 5

Prerequisites: French 4 (Recommended grade of “C” or better)

Students will develop higher-level thinking skills in the target language by means of interpretation of literature and the study of current events and history. Formal writing skills will also be developed.

World Languages cont'd



1262/2262—German 1

Prerequisites: None

This course is designed to give the student a foundation in listening, speaking, reading, writing, and viewing of the German language and culture. Communication is the primary goal for a beginning student to make one's self understood in a variety of "real life" settings.

NOTE: Students who have completed the German 1 course in the middle school with a passing grade should enroll in German 2.

1264/2264—German 2

Prerequisites: German 1

As a continuation of German 1, German 2 is designed for the strengthening of the listening, speaking, reading, writing, and reviewing skills acquired in the first year. The variety of situations in which the student must communicate is broadened and more complex structures are added to the student's repertoire.

1266/2266—German 3

Prerequisites: German 2 (Recommended grade of "C" or better)

German 3 is a continuation of German 2. The student will further refine communications skills, while adding more sophisticated structures for the situations in which the student must "perform."

1268/2268—German 4

Prerequisites: German 3 (Recommended grade of "C" or better)

This year provides the student with many opportunities to refine and strengthen communication skills through a variety of spoken contexts as well as literature and exposure to historical and artistic highlights from the German culture.

1269/2269—German 5

Prerequisites: German 4 (Recommended grade of "C" or better)

This year provides the student with many opportunities to refine and strengthen communication skills through a variety of spoken contexts as well as literature and exposure to historical and artistic highlights from the German culture.

World Languages cont'd



1276/2276—Spanish 1

Prerequisites: None

Spanish 1 provides the foundation for Spanish language skills. The course emphasizes speaking and listening skills while introducing the mechanics of reading and writing. Hispanic culture and geography are important components of this course. **NOTE: Students who have completed the Spanish 1 course in the middle school with a passing grade should enroll in Spanish 2.**

1277/2277—Fundamentals of Spanish 1

Prerequisites: Previous performance in other courses as well as recommendations from school personnel

This course emphasizes communication through a variety of media while introducing essential language mechanics. Depth of study will include aspects of basic communication and language learning strategies as well as an exploration of a variety of cultural topics.

1278/2278—Spanish 2

1298/2298—Spanish 2 (7th hour)

Prerequisites: Spanish 1

Spanish 2 is a continuation of the skills studied in Spanish 1. Emphasis remains on the spoken language but more detail is given to language structure and an expanded vocabulary. Hispanic culture and geography continue to be important in this course.

1280/2280—Spanish 3

Prerequisites: Spanish 2 (Recommended grade of "C" or better)

Emphasis on speaking and writing skills with a concentration on increasing vocabulary. All verb tenses as well as principle structures necessary for practical conversation are presented.

1282/2282—Spanish 4

Prerequisites: Spanish 3 (Recommended grade of "C" or better)

Students will refine the linguistic functions of speaking, listening, reading, and writing. Hispanic literature, culture, and history will provide the context for discussion and writing.

1284/2284—Spanish 5

Prerequisites: Spanish 4 (Recommended grade of "C" or better)

Students will develop higher-level thinking skills in the target language by means of interpretation of literature and the study of history and current events. Students will also develop formal writing skills.

1288/2288—ESL (English As A Second Language)

This is a one-year, non-continuing course designed for students who have recently arrived in the United States and whose native language is not English. Greater provision for learning English will be provided for the students whose language barrier prevents basic communication. Emphasis will be on oral, aural and written communication.

Course Descriptions



The Livonia Career Technical Center programs are designed to prepare students for a broad range of employment, college course work, and training services. We are college and career focused.

All Career Center programs can be counted for senior math related credit. All programs also offer the opportunity for a visual, performing and applied arts (VPAA) credit. Each program offers articulated college credit with a post-secondary institution. Each program offers at least 20 hours of online experience to meet the high school requirements. All Career Center programs can be used as a substitute for the second year World Language graduation requirement and the third year Physical Science or Physics graduation requirement

For general information about these programs, contact:

Joe Anderson, Principal
Livonia Career Technical Center
8985 Newburgh
Livonia, Michigan 48150
(734) 744-2816

**8985 Newburgh Road
Livonia, MI 48150
(734) 744.2816**

OPPORTUNITIES FOR CAREER/TECHNICAL EDUCATION

Livonia Public Schools believes that all students should graduate from high school with a plan for their future. Whether it is continuing their education at a four-year college or university, a two-year community college or technical school, military service, or entry into the workforce, all students should have a focus on the next step after high school.

Livonia Public Schools provides all students with the opportunities to make informed decisions about their future. The three Livonia high schools and the Career Technical Center provide programs that are designed to provide a pathway to their ultimate career goal.

High schools provide programs that prepare students for jobs that are in demand and that offer long-range career opportunities. Some students may choose to participate in the more specialized technical preparation curricula at the Career Technical Center. Many of these programs begin in the ninth grade at the high school and continue toward a two or four-year degree at a college or university.

Courses offered at the Livonia Career Technical Center are open to students in the three high schools during their junior or senior year. Courses are available in the following areas:

Architectural Technology
Auto Technology
Construction Trades
Computer Repair/Computer Security
Criminal Justice
Engineering Technology
Fashion Merchandising
Graphic Design

Hospitality Management (at Franklin High School)
Internet Engineering
Management & Business Administration
Health Sciences (Pre-Nursing/Pre-Med, Medical Occupations,
Sports Medicine, Advanced Medicine)
Mobile Applications & Game Development for the Web
Website Design & Interactive Media

[Need more information? See your counselor or read the Programs of Study for specific courses.](#)

**LIVONIA PUBLIC SCHOOLS
FOUR-YEAR PLAN
HIGH SCHOOL REQUIREMENTS WITH LCTC ELECTIVES**

	NINTH GRADE		TENTH GRADE		ELEVENTH GRADE		TWELFTH GRADE	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
One	↔ English Language Arts 9		↔ English Language Arts 10		↔ English Language Arts 11		English Language Arts Choice	English Language Arts Choice
Two	↔ Biology		↔ Chemistry		↔ Physical Science OR Physics OR a CTE class			
Three	↔ World History		↔ U. S. History		American Govt.	Economics		
Four	↔ Geometry		↔ Algebra I		↔ Algebra II		LCTC 3 Hour Block	
Five	↔ World Languages		↔ World Languages		LCTC 2 Hour Block Both 2 and 3 hour block classes can meet the following requirements: -1.0 VPAA -1.0 2nd year World Language -1.0 Physical Science or Physics -20 hours of online computer experience -.5 Credit of health (if enrolled in LCTC Health Science Course)		LCTC 2 Hour Block Both 2 and 3 hour block classes can meet the following requirements: -1.0 Senior Math Related -1.0 VPAA -1.0 2nd year World Language -1.0 Physical Science or Physics -20 hours of online computer experience -.5 Credit of health (if enrolled in LCTC Health Science Course)	
Six	Personal Fitness		Health (If not enrolled in medical class at LCTC)					
							Key	
								-Elective Classes
							↔	-1 Year Classes

CAREER TECHNICAL EDUCATION COURSES

High School Requirements with LCTC Electives

Course Number	Course Name	Grade Level	Hours per Day	Credit Per Sem.	No. of Sem.	Senior Math Related (1.0)	Health (0.5)	20 Hours Online Experience	Visual, Performing or Applied Arts (1.0)	Second Yr World Lang Req 1.0	Third Yr Phys Sci or Physics Req 1.0
902	Management & Business Administration 1	11-12	2	1	2	X		X	X	X	X
903	Management & Business Administration 2	12	2	1	2	X		X	X	X	X
904	Web Design & Interactive Media 1	11-12	2	1	2	X		X	X	X	X
905	Web Design & Interactive Media 2	12	2	1	2	X		X	X	X	X
906	Internet Engineering	11-12	2	1	2	X		X	X	X	X
907	Computer Repair/Computer Security	11-12	2	1	2	X		X	X	X	X
911	Mobile Applications & Game Development for the Web	11-12	2	1	2	X		X	X	X	X
920	Fashion Merchandising 1	11-12	2	1	2	X		X	X	X	X
921	Fashion Merchandising 2	12	2	1	2	X		X	X	X	X
928	Hospitality Management 1 (classes meet @ FHS)	11-12	2	1	2	X		X	X	X	X
929	Hospitality Management 2 (classes meet @ FHS)	12	3	1 ½	2	X		X	X	X	X
930	Pre-Nursing/Pre-Med	11-12	2	1	2	X	X	X	X	X	X
916	Advanced Medicine	12	2	1	2	X	X	X	X	X	X
933	Medical Occupations	11-12	2	1	2	X	X	X	X	X	X
934	Criminal Justice Technology	11-12	3	1 ½	2	X		X	X	X	X
936	Automotive Technology 1	11-12	2	1	2	X		X	X	X	X
937	Automotive Technology 2	12	2	1	2	X		X	X	X	X
938	Graphic Design 1	11-12	2	1	2	X		X	X	X	X
939	Graphic Design 2	12	2	1	2	X		X	X	X	X
940	Architectural & Interior Design	11-12	2	1	2	X		X	X	X	X
941	Sports Medicine	11-12	2	1	2	X	X	X	X	X	X
942	Engineering Design	11-12	2	1	2	X		X	X	X	X
946	Construction Trades 1	11-12	2	1	2	X		X	X	X	X
914	Construction Trades 2	12	3	1 ½	2	X		X	X	X	X
1857 or 1859 2857 or 2859	Career Intern Project (CIP 1)	12	3-4	1-1 ½	1-2						
2860/2858	Career Intern Project II (CIP 2)	12	3-4	1-1 ½	1-2						
1861	Vocational Intern Program (VIP)	12	2-3	1	1-2						

LCTC ACADEMIC OPTIONS

Applied Academics

Common Core reading, writing, and mathematics standards are integrated into all Career Center programs, allowing students to meaningfully utilize academic skills in the context of each career field.

Academic Course Options

English Language Arts

0924 Leadership & Literature: 0.5 Credit (First Semester Only)

Prerequisite: Senior status.

Students will examine leadership issues past and present through managed literature choices. Students will explore their own leadership qualities and enhance their leadership potential by reading, writing, discussing, and interacting with texts and each other.

Note: Students must be enrolled at LCTC in either 1-2 or 5-6 hour block.

2925 Media Literacy: 0.5 Credit (Second Semester Only)

Prerequisite: Senior status.

Students will engage in a critical examination of the media in forms such as television, internet, advertising, radio and periodicals to understand how each is constructed. Students will analyze and evaluate message design strategies, the effects of media consumption, information fatigue, and the influences of bias and economic forces on media content.

Note: Students must be enrolled at LCTC in either 1-2 or 5-6 hour block.

Mathematics

0926/2926 Algebra 2: 1.0 Credit

Prerequisite: Successful completion of Geometry and credit issued for Algebra 1.

Algebra 2 expands the study of numbers to include complex numbers and includes the study of exponents and radicals; rational expressions; relations and function, primarily quadratic, polynomial, exponential, logarithmic and trigonometric; and data collection and analysis.

Note: Students must be enrolled at LCTC in either 1-2 or 5-6 hour block.

0919/2919 Algebra 2B: 1.0 Credit

Prerequisite: Successful completion of Intermediate Algebra B or teacher recommendation.

Algebra 2B is the third year of a three year series of courses that cover Algebra 1 and Algebra 2 content. Students must successfully complete the second semester of Intermediate Algebra B and both semesters of Algebra 2B in order to receive Algebra 2 credit. This course continues to develop the algebraic thinking and skills begun in Algebra 1B and Intermediate Algebra B. Topics include quadratic relations and conic sections, sequences and series, data collection and analysis, and select trigonometric topics.

Note: Students must be enrolled at LCTC in either 1-2 or 5-6 hour block.

Credit Recovery

Prerequisite: Counselor recommendation. This program supports students in need of credit recovery in all core academic and elective courses. Semester and full-year options are available.

904 – WEBSITE DESIGN & INTERACTIVE MEDIA 1



Prerequisites: Must have a basic knowledge of Windows i.e. how to create, save and locate files, create folders. Basic keyboarding and mouse skills: copy/paste, right click/left click.

Grade Level: 11—12 1.0 Credit/Semester

Description: Students will create, design and produce interactive multi-media products and services. Students will be provided a broad-based foundation for beginning a career in areas such as Web Design, Animation, and Motion Graphics.

Topics include:

Web Page Design
Flash Animation

Interactive Media Production
Usability Issues, Accessibility

Adobe After Effects/Motion Graphics
Web Programming (HTML5/Cascading Style Sheets)

Software used in the course includes Adobe Dreamweaver, Adobe Fireworks, Adobe Flash and Adobe After Effects. First Semester Final Exam: Create a Website for a member of the community. Second Semester Final Exam: Electronic Portfolio using Adobe Flash.

905 – WEBSITE DESIGN & INTERACTIVE MEDIA 2



Prerequisites: Successful completion of Website Design and Interactive Media 1

Grade Level: 12 1.0 Credit/Semester

Description: Students will expand their web authoring/interactive media skills with an increased focus on producing graphics, animations and applications using HTML5, Cascading Style Sheets, JavaScript and Web Standards.

906 - INTERNET ENGINEERING



Prerequisites: An understanding of personal computers, operating systems and networking technology.

Working knowledge of Windows 95/98/2000/XP

Grade Level: 11 –12 1.0 Credit/Semester

Description: This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

907 – COMPUTER REPAIR/COMPUTER SECURITY



Prerequisites: An understanding of personal computers, operating systems and networking technology. Working knowledge of Windows 95/98/2000/XP

Grade Level: 11—12 1.0 Credit/Semester

Description: This class will cover the fundamentals of computer repair and installation. Objectives include setting up new computers, troubleshooting hardware and software problems, connecting peripherals, networking computers, and computer security. The class uses lecture, reading and hands on activities with computers. This course, will prepare the student for the A+ Certification offered by the Computer Technology Industry Association, Inc.

911 – MOBILE APPLICATIONS AND GAME DEVELOPMENT



Prerequisites: Must have a basic knowledge of Windows, i.e. how to create, save and locate files, create folders. Basic keyboarding and mouse skills: copy/paste, right click/left click

Grade Level: 11—12 1.0 Credit/Semester

Description: This course is project based and will cover fundamentals of game design and coding by following a real-world design and engineering process. Students will create socially useful games and applications for mobile devices and the web. The course emphasizes communication, collaboration and creativity.

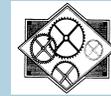
Students will:

- *Create a two-level game using HTML5/CSS and Java Script
- *Develop a 3D adventure game that is fun and educational using JavaScript and the Unity game design environment.
- *Gain information about the application submission process and how to market your app.

- *Code and design games using Flash and Action Script
- *Learn to design and code games that leverage mobile-device features, like touch screen, accelerometer, and small screen size. Export and test on mobile devices.
- *Build socially useful games and apps that are tangible and shareable.

946 – CONSTRUCTION TRADES 1

Prerequisites: None



Grade Level: 11—12 1.0 Credit/Semester

Description: This is a one-year course offered at the Livonia Career Technical Center where students are introduced to the many different skills involved in construction. The course will involve classroom and laboratory work as well as practical job site experience on construction projects.

Units of study will include:

Surveying	Electrical	Carpentry	Green Building Techniques
Insulation	Site Preparation	Blueprint Reading	Heavy Equipment Operation
Plumbing	HVAC	Masonry	10 Hour OSHA Safety Certification

Students should be prepared to travel to off-site locations at various times throughout the school year. Construction Trades 1 is a prerequisite to Construction Trades 2.

914 – CONSTRUCTION TRADES 2

Prerequisites: Successful completion of Construction Trades 1 or instructor permission



Grade Level: 12 1.0 Credit/Semester

Description: This three hour course is the second level in the Construction Trades area. It is offered to students who have successfully completed the first year Construction Trades 1.

Currently we are privileged to partner with the City of Livonia's Housing Department in the renovation and remodeling of a project house. Students will complete various tasks in the remodeling process such as, estimating, inspections, demolition, roofing, siding, doors and windows, mechanical updates, energy audits, carpentry, interior finishing and much more.

Students who complete the two years of Construction Trades and meet the program requirements are eligible to earn their **60 hour Michigan Builders Pre-Licensure Certificate. (See Instructor for details).**

920 – FASHION MERCHANDISING 1

Prerequisites: None

Grade Level: 11—12 1.0 Credit/Semester



Description: Fashion Merchandising offers students an introduction to the many aspects of the fashion industry. Fashion Merchandising offers opportunities for students interested in the career pathways of Arts and Communication, or Business, Management, Marketing and Technology. Employment can be found in a variety of settings including retail locations, advertising agencies, apparel production and design, visual merchandising and entrepreneurship. Field trips, DECA, guest speakers and fashion shows offer hands-on opportunities to supplement instruction. Students have the opportunity to participate in hands-on challenges to enhance their creativity and design skills. Students also learn about teamwork, communication and leadership.

Sample units of study will include:

Understanding Fashion
Fashion Designers
Fiber & Textiles
Visual Merchandising

Customer Service/Selling Skills
Fashion Show Production
Retail Management

Fashion Design
History of Costume
Women's, Men's & Children's Apparel

921 – FASHION MERCHANDISING 2

Prerequisites: Successful completion of Fashion Merchandising 1

Grade Level: 12 1.0 Credit/Semester



Description: The second year of the program will expand on the concepts, skills, and knowledge gained in Fashion Merchandising 1.

Students will:

- Develop an increased awareness of marketing and management principles used in the Fashion industry.
- Strengthen visual skills and techniques through hands on activities
- Explore career opportunities within the fashion field and develop career plans
- Design and market a line of clothing
- Develop a fashion promotion plan for a retail business.
- Opportunities to put ideas and creativity into action.
- Take leadership role in areas such as fashion shows, DECA, field trips and Other activities.
- Partner with retailers in the area to increase exposure and awareness.

Sample units of study include:

- *Portfolio Development
- *Fashion Show Production
- *Buying and Inventory Control
- *Fashion Promotion Plans
- *Customer Service/Selling Skills
- *Fashion Design
- *College Fashion Programs and Scholarships
- *Entrepreneurship in the Fashion Field
- *International Retailing

928 – HOSPITALITY MANAGEMENT 1



Prerequisites: Foods 1 preferred

Grade Level: 11—12 1.0 Credit/Semester

Description: Hospitality Management 1 is designed to provide the student with the essential knowledge and experiences in the Hospitality industry. The student will study a broad range of basic food preparation and service in the following areas:

Food Service Safety
Measures & Portion Control
Pantry Functions
Bake Shop Functions
Gourmet/International Cookery
Nutrition/Menu Skills

Sanitation & Food Borne Illnesses
Terminology/Ingredient Identification
Hot Food Functions/Buffer
Garde Manager
Employability Skills

Tools & Equipment Utilization
Standardized Recipes
Short Order Cooking
Dining Room Procedures
Computer Applications

The student will participate in the operation of the Patriot Inn restaurant and will apply the basic skills learned in the classroom. All students will be rotated through the various stations in the restaurant, which will follow as closely as possible the operation of the table service restaurants found in the food service industry.

929 – HOSPITALITY MANAGEMENT 2



Prerequisites: Successful completion of Hospitality Management 1 or instructor permission

Grade Level: 12 1.0 Credit/Semester (CHS and SHS)
1.0 Credit/Semester (FHS)

Description: Hospitality Management 2 is designed to provide the student with advanced knowledge and experiences in the hospitality industry. Specialized food preparation will be incorporated in the program. The students will be able to explore an area of specialty. Students will be exposed to the lodging and tourism industry, as well as marketing and sales.

HEALTH SCIENCES



All Health Science courses will include the required State of Michigan Core curriculum segments for basic health care career students. These include:

Anatomy & Physiology	Medical Terminology	Teamwork
Pathophysiology	CPR/AED, First Aid	Legal & Ethical Principles in Health Care
Infection Control & Safety	Vital Signs	Employability Skills
Medical Math	Field Trips	Work-based learning

ALL STUDENTS MAY EARN COLLEGE CREDIT FOR COMPLETION OF A HEALTH SCIENCE COURSE. Students recognized as completers of the Health Science curriculum will take the National Health Science Skills Examination.

Three specialty options are available for students to choose from for the first year (junior or seniors):

930 – PRE-NURSING/PRE-MEDICINE

Prerequisites:	None		
Grade Level:	11—12	1.0 Credit/Semester	.5 Health Credit
Description:	In this course students will learn the knowledge and skills related to EKGs, blood drawing, injections, medication administration, laboratory testing, and physical assessment. Students will learn and practice patient care skills and have a competitive edge in preparing for college and training in health care fields.		

933 – MEDICAL OCCUPATIONS

Prerequisites:	None		
Grade Level:	11—12	1.0 Credit/Semester	.5 Health Credit
Description:	In this course students will explore the knowledge and skills associated with a variety of health care careers. Skills include: thermotherapy and cryotherapy (hot and cold), intubation, back boarding, C-collar application, adaptive devices for activities of daily living (ADLs), and environment modification for disabilities.		

941 – SPORTS MEDICINE

Prerequisites:	None		
Grade Level:	11-12	1.0 Credit/Semester	.5 Health Credit
Description:	In this course students will explore the fields of athletic training and physical therapy. Knowledge and skills will focus on injury prevention and rehabilitation, as well as, exercise techniques, application of protective equipment, bandaging of body structures, athletic taping and emergency treatment of injuries and rehabilitation.		

938 – GRAPHIC DESIGN 1



Prerequisites: None

Grade Level: 11—12 1.0 Credit/Semester

Description: This a one-year two-hour block course offered at the Livonia Career Technical Center. The program emphasizes a “hands on” approach to skill development with an insight into current professional practices in the fields of graphic design, illustration, photography, advertising, and web design. Focusing on industry standard software you will develop technical skills using the Blackboard Academic Suite along with Adobe Illustrator, Adobe Photoshop, and Adobe InDesign software. Students will produce a digital portfolio and may receive college credit upon completion of the course. Information will be provided to assist you in making an initial career choice, including continued education after high school.

939 – GRAPHIC DESIGN 2



Prerequisites: Successful completion of Graphic Design 1

Grade Level: 12 1.0 Credit/Semester

Description: This is a second year course where students will further develop their portfolio by completing advanced projects in advertising, page layout, web design, multimedia, and self-promotion. An emphasis will be placed on creative and critical thinking skills, and their relationship to production artwork. Leadership skills will be developed as students work on actual client oriented projects. Students may receive college credit upon completion of the course.

940 – ARCHITECTURE & INTERIOR DESIGN



Prerequisites: None

Grade Level: 11 – 12 1.0 Credit/Semester

Description: This class is an introduction to computer-aided design that focuses on translating the architectural hand-drafting skills to the computer. Students will be introduced to graphic tools, techniques and conventions used for effective visual communication in interior design. Students will also develop skills in architectural drafting, lettering, line quality, symbols and sheet organization in the creation of a full set of residential construction drawings. Students also create three-dimensional scale modeling projects and presentation boards.

942 – ENGINEERING DESIGN

Prerequisites: None

Grade Level: 11 – 12 1.0 Credit/Semester



Description: This a one-year two-hour block program offered at the Livonia Career Technical Center. All students will be introduced to drafting and design concepts of mechanical, product, civil, bio-mechanical and transportation design. Students will create 3-D modeling of design projects. Advanced manufacturing field-trips during the school year. Students will develop technical skills using AutoCAD, SolidWorks and Bio-Mechanical software.

Students will have learning experiences in the following areas:

Career Preparation & Employability
Dimensioning & Tolerancing
3D/Parametric Modeling
Engineering Drawings

Engineering Technology & Safety
Geometric Construction
Research & Development Applications
Engineering Design Concepts

2D Drawing/CAD
Orthographic Projection
Supplemental Views
Manufacturing Process

1857 or 1859—CAREER INTERN PROGRAM (CIP) 1st Sem
2857 or 2859—CAREER INTERN PROGRAM (CIP) 2nd Sem



All of the internship classes will address issues including communication skills, teambuilding, overcoming adversity, and interpersonal skills. Students will develop the above skills and be open to ideas of change.

Prerequisites: **Completed application and teacher recommendation. Approval of program coordinator. Minimum GPA of 3.0**

Grade Level: 12 1.0 – 1.5 Credit/Semester

Description: The Career Intern Program is a work-based career exploration experience for high achieving, college-bound seniors. Non-paid internships are available in many areas including (but not limited to): engineering, law, medicine, communications, marketing, and business. **Internship placements can be developed to match most career areas of interest.** In the past, students have been placed at physical therapy offices, district courthouses, as well as area hospitals, law firms, and veterinarian hospitals.

Students are invited to apply to the Career Intern Program for two or three hours of their school day (usually hours 5-6 or 4-5-6) and receive 1.0-1.5 credits per semester. Interns are at the internship site four days per week. The fifth day is spent in a seminar with the program coordinator working on projects and covering topics such as communication skills, teambuilding, listening and speaking skills, and financial aid. Interns are required to develop portfolios, which prove useful for scholarships and college admissions.

Interns must keep a journal of their activities, provide their own transportation (they will receive a parking permit), and dress according to the requirements of the internship site.

During their junior year, qualified students will receive a letter inviting them to apply to the program. Acceptance is based on a combination of

2860 (1 credit)—CAREER INTERN PROGRAM II (CIP) 2nd Sem
2858 (1.5 credit)—CAREER INTERN PROGRAM II (CIP) 2nd Sem



Prerequisites: **Completion of 1st semester internship (course # 1857 or 1859). Approval of program coordinator.**

Grade Level: 12 1.0 – 1.5 Credit/Semester

Description: This course is for 2nd semester interns who have completed the 1st semester internship. The Career Intern Program is a work-based career exploration experience for high achieving, college-bound seniors. Non-paid internships continue in many areas including: engineering, law, medicine, communications, and web development.

Students in the first semester Career Intern Program are invited to continue their experience by invitation of the coordinator only. Interns are at the internship site five days per week and meet with the coordinator bi-weekly. CIP II students will work on power point presentations, speeches, personal websites, and portfolios.

Interns must keep a journal of their activities, provide their own transportation (they will receive a parking permit), and dress according to the requirements of the internship site.

Seniors are invited to participate in the CIP II program based on their fulfillment of their first semester CIP class, educator recommendations and an informal personal interview by the program coordinator.

