Course Catalog

Middle School

Course	Teacher	Description
Math 6	A, Brown	The MS math courses focus on 3 guiding principles: **working in teams** (many brains are better than just one), **building problem solving skills** (many ways to tackle a problem and reason mathematically) and **mixed/spaced practice** (mastery of skills happens over time, not just in one class period). 6th Grade content focuses on work with fractions, decimals, percents, and beginning algebra skills.
Math 7	A. Brown	The MS math courses focus on 3 guiding principles: **working in teams** (many brains are better than just one), **building problem solving skills** (many ways to tackle a problem and reason mathematically) and **mixed/spaced practice** (mastery of skills happens over time, not just in one class period). 7th Grade content focuses on ratios, proportions, probability, and increasing algebra skills.

Math 8	A. Brown	The MS math courses focus on 3 guiding principles: **working in teams** (many brains are better than just one), **building problem solving skills** (many ways to tackle a problem and reason mathematically) and **mixed/spaced practice** (mastery of skills happens over time, not just in one class period). 8th Grade content focuses on equation solving and working with linear situations in graphs, tables, and rules.
English 6	B. Tornow	The Engage NY grade 6 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.
English 7	B. Tornow	The Engage NY grade 7 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.
English 8	B. Tornow	The Engage NY grade 8 curriculum modules are designed to address CCSS ELA outcomes during a

		45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.
Science 6	J. Larson	FOSS is a research-based science curriculum that allows students to develop the ability to think and problem solve by participating in scientific practices through their own investigations and analysis. Science 6 will focus on: ● Gravity and Kinetic energy ● Earth History ● Diversity of Life ● Weather and Water
Science 7	J. Larson	FOSS is a research-based science curriculum that allows students to develop the ability to think and problem solve by participating in scientific practices through their own investigations and analysis. Science 7 will focus on: ● Planetary Science ● Chemical Interactions ● Populations and Ecosystems
Science 8	J. Larson	FOSS is a research-based science curriculum that allows students to develop the ability to think and problem solve by participating in scientific practices through their own investigations and analysis. Science 8 will focus on: ● Heredity and Adaptation ● Electromagnetic

		Force ● Waves ● Human Systems Interactions
Social Studies 6	C. Woodhams	The sixth grade social studies curriculum introduces students to cultures of the Western World. Emphasis is placed on the contemporary geography of North America, South America, and Europe and Russia, with a look at Oceania at the end of the year. Students study the geography of each of these world regions; explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions.
Social Studies 7	C. Woodhams	The seventh grade social studies curriculum introduces students to cultures of the East, with emphasis on the history and contemporary geography of Africa and Asia.Through the study of geography, students learn the locations of significant places in each of these world regions; explore cultural and natural features that characterize each region; trace movement of people, ideas, and products within the regions; and discover ways that regions can be divided into subregions.

Social Studies 8	C. Woodhams	8th Grade U.S. History is an exploration into the birth and development of America with special focus on the geography, economy, government, military, foreign affairs and the people who helped to shape the new nation. The class will begin with a look at Colonial America and the events that lead to revolution and independence from England. Students will examine the United States Constitution and the major debates that helped to shape the young Republic. Students will study Westward Expansion and the effects it had on Native Americans, the land and other nations. We will look at the causes and main events that lead to the American Civil War. Students will study the complex issues connected to American Reconstruction.
MS Art	R. Battaglia	Middle School Art is a course where students learn media specific processes and techniques. Students begin to apply the elements of art and principles of design to their creations. Students practice creating In Plein Air, where they draw and paint nature from observation. Art History is combined with art projects. Students learn about a specific time period or a group of artists and then create projects similar to those times and artists.

		Students are given opportunities to participate in local, regional, and national art competitions.
Band 6	K. Ingersoll	**6th Grade (Beginning) Band:** During the course of the year, 6th grade students are introduced to all wind and percussion instruments. Students will become familiar with their instrument and instrument care along with performance technique. Students will learn the fundamentals of music notation and reading, music appreciation and history and aesthetic appreciation of the arts. Performances will include group playing and community concerts. **Objectives:** **Knowledge and Comprehension** Understanding the theoretical basis of music, developing an understanding of musical themes, understanding the impact of historical and cultural views through music study **Application** Demonstration of new concepts through performance, expression of aesthetic development through creative outlets, developing novel musical ideas through solo and group activities **Analysis** Developing aesthetic considerations through musical studies, forming subjective perspectives of musical works and performers **Evaluation and Creation**

		Using feedback and discussion to support creative development, evaluating and assessing work for aesthetic development
MS Band	K. Ingersoll	**7th and 8th Grade (Middle School) Band:** During the course of the year, 7th and 8th grade students develop advanced performance techniques on their respective instruments. Students will learn advanced concepts of music notation and reading. In depth studies of music appreciation and history will contribute to the further development of an aesthetic appreciation of the arts. Performances will include community concerts, festivals and solo and ensemble events. **Objectives:** **Knowledge and Comprehension** Understanding music theory and the notation system, understanding musical themes, form and function, understanding the impact of historical and cultural views through music study **Application** Demonstration of new concepts through performance, continued expression of aesthetic development through creative outlets, improvising performance of musical ideas through solo and ensemble activities **Analysis** Developing aesthetic considerations through

		musical studies, forming subjective perspectives of musical works and performers, critiquing performances and works based upon predetermined criteria **Evaluation and Creation** Using feedback and discussion to support creative development, evaluating and assessing work for aesthetic development
P.E. 6	J. Case	Physical education is a variety of fitness, sport skills and lifelong physical activities. We plan to give you all a great experience gaining knowledge about personal fitness through exercise and games. Our goal is to give each of you positive experiences that lead you to participate in a healthy, active lifestyle.
P.E. 7	J Case	Physical education is a variety of fitness, sport skills and lifelong physical activities. We plan to give you all a great experience gaining knowledge about personal fitness through exercise and games. Our goal is to give each of you positive experiences that lead you to participate in a healthy, active lifestyle.
P.E. 8	J. Case	Physical education is a variety of fitness, sport skills and lifelong physical activities. We plan to give you all a great experience

		gaining knowledge about personal fitness through exercise and games. Our goal is to give each of you positive experiences that lead you to participate in a healthy, active lifestyle.
MS Woods	B. Scharp	Woods and Advanced Woods is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will design and construct a project. Course content includes use of hand and electric power tools, safety, measurement and plan layout.
MS Computer Lit	N. Gillette	Business Computer Applications is a year-long elective course which will prepare students to be proficient in the everyday use of computer applications and learn basic computer skills related to keyboarding, Google Suite, email use, presentation software, Internet safety/etiquette, etc. Students will practice keyboarding, leading to improved academic performance in all courses. Students will also complete projects in Google Documents, Google Slides, Google Sheets, using many tools and features of the Google Suite software.

		Presentation software and other interactive applications will be utilized to increase overall computer literacy.
MS Advisory	Staff	MS Advisory provides students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. This course emphasizes such topics as goal-setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.
MS Film And Literature	R. Metzger	MS Film and Literature sees students sharpen their analytical reading and writing skills through the comparison of stories told in literature and through film. This course strongly emphasizes analyzing literature through the process of writing.

MS Journalism	N. Gillette	Middle School Journalism allows students the opportunity to read and interact with news articles. They develop an understanding of current events, the roles that media play within society, and how to be good consumers of the news. They will have the opportunity to develop skills related to writing and publishing a news periodical.
Academic Support	N. Gillette / R. Battaglia	Academic Support is designed to help students strengthen essential skills for success across all subject areas. This course provides a structured environment where students receive individualized guidance in organization, time management, study strategies, and goal setting. With access to tutoring, progress monitoring, and targeted interventions, students build confidence and independence in their learning. Ideal for those seeking to improve academic performance and develop lifelong learning habits.
MS Stem	N. Gillette	STEM Explorations invites students to dive into the

		exciting worlds of Science, Technology, Engineering, and Math through hands-on projects, real-world challenges, and creative problem-solving. From designing simple machines and coding basic programs to exploring environmental science and data analysis, students will develop critical thinking and collaboration skills while discovering how STEM shapes the world around them. This course sparks curiosity and builds a strong foundation for future STEM learning.

High School

Course	**Teacher**	**Description**
Algebra I	T. Deike	Algebra I aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using

		regression techniques to analyze the fit of models to distributions of data. On a daily basis, students in Algebra I use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application). The lessons in the course meet all of the content standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course. Key concepts addressed in this course are: ● Representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts. ● Symbolic manipulation of expressions in order

		to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc. ● Analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically. ● Solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression). ● Solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically. ● Representations of arithmetic and geometric sequences, including tables, graphs, and explicit or recursive formulas. ● Use of exponential models to solve

		problems, and to compare to linear models. ● Investigation of a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions. ● Use of function notation. ● Statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots. ● The differences between association and causation, and interpretation of correlation in context. ● Comparison of distributions of one-variable data.
Geometry	T. Deike	Geometry aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate

		system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The lessons in the course meet all of the content standards, including the “plus” standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course. Key concepts addressed in this course are: ● Geometric transformations (reflection, rotation, translation, dilation) and symmetry. ● Relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations. ● Properties of plane figures. ● Proofs of geometric theorems (investigating patterns to make conjectures,

		and formally proving them). ● Using coordinates to prove geometric theorems. ● Modeling with geometry. ● Measurements of plane figures (such as area, perimeter, and angle measure). ● Theorems about circles, including arc lengths and areas of sectors. ● Measurements of three-dimensional solids (such as volume and surface area). ● Tools for analyzing and measuring right triangles, general triangles, and complex shapes (such as the Pythagorean Theorem, trigonometric ratios, and the Laws of Sines and Cosines). ● Geometric constructions (with compass and straightedge). ● Using algebra to formulate and solve equations arising from geometric situations. ● Probability (independence and conditional probability, compound events, expected value, and permutations and combinations).
Algebra II	T. Deike	The course is well balanced

		between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The lessons in the course meet all of the content standards, including the “plus” standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course. Key concepts addressed in this course are: ● Visualize, express, interpret and describe, and graph functions (and their inverses, in many cases). Given a graph, students will be able to represent the function with an equation, and vice-versa, and transform the graph, including the following function families: ○ absolute value ○ exponential ○ linear ○ logarithmic ○ piecewise-defined ○ polynomial ○ quadratic ○ square root

		○ trigonometric ● Use of variables and functions to represent relationships given in tables, graphs, situations, and geometric diagrams, and recognize the connections among these multiple representations. ● Application of multiple algebraic representations to model and solve problems presented as real world situations or simulations. ● Solving linear or quadratic equations in one variable, systems of equations in two variables, and linear systems of equations in three or more variables, including solving with graphical methods. ● Use of algebra to rewrite complicated algebraic expressions and equations in more useful forms. ● Rewriting rational expressions and arithmetic operations on polynomials. ● The relationship between zeros and factors of polynomials. ● Operations with complex numbers,

		and solving quadratic equations with complex solutions. ● Modeling periodic phenomena with trigonometric functions. ● Solving trigonometric equations and proving trigonometric identities. ● Calculating the sums of arithmetic and geometric series, including infinite geometric series. ● Concepts of randomness and bias in survey design and interpretation of the results. ● Use of a normal distribution to model outcomes and to make inferences as appropriate. ● Use of computers to simulate and determine complex probabilities. ● Use of margin of error and sample-to-sample variability to evaluate statistical decisions. ● Understand logarithms and their inverse relationship with exponentials. Use logarithms to solve exponential equations.
English 9	R. Metzger	Language Arts reinforces previous learning and

		continues to build achievement in reading and writing through increasingly complex experiences. While implementing the Common Core State Standards, students will receive equal instruction in reading literature, nonfiction, generating written argumentative/informational texts and narratives using the writing process and technology. Additionally, students will also receive instruction on speaking and listening skills through listening to peers and presenting research/findings, information.
English 10	N. Gillette	The English 10 curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how the standards can come alive

		with thoughtful planning, adaptation, and instruction.
English 11	R. Metzger	Language Arts reinforces previous learning and continues to build achievement in reading and writing through increasingly complex experiences. While implementing the Common Core State Standards, students will receive equal instruction in reading literature, nonfiction, generating written argumentative/informational texts and narratives using the writing process and technology. Additionally, students will also receive instruction on speaking and listening skills through listening to peers and presenting research/findings, information.
English 12	N. Gillette	The English 12 curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of

		the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaptation, and instruction.
Biology	A. Sharp	This biology course will give students a foundation in the study of living systems. The units of study discuss the interrelatedness of living things and how to apply them to the world around us.
Earth Science	A. Sharp	Earth Science is a course designed to give students a foundational understanding of how physical systems interact on earth. These interactions include but are not limited to inner earth processes/cycles, surface processes/cycles, and space systems.
Chemistry	R. Battaglia	The science of matter and its interactions will be explored through lecture, demonstrations, and laboratory work. Upon successful completion of this course, you will have an understanding of the composition of matter, how matter is categorized, how matter interacts, the signs and causes of chemical reactions, and the properties and structure of matter. Additionally, this course will allow you to improve upon your problem-solving skills and help you to connect your

		academic studies to the real world.
Physical Science	A. Sharp	Physical Science is an interdisciplinary course that explores physical aspects of the world around us through relevant observational phenomena. Topics include matter and its interactions, motion/stability, energy, and waves.
MIchigan Outdoor Education	A. Sharp	This course is designed to provide students with a background in fundamental ecology. Students will learn how living and non-living things interact, adapt to changing environmental conditions, and survive. As this is a field course, students will be expected to dress appropriately in order to work in the field at least 1 day per week.
U.S. History	A. DeSalvio	US History is designed to integrate concepts of geography, economics, and government into the study of history (from Post Civil War Era through Present) to develop an understanding of the motivations for action and change in the United States. Emphasis will also be placed on the student's ability to compare and evaluate issues of our time.
World History	A. DeSalvio	Students in World History will learn about the human experience over time and space. They will encounter powerful and sometimes

		conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions between various environmental, human, and social forces that influence and continue to influence us. They will investigate global patterns and develop an understanding of human commonalities and differences. Studying World History connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. The focus will be on causes, consequences, human government systems, patterns of interaction among societies, technological and economic changes on people and their cultures.
Civics	C. Dasin	Civics is a required, semester-long course which prepares students to participate in college, career and civic life in their community and country. The following state of Michigan general social science knowledge, processes, and skills are included in this course: ● Reading and Communication ● Inquiry, Research, and Analysis ● Public Discourse and Decision Making ● Civic Participation

		In addition, the state of Michigan ***Civics*** content standards are included: ● Philosophical Foundations of Civic Society and Government ● Origins and Foundations of the Government in the United States of America ● Structures, Functions, Powers, and Limits of Government at the Federal, State, Local and Tribal Levels ● Rights and Liberties ● The U.S. Role in World Affairs ● Citizenship and Civic Participation As students learn about the origins and purpose of democratic government in the United States, they will compare and contrast democratic ideas and constitutional principles as they apply to civic participation and global issues throughout history. Our rights and responsibilities as citizens will be examined, as well as the need to interpret and manage the power of government at various levels in society.
Economics	C. Dasin	Economics is a required semester-long course which examines micro- and

		macroeconomic economics, preparing students to fully engage in the economy and make informed decisions. Students will develop economic literacy and be proficient in evaluating individual/household choices, personal finance issues, business/entrepreneurial decisions and public policy. Students will study economics organized into four distinct categories: 1. Market economy: Scarcity, resource allocation 2. National economy: Inflation, Unemployment 3. International economy: Specialization, comparative advantage 4. Personal finance: Decision making regarding budgeting, investments, debt avoidance
Current Events	C. Dasin	Current Events is a year-long elective focused on events in the news and the ramifications for citizens around the world. Students will learn how to access reputable sources and evaluate news sources for accuracy and reliability. News events will be evaluated using categories, including political, economic,

		social and more. A variety of sources will be utilized to access international, national and local news. Students will complete weekly activities in note-taking, evaluation, research, and also larger, project-based learning will be used to learn about events of interest.
Business Math	C. Dasin	The goal of business math is teaching students how to take control of their money and can help them avoid huge money mistakes down the road. Hopefully students will learn that their financial decisions have long-term consequences. Students will learn how to budget, save, spend wisely, avoid debt, and give. Studies show that money problems are the leading cause of college students dropping out of school and of divorce in America. Students will develop an education and career plan that will help them obtain and grow their income over time. This plan needs to account for the uncertain and changing market of the 21st century. While having a career plan and strong work ethic are important components of building wealth, understanding how to make money work for them through an investment and retirement portfolio is also necessary. Finally, winning with money also means protecting one's

		wealth. Students will learn how to manage financial risk through various types of insurance. With time and knowledge on their side, we believe that young adults can make smart financial decisions and begin to grow wealth from the start. The purpose of Foundations in Personal Finance is to empower students with knowledge and application of basic financial principles so that they can make sound financial decisions for life.
German History	A. DeSalvio	This is an introduction to the German language and culture through speaking, reading, writing, and listening comprehension. Students will learn basic vocabulary and present tense conversation while being exposed to a variety of cultural aspects.
German History II	A.Desalvio	This is a continuation and advancement of the understanding of the German language and culture through speaking, reading, writing, and listening comprehension. Students will learn more expanded vocabulary and conversation while being exposed to a variety of cultural aspects.
Yearbook	R. Metzger	This class requires participation in the application/interview process prior to being admitted. Yearbook reinforces English Language Arts skills, though

		heavily focuses on writing, interviewing, and speaking/listening skills. Operating much like a small business, Yearbook students are responsible to complete an assigned number of spreads per quarter, organize advertisement sales, attend extracurricular activities to take pictures and conduct interviews. Being a highly collaborative class, Yearbook also reinforces working as a collaboration, which means giving and receiving comments on their creative work.
Band	K. Ingersoll	**High School Band:** During the course of the year, high school students will begin performance mastery on their respective instruments. Students will learn advanced concepts of music notation and reading. In depth studies of music appreciation and history will contribute to the further development of an aesthetic appreciation of the arts. Performances will include community concerts, pep band, festivals and solo and ensemble events. **High School Band, Choir and Jazz Band Objectives:** **Knowledge and Comprehension** Understanding music theory and the notation system, knowledge of musical themes, relationships, and complex structures, understanding the association between music and society **Application**

		Demonstration of new concepts through performance, continued expression of aesthetic development through creative outlets, improvising performance of musical ideas through solo and ensemble activities **Analysis** Further developing of aesthetic considerations through musical studies, balancing subjective and objective analysis of musical works and performers, critiquing performances and works from an aesthetic and scholarly perspective **Evaluation and Creation** Engaging with feedback and discussion to support creative development, evaluating and assessing work from a personal aesthetic standpoint.
Music Appreciation	K. Ingersoll	This engaging and exploratory course introduces students to the rich world of music across cultures, genres, and historical periods. Through active listening, discussion, and creative projects, students will develop a deeper understanding of musical elements such as rhythm, melody, harmony, and form. From classical symphonies to contemporary pop, jazz, folk, and global traditions, students will learn to analyze and appreciate the role of music in society and personal expression. No prior musical

		experience is required—just curiosity and an open ear!
Choir	A, Bearden	**High School Choir:** During the course of the year, high school students will begin performance mastery of individual and group vocal techniques. Students will learn advanced concepts of music notation and reading. In depth studies of music appreciation and history will contribute to the further development of an aesthetic appreciation of the arts. Performances will include community concerts, pep events, spring musical, festivals and solo and ensemble events. **High School Band, Choir and Jazz Band Objectives:** **Knowledge and Comprehension** Understanding music theory and the notation system, knowledge of musical themes, relationships, and complex structures, understanding the association between music and society **Application** Demonstration of new concepts through performance, continued expression of aesthetic development through creative outlets, improvising performance of musical ideas through solo and ensemble activities **Analysis** Further developing of aesthetic considerations through musical studies, balancing subjective and

		objective analysis of musical works and performers, critiquing performances and works from an aesthetic and scholarly perspective **Evaluation and Creation** Engaging with feedback and discussion to support creative development, evaluating and assessing work from a personal aesthetic standpoint.
Jazz Band	K. Ingersoll	**High School Band:** During the course of the year, high school students will begin performance mastery on their respective instruments. Students will learn advanced concepts of music notation and reading. In depth studies of music appreciation and history will contribute to the further development of an aesthetic appreciation of the arts. Performances will include community concerts, pep band, festivals and solo and ensemble events. **High School Band, Choir and Jazz Band Objectives:** **Knowledge and Comprehension** Understanding music theory and the notation system, knowledge of musical themes, relationships, and complex structures, understanding the association between music and society **Application** Demonstration of new concepts through performance, continued expression of aesthetic

		development through creative outlets, improvising performance of musical ideas through solo and ensemble activities **Analysis** Further developing of aesthetic considerations through musical studies, balancing subjective and objective analysis of musical works and performers, critiquing performances and works from an aesthetic and scholarly perspective **Evaluation and Creation** Engaging with feedback and discussion to support creative development, evaluating and assessing work from a personal aesthetic standpoint.
HS Strength & Conditioning	J. Case	This course is for motivated students who wish to gain strength, endurance, speed, power, agility, coordination, and flexibility through various weight lifting and plyometric exercises. Students will be evaluated by their physical performance, written tests, and daily production points. This class will push students to do their best in order to reach their potential in muscle strength and cardiovascular endurance.
P.E. 9	M. Zywicki	Physical education is a variety of fitness, sport skills and lifelong physical activities. We plan to give you all a great experience gaining knowledge about

		personal fitness through exercise and games. Our goal is to give each of you positive experiences that lead you to participate in a healthy, active lifestyle.
Health	M. Zywicki	The primary goal of the health course is to empower students with skills to not only increase survival chances in our society, but to enhance the quality of their lives. It will teach skills and healthful behaviors that will help them throughout life. Health will give your students critical health information and opportunities to build health skills that will develop life-long habits related to nutrition, physical activity, safety, drug and violence prevention, social and emotional health, and personal health and wellness. Students will also learn sexual Health and CPR/ AED education.
Art	R. Battaglia	High School Art is a course where students dive deeper into medium specific projects. Students gain a deeper understanding of techniques and design through project based learning. Time is given for self directed projects once per quarter. Students are given opportunities to participate in local, regional, and national art competitions.

Honors Art	R. Battaglia	Honors Arts provides a space for students to dive into advanced art making skills while focusing on independent artistic goals. Honors Students research Art History, present their research, then develop a work of art based on their research. Students who are interested in pursuing a career in art develop and prepare their portfolio for college reviews. All Honors Students submit work to the Crooked Tree Youth Arts Show in Traverse City. Students are given opportunities to participate in local, regional, and national art competitions.
Woods	B. Scharp	Woods and Advanced Woods is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will design and construct a project. Course content includes use of hand and electric power tools, safety, measurement and plan layout.
Peer to Peer Mentoring	MS/HS Staff	Students are exposed to several different opportunities around the district in a work and mentoring capacity. Students not only serve as an asst in the classroom but are

		also responsible for creating relationships and mentoring younger students.
HS Advisory	HS Staff	HS Advisory provides students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. This course emphasizes such topics as goal-setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.
Academic Support	N. Gillette / R. Battaglia	Academic Support is designed to help students strengthen essential skills for success across all subject areas. This course provides a structured environment where students receive individualized guidance in organization, time management, study strategies, and goal setting.

		With access to tutoring, progress monitoring, and targeted interventions, students build confidence and independence in their learning. Ideal for those seeking to improve academic performance and develop lifelong learning habits.