

2021-2022 COURSE BOOK

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HOLLAND HIGH SCHOOL
HOLLAND EARLY COLLEGE





Holland High School
Holland Early College

600 Van Raalte Avenue
Holland, MI 49423
(616) 494-2200

Dear Current and Prospective Holland High School Students:

Welcome to Holland High School's Course Book. We hope you enjoy exploring the course options that we have to offer to help each student as he/she travels an individual path to graduation and beyond. We invite you take some time to explore our school by scheduling a personal visit, attending open houses, and via our website. You will discover a vibrant community and an educational experience that offers the best in current research-based practices and technology—all within a beautiful state of the art campus.

At Holland High School, you will find a community of learners in both the teachers and the students. We are proud of our programs that provide strong academic preparation for all of our students.

Please contact our counseling staff for individual information and support.

Go Dutch!

Katie Pennington, Principal
Joshua Rumpsa, Assistant Principal
Andrea Mehall, Assistant Principal, Director of Holland Early College
Ben Farkas, Athletic Director

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24 Hour Absence Reporting Line.....	494-2242
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Holland Public Schools does not discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap, disability or limited English proficiency in any of its programs or activities. Inquiries regarding the districts non-discrimination policies should be directed to: The Assistant Superintendent of Business and Personnel, Holland Public Schools, 320 West 24th Street, Holland, MI 49423, (616) 494-2025.

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GRADUATION REQUIREMENTS

The following requirements must be met to receive a Holland High School diploma.

Subject	Credits Required
English (including Speech)	4
Math — including Algebra 1, Geometry, Algebra 2, and math in sr. yr	4
Science — including Biology, Chemistry or Anatomy or Physics, and 1 more science credit or CTC program completion	3
Social Studies - US History, World History, American Government, Economics	3
World Language — same language for 2 credits or may substitute 1 credit for CTC or VPAA	2
Health	.5
Physical Education	.5
Visual, Performing, or Applied Arts	1
Additional Credits of Interest	4
Total Credits Needed to Graduate	22

CREDITS AND COURSE SELECTIONS

A “term” equals a grading period where credit is earned. One term at HHS is one “semester.” Students earn ½ (.5) credit for each term of coursework completed successfully.

It is required that students enroll in six (6) courses per semester (some exceptions for Dual Enrollment).

An Odysseyware Credit Recovery option may be offered during the school day, or after school, dependent on funding. See your counselor for further information.

Credit is not accepted from non-accredited institutions.

Any additional summer or after school coursework, that a student would like to take for credit at Holland High School, must be pre-approved by a guidance counselor and the high school principal. Students and parents are cautioned not to pay for any classes until this pre-approval has been granted.

Many courses are open to students in grades 9-12. If the course is available to only some grade levels, grade levels will be indicated for which students are allowed to enroll in the class. There may be exceptions, especially when a student is on an accelerated path in one or more subject areas. Please discuss your 4-year plan of coursework with your guidance counselor. Some courses listed in this booklet will be offered only if there is sufficient demand.

GRADE POINT AVERAGE (CLASS RANKING)

Grade point average is determined on a 4-point scale. All Advanced Placement (AP) courses and Dual Enrollment courses will be based on a 5-point scale, while all other courses will be using the 4-point scale. In a weighted scale system, if a student takes more than a standard class load (6 periods), such as adding a zero hour, there is a potential of an adverse effect on the grade point average. Therefore, students taking a course load that is greater than a 6 period day may elect to have the additional course graded as credit/no credit to eliminate this adverse effect on grade point average. Advisory class is graded as credit/no credit.

4.0 Scale	5.0 Scale <i>(AP & College Classes – Weighted Grading Scale)</i>
A = 4.0	A = 5.0
A- = 3.7 (90-93)	A- = 4.7 (90-93)
B+ = 3.3 (87-89)	B+ = 4.3 (87-89)
B = 3.0 (83-86)	B = 4.0 (83-86)
B- = 2.7 (80-82)	B- = 3.7 (80-82)
C+ = 2.3 (77-79)	C+ = 3.3 (77-79)
C = 2.0 (73-76)	C = 3.0 (73-76)
C- = 1.7 (70-72)	C- = 2.7 (70-72)
D+ = 1.3 (67-69)	D+ = 2.3 (67-69)
D = 1.0 (63-66)	D = 2.0 (63-66)
D- = 0.7 (60-62)	D- = 1.7 (60-62)
E = 0	E = 0

SCHEDULING PROCESS

Scheduling for the following school year will be done in March with all students. Students are provided information regarding course options and guidance for choosing the best fit. Students are encouraged to choose the most rigorous course that they can handle in order to best prepare for future opportunities in high school and post high education. After students choose, parents will be notified of a window of time to review their student's choices together, as well as for the student to consult with their teacher(s) for guidance regarding best fit, challenging courses. After that time, students will be placed into chosen courses and the fall master schedule developed based on their choices. Students will receive their schedules for the fall during August.

DROP AND ADD PROCEDURES

Students are allowed to make schedule adjustments up to five (5) days into a term. Requests for adjustments are made through the Student Success Office. Any consideration for a course change after 5 days requires administrative approval.

You can request adjustments using the Drop/Add Request Form. Counselors will analyze the request and determine if the request can be made. When changes can be made, students will receive an email alerting him/her to that change made in Infinite Campus.

Until such time, students will follow their original schedule.

The following criteria will be used:

1. Schedule changes must have a specific educational reason for the change to be considered which falls within the guidelines of: a change in program direction, previous documented conflict with a staff member/student in the class, failure of a course, teacher initiated due to lack of pre-requisite skills.
2. Parent permission must accompany a written request for a change in band, choir, or orchestra. In addition, student must discuss with director.
3. A schedule change cannot create an overload.
4. A schedule change should not create an unbalanced class load with like courses.

Students choosing to enroll into AP classes are making a commitment to remain in the class for the duration of the entire course. AP classes are two semester commitments. Students will only be allowed to drop an AP course under extraordinary circumstances and must be approved by administration.

TEACHER REQUEST PROCESS

Due to the complexities of a high school scheduling system, teacher requests are not permitted. However, an administrator will consider whether it's possible to make a schedule change should the following conditions exist:

- ▶ the student has already failed once and is assigned to the same teacher again,
- ▶ evidence demonstrates that a personality conflict exists between teacher and student,
- ▶ evidence demonstrates that the student's sibling had a personality conflict with the same teacher.

TEST OUT

The Michigan school code requires that students be provided with an opportunity to demonstrate mastery in a particular class through a "testing out" process. Competency is demonstrated by achieving a 77% on the "testing out" assessments and the student will receive credit and apply toward the credits required for graduation.

Students must request "testing out" using the request form. Students will receive a course syllabus and a description of assessment requirements. "Test out" opportunities will take place at the end of July or early August. Request forms will be available after spring break and due May 5. Test out exam may be requested for Semester 1 exam week by December 5. Summer test out recommended.

There is also a process of testing for "Placement" which is used to determine approval to enter an advanced language level class. Students wishing to test for "Placement" should see their counselor for information. This information will be provided as part of the scheduling process as well.

ONLINE LEARNING — SECTION 21f

Section 21f of the FY2013 State School Aid Act expands access to digital learning options for students in Michigan. This legislation enables public school students in grades 6-12, with the consent of a parent or guardian, to enroll in up to two online courses during an academic, semester. Enrollment in online courses under Section 21f cannot result in a course load that exceeds a full-time schedule. These courses will contain letter grades just like regular courses.

If you are interested in this option for your student, please consider these things listed below and check the HPS website under the online learning tab for live links.

Research: First review the course offerings in Odysseyware courses on their [site](#) (link on HPS website) or look at the courses available in the [Michigan's Online Course Catalog](#) (link on HPS website). Please be aware that not all Odysseyware courses are of enough rigor and may not be approved.

Explore: Look over the Online Readiness Questionnaire (link on HPS website) to determine if it is a good fit for your student. (provided by Stanislaus State)

Attend: Attend a meeting with your counselor to decide what is best for your student. At this meeting you will receive a copy of the [Student/Parent Contract](#).

Decide: Decide which courses to take and turn in the Contract to the Student Success Office. Student will be approved/denied and given notification. Student will meet with 21f Coordinator on the 1st day of classes of the semester.

Any questions please contact smcmanus@hollandpublicschools.org. For links to documents visit hollandpublicschools.org. Applications for 21f courses are due at the end of each semester. Applications must be submitted in June of the current school year if requesting 21f class for the following fall semester.

DUAL ENROLLMENT

The Postsecondary Enrollment Options Act (PSEO), commonly referred to as dual enrollment law, directs school districts to assist eligible students in paying tuition and fees for courses at Michigan public or private colleges or universities. The following are some of the eligibility guidelines: Student can qualify by taking one of the following assessments- PSAT, SAT, ACT, MME, Compass. Please see the table for qualifying scores for Dual Enrollment at: www.michigan.gov/mde. The college course cannot be a hobby, craft, or recreation course or in the subject areas of physical ed, theology, divinity, or religious ed. College course must be one not offered at student's high school or offered but an unavoidable scheduling conflict that prevents enrollment. Students in grades 9-12 may take up to ten postsecondary courses. If you believe you may be eligible and wish to participate, please see your counselor or visit our district webpage for more information and application procedures.

WORK STUDY PROGRAMS

Work-study programs are designed to give students the opportunity to earn high school credit for learning job skills within a planned program.

The Community Classroom Program is an opportunity for seniors to spend one or two semesters as intern assistants for professional personnel in a career field that they have chosen. The focus of the program is exploration and discovery. Students are encouraged to become independent learners who can define their own challenges and find solutions.

Cooperative Training is a school-to-work program that involves the schools, students, parents/guardians, and the business community. It matches a student's class work and career interests with work-site based learning opportunities. The Cooperative Training Program is not a job placement service; it is an enrollment program which enables students to receive training/career exploration and supervised work experience under actual paid employment conditions, while also continuing their academic studies.

Both options are described in more detail in the General Electives section of the course book. See our district website or contact Mark VanHarmelen for more details and application procedures.

HOLLAND EARLY COLLEGE

Partnered with Davenport University to provide students a pathway to earn an Associate's Degree, with college classes starting in 9th grade. Located at Holland High School, as a "school within a school," where students benefit from both a small learning community and access to robust athletic and extracurricular programs.

Holland Early College students...

- build a permanent college transcript, transferable to 4-year universities;
- earn up to 60 college credits, by the end of their 13th year (in addition to their Holland High School diploma);
- take their first college class in 9th grade, another in 10th, and commit fully to the program in 11th grade;
- gain confidence, set academic and career goals, and experience remarkable success;
- can access HPS transportation to the Davenport University Holland campus;
- show increased college persistence and are more likely to complete college courses and degrees, than non-early college peers;
- save money! College costs including registration, fees, textbooks, and materials needed to complete the courses of study are covered by HPS.

Holland Early College students are supported by...

- engaging, relevant, and rigorous project-based learning;
- technology that supports innovation, collaboration, and self-directed learning;
- an empowering campus culture that builds trust, respect, self-management, and motivation;
- comprehensive student supports embedded into their experience at Holland Early College;
- support from their peers, families, college, and community.

Holland Early College graduates have said...

"I honestly have no idea what I would've done without this program. It's helped me discover myself and learn who I am as a person. I've learned responsibility, respect, and how motivation can really push you to do the best you can. I've learned that time management is everything, as well as the support of the people who care about you. I thank the people who were able to make my college education possible. Because of them, I know who I am, what I want to do with my life, and the kind of person I want to be in the future."

"I'd like to express my gratitude to the Early College program for providing me with this education. It was a stressful few years but now I realize how much money I saved and how many credits I've earned. It was a unique experience and I hope other kids can take advantage of this opportunity."

Andrea Mehall, Director - amehall@hollandpublicschools.org - 494-2705

Dana Loveland, Counselor - dlovelan@hollandpublicschools.org - 494-2707

College prepped.

College partnered.

College paid for.

HOLLAND EARLY COLLEGE (Continued)

Sample 5 Year Plan**

	9 th Grade		10 th Grade		11 th Grade		12 th Grade		13 th Year	
	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester
High School Classes	Biology US History English 9 Algebra 1 Foreign Lang Elective	Biology US History English 9 Algebra 1 Foreign Lang	Chemistry World Hist English 10 Geometry Foreign Lang Elective	Chemistry World Hist English 10 Geometry Foreign Lang	Anat & Phys English 11 Government Algebra 2 Seminar	Anat & Phys English 11 Algebra 2 Seminar	English 12 Physics Seminar	English 12 Physics Seminar		
College Courses		College Course(1)		College Course(1)	College Course(1)	College Courses(2)	College Courses(3)	College Courses(3)	College Courses(4)*	College Courses(4-5)*
College Credits	3		3		9		18-20		25-28	

PERSONAL CURRICULUM

A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC) which must be met for the awarding of a high school diploma in Michigan. A PC must be requested on an individual basis by contacting the student's counselor and must meet certain conditions to be approved. Students grades 9-12 are eligible; students with a disability documented with IEP are eligible to modify the MMC to a greater extent. Circumstances which allow a PC to be considered include: desire to modify Algebra 2 requirement, desire to go beyond academic credits required by adding more Math, Science, English or Foreign Language credits in exchange for some approved credit(s), or other modifications needed due to impact of a special education disability or transferring from out of state or country and having completed 2 years of high school. A parent/legal guardian or student with adult status can request a PC for their student by contacting the student's counselor.

EDUCATIONAL DEVELOPMENT PLAN (EDP)

An Educational Development Plan (EDP) helps students identify career goals, lists the interests and skills needed to meet those goals, and documents the experiences, education, and accomplishments needed to successfully attain them.

Students complete activities that relate to career awareness and exploration beginning in 7th grade. Through self-assessment activities, students identify their interests and talents and consider the career possibilities in each of six career clusters or pathways.

Students may have the opportunity to participate in career exploration experiences in their area of interest. For some students, these experiences confirm their career pathway selection; others may decide to reassess their interests. This activity occurs each year for all students, grades 7-12.

Local schools in the Ottawa Area Intermediate School District (OAISD) use the web-based program called Naviance to work in anywhere via the internet. This on-line tool is confidential and secure because students must enter school IDs and passwords to access the system.

INITIAL ELIGIBILITY FOR NCAA DIVISION 1 & 2 INTERCOLLEGIATE ATHLETES

KNOW THE RULES:

Core Classes: NCAA approved Holland High School core classes are identified in the course title in the course handbook. A total of 16 core classes are required for NCAA eligibility purposes.

- Visit ncaa.org/playcollegesports to learn more about opportunities available at NCAA schools.
- Know the academic standards for Division I and Division II. Please request a meeting with your counselor for a NCAA credit check.
- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Register with the NCAA Eligibility Center at eligibilitycenter.org if you are interested in playing college sports. Fee waivers are available for eligible students.
- After four semesters of high school, ask your counselor to upload official transcripts from all high schools you have attended to your NCAA Eligibility Center account.

For more information regarding the new NCAA rules and to view the full Sliding Scale, please visit their web address at: www.ncaa.org and click on eligibility center at the bottom of the page. If you have questions about NCAA eligibility, please ask your coach and guidance counselor about the requirements or contact the NCAA Initial-Eligibility Center toll-free at 877-262-1492. You may also call the NCAA at 317-917-6222.

NOTE: ACT & SAT scores must be sent directly to the NCAA. Their sending code is 9999.

HOLLAND HIGH COURSE OFFERINGS AT A GLANCE

English

English 1 / Honors English 1
English 2 / Honors English 2
English 3
ELL Newcomer English 1
ELL Intermediate English 2
ELL Advanced English 3
Speech
Contemporary Novel
Global Issues and Literature
Creative Writing
Critical Film Studies
Expository Writing
 College/Career
World Mythology
AP English Language and
 Composition
AP English Literature and
 Composition

Mathematics

Algebra 1
Algebra 1 Extended
Geometry / Honors Geometry
Algebra 2 / Honors Algebra 2
Statistics and Data Analysis
Pre-Calculus
Accounting 1, 2
Personal Finance
Financial Management
AP Statistics
AP Calculus

Science

Biology / Honors Biology
Chemistry / Honors Chemistry
Anatomy and Physiology
Conceptual Physics
Physics
Intro to Engineering Design
Principles of Engineering
Aerospace Engineering
AP Physics C—Mechanics
AP Chemistry
AP Biology

Social Studies

U.S. History
U.S. History in Spanish
World History
World History in Spanish
American Government
Economics
Psychology
Sociology
Cultural Studies
Law 1, 2
AP Human Geography
AP American Government
 and Politics
AP World History
AP Psychology

World Language

American Sign Language 1, 2
French 1, 2, 3
Spanish 1, 2, 3, 4
Latinos in Literature
AP Spanish Language
 and Culture

Visual Arts (VPAA)

Introduction to Art
Ceramics
Printmaking/Mixed Media
Drawing/Painting
Sculpture/Metals
Advanced 2D Art
Advanced 3D Art
Computer Arts—Graphic
 Design
Computer Arts—Photoshop/
 Illustrator
Advanced Computer Arts

Performing Arts (VPAA)

Concert Band
Wind Ensemble
Percussion Ensemble
Jazz Band
Concert Orchestra
Chamber Orchestra
Symphony Orchestra
Bella Voce
Cantus

Chamber Choir
Vocal Dimensions
Music Technology
AP Music Theory
Theatre 1, 2
Acting

Applied Arts (VPAA)

Boomerang Yearbook
Broadcast Journalism
CAD—Computer Aided Design
Mass Media
Foods 1, 2
Fashion Design 1, 2, 3

Physical Education

Physical Education
Strength and Conditioning
Sports Ed

Health

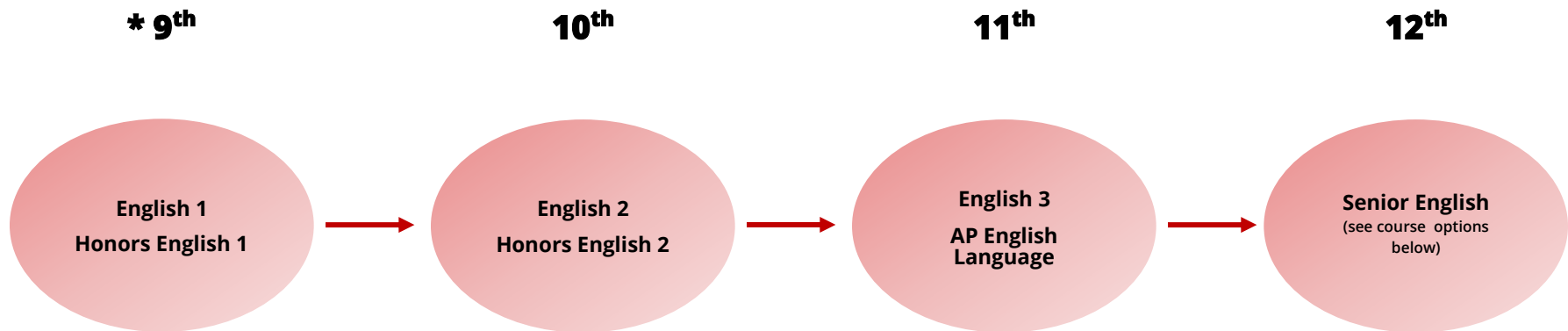
Health 1, 2
Health Careers

General Electives

Peer Assistant Listeners - PALs
PALs Practicum
LINKS - Peer to Peer Support
Cooperative Training Program
Community Classroom
Child and Human
 Development (FCS)
Exploring Parenting (FCS)

ENGLISH

The following diagram serves as a visual showing the sequencing of classes. Sequencing and enrollment are adjusted to meet student needs.



* Students entering with HS English credit and/or qualifying WIDA scores are placed accordingly.

Senior English Course Options:

Full Year:

- ➡ AP English Language, AP English Literature

Semester:

- ➡ Speech (graduation requirement — may be taken prior to senior year)
- ➡ Contemporary Novel, Creative Writing, Critical Film, Expository Writing, World Mythology

Students must earn at least 4 credits in ELA that are aligned with subject area standards for the English Language Arts. ELA credit requirements cannot be modified with a personal curriculum.

At Holland High, students will earn credit through English courses that integrate the ELA standards. English 1 and 2 are the prerequisites for all other ELA course offerings. After that, students will enroll in either English 3 or AP Language and Composition. Beyond that, there is a second AP course option (Literature and Composition) as well as a variety of engaging and equipping senior level English electives. Lastly, in our aim to prepare students for college and career, and to empower students to find and use their voices, Speech is a required course for graduation at Holland High.

English 1

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9

Terms: 2

HS Credit: 1

First semester English 1 focuses on nonfiction, which includes Reading Nonfiction, Informational Essay, and Basics of Argumentation. Second semester English 1 focuses on fiction, which includes Literary Essay, Narrative Reading, and Personal Narrative Essay.

Honors English 1

(NCAA Approved Core Course)

Recommendation for Enrollment: Advanced reading and writing skills

Grade(s): 9

Terms: 2

HS Credit: 1

First semester Honors English 1 focuses on nonfiction including Reading Nonfiction, Informational Essay, and Basics of Argumentation. Second semester focuses on fiction including Literary Essay, Narrative Reading, and Personal Narrative Essay. These courses are purposefully designed for students motivated to embrace creative challenges and curriculum additions at an accelerated pace. Effective reading and writing skills are necessary; proper sentence structure and correct mechanics (spelling, capitalization, and punctuation) are fundamental. Challenging, unique, and deeper level thinking are components of assessments. Student performance first semester determines continued second semester placement.

English 2

(NCAA Approved Core Course)

Prerequisite: English 1 credit

Grade(s): 10

Terms: 2

HS Credit: 1

English 2 is composed of alternating writing and reading units which focus on students' developing skills outlined in the Common Core. In the first semester, genre studies include poetry, independent reading of biography/autobiography/memoir, and the basics of argumentation. During second semester, students read world literature, focusing specifically on the hero's journey, and write a fiction piece as well as a literary essay; this is followed by a unit on informational reading and research writing. Each student will keep a writer's notebook throughout the year.

Honors English 2

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in English 1

Grade(s): 10

Terms: 2

HS Credit: 1

Similar to English 2, this course will continue to build skills in reading, writing, speaking, and listening and include both personal and curriculum-based writing activities concurrently developing correct language usage and mechanics. The first semester focuses on poetry, literacy, nonfiction narrative reading, and argument writing. The second semester addresses world literature and *The Hero's Journey*, the literary essay, and the informational essay. Each student keeps a writer's notebook throughout the year. Effective reading and writing skills are necessary. This class moves at an accelerated pace with increased rigor and high expectations. Rigorous amounts of reading and writing are an integral portion of the learning process. Student performance first semester determines continued second semester placement.

English 3

(NCAA Approved Core Course)

Prerequisite: English 1 and 2 credit

Grade(s): 11

Terms: 2

HS Credit: 1

This course, made up of alternating writing and reading units, focuses on students' development of skills in the Common Core. In the first semester, students will create a Writer's Notebook, read literary non-fiction, study narrative reading, and focus on literary essays. In the second semester, students will focus on the basics of argumentation, study informational reading, create informational writing, and learn about editorial writing. Students read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Learners (ELL)

Recommendation for Enrollment: Student qualifies according to State of Michigan WIDA and/or W-APT test scores

Grade(s): 9-12

Terms: 1-2

HS Credit: .5-1

ELL Newcomer English 1:

ELL Newcomer English 1 focuses on English for students with beginning exposure to English education. Curriculum focuses on Common Core and MAISA standards that include building skills in reading, writing, speaking, and listening. This includes a vocabulary focus, language functions, grammar focus, reading strategies, and writing. This course represents a student's core English class and credit.

ELL Intermediate English 2:

ELL English Intermediate continues the focus on English for students of other languages that are developing English language acquisition. This includes a genre focus, reading strategies, grammar focus, and writing. This course represents a student's core English class and credit.

ELL Advanced English 3:

ELL Advanced English 3 continues the focus on English for students of other languages with emerging English language acquisition. Curriculum focuses on Common Core and MAISA standards that include building skills in reading, writing, speaking, and listening. This includes a genre focus, reading strategies, grammar focus, and writing. This course represents a student's core English class and credit.

Literacy Lab:

Literacy Lab is a resource program designed to serve EL students with very limited English skills who have been in the country two years or less. EL students will learn to communicate using every day and community English, and/or decoding skills through an intensive reading intervention program. Extended time is also given during this hour for homework in core classes. Literacy Lab serves as the double block in the students' EL programming and is paired with, and sometimes determined by, their core ELL English class.

Speech

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 10-12

Terms: 1

HS Credit: .5

The major objective of this course is to improve a student's oral communication skills through studying basic components of communication and participating in a series of speech experiences. Included are presentations of informative speaking, oral interpretation and persuasive speaking, as well as study of conflict resolution, group discussion, and various forms of mass media. Students will also review basic concepts of English grammar and usage. **Speech class is a Holland High graduation requirement.**

SENIOR ENGLISH REQUIREMENT CHOICES

These courses will continue building skills in reading, writing, speaking and listening while developing more in-depth understanding of a specific genre or topic within the world of literature. Students in these courses will read no fewer than four books, including both individual and group selections. While concurrently reviewing correct language usage and mechanics, students will complete one major academic paper and/or project, a group or multi-media presentation, and several smaller response writings. Final assessment for these courses will be an accumulated student portfolio. Students should note a back-up choice of course for this selection, as not all courses may be offered each year depending on student interest.

Contemporary Novel

(NCAA Approved Core Course)

Grade: 12

Terms: 1

HS Credit: .5

Students will read 3-4 contemporary novels, with the goal of understanding common human themes and write a variety of responses, including analytical essays. Students can expect to voice their ideas in large and small group work.

Global Issues and Literature

(NCAA Approved Core Course)

Grade: 12

Terms: 1

HS Credit: .5

Students will examine current national and world issues or topics as they are represented in literature. The theme of this course is "you may not be interested in war, but war may be interested in you." Students will consider the various "wars" they face and how to respond to them. The class will involve individual analysis along with large and small group work.

Creative Writing

(NCAA Approved Core Course)

Grade: 12

Terms: 1

HS Credit: .5

In this course, students will be exposed to the various forms of creative writing. Students will write poetry, fiction, and personal essays, while reading in all of the creative genres. Classroom activities will include maintaining a writing journal and participating in small and large group discussions and peer reviews. Students will compile their work in a portfolio which will form the basis for their grade.

Critical Film Studies

Grade: 12

Terms: 1

HS Credit: .5

This course is designed to increase the student's awareness of how social issues are portrayed in film. Students will explore the history of film genres and how they influenced society. Students will view films in class and discuss how they show social issues of the time. In addition, students may be required to watch films outside of the classroom. The class has its own Google Classroom where students will be able to access all of the assignments and any information students may need.

Expository Writing College/Career

Grade: 12

Terms: 1

HS Credit: .5

This one-semester English class (offered 1st semester only) will introduce students to college application essay writing and scholarship essay writing. Students will complete and submit at least one college application by the end of the term. Students will go through the writing process of editing and re-writing several drafts of college essays to be submitted for college acceptance. It is expected that this class serve all students, with any level of writing ability, wishing to apply to college.

World Mythology

(NCAA Approved Core Course)

Grade: 12

Terms: 1

HS Credit: .5

World Mythology is a one-semester elective English course organized around stories from many cultures and eras that explore universal human experiences and questions. Building from a foundation of Greek mythology, students will explore myths from every area of the globe, comparing and contrasting multiple worldviews. Students should expect a rigorous reading schedule. Grades are based on reading quizzes, individual and group projects, creative and analytical writing assignments, and tests.

AP English Language and Composition

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in most recent English class

Grade(s): 11-12

Terms: 2

HS Credit: 1

This is a college level course that requires intensive study of the effective use of language. Some colleges, such as science and engineering schools, encourage students to take the language exam since it focuses on research, rhetoric and non-fiction. This course is intended for students who have demonstrated, through previous English courses, their exceptional reading and writing skills. They are skilled readers of complex prose and writers who can compose in a variety of modes for a variety of purposes. Some literature contains mature content. Goals for the course are: vocabulary enrichment, including literary terminology; logic, with an emphasis on building a line of reasoning; composition, including spontaneous writing, essays, a variety of major forms of papers, and research skills. There will be a review of style and grammar with emphasis on the writer's purpose.

AP English Literature and Composition

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in most recent English class

Grade(s): 12

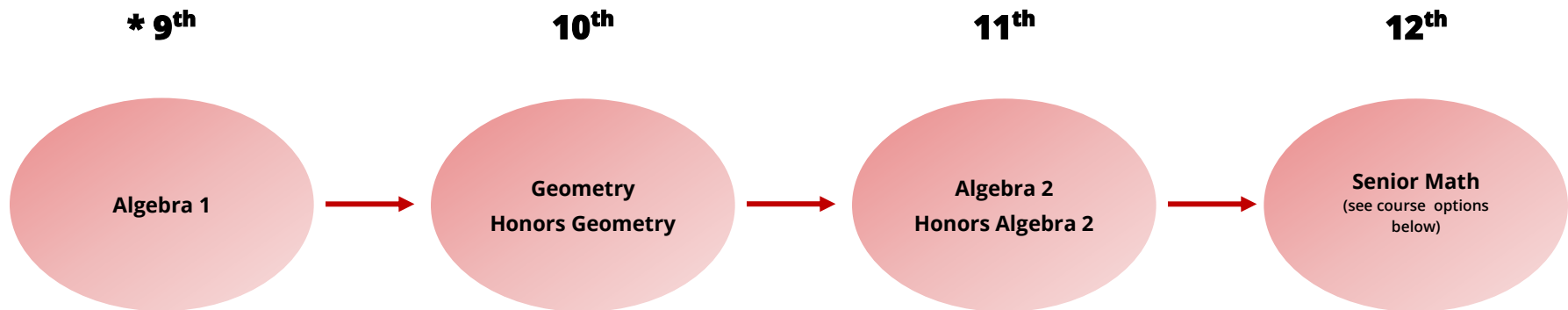
Terms: 2

HS Credit: 1

This is a college level course that involves the student in an intensive study of literature (poetry, drama & novel) and the study and practice of writing about literature. The goal of this course is to expose students to works of great literary merit, help students develop the close reading skills needed to critically analyze those works, and train students to recognize the resources of language and use those resources in their own writing. At the completion of this course, the AP examination is strongly encouraged, for which a student may receive college credit in accordance with the policies of the college which he/she attends. Liberal Arts colleges urge students to take the literature exam and gain as much of a foundation in classical literature as possible.

MATHEMATICS

The following diagram serves as a visual showing the sequencing of classes. Sequencing and enrollment are adjusted to meet student needs.



* Students entering with HS Math credit are placed accordingly.
(example – a student who completed Algebra 1 in 8th grade would be placed in Geometry in 9th grade)

Senior Math Course Options:

Full Year:

➡ Statistics, AP Statistics, Pre-Calculus, AP Calculus

Semester:

➡ Personal Finance, Financial Management, Accounting 1, Accounting 2

Alternative Senior Math Options:

➡ Some CTC programs, CAD, some Science classes

Math Intervention Pathway: Algebra 1A Extended → Algebra 1B Extended → Geometry → Algebra 2 or Senior Math

Students who are planning careers in mathematics, science, engineering, or other technical fields should take as much high school mathematics as possible. All students must have Algebra 1 (credit will be given if passed in 8th grade), Geometry, Algebra 2, and a 4th credit of math. Students receiving Algebra credit from 8th grade are recommended to complete 4 more years of mathematics courses to prepare for college. A math course must be taken in the senior year. **The math department is recommending the purchase of a TI-83 Plus calculator.** This calculator will be used extensively in Algebra 2 and higher courses.

The following math courses are typical Senior Math enrollments:

- Statistics and Data (pg. 23)
- Pre-Calc (pg. 23)
- Accounting 1, 2 (pg.23, 24)
- Personal Finance (pg. 24)
- Financial Management (pg. 24)
- AP Calc (pg. 25)
- AP Stats (pg. 25)

In addition, some Careerline Tech Center programs grant senior math credit. In some situations, a few other courses (mainly science and engineering) may serve as a math experience that may be substituted as a student's senior year math.

Algebra 1

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9

Terms: 2

HS Credit: 1

The focus in first semester is to solve equations and inequalities, graph and write linear functions, and solve systems of linear equations. The focus of second semester is exponential functions, polynomials, quadratic equations, radical and rational expressions.

Algebra 1 A Extended

Prerequisite: Teacher recommendation

Grade(s): 9-10

Terms: 2

HS Credit: .5 General Math, .5 Algebra 1

The focus in the first semester is to solve equations and inequalities and graphing linear functions. The focus of the second semester is to write linear functions, solve systems of linear equations and solve systems of linear inequalities. Students will also receive intervention to strengthen math skills, boost math confidence and build math stamina.

Algebra 1 B Extended

Prerequisite: Extended Algebra 1A

Grade(s): 9-10

Terms: 2

HS Credit: .5 General Math, .5 Algebra 1

The focus in the first semester is to solve equations and inequalities and graphing linear functions. The focus of the second semester is to write linear functions, solve systems of linear equations and solve systems of linear inequalities. Students will also receive intervention to strengthen math skills, boost math confidence and build math stamina.

Geometry

(NCAA Approved Core Course)

Prerequisite: Algebra 1 credit

Grade(s): 10

Terms: 2

HS Credit: 1

The first semester will focus on vocabulary, tools of geometry, a review of algebraic skills, reasoning proof, parallel and perpendicular lines, congruent triangles, quadrilaterals, and right triangles, and trigonometry. The second semester will continue to build on the first semester while also studying relationships such as similarity and relationships within triangles, transformations, probability, area, surface area, volume and circles. Emphasis will be placed on the application and use of formulas involving two - three dimensional figures.

Honors Geometry

(NCAA Approved Core Course)

Recommendation for enrollment: B or higher in Algebra 1

Grade(s): 10

Terms: 2

HS Credit: 1

The focus of the first semester is constructions, tools of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, quadrilaterals, right triangles, and trigonometry. The focus of the second semester is similarity, relationships within triangles, transformations, probability, area, surface area, volume and circles.

Algebra 2

(NCAA Approved Core Course)

Prerequisite: Algebra 1 and Geometry credit

Grade(s): 11

Terms: 2

HS Credit: 1

The focus of the first semester is solving and graphing linear and quadratic equations, operations with functions, finding mathematical models, graphing and solving polynomials, and rational expressions and equations. The focus of second semester is trigonometry, logarithms/exponential functions, sequences and series, probability and statistics, and radical expressions and equations.

Honors Algebra 2

(NCAA Approved Core Course)

Recommendation for enrollment: B or higher in Algebra 1 or Geometry

Grade(s): 11

Terms: 2

HS Credit: 1

The focus of first semester is solving linear and quadratic equations, finding mathematical models, graphing, polynomials, operations with functions, rational equations, and exponential/logarithmic functions. The focus of second semester is trigonometry, exponents and radicals, probability and statistics, and sequences and series.

Statistics and Data Analysis

(NCAA Approved Core Course)

Prerequisite: Geometry credit

Grade(s): 11-12

Terms: 2

HS Credit: 1

The focus of the first semester is introduction to statistics, descriptive statistics, normal distribution, linear models, and sampling techniques. The focus of second semester is experimental design, probability, and inference.

Pre-Calculus

(NCAA Approved Core Course)

Prerequisite: Algebra 2 credit

Grade(s): 11-12

Terms: 2

HS Credit: 1

First semester will focus on graphing and analyzing functions, solving equations algebraically and graphically, and modeling data. Second semester will focus on applications and graphing of trigonometric functions, proving trigonometric identities, the fundamentals of probability, and limits and summations of sequences and series.

Accounting 1

Prerequisite: None

Grade(s): 10-12

Terms: 1

HS Credit: .5

Accounting 1 will cover the financial recordkeeping for a business organized as a proprietorship (business owned by one person). Accounting 1 is the analysis and recording of business transactions, the preparation of reports showing the results of these transactions, and the solution of bookkeeping problems. Students will learn manual accounting and computerized accounting on IBM computers. Accounting will also help students handle their personal finances. EverFi – Financial Literacy helps teenagers build the foundation for their future financial wellbeing. This digital course covers core financial topics including everything from common account types to the basics of investing. This digital course will be a part of the Accounting 1 course. This course is well suited for college bound or career-oriented students. Corporate accounting may be introduced.

Accounting 2

Prerequisite: Accounting 1

Grade(s): 10-12

Terms: 1

HS Credit: .5

Accounting 2 will cover the financial recordkeeping for a business organized as a corporation. Accounting 2 will focus on business transactions that affect a merchandising business. This course will cover the use of special journals for analyzing and recording transactions. Students will prepare reports and financial statements for a merchandising business. Payroll accounting will also be covered in Accounting 2. Students will learn manual accounting and computerized accounting on IBM computers. This course is well suited for college bound or career-oriented students.

Personal Finance

Prerequisite: None

Grade(s): 11-12

Terms: 1

HS Credit: .5

In this course, students will develop skills to help them make the transition from being financially dependent, to making good decisions in the areas of choosing careers and evaluating job offers, purchasing big-ticket items such as automobiles, choosing insurance, leasing a living space, and necessary banking skills. College-bound and work-bound students will discover the importance of early saving and credit management to life-long financial security. *May be taught in Family and Consumer Science Department or Business Department.

Financial Management

Recommendation for Enrollment: None

Grade(s): 11-12

Terms: 1

HS Credit: .5

This course combines the study of basic financial planning, investment principles, economic indicators (stock market), and money management with a look at how individuals can better their economic futures. Students will also have the opportunity to examine various consumer purchases, to prepare budgets, and set long-term goals to guide them in future financial decisions. Students will also experience a stock market investment simulation. *May be taught in Family and Consumer Science Department or Business Department.

AP Calculus

(NCAA Approved Core Course)

Recommendation for enrollment: B or higher in previous math classes

Grade(s): 11-12

Terms: 2

HS Credit: 1

The focus of the first semester is on a review of functions, the application of limits and the use of the derivative for analyzing graphs, movement and other rates of change. The second semester will focus on the integral and its ability to recover equations and accumulate values. Preparations for the AP Exam will also occur during the second semester. Students will use a graphing calculator and other apps to enhance their understanding of calculus.

AP Statistics

(NCAA Approved Core Course)

Recommendation for enrollment: B or higher in previous math classes

Grade(s): 11-12

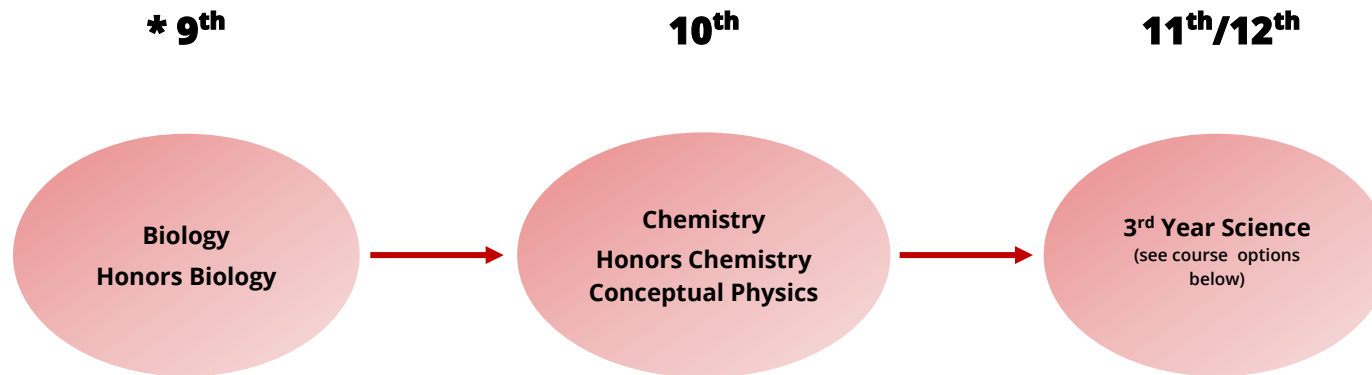
Terms: 2

HS Credit: 1

The focus of the first semester is descriptive statistics, normal distribution, bivariate data, sampling and experimental design, and probability. The focus of second semester is random variables, probability distributions, sampling distributions and interference. A comprehensive review for the national exam is included.

SCIENCE

The following diagram serves as a visual showing the sequencing of classes. Sequencing and enrollment are adjusted to meet student needs.



* Students entering with HS Biology credit are placed into Chemistry in 9th grade.

3rd Year Science Course Options:

Full Year:

➡ Human Anatomy, Conceptual Physics, Chemistry, Physics, AP Physics, AP Biology, AP Chemistry

Alternative 3rd Year Options:

➡ Engineering, some CTC programs

Engineering Pathway: Introduction to Engineering → Principles of Engineering → Aerospace Engineering

The science courses listed below are planned to satisfy the needs of all students in this scientific age. Students must complete 3 credits of Science. Most colleges recommend Biology, Chemistry, and Physics in high school. (Many selective colleges are recommending a 4th year of science in high school).

AP Biology and AP Chemistry will cycle being offered alternate years. AP Chemistry ran in 2020-21. AP Biology will run in 2021-22. This pattern will continue. AP Physics will run when enough students request it for the following year.

Biology

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9

Terms: 2

HS Credit: 1

Biology is a model based year-long academic science course with a hands on lab component that is aligned to the Next Generation Science Standards. In this course, students begin each unit by creating an initial model to represent their current understanding of a biological phenomenon. Through a series of investigations and experiences, our initial model is modified throughout the unit. Together we will explore the unity and diversity of life by navigating through questions such as, "How do organisms obtain energy to survive?" and "How are traits passed and why do they change over time?" At the end of the year, we will be able to explain how cells in the body work, how the body works, and how organisms work together in the environment. Students will work like scientists in this class by asking questions and working with their peers to come up with claims and/or solutions that are supported by evidence they collect in lab and reasoning.

Honors Biology

(NCAA Approved Core Course)

Recommendation for Enrollment: Strong scientific analysis skills

Grade(s): 9-12

Terms: 2

HS Credit: 1

Honors Biology is a model-based course guided by the Next Generation Science Standards. Designed for the accelerated student, this course will use an inquiry approach that stresses complex thinking skills. Students begin each unit with a phenomenon and driving question. Through a series of investigations and experiences, students develop a model to explain the phenomenon. Topics explored in this course include; the unity and diversity of life, how energy flows through an ecosystem and an organism, DNA and the passing of traits, the selection of traits, Meiosis, and the cycling of matter.

Chemistry

(NCAA Approved Core Course)

Prerequisite: Biology credit

Grade(s): 10-12

Terms: 2

HS Credit: 1

This course is an introductory Chemistry class. Chemistry will use a mix of classroom activities and laboratories to ensure that students will have the basic foundations of Chemistry. During the 1st semester, students will learn about the scientific process, elements, the periodic table, atoms, and how atoms interact with each other during chemical reactions. The 2nd semester will include units on Phases, Gas, Laws, Solutions, Thermodynamics, Equilibrium, and Acids and Bases. Chemistry meets the state graduation requirements for Chemistry, but is less mathematical than Honors Chemistry.

Honors Chemistry

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in Algebra 1 and Biology credit

Grade(s): 10-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of chemistry. In the 1st semester, students will learn about atomic theory, the structure of the periodic table, molecular structures, properties of the three states of matter, and basic properties of matter and energy. In the 2nd semester, students will continue to learn about molecular structures and properties of the three states of matter, as well as qualitative and quantitative properties of chemical equations, kinetics, thermodynamics, equilibrium, acids and bases, electrochemistry, and nuclear chemistry. This class is a first-year introductory chemistry class, but moves at a faster pace than Chemistry A and B. This course also includes a significant laboratory component, and will prepare the student to study the natural sciences at the college level.

Anatomy and Physiology

(NCAA Approved Core Course)

Prerequisite: Biology credit

Grade(s): 11-12

Terms: 2

HS Credit: 1

Anatomy and Physiology is the study of human body structure and function. It is designed for those students who plan to enter a health-related field such as medicine, dentistry, nursing, veterinary medicine, laboratory technology, physical education, etc. 1st semester topics include a general overview of the skeletal, muscular, and nervous systems. 2nd semester subjects involve special senses (eyes and ears), cardiovascular (including blood), respiratory, digestive, urinary, and reproductive systems. Students will dissect whole animals and the organs of animals. Guided by the NGSS, emphasis in this course will be placed on making topics relevant and practical while preparing students as scientifically literate citizens for the 21st Century.

Conceptual Physics

(NCAA Approved Core Course)

Prerequisite: Biology credit

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of the physical nature of matter and our interaction with it. Motion, force, energy, and momentum will be covered during the 1st semester. Wave motion, electricity, and magnetism are among the topics that are explored during the 2nd semester in this lab-oriented class. Guided by the NGSS, emphasis in this course will be placed on making topics in physics relevant while preparing students as scientifically literate citizens for the 21st Century.

Physics

(NCAA Approved Core Course)

Prerequisite: Enrolled in, or successfully completed, Algebra 2 credit and strong STAR math scores

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of the physical nature of matter and our interaction with it. Motion, force, energy, and momentum will be covered in the 1st semester. Wave motion, electricity, and magnetism are among the topics that are explored during the 2nd semester in this lab-oriented class. This class is highly recommended for anyone planning on attending college to pursue a career in a science or technology related field. Algebra and trigonometry are used extensively in this lab-oriented course.

Intro to Engineering Design

(NCAA Approved Core Course)

Recommendation for Enrollment: Enrolled in, or successfully completed, Algebra 1 and Strong STAR Math Scores

Grade(s): 9-10

Terms: 2

HS Credit: 1

Introduction to Engineering Design™ (IED) is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Principles of Engineering

(NCAA Approved Core Course)

Prerequisite: Intro to Engineering Design

Grade(s): 10-11

Terms: 2

HS Credit: 1

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community.

Aerospace Engineering

(NCAA Approved Core Course)

Prerequisite: Principles of Engineering

Grade(s): 11-12

Terms: 2

HS Credit: 1

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

AP Physics C — Mechanics

(NCAA Approved Core Course)

Prerequisite: Concurrent with AP Calculus; or completed AP Calculus

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students will have a good understanding of the basic foundations of physics using mathematics up to, and including, introductory calculus. The theory and the significant laboratory component will prepare the student for successful completion of the College Board's (R) Advanced Placement Physics C Exam.

AP Chemistry

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in Chemistry

Grade(s): 11-12

Terms: 2

HS Credit: 1

Upon completion of this course, students should have a good understanding of the basic foundations of chemistry and the significant laboratory component that will prepare the student for the successful completion of the College Board's (R) Advanced Placement Chemistry Exam. Upon completion of the exam, students will prepare and present a project that will serve as a capstone of their studies in chemistry. **This course will be offered every other school year.**

AP Biology

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in both Biology and Chemistry

Grade(s): 9-12

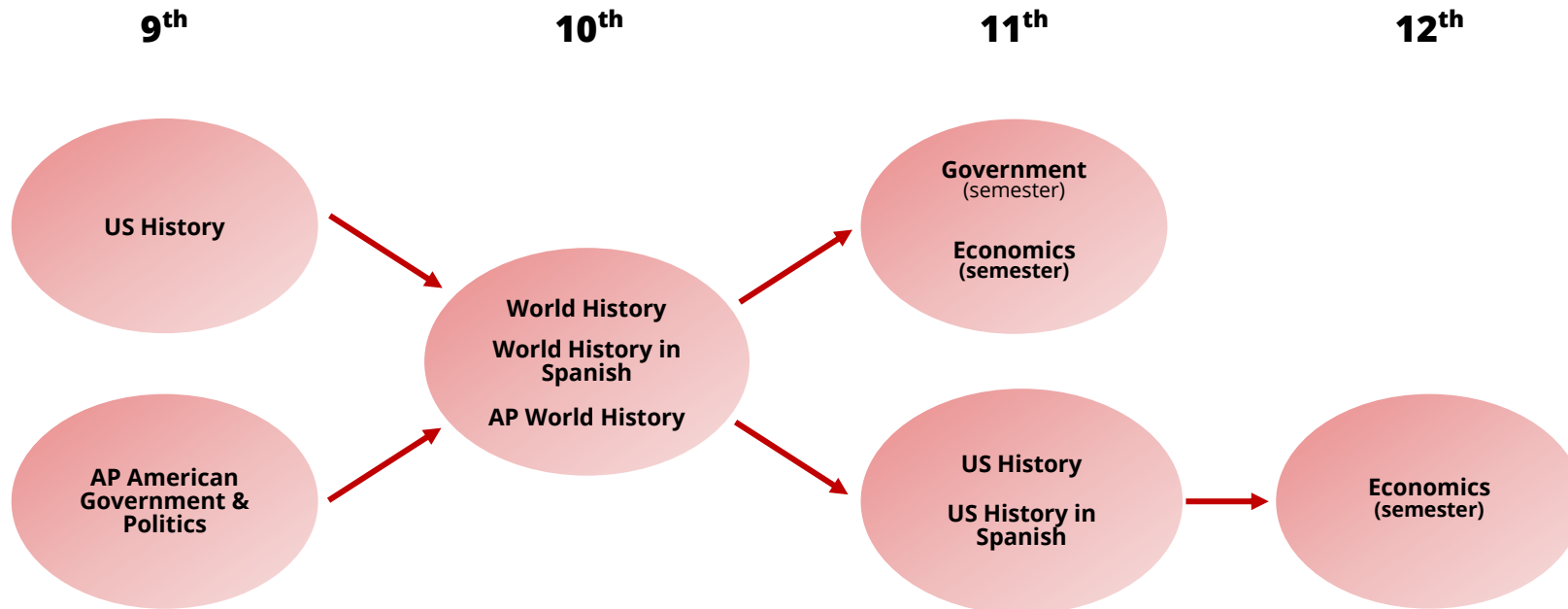
Terms: 2

HS Credit: 1

AP Biology is a course designed to provide students with the conceptual frame, factual knowledge, and analytical skills necessary to deal critically with the rapid changing science of biology. The major themes will include Molecules and Cells; Heredity and Evolution; Organisms and Populations. Completion of the course work and laboratory components should prepare students for the successful completion of the College's Board (R) Advanced Placement Biology Exam. **This course will be offered every other school year.**

SOCIAL STUDIES

There is not a standard sequencing of courses in this department. The following diagram sites 2 possible paths to complete all Social Studies graduation requirements.



Social Studies Elective Course Options:

Full Year:

- AP Human Geography, Psychology, AP Psychology

Semester:

- World Cultures, Sociology, Law 1, Law 2

Three credits (6 terms) of Social Studies are required to graduate. It is recommended that students take a form of US History, World History, Government, and Economics by the end of his/her junior year. He/she may take an AP class to meet this requirement or he/she may take AP classes along with others to meet this requirement.

US History in Spanish and World History in Spanish will cycle being offered alternate years. World History in Spanish will run in 2021-22 and US History in Spanish will run in 2022-23.

US History

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this course, students will study events and people in American History. The first semester will span topics from the Industrial Revolution through the New Deal. The second semester will span the topics of World War II through the Bush/Clinton Era. Students will evaluate how events in these time periods have shaped the United States, the role of the United States in the World Community, and their impact on modern times.

US History in Spanish

(NCAA Approved Core Course)

Recommendation for Enrollment: Spanish Immersion experience or English Language Learner qualification

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this course, students will study events and people in American History. The first semester will span topics from the Industrial Revolution through the New Deal. The second semester will span the topics of World War II through the Bush/Clinton Era. Students will evaluate how events in these time periods have shaped the United States, the role of the United States in the World Community, and their impact on modern times. Course content delivered, work submitted, and class discussions in Spanish.

World History

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 10-12

Terms: 2

HS Credit: 1

This course approaches history in a non-traditional manner in that it looks at common threads of humanity from the emergence of the first global age through the age of global revolutions. In the second semester, students will cover the topics from the rise of nationalism through present day.

World History in Spanish

(NCAA Approved Core Course)

Recommendation for Enrollment: Spanish Immersion experience or English Language Learner qualification

Grade(s): 9-12

Terms: 2

HS Credit: 1

This course approaches history in a non-traditional manner in that it looks at common threads of humanity from the emergence of the first global age through the age of global revolutions. In the second semester, students will cover the topics from the rise of nationalism through present day. Course content delivered, work submitted, and class discussions in Spanish.

American Government

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

In this course, students will evaluate the structure and function of each of the three branches of government at the National, State, and Local levels and the rights and responsibilities of citizens within that structure.

Economics

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course is the study of how the scarcity of resources in our world is allocated to meet the needs of society. While examining this, you will discover how the economic forces of government, money, business, and trade affect this process and your life. Blended will involve some independent work on an on-line module.

Psychology

(NCAA Approved Core Course)

Recommendation for Enrollment: Completed at least 2 credits of Social Studies

Grade(s): 11-12

Terms: 2

HS Credit: 1

In this course, students will learn how the brain works and how it affects human behavior. First semester includes the topics of neuroscience, emotion, sensation, perception, states of consciousness, and learning. Second semester includes the topics of memory, thinking, motivation, personality, and psychological disorders.

Sociology

(NCAA Approved Core Course)

Recommendation for Enrollment: Completed at least 2 credits of Social Studies

Grade(s): 11-12

Terms: 1

HS Credit: .5

Students will evaluate how people are influenced by groups of others in society (family, school, peers, and media), and how social problems (racism, sexism, etc.) affect us.

Cultural Studies

(NCAA Approved Core Course)

Recommendation for Enrollment: Completed at least 2 credits of Social Studies

Grade(s): 9-12

Terms: 1

HS Credit: .5

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African Americans, Asian Americans, Latino Americans, and American Indians. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.

Law 1

Prerequisite: None

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course introduces the fundamentals of law as they apply to business and personal use. Emphasis is placed on understanding how today's law impacts us all as consumers and citizens. Students learn how and where to find answers, learn to reason legally, and speak in legal terms. Students to see real life examples of how the legal community functions. Adding community connections to an already rich legal curriculum, while giving students the opportunity to consider possible careers in law, law enforcement, and government. This course is well suited for exploratory work in the many law related fields and for those planning to own and/or operate their own business. Major topics include ethics, constitutional law, crimes, private wrongs (torts), law for the student-family-consumer, and bailments. Students enrolled in Law 1 will have the opportunity to join and participate in the Teen Court program, contingent on the student's academic progress and attendance. For more information, visit <https://www.cityofholland.com/youthservices/teen-court>.

Law 2

Prerequisite: None

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course introduces the fundamentals of law as they apply to personal use. Emphasis is placed on understanding how today's law impacts us all as consumers and citizens. Students learn how and where to find answers, learn to reason legally, and speak in legal terms. This course provides them with practical, relevant content that they can use in their daily lives, while developing skills that are important for civic and workplace success. Law 2 curriculum is filled with high-quality content that applies directly to students' lives, which contributes to both student achievement and an interest in the law. Major topics include Equal Protection, Intellectual Property Law, Law & Society, and a Forensics unit (to supplement the criminal law unity from Law 1). Students enrolled in Law 2 will have the opportunity to join and participate in the Teen Court program, contingent on the student's academic progress and attendance. For more information, visit <https://www.cityofholland.com/youthservices/teen-court>.

AP Human Geography

(NCAA Approved Core Course)

Recommendation for Enrollment: Great first AP course experience

Grade(s): 9-12

Terms: 2

HS Credit: 1

This class is designed to challenge your view of the world. In this class, you will receive the opportunity to acquire critical thinking, investigative reasoning, and improve your writing skills. Students will learn how to analyze maps and statistical data; examine the world's landscape in order to understand how people use its natural resources and why; plus explore more about the people and cultures of the world.

AP American Government and Politics

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9

Terms: 2

HS Credit: 1

This course is designed to meet the Michigan standards for American Government while challenging more advanced students to study in greater depth the development of the American Constitution and American political attitudes. The course will focus specifically on concepts relating to the Legislative, Executive, and Judicial branches at the National, State, and Local level. In addition, students will examine the roles of political parties, interest groups, and mass media in developing political attitudes as well as political participation in America. The course will culminate in students participating in the National College Board Exam in May.

AP World History

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in previous Social Studies class

Grade(s): 10-12

Terms: 2

HS Credit: 1

AP World History is a course with an emphasis on non-Western History (Middle East, India, Asia, and Africa). This course covers the history of the world from 1200 CE to the 21st century. AP World History emphasizes “patterns of change” and the connections between various world cultures throughout the time period studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens.” The course relies heavily on college-level texts, primary source documents, and outside readings. The course will culminate in students participating in the National College Board Exam in May.

AP Psychology

(NCAA Approved Core Course)

Recommendation for Enrollment: B or higher in previous Social Studies class

Grade(s): 11-12

Terms: 2

HS Credit: 1

This course is designed to introduce highly motivated students to the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The course will culminate in students participating in the National College Board Exam in May.

WORLD LANGUAGES

The study of a classical/world language offers Holland High students the opportunity to communicate in a language other than English. In addition to the skills of speaking, listening, reading, and writing in the chosen language, the student will gain knowledge, understanding, and an appreciation for the cultures where the language is spoken. We believe that communication is at the heart of language study. Studying a language other than one's own broadens the understanding of people and cultures around the world.

Holland Public Schools students can apply for the Seal of Biliteracy to appear on their transcript and diploma. This prestigious award is given to students who are fluent and literate in two or more languages. Students must demonstrate they can read, write, speak, and comprehend during listening in English and an additional language. This can be in the form of a school transcript from a foreign country or through the Assessment of the Performance toward Proficiency in Languages (AAPPL). The student must have sixth grade level classes or higher appear on their foreign school transcript in order for the transcript to be accepted as proof of language proficiency. Students may take the AAPPL assessment free of charge.

American Sign Language 1 (ASL 1) A & B

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

American Sign Language 1 (ASL 1) provides basic knowledge in vocabulary, grammar, and syntax. ASL 1 emphasizes basic comprehension and production of sign skills needed for communicating with Deaf people. Communication, Culture, Connections, Comparisons, and Communities of ASL will be taught based on the Michigan Department of Education's World Language Standards and Benchmarks. Active student participation is mandatory to achieve the vocabulary and development of expressive and receptive sign skills needed for proficiency. Successful completion of this course will meet MMC graduation requirement of one of two years of required foreign language.

American Sign Language 2 (ASL 2) A & B

(NCAA Approved Core Course)

Prerequisite: ASL 1 credit

Grade(s): 9-12

Terms: 2

HS Credit: 1

American Sign Language 2 (ASL 2) is a continuation of ASL 1 and is designed to increase a student's ability to produce and understand ASL. The class will focus on vocabulary, grammar, and classifiers for the students to successfully be able to communicate with Deaf people in the United States. ASL 2 provides more instruction in deaf culture, deaf individuals, and deaf art through a variety of videos and readings. Daily participation is mandatory for this class.

French 1 A & B

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

An introductory course designed to enable the student to understand, write, read and speak elementary French as well as appreciate the cultures of the many francophone countries. Basic grammar and vocabulary are taught within thematic units. Active student participation is necessary to achieve an acceptable degree of proficiency.

French 2 A & B

(NCAA Approved Core Course)

Prerequisite: French 1 credit

Grade(s): 9-12

Terms: 2

HS Credit: 1

The objective of this course is to develop in the student the ability to speak, understand, read, and write French so as to be able to communicate with French speakers around the world. This communication is reinforced with the study of grammar. The appreciation and understanding of the francophone culture continues through readings, videos, and music. In addition, French history and significant historical figures are studied. At the end of this course, and through the ensuing years, opportunities for travel and home stays in French-speaking countries will be available.

French 3 A & B

(NCAA Approved Core Course)

Prerequisite: French 2 credit

Grade(s): 9-12

Terms: 2

HS Credit: 1

This course is designed to prepare the student for further French study on the college level and for future career paths where speaking French is an asset. The students will learn to express themselves in a variety of real life situations, understand native speakers, and write compositions. In addition to communication and a study of grammar, popular mystery stories, plays, and novels will be studied. The class will be essentially conducted in French.

Spanish 1 A & B

(NCAA Approved Core Course)

Prerequisite: None

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this course, active student participation is necessary to achieve an acceptable degree of proficiency in Spanish-speaking, listening, reading, and writing skills. A strong emphasis is placed on pronunciation patterns, basic vocabulary and phrases, and simple grammatical structures. The language is presented and learned within the context of the present day Spanish-speaking world and its culture. Daily oral class participation is expected.

Spanish 2 A & B

(NCAA Approved Core Course)

Prerequisite: Spanish 1 credit

Grade(s): 9-12

Terms: 2

HS Credit: 1

The beginning part of the course will be a review of Spanish 1 while adding more complex vocabulary. Throughout the course we will work to achieve novice high proficiency in speaking, listening, reading, and writing. Vocabulary and grammar compliment these skills. The cultures of Latin America are emphasized.

Spanish 3 A & B

(NCAA Approved Core Course)

Prerequisite: Spanish 2 credit

Grade(s): 9-12

Terms: 2

HS Credit: 1

Students are working on achieving intermediate Spanish proficiency. Speaking, listening, reading, and writing proficiency are emphasized, as well as mostly authentic materials for reading and listening. Students will be introduced to hearing various dialects of Spanish. Vocabulary and grammar become more complex and compliments the proficiency skills. The culture of Spain is emphasized, but all culture is included.

Spanish 4 A & B

(NCAA Approved Core Course)

Prerequisite: Spanish 3 credit

Grade(s): 11-12 or teacher approval

Terms: 2

HS Credit: 1

Students are working to achieve intermediate high Spanish proficiency. Speaking, listening, reading, and writing for proficiency are emphasized, as well as advanced authentic materials for reading and listening. The course is organized into themes as recommended by ACTFL.

Latinos in Literature

(NCAA Approved Core Course)

Prerequisite: Spanish 3 and/or placement recommendation

Grade(s): 9-12

Terms: 2

HS Credit: 1

This class offers a unique opportunity to study literary works of Spanish and Latin American authors such as Cervantes, García Márquez, and Isabel Allende, among others. The course focuses on developing critical-thinking skills through the study of literature, but also the sociological, historical, and geopolitical context in which the texts were written. Listening comprehension, perfected via authentic audio materials and videos (e.g., interviews with authors) furthers the goals of this course.

AP Spanish Language and Culture

(NCAA Approved Core Course)

Prerequisite: Spanish 4, Heritage Speakers, Latinos in Literature, and/or teacher recommendation

Grade(s): 9-12

Terms: 2

HS Credit: 1

This course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. Students will consistently access materials that are representative of the Spanish-speaking world. The requirements of this course are comparable to a college reading, composition, and conversation course. Students will build proficiency in the areas of reading, writing, listening, and speaking in preparation for the AP Exam.

VISUAL ARTS (VPAA)

Students must earn 1 credit of VPAA (Visual, Performing, and Applied Arts) credit. Additional VPAA credits may substitute for other graduation requirements.

Holland High is proud to provide students with fantastic hands on **Visual Arts** learning, including traditional to advanced art studio classes and multiple computer arts courses. For the studio classes, students who completed art in 8th grade may apply directly into the next level courses. For students interested in further art learning that is offered, talk to an art teacher or your counselor about the possibility of independent study.

Introduction to Art

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This class will introduce the elements of art and the principles of design. Students will work in two-dimensional and three-dimensional media. Learning in the areas of art history and critical thinking will also be included. Incoming students need not possess a high degree of artistic skill, but should be willing to apply themselves to new and exciting learning. Requirements of this class include weekly sketchbook entries.

Ceramics

Prerequisite: Intro to Art or 8th Grade Art credit

Grade(s): 9-12

Terms: 1

HS Credit: .5

Students will work in a variety of hand-built and wheel thrown techniques including pinch, coil, slab, and wheel construction. Exploring the elements of art and principles of design along with experimentation in different glazing techniques will also be learned. Requirements of this class include weekly sketches and an online portfolio.

Printmaking/Mixed Media

Prerequisite: Intro to Art or 8th Grade Art credit

Grade(s): 9-12

Terms: 1

HS Credit: .5

Exploration of the elements of art and principles of design employing printmaking and mixed media techniques. Students will be introduced to monoprinting, collograph printing and block printing and work with a variety of media including, but not limited to, fabric, yarns, wire, paper, dyes, paints, glue, and wood to design and construct relief style compositions. Learning in the areas of art history and critical thinking will continue. Requirements of this class include weekly sketchbook entries and an online portfolio.

Drawing/Painting

Prerequisite: Intro to Art or 8th Grade Art credit

Grade(s): 9-12

Terms: 1

HS Credit: .5

Exploration of the elements of art and principles of design employing drawing and painting techniques. Students will work in a variety of media such as graphite, pen/ink, colored pencil, charcoal, oil pastels, tempera, watercolor, and acrylic paints. Learning in the areas of art history and critical thinking will continue. Requirements of this class include weekly sketchbook entries and an online portfolio.

Sculpture/Metals

Prerequisite: Intro to Art or 8th grade Art credit

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will work with a variety of sculpture techniques including subtractive, bas relief, carving, assemblage, and soldering, including media such as wood, plaster, paper mache, found objects and metal. Learning will continue in the areas of art history. Requirements of this class include weekly sketchbook entries and an online portfolio.

Advanced 2D Art

Prerequisite: Drawing/Painting

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will continue to explore the elements of art and principles of design employing advanced 2 Dimensional Drawing and Painting techniques. Students will work in a variety of media including, but not limited to, graphite, pen/ink, colored pencils, charcoal, paints, and various printmaking techniques. Students preparing their art portfolio for college applications will have the opportunity to work more independently. Requirements of this class include weekly sketchbook entries and an online portfolio.

Advanced 3D Art

Prerequisite: Ceramics or Sculpture/Metals

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will continue to explore the elements of art and principles of design employing advanced 3 Dimensional Sculpture techniques. Students will work in a variety of media including, but not limited to, paper mache, wood, clay, plaster, and found objects. Students preparing their art portfolio for college applications will have the opportunity to work more independently. Requirements of this class include weekly sketchbook entries and an online portfolio.

Graphic Design

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Basic principles of graphic design are presented and utilized in the creation of flyers, newsletters, and other informational documents. Students will concentrate on building page layout skills in InDesign. Students will use the Macintosh computer.

PhotoShop/Illustrator

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Basic principles of color theory and visual design are explored as students build skills in PhotoShop. Digital cameras will enable students to use their own images in addition to working with the images of others. Students will use the Macintosh computer. Adobe Illustrator is a powerful vector-based drawing tool and is widely used by professionals around the world. Students will learn and manipulate basic skills in Adobe Illustrator and then apply those skills to create a range of computer art including graphic design, illustration, posters, and more!

Advanced Computer Arts

Prerequisite: Either Computer Arts credit

Grade(s): 10-12

Terms: 1

HS Credit: .5

This advanced level class will offer a range of changing topics; the course is never taught the same way twice. Opportunities to undertake authentic projects (logo and flyer designs for HPS organizations, etc.) often present themselves and enhance the learning of advanced students. Students will have the opportunity to share project ideas and collaborate with peers during the creative process and through critiques. The creation and maintenance of an online presence is a requirement of this advanced computer art class.

PERFORMING ARTS (VPAA)

Students must earn 1 credit of VPAA (Visual, Performing, and Applied Arts) credit. Additional VPAA credits may substitute for other graduation requirements.

Holland High has a proud tradition in each of the **Performing Arts** categories - Band, Orchestra, Choir, and Theatre. The band and theatre programs routinely achieve state-level recognition. Each music program offers ensemble experiences that develop your skill as a musician and achieve excellence as a group. Many of the higher levels require an audition to join - see the respective music teacher or your counselor for information. The Theatre program offers an entry level experience (Theatre 1) that exposes students to all aspects of theatre, including technical, stage, directing, and performing. From there, students are encouraged to further their journeys specializing in acting or theatre production (Theatre 2), and may join the various productions as an extracurricular.

Concert Band

Recommendation for Enrollment: Previous band experience and ability to read music

Grade(s): 9-12

Terms: 2

HS Credit: 1

The concert band is open to all brass, woodwind, and percussion students. In this course, Concert Band literature is explored while the students progress on their technical skills. All concert band members are automatically members of the Holland High Marching Band. As part of the course, Concert Band members participate in an active calendar of public performances, including MSBOA festival and event and Tulip Time parades. Concert Band is a mandatory full-year course. Marching Band counts toward PE credit.

Wind Ensemble

Prerequisite: Audition

Grade(s): 9-12

Terms: 2

HS Credit: 1

The Wind Ensemble is the top performing band within the Holland Public Schools. It is made up of primarily upperclassmen (by audition), but exceptions will be made based on audition and approval of the Director of Bands. Students who are members of the Wind Ensemble are automatically members of the Holland High School Marching Band. Members of the wind ensemble play literature of the highest caliber and are expected to perform at various MSBOA festivals and events, including solo and ensemble.

Percussion Ensemble

Prerequisite: Audition

Grade(s): 9-12

Terms: 2

HS Credit: 1

This class explores a variety of percussion instruments and literature through-out the year. Percussionists and other musicians (who can fluently read music) are welcome to enroll. This may serve as the main music class for all percussionists, grades 9-12, although percussionists may enroll in Concert Band and/or Wind Ensemble (by audition only for Wind Ensemble) in addition to, or instead of, Percussion Ensemble. All Percussion Ensemble members are automatically members of the Holland High Marching Band.

Jazz Band

Prerequisite: Audition

Grade(s): 9-12

Terms: 2

HS Credit: 1

The jazz band is an enrichment experience for students enrolled in band, orchestra, and choir. An audition is required for admission. Students will work on standard literature while studying jazz history, styles, basic music theory, and improvisation. Jazz Band instruments include piano, drum set, bass guitar) in addition to traditional band/orchestra ensemble instruments.

Concert Orchestra

Recommendation for Enrollment: Previous orchestra experience and ability to read music

Grade(s): 9-12

Terms: 2

HS Credit: 1

Membership in one of the Holland High Orchestras is open to any student, with prior experience on a stringed instrument. Placement into either the Concert Orchestra or the Chamber Orchestra will be determined by performance audition and grade. Each orchestra will perform in several concerts as well as MSBOA Orchestra Festivals. The Holland Orchestras aspire to study and perform the finest of traditional and non-traditional music.

Chamber Orchestra

Prerequisite: Audition

Grade(s): 10-12

Terms: 2

HS Credit: 1

Membership in one of the Holland High Orchestras is open to any student, with prior experience on a stringed instrument. Placement into either the Concert Orchestra or the Chamber Orchestra will be determined by performance audition. Each orchestra will perform in several concerts as well as MSBOA Orchestra Festivals. The Holland Orchestras aspire to study and perform the finest of traditional and non-traditional music.

Symphony Orchestra

Prerequisite: Audition

Grade(s): 9-12

Terms: 2

HS Credit: 1

Symphony orchestra includes a full wind and percussion section as well as string instruments. The students that are members of the ensemble are the top players in band or orchestra. Students enrolling in Symphony Orchestra will be expected to attend sectionals and rehearsals each week.

Bella Voce

Recommendation for Enrollment: Prior music ensemble (band/orchestra/choir) experience highly recommended

Grade(s): 9-12

Terms: 2

HS Credit: 1

Membership is open to all 9th-12th grade treble voices. The group will study 2-, 3-, or 4-part treble music that may include pop, folk, and classical styles. The choir will sing at concerts, assemblies, competitive festivals, and other musical events. The concert outfit will require a purchase. This is a full-year course.

Cantus

Recommendation for Enrollment: Prior music ensemble (band/orchestra/choir) experience highly recommended

Grade(s): 9-12

Terms: 2

HS Credit: 1

Membership is open to all 9th-12th tenor/baritone voices. The group will study 2-, 3-, or 4-part tenor/baritone range music that may include pop, folk, and classical styles. The choir will sing at concerts, assemblies, competitive festivals, and other musical events. The concert outfit will require a purchase. This is a full-year course.

Concert Choir

Prerequisite: Audition

Grade(s): 10-12

Terms: 2

HS Credit: 1

Membership is open through an audition to all students grades 10-12, as well as current school status. Previous choral or instrumental experience is required. Music studied and performed by the choir may include works by the great composers as well as popular songs of today. The choir sings at concerts, competitive festival, choir festival, assemblies, Baccalaureate, and other musical events. The concert outfit will require a purchase. This is a full-year course.

Vocal Dimensions

Prerequisite: Singing and dancing audition

Grade(s): 10-12

Terms: 2

HS Credit: 1

Entry is based on vocal and dance auditions as well as current school status. Previous musical experience is required. The group makes use of choreography and staging techniques while performing a wide variety of genres. Vocal Dimensions performs at concerts, assemblies, community programs, jazz festivals, choir festival, Tulip Time, and their big show each spring. Members are required to purchase their own uniform. Students must make a year commitment to be enrolled in Vocal Dimensions for the entire year.

Music Technology

Recommendation for Enrollment: Interest in music and technical elements

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will be provided hands-on experience, gaining first hand understanding of the cutting-edge innovations that exist in the Music Technology realm. Students will use electronic tools to record and produce music, and will explore the technology behind live/recorded performances, soundtracks, and video footage. Ability to play a musical instrument is not a prerequisite for this class.

AP Music Theory

Recommendation for Enrollment: Music ensemble experience and ability to read music

Grade(s): 11-12

Terms: 2

HS Credit: 1

This class is developed for students who wish to study advanced music theory techniques necessary to complete pre-college level music training. Students will develop a variety of music theory knowledge and skills that prepares them for success on the AP Music Theory exam.

Theatre 1

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This class will learn what it takes to put a live theatre production together. It will survey many areas of production, such as acting, scenery, costumes, lighting, sound, make-up, props and more. The focus will be on theatre as a collaborative art. Memorization and writing skills are necessary for this class.

Theatre 2

Prerequisite: Theatre 1 or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5

Projects will focus on theatrical production as a whole. It will include various projects culminating in final term projects. The emphasis will be on combining movement, acting and design along with business basics of production. Recommended for students with experience in theatre. Students taking this class must be confident in acting and design.

Acting

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This class will focus on the various aspects of acting. It will include a survey of vocal, physical, and emotional development of character, as well as technical stage terms. Basic directing strategies will also be covered. The focus will be on student as performer. Memorization and writing skills are necessary for this class.

APPLIED ARTS (VPAA)

Students must earn 1 credit of VPAA (Visual, Performing, and Applied Arts) credit. Additional VPAA credits may substitute for other graduation requirements.

Holland High has a variety of course offerings and experiences that fit in the **Applied Arts** category. Broadcast and Yearbook offer an opportunity for students to work on teams in producing key elements of our school community. Students are introduced to and develop relevant and job-related skills in CAD and Mass Media. In addition, our Foods and Fashion Design programs are top notch experiences for students to learn and develop lifelong skills.

Boomerang Yearbook

Recommendation for Enrollment: Strong writing and/or visual and computer arts skills

Grade(s): 10-12

Terms: 2

HS Credit: 1

The *Boomerang* has been the Holland High yearbook since 1918. It is a fully functioning student run business. The staff is made up of students who work throughout the year to compose the school's annual book. The yearbook staff shares responsibilities for developing theme, journalism, photography, layout design, desktop publishing, business management, sales, and marketing. Motivated students are invited to submit applications to join the yearbook staff.

Broadcast

Recommendation for Enrollment: Strong public speaking skills and/or computer and technical skills

Grade(s): 9-12

Terms: 2

HS Credit: 1

In this class, students learn the fundamental principles of news-gathering and digital production, as they explore basic elements of broadcasting. Students will research, gather, and analyze information to create video productions for broadcasting to a variety of audiences. Students will learn audio and video recording techniques and the application of these skills. Students in this class will help in pre-production, taping, and post-production of the Holland High School Daily news and other video projects for class. Students will gain experience on camera and behind the scenes for the daily news, as it is broadcast to the entire student body and staff. This is a full year commitment.

CAD (Computer Aided Design)

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course will introduce students to computer aided design. Technical skills will be developed to bring conceptual ideas to life through CAD and 3D Printing. Students will learn drafting, space analysis, and design communication. Students will learn how to design, analyze, communicate, and produce industry standard mechanical designs for real-world applications. Areas of emphasis include lettering, geometric constructions, orthographic projections, sectioning, dimensioning, and pictorial drawings. **This class qualifies as a senior math experience.**

Foods 1

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

In this course, students will be introduced to various basic cooking methods while being able to practice those skills in the kitchen. This course also includes basic kitchen math, how to follow and read beginner recipes, and an introduction to nutrition. The student will complete lab and research tasks in groups and individually.

Foods 2

Prerequisite: Foods 1 credit

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course is an extension of Foods for Life 1, building upon basic cooking skills. The course is group-based, allowing students to learn advanced cooking methods, higher level kitchen skills, and following more advanced recipes. Students will also study different cuisines and diets. The students will work on various projects as groups and individually.

Fashion Design 1

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Fashion Design 1 students create a basic design portfolio, learn about elements and principles of design, learn basic sewing skills, and how to operate a sewing machine. Clothing construction techniques are used to make functional garments and other projects.

Fashion Design 2

Prerequisite: Fashion Design 1 credit or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5

Students study fashion designers, learn about textiles, and study the history of fashion design. Clothing construction skills learned in Fashion Design 1 are applied as students choose garments to sew. Students learn more advanced sewing techniques and develop problem-solving abilities.

Fashion Design 3

Prerequisite: Fashion Design 2 credit and permission from instructor

Grade(s): 10-12

Terms: 1

HS Credit: .5

Students will apply skills learned in Fashion Design 1 and 2, and practice more advanced techniques as they learn how to design and create their own garments. Students will explore fashion-related careers through research and interviews and will create a sketch portfolio.

Mass Media

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

Students will explore the importance of being media literate in today's world. This course will be concerned with the process of understanding and using mass media in the 21st century, as well as helping students develop an informed and critical understanding of mass media in our culture. Students will explore such topics as social media, marketing and how media messages are created. Students will be responsible for creating and keeping up to date the social media profiles of various school organizations.

PHYSICAL EDUCATION AND HEALTH

One credit that includes both physical education AND health must be earned by high school students for graduation.

At Holland High, the standard way to meet that requirement is through 2 separate courses each earning 1/2 credits - Health 1 and one PE class (either PE or Strength and Conditioning). However, the 1/2 credit for Physical Education may also be awarded by the school district for approved participation in extracurricular athletics or other extracurricular activities involving physical activity.

In addition to the graduation required courses, there is another advanced PE course focused on Sports Education and course options to explore deeper Health topics and Health Careers.

Physical Education

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

The curriculum provides opportunities for all students through a wide variety of team sports, lifelong fitness activities, as well as health related instruction. The focus of this curriculum is to help students develop their motor skills, cognitive concepts, fitness levels, and social skills that help them obtain a healthy and active lifestyle. An emphasis will be placed on personal fitness goals and a plan designed to achieve those goals.

Strength and Conditioning

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course focuses on a direct approach to physical fitness and strength. This course will concentrate on weightlifting techniques, flexibility, speed and agility, plyometric workouts, and the use of bands. These components will create a balanced workout program for all students. May count for required PE credit.

Sports Education

Prerequisite: Successful completion of 1 term of PE or Strength and Conditioning, or permission from instructor

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course focuses on activity and game play. In addition, students assume all roles pertaining to the activity. Roles Include: players, coaches, officials, team managers, and statisticians. Activities include: flag football, soccer, softball, ultimate frisbee, basketball, volleyball, team handball, floor hockey and tennis. Opportunities will be given to students to improve upon their cardiovascular health as well as their overall fitness. Students may elect this class for more than one term.

Health 1

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This required course encourages students to take responsibility for personal health by learning how to make healthful decisions. The focus will be on analyzing and improving personal, mental and social/emotional health. Topics include basic health skills, nutrition, fitness, alcohol, tobacco, drug use, mental health, stress management, intro to CPR, and reproductive health including HIV and STDs.

Health 2

Prerequisite: Health 1

Grade(s): 10-12

Terms: 1

HS Credit: .5

This project-based learning course will expand students' health knowledge and will focus on developing skills to improve family, community, and world health. Students will also learn about violence prevention as well as CPR & First Aid skills. Students will also have the opportunity to pick a health-related topic they are passionate about and host a health fair with their peers.

Health Careers

Prerequisite: Health 1

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course is designed for students who would like to learn more about health careers or who plan to pursue training for a health-related occupation. Students will engage in a variety of guest speaker presentations who are currently in the healthcare field. Students will also have the opportunity to explore different health occupations, learn basic medical terminology used in health and medical professions, and create a mock medical procedure on a body system.

GENERAL ELECTIVES

Child and Human Development

Prerequisite: Health 1

Grade(s): 10-12

Terms: 1

HS Credit: .5

This course is designed to educate students on the principles of human growth & development across the lifespan. Students will begin this journey with how we got here and how we become who we are today. Students will explore a variety of different conditions that influence physical, social, moral and cognitive development. This course will also educate students on analyzing influences of gender, ethnicity, culture and the media and the impact it has on individual development. Students will also study healthy vs. unhealthy relationships, dating abuse and communication skills.

Exploring Parenting

Prerequisite: None

Grade(s): 9-12

Terms: 1

HS Credit: .5

This course encourages students to consider the importance of the job of parenting. Students examine responsibilities of parenthood and factors that contribute to being a successful parent. Students learn about the growth and development of infants from conception through the first year. Additionally, students will parent "RealCare Baby," a computer baby simulator.

Peer Assistant Listeners (PALs)

Prerequisite: A selection process is used for admittance in this class

Grade(s): 10-12

Terms: 1

HS Credit: .5

PALs are a specially trained group of students who improve the culture of our schools through mentoring other students and designing school-wide initiatives to address student needs. The Holland PALs program is designed to help students who struggle academically, socially, and emotionally. PALs are the first people new students see when they come to Holland High as they provide the new students tours. They help people feel welcome and a sense of belonging. Students selected for the PALs class will increase their knowledge about social issues and will work on improving their helping and communication skills. They will learn about themselves, experience giving and receiving help, learn how to provide accurate information, and assist others in getting help.

PALs Practicum

Prerequisite: C or higher in PALs class

Grade(s): 10-12

Terms: 1-2

HS Credit: .5-1

Students in PALs Practicum are placed in classroom learning environments to serve students as a Mentor, Tutor, and/or Special Friend. PALs are also specially trained to help the teaching staff to build a positive class culture. PALs will assist students by helping all students feel accepted & cared for, they will help each student have a sense of belonging, and they will give students a safe and secure environment with the goal that all students can express themselves as they truly are designed to be.

LINKS – Peer to Peer Support

Prerequisite: Must complete an application and receive approval from program directors

Grade(s): 10-12

Terms: 2

HS Credit: 1

The LINK student is trained as a peer mentor who will accompany a student with special needs to one of his/her general or special education classes. The LINK student will model and support appropriate social skills and behavior in the academic setting so that the student with special needs may meet success. Training will be held once per week during Advisory 1st semester with placement in classrooms 2nd semester. The class does involve some lunch hours and 2 after school activities per semester. Other responsibilities include weekly journals, maintaining attendance records, learning & using good communication skills, reviewing & reflecting on current issues, plus a 2nd semester final project.

Cooperative Training Program

Prerequisite: None

Grade(s): 11-12

Terms: Varies

HS Credit: .5-3

Cooperative Training (Co-op) is a school-to-work program that matches a student's class work and career interest with work-site based learning. Co-op enables a student to receive training and supervised work experience under paid employment conditions. Job performance is supervised by the employer and the Co-op coordinator.

Participation in Co-op begins with the completion of an application including parent/guardian approval. Co-op is designed primarily for seniors, but juniors are accepted by counselor recommendation. Co-op students must average 4-10 hours per depending on how many Co-op hours are on their schedule and be enrolled in, or have earned credit in, a course related to the training they receive. If schoolwork or job performance becomes unsatisfactory, removal from Co-op could result.

No more than 4.5 Co-op credits can be applied to graduation.

Juniors — .5 credit per semester; 1 credit per school year. After school Co-op only.

Seniors — up to 1.5 credits per semester; 3.0 credits per school year. (Can be released up to 3 class hours.)

Community Classroom

Prerequisite: None

Grade(s): 12

Terms: 1-2

HS Credit: .5-1

This program is an opportunity for students to spend one or two semesters as intern assistants for professional personnel who act as their sponsors. This is an unpaid learning experience that allows students to gain experience in a career field and learn new concepts and skills. The internship enhances the classroom lessons by making learning more meaningful and allowing the student to apply the knowledge and skills learned to a work setting.

Students report to their work-site either 4-10 hours per week, depending upon whether enrollment is for one, two, or three class periods, and they must be enrolled in a minimum of four other classes. Students are required to turn in a record of time spent at their internship site.

Examples of Community Classroom include mentoring in elementary classrooms, nursing home, hospital, Boy's & Girl's club, Design and Engineering firms, etc.

To enroll in Community Classroom, students must complete an application and have the approval of their counselor.

SPECIAL EDUCATION

Courses of Study

1. Special Education Course of Study: Graduation Track
2. Special Education Course of Study: Certificate of Completion

Resource Programs and Categorical Transitions

Resource Programs and Categorical Transitions are provided at all grade levels. These programs are designed to serve students for whom the regular course of study, resulting in general diploma, is determined appropriate regardless of their disability. The focus is on completion of credit requirements and to make progress towards IEP goals and objectives. Placement in these programs is through an Individual Education Plan (IEP).

Categorical Programs

Special Education Categorical Programs are available and serve students at all grade levels. These programs offer a modified curricula in core content classes as well as a focus on instruction appropriate for developing employment and independent living skills. Students are offered opportunities to engage in Community Based Instruction as well as Work Based Learning. Placement in these programs is through an Individual Education Plan (IEP).

CAREERLINE TECH CENTER

“Careerline Tech Center prepares students for tomorrow’s workforce by providing career and technical education for employment and post-secondary opportunities while promoting life-long learning and personal success.”

Careerline Tech Center (CTC) provides career education to juniors and seniors in high school and offers the opportunity for students to gain skills and/or prepare for post-secondary education in a variety of programs.

At the Tech Center, students are preparing for the future. Recognizing that all students learn differently, they offer a variety of options. If college is the goal, direct credit options and articulation agreements with area colleges allow students to earn college credits while taking a Tech Center class. State and national certifications can be earned in classes like Engineering, Mechatronics/Robotics, Healthcare and Web & Game Development.

Interested students and parents can get more information on CTC by visiting their website at www.careerlinetech.org.