

## **Columbia Central High School Course Descriptions**

*25 Credits required for Graduation*

### **English Language Arts Department**

**4 Credits Required for Graduation**

**ENGLISH 9** – This is a two-semester course, one emphasizing composition and literature and the other emphasizing presentation skills. Literature will be a springboard to build these skills. The writing process, including reflection, will be practiced. Specific areas of content will include grammar, sentence structure, spelling, vocabulary, short stories, drama, novels and speech. Elementary principles of research, basic library and dictionary skills will be offered as well as basic elements of public speaking. This course will emphasize an introduction to standard testing. (**Required class**)

**ENGLISH 10** – This class will study vocabulary, active reading, writing, reflection, and research skills. Various genres of literature will be read and analyzed as a basis for further development of communication skills as well as the basic elements of public speaking. (**Required class** – Prerequisite: English 9)

**AP ENGLISH PREP 10** – Pre-Advanced Placement English 10 is a first step in a sequential A.P. English program for students who have excelled in 9<sup>th</sup> grade language arts. The expectations of students in this course will be greater, as will the opportunity for individual learning. Through the close reading of selected poetry, drama, non-fiction, and novels, students deepen their understanding of the techniques writers use. As they read, students will consider a work's structure, a writer's style, arguments and themes. The course content focuses primarily on critical reading and analysis of literature as well as on the frequently written essays, compositions, and journals. (Prerequisite: English 9 and Teacher Approval)

**ENGLISH 11 BRITISH LITERATURE** – This course is designed to teach the reading, writing, and critical thinking skills needed at the college level. Students will become acquainted with college-level reading material about which they will write and discuss extensively. The course also surveys British Literature from the Anglo-Saxon period into the 21<sup>st</sup> Century. Further focus on standardized testing will be reviewed. (**Required Class** Prerequisite: English 10)

**ENGLISH 12 AMERICAN LITERATURE** – This course is designed to continue the writing and reading skills emphasized in previous classes and necessary for college success. Emphasis is on a survey of American and world literature, with continued emphasis on the writing process and lengthier expository forms. In addition, students will reflect on the concepts of leadership, social action, and civic responsibility. (**Required Class**. Prerequisites: English 11)

**AP English 11/12\*** - This course is designed to be a college-level introductory course in reading with the critical analysis of literature and language in alternate years. Though the expectations for each student will be greater, the design of the course offers greater opportunity for individual accomplishments. Writing, including reflection, is emphasized. Students are expected to take the AP exam and a formal AP course exam to earn possible college credit. (Prerequisites: English 10 and English Faculty Invitation or Recommendations)

**CREATIVE WRITING I** – This course will focus on student-generated work. Students will have an opportunity to share works of fiction, both poetry and prose, with peers in workshop sessions. Close attention will be paid to character development, descriptive writing, and thematic pieces. Narrative voice, point of view, and audience will also be addressed. Final exam grades will be based on a polished portfolio of student work. (Prerequisites: English 10 and a Recommendation)

**CREATIVE WRITING II/III** – Students who have successfully completed Creative Writing Workshop and wish to have more opportunities to share their work may enroll in Creative Writing II (or III). Students will work in a leadership role with first year Creative Writing Students, modeling appropriate peer review, constructive criticism, and genre forms. Returning students may choose to participate in each assignment with the class, or replace that activity with one of their own. They will be responsible for planning and completing any assignments that vary from the class at large, and have flexibility of genre and form. Midterm and Final Exams will be based on Polished Portfolios. (Prerequisites: Creative Writing I and Teacher Approval)

**SPEECH/COMMUNICATIONS** – (Offered Odd Years) – This course will examine multiple aspects of communication. Areas of communication which will be highlighted include, but are not limited to, intrapersonal, interpersonal, nonverbal, leadership, listening, small group, cross-cultural, family, and interviewing as communication. In addition, various speech formats will be explored with emphasis on the performances of these speeches. Some areas of media, drama, and film/television will be explored as well.

**SPEECH/THEORY AND PRACTICE** – (Offered Even Years) – This is a two-semester elective examines advanced formats and structures in public speaking. Instruction in communication, independent research, development and organizational skills is a vital part of the class. Organizational communication, leadership in communication, small group communication, family communication, research in communication and some elements of film/television are components of the class.

**MYTHOLOGY (Semester Course)** – This is a single semester English class where you will learn about different myths and legends from Ancient Greece and Rome, the Middle East, Scandinavia, Asia, and the British isles. We will explore the ways early cultures explained the world through their stories, identifying common symbols and archetypes, and reflect on what relevance there is for our personal lives.

**INTRODUCTION TO FILM (Semester Course)** – This single semester English elective class examines the artistic and social power of film as a means of communication. We will develop an understanding and appreciation of the art and history of film, and enhance analytical skills to better understand film and the filmmaker’s intentions.

**ACT PREP** – the purpose of the ACT Prep course is to prepare students to take the ACT Test. This course will present and review material for the English Exam (including Grammar and Punctuation, Writing Strategies, and Approaches to Reading), mathematics Exam (including Pre-, Intermediate, and Standard Algebra; Coordinate and Plane Geometry; and Trigonometry), and Science Reasoning Exam (including Data Representation, Research Summaries, and Conflicting Viewpoints). Furthermore, this course will also explore proven test-taking strategies and successful approaches to the rigorous, mandatory ACT and MME exams. (Juniors Only)

### **World Languages Department**

2 credits (in the same language) required for graduation for the Class of 2016 and beyond.

**SPANISH I/FRENCH I** – Students will become knowledgeable about the culture of several Spanish/French speaking countries. They will be able to conjugate all regular and some irregular verbs in the present tense. Also, they will use adjectives correctly (placement, noun-agreement, and comparative forms), be able to form adverbs, be aware of cognates, and learn that world languages do not follow English word order. They will be able to have simple conversations about general topics and be able to cope in travel situations such as restaurants, hotels, and transportation. Students will be exposed to light readings, listen to authentic speakers, and perform basic writing tasks.

**SPANISH II/FRENCH II** – Students will continue learning about culture. They will be able to conjugate regular and irregular verbs in the present, preterit, imperfect, and present perfect tense (including reflexive verbs). Focus will be more on speaking, writing and reading at a level that is more advanced than at the Spanish/French I level. Students will be able to have conversations at a more comfortable level with each other and the teacher. They will also learn to distinguish direct and indirect object pronouns, stress pronouns, and use them in correct placement and context. They will be able to read very simple texts and write simple essays about subjects familiar to them.

**SPANISH III/FRENCH III** - Students at this level will expand their speaking, writing, listening, and reading skill to a point where they should be quite comfortable in a travel situation. They will hold conversations with partners about general subjects, write essays about their own experiences, and write small summaries about simple passages. They will learn the pluperfect, future perfect, subjunctive, future, and conditional tenses of regular and irregular verbs. They will recognize cognates with ease and know the finer grammatical points of Spanish/French grammar and structure. Students will start reading light Spanish/French literature and contemporary writings of interest to themselves. In that process, they will become more familiar with the Spanish/French culture.

**SPANISH IV\*/FRENCH IV\*** – At this level, students will read literature and write reaction papers, essays, short stories, compositions, poetry, and journals. They will be able to work independently and with each other on advanced grammatical structures, conversations, and joint writings. Students may also be involved in varied projects such as cultural presentations and artistic constructions of cultural contents. Students will be able to express themselves in conversations of a more complex nature. They will feel comfortable with verbs in all tenses when speaking, reading, and writing in Spanish/French.

### **Mathematics Department**

4 Credits required for graduation

Must complete Algebra II and take a math related course senior year

**ALGEBRA I** – Algebra is considered to be the language of mathematics. With Algebra, you can describe patterns of all kinds, discuss unknowns in problems, and quickly graph your ideas. Some of the concepts we cover are: properties of real numbers, solving and graphing linear and some non-linear functions, solving and graphing linear inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, quadratic equation and functions, quadratic equation and functions, polynomials and factoring, rational equations and functions.

**GEOMETRY** – Geometry continues and reinforces the Algebra that students already know and prepares them for future math studies as well. It slowly and carefully develops proof and proof ideas. It integrates synthetic, coordinate and transformational geometry. (Prerequisite: Algebra I)

**ALGEBRA II** - Algebra II uses concepts from Algebra I and Geometry. It expands the concepts by looking at a variety of topics from lines to logarithms, from systems to statistics, from matrices to trigonometry. It might be described as “what every high school graduate should know about mathematics.” (Prerequisite: Geometry – must pass both semesters)

**PRECALCULUS\*** - This class is designed to be the final bridge between high school math and college calculus. It covers the areas of exponential and logarithmic function, trigonometric functions, analytic trigonometry, linear systems and matrices, sequences, series, probabilities, and analytic geometry. Concepts are presented through examples, applications and the use of technology. This course provides a solid foundation by foreshadowing concepts that will be used in future courses. (Prerequisite: Algebra II- must have passes both semesters.)

**AP CALCULUS AB\*** - This class covers the content of a college Calculus I course. Functions, models, limits, derivatives, integration, inverse functions, differential and parametric equations, polar coordinates, infinite sequences and series, vectors, and partial derivatives are among the topics studied. An AP test will be offered toward the end of the year in May, where a student may earn college credit. (Prerequisite: Pre-Calculus – must have passes both semesters.)

**PHYSICS\*** - Physics is the study of the Physical World. The goal of physics is to use a small number of basic concepts, equations, and assumptions to describe the physical world. Many of the Mathematical concepts and equations studied by the students in the Math classes they have already taken will be applied in this class. Mechanics, thermodynamics, vibrations and wave phenomena, optics, electromagnetism, relativity, and quantum mechanics are some of the areas within physics. (Counts as a Math OR Science Credit – Prerequisite: Algebra II)

**INTRODUCTION TO FINITE/PERSONAL FINANCE** – This course is designed to review and expand upon key math skills students need after high school. These are skills that are needed for career bound and college bound students. This course will review and expand upon topics in Algebra I, Geometry, Algebra II, as well as other key areas of math. This course will also include sections covering statistics and personal finance. Upon completion of this course students should be prepared for general college courses and/or mathematics within their career and life areas.

### **Science Department**

3 Credits Required for Graduation

**PHYSICAL/EARTH SCIENCE** – This freshman course is designed to provide students with the essentials in Physics and Earth Science. Students will investigate Earth systems including the atmosphere, lithosphere, biosphere, hydrosphere and cryosphere, relating concepts to the physical world in which they live. Students will be able to identify and use scientific principles while developing inquiry and applications skills as they delve into the experimental design process. This course will also strengthen the students' scientific reflection into the social implications of current scientific research and technology in the world today. Students will need a scientific calculator for this course. **(Required class)**

**INTRODUCTION TO ENGINEERING DESIGN** – IED is a high school level course that is for students who are interested in design and engineering. The major focus of the IED course is to expose students to the 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. The course assumes no previous knowledge. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their

solutions to their peers and members of the professional community. (Science or Computer Credit)

**PRINCIPLES OF ENGINEERING** – Principles of Engineering (POE) is a full year engineering course in which the processes of engineering sciences will be studied and practiced. In this hands-on course, students will complete activities that increase their skill base in engineering principles and then work in multi-disciplinary teams to research, design, construct and test solutions to real life problems. The curriculum for this class follows the nationally recognized and developed pre-engineering program called Project Lead the way. (Prerequisite: Algebra I)

**ANATOMY AND PHYSIOLOGY\*** - This course will give students the opportunity for an intense and detailed investigation into the human body. Students will learn the complicated interconnectedness of the body systems and how they influence health and disease. Anatomically, students will investigate a variety of species for comparative anatomy purpose. Collectively, this class will provide students with basis for succeeding in introductory college biology and anatomy courses. Dissection of lab specimens is a required aspect of this course. (Prerequisite – “C” grade or better in Biology and Chemistry – junior/senior level course)

**ADVANCED ANATOMY AND PHYSIOLOGY\*** - This course continues to build on the basic Anatomy and Physiology course. Students will be required to do some independent study and project based learning for given topics. (Prerequisite: Anatomy and Physiology)

**BIOLOGY** – By participating in lab activities, projects, and outdoor study, students will be involved in a comprehensive study of living things, from the basic unit of life through more complex organisms of the six living kingdoms. (**Required Class** – Prerequisite: Physical/Earth Science or 8<sup>th</sup> grade teacher recommendation)

**AP BIOLOGY\*** - The AP Biology course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year and includes the same topics. Students will have the opportunity to take the AP exam at the end of the year and qualified students may receive college credit. The scope of this class includes the study of molecules and cells, heredity and evolution, plants and animals, and ecology. Multiple labs are incorporated into this class. (Prerequisites: Biology with an A or B and Chemistry with an A or B)

**CHEMISTRY** - Chemistry is the study of substances that make up our world and the changes that occur as these substances interact. Students in this class will be introduced to a broad range of chemical topics, including atomic structure, chemical bonding, kinetic theory, states of matter, acid-base theories, chemical bonding, and the families of elements and their compounds. Basic laboratory skills will be developed in chemical experimentation supporting lecture-discussions. Students will develop critical problem solving skills through a variety of quantitative mathematical calculations. (**Required Class** – Prerequisites: Algebra [may be taken concurrently] and Physical/Earth Science)

**AP CHEMISTRY\*** - AP Chemistry is a course designed to be equivalent to a first year college general chemistry course. This course is a continuation of our first year chemistry class, and is designed to enhance student understanding of fundamental principles of chemistry as well as developing critical problem solving skills through interactive lectures, discussions, and group assignments. Extensive laboratory experiments are designed to reinforce or supplement lecture information. Mathematical calculations are emphasized over a variety of topics, including nuclear chemistry, acid-base theories, thermodynamics, equilibrium, kinetic, electrochemistry, and others. Students will be given the opportunity to take the AP Chemistry Exam at the end of the course. Qualifying scores may receive college credit. (Prerequisite: chemistry and Algebra II)

**PHYSICS\*** - Physics is the study of the Physical World. The goal of physics is to use a small number of basic concepts, equations, and assumptions to describe the physical world. Many of the Mathematical concepts and equations studied by the students in the Math classes they have already taken will be applied in this class. Mechanics, thermodynamics, vibrations and wave phenomena, optics, electromagnetism, relativity, and quantum mechanics are some of the areas within physics. (Counts as a Math OR Science Credit – Prerequisite: Algebra II)

**FORENSICS** - Forensic science is the application of science that can be applied as inquiry. This course, designed for the 10th-12th grade student, is intended to enhance a student's interest in science by incorporating forensic knowledge into lab experiments involving mysteries. The forensic science elective will explore many topics including, but not limited to, latent fingerprints, blood groups, blood spatter, DNA, ballistics, microscopy, and pathology. The application of the scientific method is central to this course – observation, collection and classification of data, examining relationships, forming and testing hypotheses and making clear and concise conclusions based on evidence. The diverse characteristics of a crime scene provide that forensic science is a combination of all branches of science. Students will use scientific techniques and technology in order to solve forensic investigations and thus, real world problems. Research, case studies and career exploration are also components of this course. The ultimate goal is to provide the students with an overall view of this field of science which has been subject to increased interest and popularity in recent years. (Prerequisite: Physical/Earth Science)

**SPORTS MEDICINE** - Sports Medicine is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. It includes the study of human movement and the body's response to exercise. It is an examination of systems, factors, and principles involved in human development within the context of society. The class includes practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, and sports medicine careers. The program also covers nutrition, sports psychology, rehabilitation, therapeutic modalities, and

fitness/conditioning/ strength programs. (Prerequisite: Juniors and Seniors who have taken Biology and Anatomy & Physiology)

Note: Seniors may take this course in conjunction with Anatomy & Physiology with instructor approval.

## **Social Studies Department** 3 Credits Required for Graduation

**U.S. HISTORY/GEOGRAPHY (Social Studies 9)** – This course deals with the development of the American nation, as we know it. Emphasis is upon deepening the students’ awareness of “why we are like we are.” It covers the time from Reconstruction to the present day. Michigan history is incorporated into the course. It will also focus on geography of North, Central, and South America. Concentration will be on the physical elements of geography. Emphasis will be on the influence of people, resources, climate and landforms on the lifestyle and culture of these areas and the world. **(Required Class)**

**WORLD HISTORY/GEOGRAPHY (Social Studies 10)** – This course deals with a concise overview of the various regions and people of the world, beginning with prehistoric man and the “seven cradles of civilization.” Emphasis is placed not only on the history of these people but also on the accomplishments they have made toward the forming of civilization, as we know it today. A large amount of reading is required. The class will also focus on geography of North, Central, and South America. Concentration will be on the physical elements of geography. Emphasis will be on the influence of people, resources, climate and landforms on the lifestyle and culture of these areas and the world. **(Required Class)**

**CIVICS/ECONOMICS (Social Studies 11)** - *Civics* – This class will show how this young government wrote its constitution, how the branches of the Federal Government developed, how states were given authority and how the National and State governments work together and separately to provide the best security and common good for its citizens. *Economics* - The economic content of this class will use analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context focused around four content areas: The Market Economy; The national Economy; The International Economy; and Personal Finance. **(Required Class)**

**AP WORLD HISTORY\*** - This class will present the student with a chronological narrative of world history from the earliest civilization to the present. Students will relate specific content to concurrent and on-going global themes such as trade, technology, gender roles, religious and intellectual thought, politics, labor systems, and environment, with comparisons and exploring change and continuity over time. Students will be given

the opportunity to take the AP World History Exam at the end of the course. Qualifying scores may receive college credit. (Prerequisite: World History)

**PSYCHOLOGY** – This course is a survey of many of the issues of basic psychology. Areas of study include: experimental methods, the nature of consciousness, the unconscious, perception, learning, memory, intelligence, adolescence, personality testing, mental disorders, therapy, mental hygiene and positive mental growth. A great deal of reading and comprehension is required.

**AP PSYCHOLOGY\*** - The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major sub-fields within psychology. The class is organized like a college class, and prepares students to take the AP College Board Exam in the spring. Students will be encouraged to take the AP exam at the end of the year. Qualifying scores may receive college credit. (Prerequisite: Psychology)

### **Arts Department**

1 Credit Required for Graduation

**ART I FOUNDATION OF ART** – Students will be introduced to the elements and design principles of art. A variety of projects, including two-dimensional and three-dimensional art using multiple media will be covered. An introduction to clay in the second semester will also be included.

**ART II DRAWING AND PAINTING** – The first semester of this class will emphasize drawing activities such as pencil, charcoal, pen and ink. Students will be expected to develop creative concepts to use in their own style based on the confined of specific projects. Sketchbooks, still life arrangements, and self-portraits are all part of this class. Some three-dimensional projects such as clay sculpture will be offered in the second semester. Students will be required to bring in outside materials for this class. (Prerequisite: Art I)

**ART III THREE DIMENSIONAL DESIGN AND CERAMICS** – Students will focus on three-dimensional art that will include free form sculpture, paper mache and clay work. Coil, slab, and pottery wheel work will all be utilized. (Prerequisite: Art II with instructor's permission)

**INDEPENDENT ART** – Teacher discretion will focus on the dependability, enthusiasm, and seriousness to create individual projects. A course study, approved by the teacher, needs to be completed each quarter or semester. Students may be required to purchase their own materials. (Prerequisite: Art III and instructor permission)

**BAND** – Band consists of two modes, Marching Band and Concert Band. During the Marching Band season, students **must** attend a summer camp before school begins, rehearse during the school day, and attend a night rehearsal once a week. The Marching Band performs at parades (Memorial Day), competitions (fall and spring), Holland Tulip

Festival, and football games. In concert season, the band is divided into two groups based on ability. The Symphonic Band and Concert Band present concerts at Christmas and in the spring, they also attend the District Band festival in March. While in a band program, students are expected to be courteous, respectful, attentive, and willing to learn about their instrument while in a group situation. (Prerequisite: Ability to play an instrument at a ninth grade level)

**VOICES OF COLUMBIA** – Students wishing to participate in this ensemble re chosen through audition and/or selection process by the director. Voices will have greater musical demands as well as a more intense rehearsal structure. The group will perform a wide range of classical (including foreign languages), pop and jazz styles. Additional performance/festival/clinic opportunities may be possible as the group develops.

**DIGITAL SCRAPBOOKING** - Yearbook is a project-based course that will result in the publication of the Columbia Central High School yearbook. Students have the unique opportunity to run, design and publish the yearbook using computer technology, digital camera equipment, and real business techniques. With an editor in chief, section editors and staffers, students also get to experience a real life business structure with leaders responsible for leading, delegating and editing; and staffers experience first-hand what it's like to be responsible for meeting deadlines and dealing with sales. Students will need be required to spend time outside of class to accomplish many tasks including meeting deadlines. (Class open to 10<sup>th</sup>-12<sup>th</sup> grades, by permission only)

## **Technology Department**

1 Credit Required for Graduation

**MICROSOFT/MULTIMEDIA** – This class is designed to increase typing speed to the point that the student can efficiently create the following: papers, spreadsheets, desktop publishing, web pages, 3D design, computer drawing and presentations. Emphasis is on typing speed and efficiency the first nine weeks and software applications the rest of the year. **(Required Class unless students met 8<sup>th</sup> grade testing out criteria).**

**Business Foundations** - This introductory business course develops student understanding and skills in areas such as: business ownership and structure, economics, finance and accounting, business ethics, entrepreneurship, the roles of employees and employers, marketing, communication, and career development. Through the use of activities and projects, students acquire an understanding and appreciation of the business world. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills.

**VIDEO PRODUCTIONS** - This introductory course will teach students the basics of photography, camera functions, video editing, media analysis, and filmmaking. Students will work in groups to write, shoot, and edit their own projects. Sample student projects during the year include PSA's, commercials, short films, music video, and a screenplay in proper format. Selected videos are screened during class throughout the year to

enhance learning through discussion and critique. Students will work primarily with Adobe Premiere and the Adobe Suite for editing video, images, and sound.

**DIGITAL SCRAPBOOKING** –Yearbook is a project-based course that will result in the publication of the Columbia Central High School yearbook. Students have the unique opportunity to run, design and publish the yearbook using computer technology, digital camera equipment, and real business techniques. With an editor in chief, section editors and staffers, students also get to experience a real life business structure with leaders responsible for leading, delegating and editing; and staffers experience first-hand what it's like to be responsible for meeting deadlines and dealing with sales. Students will need be required to spend time outside of class to accomplish many tasks including meeting deadlines. (Class open to 10<sup>th</sup>-12<sup>th</sup> grades, by permission only)

### **Health Education**

.5 Credits Required for Graduation

**HEALTH** – (1 semester) Upon entry into this class, health issues will be classified into three main areas: physical, emotional and social. Within this framework, current health issues and concerns will be studied. Emphasis will be placed on the student's ability and responsibility to make choices to promote their own good health as well as the health and well-being of others. Major units studied include: decision-making and goal setting, stress management, alcohol and drugs, nutrition, and reproductive health. The reproductive health unit deals with growth and development, the human reproductive system, the process of human reproduction, AIDS, sexually transmitted diseases, and teen pregnancy. (**Required Class**)

### **Physical Education Department**

.5 Credits Required for Graduation

**PHYSICAL EDUCATION** – Upon entry into physical education, students will be expected to demonstrate satisfactory performance levels in the following areas: object control skills, postural, non-locomotor and body control skills, and rhythmical skills. Remedial instruction will be provided when necessary. In addition, students are to develop and maintain healthy levels of cardio respiratory endurance, muscular strength and selected joint flexibility. Our physical education curricula will involve daily exercise sessions emphasizing lifetime health throughout the life span. Also, cognitive aspects relating to sport activity will be emphasized. A weekly structure of vigorous aerobic-based activity on Tuesday, Thursday, a sport skill instruction on Monday, Wednesday, and Friday in the following three areas: individual sports, team sports, fitness and rhythmic activities will be the focus. Physical education will also expect and emphasize personal and social character trait skills. (**Required Class**)

**STRENGTH/CONDITINING LEVEL I** – This is designed for the student who wishes to improve aerobic capacity and muscle strength, tone, flexibility and endurance. Students will pre-test, set goals, design a personal fitness program, chart progress, and post-test for improvement. Instruction will provide knowledge and experience in various

styles, methods, and techniques. Three days a week, students will complete intensive goal-driven strength training workouts. The remaining two days the student will participate in a variety of demanding aerobic fitness workouts. All activity will be based on the components of exercise. Evaluation will include goal achievements, demonstration of independent work ethic, personal and social character trait skills.

**STRENGTH/CONDITIONING LEVEL II, III & IV** – This is offered to all students that have successfully completed level I. Students taking this class will be evaluated with the same expectations as level I.

**IN-MOTION FITNESS LEVEL I** – This course is for students who want to take a non-traditional physical education course. It is based on the theory that a body in motion is beneficial to all regardless of athletic ability. Students who would like to relieve stress, become more physically fit, and feel better about themselves through walking, aerobics, and light lifting will enjoy this class. Three days a week students will participate in a variation of light cardio workouts. On the other two days students will be allowed to develop a workout for their individual needs. The Fitness Center will be used so that students can include lifting, treadmill, elliptical or biking. Students are expected to dress and participate every day, follow established class rules, conduct themselves in a safe and orderly manner, and attempt to do their “best” in daily activities. (Prerequisite: PE 9)

**IN-MOTION FITNESS LEVEL II** – This class is offered to all students who have successfully completed level I. Students taking this class will be evaluated using the same expectations as level I. (Prerequisite: In-Motion Fitness level I)

### **Additional Courses**

**SENIOR TRANSITIONS** – This course is designed to prepare high school seniors for a successful transition from high school to a career or to higher education. In this required class each student will explore their interests and how they relate to a future career choice. Several resources will be used for investigation, such as guest speakers and technology. These resources will provide the students with current information needed to make informed decisions regarding their future. Students will spend the semester preparing an employability portfolio, which highlights their personality, interests, employability skills, future goals and much more. In preparation for the job market, the students are required to participate in a business interview as part of their final exam. During this interview the students will answer several questions about their portfolio and future plans. Through the opportunities in Senior Transitions each student will become more confident about their future options, be prepared for an ever-growing job market and be able to contribute to their community and a global society. Additionally, students will become familiar with many contemporary global issues including world health issues, world religions, Middle East issues, African issues, the environment, world politics, and America’s place in a global economy. A variety of contemporary movies are used to reinforce lessons. Also, students are required to research and present a variety of topics regarding global issues. (**Required Class - Seniors only**)

**LEADERSHIP** – The objective of this course is to promote democracy and the common good. These objectives will be met by involving the class in activities and projects that are positive and will fulfill the needs of the students and the community. Students will also become better aware of our system of government and will be able to practice those principles as they serve as representatives of the school. (Juniors and Seniors only, by permission)

**TRANSITIONS/STUDY SKILLS** – The intent of this class is to help students with specific learning disabilities recognize their strength and weaknesses, and help them capitalize on those strengths while working toward remediation of their weaknesses. It will also help facilitate successful experiences toward meeting requirements for high school graduation. The class may include English, Mathematic, and Study Skills. **(Students must be certified via an IEP to enter the program)**

**EMOTIONALLY IMPAIRED ROOM** – This Jackson County Intermediate School District classroom serves eleven county school districts. It is for severely emotionally impaired students. The focus is to assist students I developing emotionally and socially appropriate skills. In addition, students work toward earning a high school diploma. **(Students placement is based on an Individualized Educational Plan through the JCISD)**

**CAREER CENTER COURSES** – Specific courses are available to juniors and seniors after visitation of the Jackson Area Career Center. See your counselor regarding programs details.

**An \* next to the course name denotes weighted coursed based on a 5.0 grading scale.**

**\*Graduation requirements from the State of Michigan for the graduating class of 2011+ include;**

- 4 credits English - 1 class each year
- 4 credits Math – 1 class each year to include Algebra, Geometry, Algebra II
- 3 credits Science – to include Biology, Chemistry
- 3 credits Social Studies – US History/Geography, World History/Geography, Civics/Economics
- 1 credit Physical Education/Health
- 1 credit Visual, Applied Art, or Performing Arts
- Online learning class experience
- (2 credits in a foreign language requirement begins with the 2016)

**\*Graduation requirements for a diploma from Columbia Central High School include;**

- All State of Michigan graduation requirements
- 1 credit freshman Computer class
- 1 credit Senior Transitions
- 1 credit ACT Prep class
- Students must meet all attendance requirements