

**Richmond Community Schools**

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**2019-20  
Middle School  
and  
High School  
Course Catalog**

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## Richmond Middle School (MS) Scheduling Requirements

Based on a Seven (7) Period Schedule:

### Grade 4

English Language Arts	Full Year (R)
Mathematics	Full Year (R)
Science	Full Year (R)
Social Studies	Full Year (R)
Art	Full Year (R)
Computers	Full Year (R)
Music	Full Year (R)
Physical Education	Full Year (R)
S.T.E.A.M.	Full Year (R)

### Grade 5

English Language Arts	Full Year (R)
Mathematics	Full Year (R)
Science	Full Year (R)
Social Studies	Full Year (R)
Art	Full Year (R)
Computers	Full Year (R)
Music	Full Year (R)
Physical Education	Full Year (R)
S.T.E.A.M.	Full Year (R)

### Grade 6

English Language Arts	Full Year (R)
Mathematics	Full Year (R)
Science	Full Year (R)
Social Studies	Full Year (R)
Algebraic Thinking	Quarter Year (R)
Geometry	Quarter Year (R)
Reading & Literacy	Quarter Year (R)
Informational Text	Quarter Year (R)
Elective Course Offerings (2 Hours per Day):	
Art	Semester (E)
Computers	Semester (E)
Music	Semester (E)
Physical Education	Semester (E)
Spanish Culture	Semester (E)
Beginning Band	Full Year (E)
Choir	Full Year (E)
Computer Programming	Full Year (E)
Physical Education	Full Year (E)

### Grade 7

English Language Arts	Full Year (R)
Mathematics	Full Year (R)
Science	Full Year (R)
Social Studies	Full Year (R)

Elective Course Offerings (3 Hours per Day):

2D Art	Semester (E)
3D Art	Semester (E)
Augmented Reality	Semester (E)
Cultures of the Spanish Speaking World	Semester (E)
Multimedia Development	Semester (E)
Music Appreciation A	Semester (E)
Music Appreciation B	Semester (E)
Sports Tech	Semester (E)
Strength and Conditioning	Semester (E)
Theater	Semester (E)
Web Design	Semester (E)
<b>Algebra 1 (HS)</b>	<b>Full Year (E)</b>
Band, Intermediate	Full Year (E)
Choir	Full Year (E)
Computer Programming II	Full Year (E)
Physical Education	Full Year (E)
Physical Education, Advanced	Full Year (E)
Spanish Culture	Full Year (E)
<b>Spanish 1 (HS)</b>	<b>Full Year (E)</b>

### Grade 8

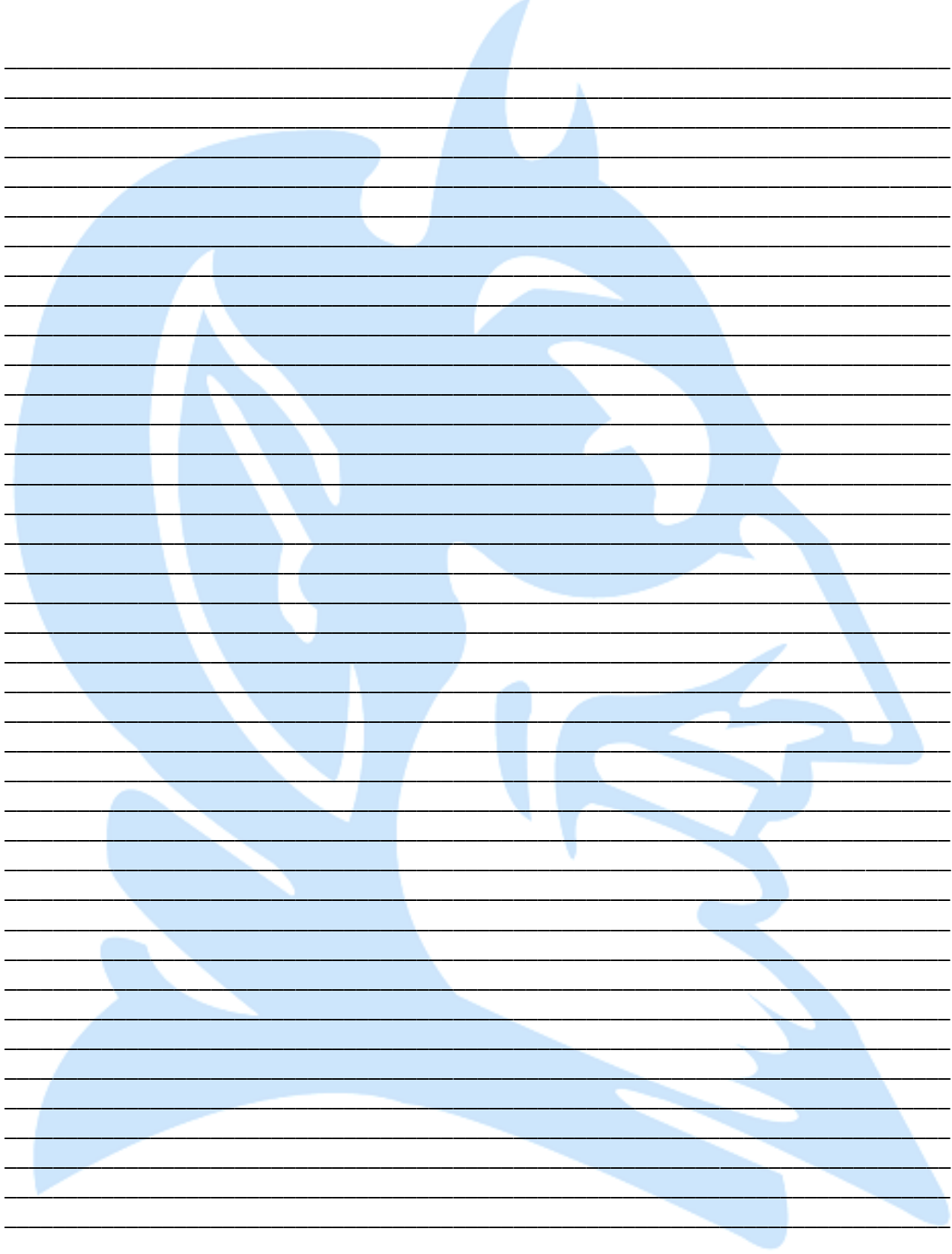
English Language Arts	Full Year (R)
Mathematics <b>OR Algebra 1 (HS) OR Algebra 2 (HS)</b>	Full Year (R)
Science	Full Year (R)
Social Studies	Full Year (R)

Elective Course Offerings (3 Hours per Day):

2D Art	Semester (E)
3D Art	Semester (E)
Augmented Reality	Semester (E)
Cultures of the Spanish Speaking World	Semester (E)
<b>Health (HS) – 2<sup>nd</sup> Semester</b>	<b>Semester (E)</b>
Multimedia Development	Semester (E)
Music Appreciation A	Semester (E)
Music Appreciation B	Semester (E)
Sports Tech	Semester (E)
Strength and Conditioning	Semester (E)
Theater	Semester (E)
Web Design	Semester (E)
Band, Advanced	Full Year (E)
<b>Basic Design (HS)</b>	<b>Full Year (E)</b>
Choir	Full Year (E)
Physical Education	Full Year (E)
Physical Education, Advanced	Full Year (E)
Computer Programming II	Full Year (E)
Strength and Conditioning	Full Year (E)
<b>Spanish 1 (HS)</b>	<b>Full Year (E)</b>
<b>Spanish 2 (HS)</b>	<b>Full Year (E)</b>
Video Production	Full Year (E)

(R) = Required Course  
(E) = Elective Course Offerings  
(HS) = High School Credit Course

**Notes**



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## RMS English Language Arts Course Descriptions

### English Language Arts (ELA) – Grade 4

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Course ID: MS\*\*\*\*/MS\*\*\*\* | Full Year Course

Prerequisites: None

*Course Description: This course covers the State of Michigan ELA 4<sup>th</sup> grade standards:*

- *Reading Standards for Literature, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity; Speaking and Listening, which includes Comprehension and Collaboration, Presentation of Knowledge and Ideas;*
- *Foundational Skills which includes Phonics, Word Recognition and Fluency*
- *Informational Text, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text complexity*
- *Language, which includes Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use*
- *Writing Standards, which includes Text Types and Purposes, Productions and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing*

### English Language Arts (ELA) – Grade 5

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Course ID: MS5021/MS5022 | Full Year Course

Prerequisites: None

*Course Description: This course covers the State of Michigan ELA 5<sup>th</sup> grade standards:*

- *Reading Standards for Literature, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity; Speaking and Listening, which includes Comprehension and Collaboration, Presentation of Knowledge and Ideas;*
- *Foundational Skills which includes Phonics, Word Recognition and Fluency*
- *Informational Text, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text complexity*
- *Language, which includes Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use*
- *Writing Standards, which includes Text Types and Purposes, Productions and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing*

## English Language Arts (ELA) – Grade 6

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Course ID: MS6201/MS6202 | Full Year Course

Prerequisites: None

*Course Description: This course covers the State of Michigan ELA 6<sup>th</sup> grade standards:*

- *Reading Standards for Literature, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity; Speaking and Listening, which includes Comprehension and Collaboration, Presentation of Knowledge and Ideas;*
- *Foundational Skills which includes Phonics, Word Recognition and Fluency*
- *Informational Text, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text complexity*
- *Language, which includes Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use*
- *Writing Standards, which includes Text Types and Purposes, Productions and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing*

## Informational Text – Grade 6

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Course ID: MS6362 | Quarter Year Course

Prerequisites: None

*Course Description: The Michigan Curriculum asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. In this class, students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The Michigan Core State Standards for English Language Arts & Literacy in History/Social Studies will be approached through the study of culture. Adolescent literacy practices will be integrated throughout lessons. Students will engage in a variety of scaffolded note-taking activities and read selections of informational texts and visual data. Research opportunities, reading strategies, and writing exercises are deliberately placed to support students' growing independence.*

## Reading & Literacy – Grade 6

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Course ID: MS6361 | Quarter Year Course

Prerequisites: None

*Course Description: 6<sup>th</sup> Grade Reading/Literacy class will focus on specific content area reading strategies to strengthen comprehension, critical-thinking, problem-solving, and analytical skills. Students will engage in a variety of activities and apply these strategies to a range of informational text selections and historical fiction.*

## English Language Arts (ELA) – Grade 7

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Course ID: MS7201/MS7202 | Full Year Course

Prerequisites: None

*Course Description: This course covers the State of Michigan ELA 7<sup>th</sup> grade standards:*

- *Reading Standards for Literature, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity; Speaking and Listening, which includes Comprehension and Collaboration, Presentation of Knowledge and Ideas;*
- *Foundational Skills which includes Phonics, Word Recognition and Fluency*
- *Informational Text, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text complexity*
- *Language, which includes Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use*
- *Writing Standards, which includes Text Types and Purposes, Productions and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing*

## English Language Arts (ELA) – Grade 8

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Course ID: MS8201/MS8202 | Full Year Course

Prerequisites: None

*Course Description: This course covers the State of Michigan ELA 8<sup>th</sup> grade standards:*

- *Reading Standards for Literature, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity; Speaking and Listening, which includes Comprehension and Collaboration, Presentation of Knowledge and Ideas;*
- *Foundational Skills which includes Phonics, Word Recognition and Fluency*
- *Informational Text, which includes Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text complexity*
- *Language, which includes Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use*
- *Writing Standards, which includes Text Types and Purposes, Productions and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing*



## RMS Mathematics Course Descriptions

### Mathematics – Grade 4

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Course ID: MS\*\*\*\*/MS\*\*\*\* | Full Year Course

Prerequisites: None

*Course Description: 4<sup>th</sup> grade math will focus on four critical areas: (1) developing deep knowledge of place value, and developing fluency with multiplication and division up to 3 and 4 digits; introducing addition and subtraction of fractions; (2) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing an understanding of geometric principals including knowledge of and addition/subtraction of angles; comparisons and contrasts in triangles, quadrilaterals, and polygons. (4) developing deep knowledge of problem-solving word problems with regards to addition, subtraction, multiplication, and division, to include multistep problems..*

### Mathematics – Grade 5

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Course ID: MS5101/MS5102 | Full Year Course

Prerequisites: None

*Course Description: 5<sup>th</sup> grade math will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.*

### Mathematics – Grade 6

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Course ID: MS6101/MS6102 | Full Year Course

Prerequisites: None

*Course Description: 6<sup>th</sup> grade math students will utilize CPM Core Connections, which is the problem-based instructional program we use to deliver the CCSS Standards for Mathematical Practices in sixth grade. All lessons in CPM integrate the CCSS Standards on a daily basis allowing students to tackle mathematical ideas, employ problem solving strategies, question, investigate, analyze, construct evidence, and communicate with others to justify their thinking. Students often learn in collaboration with their peers, sharing information, knowledge, and ideas. The Common Core State Standards for Mathematics that are taught in the sixth grade are organized into five core math areas. They are as follows: Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability.*

### **Algebraic Thinking – Grade 6**

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Course ID: MS6611 | Quarter Year Course

Prerequisites: None

*Course Description: Using what they already know about solving arithmetic operations, students will understand and apply basic algebra concepts in evaluating expressions. In solving an algebraic expression or equation, students will learn to identify the different properties presented and to use variables to represent numbers and real-world math problems. Students will be able to identify the parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient) and be able to solve one variable equations and inequalities.*

### **Geometry – Grade 6**

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Course ID: MS6613 | Quarter Year Course

Prerequisites: None

*Course Description: This class involves reasoning about relationships among shapes to determine area, surface area, and volume. By rearranging and moving pieces, students discuss, develop and justify formulas for finding the area of right triangles and parallelograms, and the surface area of polygons. Students will also work with shapes that have fractional side lengths. Lastly, students will work on scale drawings and construction by drawing polygons in the coordinate plane.*

### **Mathematics – Grade 7**

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Course ID: MS7111/MS7112 | Full Year Course

Prerequisites: None

*Course Description: 7th grade Math will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.*

### **Algebra 1 (High School Credit) – Grade 7 or Grade 8**

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Course ID: HS5201/HS5202 | Credit: 1.0 – Full Year Course

Prerequisites: Mathematics 7, NWEA Assessment, M-STEP and Teacher Recommendation

*Course Description: This course covers the language of algebra and its applications—expressions; equations, inequalities, and systems; functions; linear functions; exponents and polynomials, including methods of factoring; quadratic equations and functions; exponential and logarithmic functions; data analysis and probability.*

### **Mathematics – Grade 8**

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Course ID: MS8111/MS8112 | Full Year Course

Prerequisites: None

*Course Description: 8th grade Math will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.*

### **Algebra 2 (High School Credit) – Grade 8**

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Course ID: HS5401/HS5402 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1, NWEA Assessment, M-STEP and Teacher Recommendation

*Course Description: This course covers the foundations for functions, linear functions, quadratic functions, polynomial functions, exponential and logarithmic functions, rational and radical functions, some probability and statistics, introduction to conic sections sequences and series, and some trigonometric functions.*

## RMS Science Course Descriptions

### Science – Grade 4

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Course ID: MS\*\*\*\*/MS\*\*\*\* | Full Year Course

Prerequisites: None

*Course Description: 4th grade Science will focus on three main disciplines that will be covered throughout the school year: Life Science, Earth Science and Physical Science. In Life Science, students will investigate life in water and how organisms' needs are the same and different from life and land. Students will explore food chains and food webs. In Earth Science, students will investigate soil composition and the affects of weathering. Students will explore landforms through the process of erosion and deposition overtime. In Physical Science, Students will investigate the electric current in circuits. They will explore series and parallel circuits and compare the functioning of the components in each circuit. They will explore magnets and their interactions with materials and each other. Students will investigate waves as repeating patterns of motion that transfer energy from place to place .*

### Science – Grade 5

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Course ID: MS5301/MS5302 | Full Year Course

Prerequisites: None

*Course Description: 5th grade Science will focus on three main disciplines that will be covered throughout the school year: Life Science, Earth Science and Physical Science. In Life Science, students will think about systems on different scales – nutrient and transport systems within an organism that moves matter and provides energy to the individual organism, and feeding relationships in ecosystems that move matter among plants, animals, decomposers, and the environment. In Earth Science, students will discuss the relationship between the Sun, Earth and Moon and their movement. In Physical Science, will have experiences with mixtures, solutions of different concentrations, and reactions forming new substances.*

### Science – Grade 6

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Course ID: MS6301/MS6302 | Full Year Course

Prerequisites: None

*Course Description: 6th grade Science students will gain a greater understanding of the nature and structure of scientific knowledge and will learn to recognize evidence and ways to think about designing solutions to problems. In the physical science unit, students examine how forces affect the motion of objects, as well as conduct investigations demonstrating the transformation between potential and kinetic energy. In the life science unit, students describe the relationships and roles of biotic and abiotic factors within ecosystems, using those in the Great Lakes region as local and familiar examples. Students in the Common Ancestry and Diversity Unit will analyze and interpret data as they look for patterns in fossil records.*

## Science – Grade 7

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Course ID: MS7301/MS7302 | Full Year Course

Prerequisites: None

*Course Description: 7th Grade Science will focus on four main categories. We start off with the transfer of energy by discussing the characteristics of waves, the properties of sound and the entire electromagnetic spectrum. We then move on to an introduction to chemistry by covering the properties of matter in general and at the atomic level as well as learning the arrangement and main categories of the periodic table. The third unit is "Cell and Heredity", there we will cover the structure of the cell as well as the way it processes energy. We will also work with genetics and heredity in general. We will finish the year with a unit on weather and climate, discussing the layers of the atmosphere, the factors that affect weather, national and global weather patterns and global warming.*

## Science – Grade 8

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Course ID: MS8301/MS8302 | Full Year Course

Prerequisites: None

*Course Description: 8th Grade Science will cover four main categories. We start the year with a lengthy unit on astronomy, learning about the relationship between the Earth, Moon and Sun. During that time we will be discussing the causes of eclipses, seasons and tides. We will also cover our position in the galaxy and universe as well as compare and contrast different stars using size temperature and distance from Earth. The 8th graders will then spend a little time adding to their geology knowledge learning about minerals, both their formation and properties. Next will be a unit on water. We will break down the water cycle. We will also talk about different fresh water resources such as rivers, ponds, glaciers and ground water. We will finish the year with an Environmental unit. There we will cover topics concerning land and soil resources as well as finite and renewable energy resources.*

## RMS Social Studies Course Descriptions

### Social Studies – Grade 4

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Course ID: MS\*\*\*\*/MS\*\*\*\* | Full Year Course

Prerequisites: None

*Course Description: 4th graders will study history, geography, civics and government, and economics of the United States. They will delve into how the United States was formed by our founding fathers and the meaning behind our U.S. Constitution. Students will understand citizens' civic responsibilities and the structure of our government. They will learn about the United States as broken into different regions as a way to compare and contrast economics, landforms, population, geography, climate, and resources.*

### Social Studies – Grade 5

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Course ID: MS5041/MS5042 | Full Year Course

Prerequisites: None

*Course Description: 5th grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.*

### Social Studies – Grade 6

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Course ID: MS6401/MS6402 | Full Year Course

Prerequisites: None

*Course Description: 6th grade Social Studies is a geography-based course that introduces students to the physical and human geography of the world. Beginning with a spatial perspective, students explore different ways in which the earth has been represented, how geographers use specific tools and technologies in geographic inquiry. They explore patterns of natural and human characteristics and use case studies to examine how the physical environment has provided both benefits and obstacles to human society. Students explore how humans have used, adapted, or modified their environment and the consequences. Students examine a variety of global issues that emanate from human activities such as migration and settlement, culture and cultural diffusion, population and demographic changes, resource use, and increasing networks of trade and economic interdependence. Students investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues. The curriculum and materials push students to take a global view of their world.*

### **Social Studies (World History) – Grade 7**

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Course ID: MS7401/MS7402 | Full Year Course

Prerequisites: None

*Course Description: 7th Grade World History focuses on ancient world history and geography. Students begin their exploration into world history with a focus on historical thinking. Students then investigate human history from the beginning of man until around 1500. They explore major and significant changes in each era through a chronological organization and a study of ancient empires. Students learn about the earliest humans and explore early migration and settlement patterns. The course concludes with the study of comparative world religions.*

### **Social Studies (United States History) – Grade 8**

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Course ID: MS8401/MS8402 | Full Year Course

Prerequisites: None

*Course Description: 8th Grade United States History studies the history of the United States from its beginnings to approximately 1900. Some of the topics studied include: Important people in American history, Core Democratic Values and the Constitution of the United States, Current Events and Economics, and The 50 States and Capital. In addition to studying the “who, what, when, and where” of history, we will also be focusing on some important recurring themes such as Conflict & Compromise, Cause & Effect, Individual Rights, Reform Movements, and Diversity.*

## RMS Art Elective Course Descriptions

### Art – Grade 4

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Course ID: MS\*\*\*\* | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Students will learn about and use color theory (complimentary and tertiary colors) different drawing techniques like basic shapes and blind contour drawing, texture, 3-D geometric shapes, positive and negative space and overlapping. They will further their knowledge of different types of art like self-portraits, collages, printing and resist. Famous artists and the art of different cultures will be explored.*

### Art – Grade 5

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Course ID: MS5010 | Full Year (One Day per Week)

Prerequisites: None

*Course Description: In 5th grade art we will be exploring the very basics of the art creation process! Students practice planning and execution strategies in the arts in a variety of mediums. Content such as perspective, color theory, positive and negative space, and the elements and principles of art will be covered. Students will create both original and guided projects. We will also learn about famous artists and styles within art. Students will spend time studying artwork such as Vincent VanGogh, Andy Warhol, and M.C. Escher. Students will draw from life, paint, and learn to be uniquely creative this year in art. All that is needed is an open mind, to be prepared, and always try your best!*

### Art – Grade 6

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Course ID: MS6010 | Semester Course

Prerequisites: None

*Course Description: In 6th grade art we will cover basic design theory using lines, symmetry, color, and value. We will also learn about famous artists and styles within art. Students will spend time studying artwork as early as the cave paintings and as current as Andy Warhol. Students will take a more independent approach to their art creation this year. Students will draw from life, paint, and learn to be uniquely creative this year in art. All that is needed is an open mind, to be prepared, and always try your best.*

### 2-Dimensional Art – Grade 7 and/or Grade 8

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Course ID: MS7861 | Semester Course

Prerequisites: None

*Course Description: 2D Art is for students who seek a full experience in drawing, painting, and printmaking. Students will also study the lives and works of selected two-dimensional artists. The course combines art production with extended experiences in art history, criticism, and aesthetics. Together the class will learn about the detail and skill involved in 2-Dimension works of art. Note: This course may only be taken once.*



### **3-Dimensional Art – Grade 7 and/or Grade 8**

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Course ID: MS7871 | Semester Course

Prerequisites: None

*Course Description: 3D Art students will seek experiences in both additive and subtractive sculpture by using a variety of materials such as clay, fibers, plaster, wood, wire, and assorted art materials. The study of selected artists noted for their 3 dimensional works will be included. The course combines art production with extended experiences in art history, criticism, and aesthetics. This class will be highly experimental and require students to bring in some of their own materials. Note: This course may only be taken once.*

### **Basic Design (High School Credit Course) – Grade 8**

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Course ID: HS1601/HS1602 | Credit: 1.0 – Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: This course is for students that want to explore both 2D and 3D art. Students in Basic Design will work in several different art areas. They will explore art through experiences in drawing, painting, printmaking, clay techniques, and sculpting. The course combines art production with extended experiences in art history, criticism, and aesthetics. This class will be taken for High School credit and will be run with the scoring as such. Students who are serious in the field of art and want to move onto other classes in high school as soon as possible, such as Drawing 1 or Photography should enroll in this course.*

## RMS Computer & Technology Elective Course Descriptions

### Computer – Grade 4

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Course ID: MS\*\*\*\* | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Students will learn in depth how to use Microsoft Word and PowerPoint to create media-rich digital projects. Students will learn strategies for researching topics on the internet. Students will focus on proper keyboarding skills as well as improving speed and accuracy. Students will have an introduction to Coding. Students will learn about Digital Citizenship and Cyber Safety.*

### Computer – Grade 5

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Course ID: MS5012 | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Students in fifth grade computers will focus on improving their typing skills. They will also explore a variety of topics including online safety ^ cyberbullying, conducting online research and using appropriate citation of sources, creating spreadsheets and graphs in Excel, and creating presentations in a variety of forms.*

### Computers – Grade 6

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Course ID: MS6012 | Semester Course

Prerequisites: None

*Course Description: Students in sixth grade computers will continue to hone their typing skills. Topics covered include a review of online safety, online research, career exploration, using online learning tools and interactives, and creating powerful presentations.*

### Augmented Reality – Grade 7 and/or Grade 8

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Course ID: MS0781/MS0782 | Semester Course

Prerequisites: None

*Course Description: Learn to augment the world around you with videos, sound files, pictures, and more! Students will learn to create videos, animations, sound files and more, and then create “hot spots” that can be activated with a mobile device. Software covered includes Aurasma, Daqri, Blippar, and others. Note: This course may only be taken once.*

### **Computer Programming I – Grade 6**

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Course ID: MS6521 | Full Year Course

Prerequisites: None

*Course Description: Students in the programming class will learn a variety of programming languages. Students will start with drop and drag programming (Scratch), then move on to writing Python code. Activities include creating cell phone apps, programming Finch robots, building and programming original Hummingbird robots, and using a Makey Makey to create interactive game experiences through programming. Students in this class must be willing to learn through trial and error, as well as possess above average computer skills.*

### **Computer Programming II – Grade 7 and/or Grade 8**

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Course ID: MS6522 | Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: This is a continuation of 6th grade programming. Students will continue with Python programming while learning more advanced concepts. Projects will include art-themed projects and basic game design. Note: This course may only be taken once.*

### **Multimedia Development – Grade 7 and/or Grade 8**

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Course ID: MS7531 | Semester Course

Prerequisites: None

*Course Description: Multimedia students will learn to create a myriad of multimedia projects. These would include photo editing (basic to advanced), screen casts, video editing, podcasting and audio file creation and manipulation, and 2D and 3D animation. Students will also create their own augmented reality project that integrates their other multimedia projects. Note: This course may only be taken once.*

### **Video Production – Grade 8**

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Course ID: MS7501/MS7502 | Full Year Course

Prerequisites: None

*Course Description: Video Production students will learn to record and edit video. Tasks will include movie trailers, green screen productions, commercials, and, of course, producing the RMS Daily News.*

### **Web Design – Grade 7 and/or Grade 8**

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Course ID: MS7521 | Semester Course

Prerequisites: None

*Course Description: Web Design students will learn various aspects of web design, from blog creation, WYSIWYG publishing, HTML coding, and CSS styling and JavaScript. Students will also learn about mobile publishing, cell phone apps, QR Codes, and augmented reality hot spots. Note: This course may only be taken once.*

## RMS Music and Performing Arts Elective Course Descriptions

### Music – Grade 4

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Course ID: MS\*\*\*\* | Full Year (One Day per Week)

Prerequisites: None

*Course Description: This is a performing music class that meets once per week and is designed to be a music appreciation course that teaches students about the “ingredients” of music such as melody, harmony, notation, texture, style, rhythm and form. Students will explore the basics of music as well as sing, perform on classroom instruments, and listen to various examples of music from around the world, including musical theatre.*

### Music – Grade 5

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Course ID: MS5015 | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Students will gain basic knowledge and appreciation for a variety of music eras, genres, and cultures. This course will also provide students with basic knowledge of music literacy using a variety of activities such as vocal music, recorders, music theory, and composition.*

### Music – Grade 6

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Course ID: MS6033/MS6034 | Semester

Prerequisites: None

*Course Description: Students will gain basic knowledge and appreciation for a variety of music eras, genres, and cultures. This course will also provide students with basic knowledge of music literacy using a variety of activities such as vocal music, classroom instruments, music theory, and composition.*

### Beginning Band – Grade 6 or 1<sup>st</sup> Year Player

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Course ID: MS6701/MS6702 | Full Year Course

Prerequisites: None

*Course Description: Students will be involved in many learning experiences in middle school band. These learning experiences include: (1) learning to read and play music, (2) opportunities to be leaders and learning to work together, and (3) gaining a depth of musical knowledge while improving their individual skills on their chosen instrument. Students will learn techniques for tone production including breathing, embouchure, and posture. 6th Grade band repertoire will be suited to the ensemble and will provide a challenging and positive learning experience. Students will perform in several required concerts throughout the school year.*

### **Intermediate Band – Grade 7 or 2<sup>nd</sup> Year Player**

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Course ID: MS7071/MS7072 | Full Year Course

Prerequisites: Beginning Band or Teacher Recommendation based on previous instrumental music experience.

*Course Description: Students will build off of the skills and concepts introduced in Beginning Band. Students will learn to play music of various styles and genres and expand their technical ability on their respective instruments. Students will continue to play with a characteristic tone and demonstrate a basic understanding of the elements of music. Students will also develop problem-solving and evaluation skills applicable to music. Intermediate band repertoire will be suited to the ensemble and will provide a challenging and positive learning experience. Students will have the option to participate in additional performance opportunities such as solo and ensemble. Students will perform in several required concerts throughout the school year.*

### **Advanced Band – Grade 8 or 3<sup>rd</sup> Year Player**

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Course ID: MS8701/MS8702 | Full Year Course

Prerequisites: Intermediate Band or Teacher Recommendation based on previous instrumental music experience.

*Course Description: Students will build off of the skills and concepts introduced in Intermediate Band. Students will learn to play music of various styles and genres and expand their technical ability on their respective instruments. Students will play with a characteristic tone and demonstrate an understanding of the elements of music. Students will learn leadership and cooperative learning skills in small group sectionals. This course will introduce students to marching band in the spring. Students will have the opportunity to participate in optional performance opportunities such as solo and ensemble. Students will perform in several required concerts throughout the school year.*

### **Choir – Grade 6**

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Course ID: MS6051/MS6052 | Full Year Course

Prerequisites: None

*Course Description: This is a non-auditioned mixed ensemble open to anyone with the desire to sing and begin a basic study of music fundamentals. Students will learn techniques for tone production, including but not limited to: breathing techniques, singing posture, and proper diction. Students will learn music theory including note values, rhythms, solfeggio, pitch syllables and Curwen hand signs. Students will sing unison and two part music while experiencing singing in an ensemble. 6th Grade Choir will sing a varied repertoire, featuring both sacred and secular music representing different historical eras. Repertoire will be suited to the ensemble and will provide a challenging and positive learning experience. Students will perform in several required concerts throughout the school year.*

**Choir – Grade 7**

Course ID: MS\*\*\*\*/MS\*\*\*\* | Full Year Course

Prerequisites: None

*Course Description: This is a non-auditioned mixed ensemble open to anyone with the desire to sing and begin a basic study of music fundamentals. Students will learn techniques for tone production, including but not limited to: breathing techniques, singing posture, and proper diction. Students will learn music theory including note values, rhythms, solfeggio, pitch syllables, and Curwen hand signs. Students will sing unison, two, and three part music and experience singing in an ensemble. Students will also learn sight-reading techniques. Middle School Choir will sing a varied repertoire, featuring both sacred and secular music representing different historical eras. Repertoire will be suited to the ensemble and will provide a challenging and positive learning experience. Students will have the option to participate in additional performance opportunities such as solo and ensemble and workshops. Students will perform in several required concerts throughout the school year.*

**Choir – Grade 7 and Grade 8**

Course ID: MS7851/MS7852 | Full Year Course

Prerequisites: None

*Course Description: This is a non-auditioned mixed ensemble open to anyone with the desire to sing and begin a basic study of music fundamentals. Students will learn techniques for tone production, including but not limited to: breathing techniques, singing posture, and proper diction. Students will learn music theory including note values, rhythms, solfeggio, pitch syllables, and Curwen hand signs. Students will sing unison, two, and three part music and experience singing in an ensemble. Students will also learn sight-reading techniques. Middle School Choir will sing a varied repertoire, featuring both sacred and secular music representing different historical eras. Repertoire will be suited to the ensemble and will provide a challenging and positive learning experience. Students will have the option to participate in additional performance opportunities such as solo and ensemble and workshops. Students will perform in several required concerts throughout the school year.*

**Choir – Grade 8**

Course ID: MS\*\*\*\*/MS\*\*\*\* | Full Year Course

Prerequisites: None

*Course Description: This is a non-auditioned mixed ensemble open to anyone with the desire to sing and begin a basic study of music fundamentals. Students will learn techniques for tone production, including but not limited to: breathing techniques, singing posture, and proper diction. Students will learn music theory including note values, rhythms, solfeggio, pitch syllables, and Curwen hand signs. Students will sing unison, two, and three part music and experience singing in an ensemble. Students will also learn sight-reading techniques. Middle School Choir will sing a varied repertoire, featuring both sacred and secular music representing different historical eras. Repertoire will be suited to the ensemble and will provide a challenging and positive learning experience. Students will have the option to participate in additional performance opportunities such as solo and ensemble and workshops. Students will perform in several required concerts throughout the school year.*

### **Music Appreciation A – Grade 7 and/or Grade 8**

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Course ID: MS7831 | Semester Course

Prerequisites: None

*Course Description: This class is for students who have an appreciation for music but do not want to participate in a performance-based course. Students will be introduced to the elements of music through the exploration of music theory, composing, and critical listening. We will then study the popular styles of American Music (including blues, jazz, country, rock, and pop) and how this music reflects on society. Students will understand, recognize, and enjoy a wide variety of musical forms, formats, and the various styles of music that are present today and throughout history. Note: This course only runs in school years beginning in even number years (such as 16-17, 18-19)*

### **Music Appreciation B – Grade 7 and/or Grade 8**

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Course ID: MS7832 | Semester Course

Prerequisites: None

*Course Description: This class is for students who have an appreciation for music but do not want to participate in a performance-based course. You will be introduced to the elements of music through the exploration of music theory, composing and critical listening. We will then study the popular styles of World Music and how this music reflects cultures around the world. Students will also learn about film music and what goes into creating a soundtrack for movies throughout time. Students will understand, recognize, and enjoy a wide variety of musical forms, formats, and the various styles of music that are present today and throughout history. Note: This course only runs in school years beginning in odd number years (such as 17-18, 19-20)*

### **Theater – Grade 7 and/or Grade 8**

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Course ID: MS7841 | Semester Course

Prerequisites: None

*Course Description: This 7th /8th grade theater class will last a semester and give the students a basic overview of the subject, as well as having several opportunities to participate in class performances throughout the semester. Exploring history, terminology, stagecraft, and the many other aspects of theatre will take a hands-on approach. We will also focus on life-long skills such as a positive work ethic, organizational skills, developing the responsibility that come with freedom, developing cooperative and supportive teams, and building self-confidence. Note: This course may only be taken once.*

## RMS Physical Education (PE) and Health Elective Course Descriptions

### Physical Education – Grade 4

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Course ID: MS\*\*\*\* | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Physical education is an integral component of a student's education. Researchers have shown that students who participate in regular fitness-based physical education (PE) will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Movement is critical to all aspects of a child's growth and development. Regular PE encourages a positive attitude towards self and others, which is an important factor in creating a safe and healthy learning environment. PE supports a holistic approach to the development of students by addressing all domains; psychomotor (motor skills), cognitive (facts and concepts), and affective (social and emotional learning). Physical education is defined as an academic subject that provides students with a planned, sequential, K-12 standards-based program of curriculum and instruction designed to develop motor skills, knowledge, and behaviors for healthy and active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education provides unique learning opportunities and also helps to assure that students engage in a physically active lifestyle.*

### Physical Education – Grade 5

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Course ID: MS5018 | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Physical education is a sequential, developmentally appropriate education program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. All students will show competence in the following six physical education content standards: demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; participate regularly in lifelong physical activity; achieve and maintain a health-enhancing level of physical fitness; exhibit responsible personal and social behavior that respects self and others in physical activity settings; value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

### Physical Education – Grade 6

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Course ID: MS6018 | Semester

Prerequisites: None

*Course Description: Physical education is a sequential, developmentally appropriate education program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. All students will show competence in the following six physical education content standards: demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; participate regularly in lifelong physical activity; achieve and maintain a health-enhancing level of physical fitness; exhibit responsible personal and social behavior that respects self and others in physical activity settings; value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*



### **Physical Education – Grade 6**

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Course ID: MS6081/MS6082 | Full Year Course

Prerequisites: None

*Course Description: This course will consist of two days a week of circuit training using the PPF standards and three days a week of competing in team sports. We will rotate sports and circuit training days every two weeks to promote muscle confusion, so that our students see gains in their muscular and cardiovascular endurance. Students will be tested using the national PPF standards.*

### **Physical Education – Grade 7 and/or Grade 8**

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Course ID: MS7881/MS7882 | Full Year Course

Prerequisites: None

*Course Description: This course will consist of two days a week of circuit training using the PPF standards and three days a week of competing in team sports. We will rotate sports and circuit training days every two weeks to promote muscle confusion, so that our students see gains in their muscular and cardiovascular endurance. Students will be tested using the national PPF standards.*

### **Advanced Physical Education – Grade 7 and/or Grade 8**

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Course ID: MS7091/MS7092 | Full Year Course

Prerequisites: None

*Course Description: This class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. This class will also focus on skill development for various team sports throughout the school year. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Students will lift on Monday and Thursday, do conditioning activities on Wednesday and work on skill development for team sports on Tuesday and Friday. Proper technique, safety precautions and proper application of the principles of training will be emphasized. A plan to achieve goals will be developed and implemented during this year long course.*

### **Strength and Conditioning – Grade 7 and/or Grade 8**

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Course ID: MS7891 | Semester Course

Prerequisites: None

*Course Description: This class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Students will lift on Monday, Wednesday, Friday, with conditioning activities on Tuesday and Thursday. Proper technique, safety precautions and proper application of the principles of training will be emphasized. A plan to achieve goals will be developed and implemented during this semester long course.*

### **Strength and Conditioning – Grade 8**

---

Course ID: MS8891/MS8892 | Full Year Course

Prerequisites: None

*Course Description: This class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Students will lift on Monday, Wednesday, Friday, with conditioning activities on Tuesday and Thursday. Proper technique, safety precautions and proper application of the principles of training will be emphasized. A plan to achieve goals will be developed and implemented during this year long course. Students will be tested on strength and endurance growth once a month.*

### **Sports Tech – Grade 7 and/or Grade 8**

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Course ID: MS7893 | Semester Course

Prerequisites: None

*Course Description: This course will focus on team sports, with an emphasis on rules, strategy, offensive and defensive play, analysis of sports performance, and sport-specific weight training for the improvement of skill. At least one day per week will be for physical conditioning. Sports Categories: Health-Related Fitness, Net and Wall Games, Target Games, Invasion Games, Striking and Fielding Games, Outdoor Pursuits, and Rhythmic Activities.*

### **Health (High School Credit Course) – Grade 8**

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Course ID: HS6913 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: This course gives students a background in areas of wellness and lifestyle choices. Disease prevention, current health issues, drug and alcohol dangers, and first aid are covered. Also covered are sexual health issues including the benefits of abstinence and the risks of STD's and teen pregnancy.*

## RMS World Language Elective Course Descriptions

### Spanish Culture – Grade 6

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Course ID: MS\*\*\*\* | Semester

Prerequisites: None

*Course Description: Explore the 22 Spanish speaking countries of the world! Experience the culture of Spain, Central and South America, and the United States through vocabulary, research projects, videos, games, music, presentations, guest speakers, crafts, and much more!*

### Spanish Culture – Grade 7

---

Course ID: MS6911/MS6912 | Full Year Course

Prerequisites: None

*Course Description: Explore the 22 Spanish speaking countries of the world! Experience the culture of Spain, Central and South America, and the United States through vocabulary, research projects, videos, games, music, presentations, guest speakers, crafts, and much more!*

### Cultures of the Spanish-Speaking World – Grade 7 and/or Grade 8

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Course ID: MS7911 | Semester Course

Prerequisites: None

*Course Description: Students will explore the many different cultures of 21 Spanish-speaking countries. In this course, students will complete cultural investigations of the various Spanish-speaking countries including aspects such as geography and history, famous persons and indigenous groups, typical and traditional music, art, and literature, and students will complete thorough investigations of the food and celebrations that are popular in the different Spanish-speaking regions. Note: This course may only be taken once.*

### Spanish 1 (High School Credit) – Grade 7 and/or Grade 8

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Course ID: HS3911/HS3912 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: Basic conversational Spanish exploring the basic elements of the Hispanic culture through reading, writing, listening and speaking in the target language.*

### Spanish 2 (High School Credit) – Grade 8

---

Course ID: HS3921/HS3922 | Credit: 1.0 – Full Year Course

Prerequisites: Spanish 1

*Course Description: Continuation of Spanish 1. Practice and perfection of pronunciation, conversational forms and correct grammatical structures.*

## RMS S.T.E.A.M. Course Descriptions

### Science, Technology, Engineering, Art, and Mathematics (STEAM) – Grade 4

---

Course ID: MS\*\*\*\* | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Students will engage in exciting experiences involving science, technology, engineering, art, and math while learning to problem-solve using critical thinking skills and collaboration. Students will brainstorm solutions to a challenge, develop a design, build a prototype, test it, and redesign to improve it. Students will use code to program prototypes built using LittleBits building blocks. Students will utilize STEAM vocabulary during classroom challenges: code, algorithm, debug, design, prototype, and engineering. The goal of this course is to prepare students for the future by providing opportunities to master 21st Century skills.*

### Science, Technology, Engineering, Art, and Mathematics (STEAM) – Grade 5

---

Course ID: MS\*\*\*\* | Full Year (One Day per Week)

Prerequisites: None

*Course Description: Students will engage in exciting experiences involving science, technology, engineering, art, and math while learning to problem-solve using critical thinking skills and collaboration. Students will brainstorm solutions to a challenge, develop a design, build a prototype, test it, and redesign to improve it. Students will use code to program prototypes built using LittleBits building blocks. Students will utilize STEAM vocabulary during classroom challenges: code, algorithm, debug, design, prototype, and engineering. The goal of this course is to prepare students for the future by providing opportunities to master 21st Century skills.*

## RMS Intervention Support Course Descriptions

These classes may be assigned to students based on academic need. Academic need is determined by State assessments (e.g. M-Step), District assessments (e.g. NWEA, QRI, etc.), classroom performance, and/or teacher recommendation. These courses assigned to a student replace an elective course.

### Academic Support – Grades 7 (31a Funded)

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Course ID: MS \*\*\*\*/MS\*\*\*\* | Full Year Course

*Course Description: Assists students in becoming more successful learners, by continuing and completing their studies. Students will be provided opportunities to stay caught up on all classwork and studies. Students will be provided additional learning opportunities and will be able to seek help and guidance for course work in all academic areas. Students will be mentored on what it takes to become a successful student.*

### Academic Support – Grades 8 (31a Funded)

---

Course ID: MS \*\*\*\*/MS\*\*\*\* | Full Year Course

*Course Description: Assists students in becoming more successful learners, by continuing and completing their studies. Students will be provided opportunities to stay caught up on all classwork and studies. Students will be provided additional learning opportunities and will be able to seek help and guidance for course work in all academic areas. Students will be mentored on what it takes to become a successful student.*

### Math Introduction – Grade 7 (31a Funded)

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Course ID: MS7161/MS7162 | Full Year Course

*Course Description: Pre-Michigan Standards Support Class 7th Grade Mathematics: The goals of pre-teaching are to provide the student with knowledge of the subject matter prior to the lesson presented by their regular mathematics teacher. This class will also focus on basic mathematics skills that need re-teaching/reinforcement activities. The student is able to understand the lesson by the teacher because they were already taught the lesson in this class. This gives the student 2 exposures to the lesson. Student develops self-confidence and feels good about their ability to do the math because when the teacher presents the information, they already understand the concept and therefore is able to follow the lesson, answer questions during class, and demonstrate success in homework, quizzes, or tests.*

### **Math Introduction – Grade 8 (31a Funded)**

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Course ID: MS8161/MS8162 | Full Year Course

*Course Description: Pre-Michigan Standards Support Class 8th Grade Mathematics: The goals of pre-teaching are to provide the student with knowledge of the subject matter prior to the lesson presented by their regular mathematics teacher. This class will also focus on basic mathematics skills that need re-teaching/reinforcement activities. The student is able to understand the lesson by the teacher because they were already taught the lesson in this class. This gives the student 2 exposures to the lesson. Student develops self-confidence and feels good about their ability to do the math because when the teacher presents the information, they already understand the concept and therefore is able to follow the lesson, answer questions during class, and demonstrate success in homework, quizzes, or tests.*

### **Study Skills – Grades 7 (31a Funded)**

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Course ID: MS \*\*\*\*/MS\*\*\*\* | Full Year Course

*Course Description: This class teaches students organization and study skills along with giving them extra time to complete work. The students will spend time organizing their own materials, checking in with teachers regarding questions and/or missing assignments, and learning skills that will help them in all academic areas.*

### **Study Skills – Grades 8 (31a Funded)**

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Course ID: MS \*\*\*\*/MS\*\*\*\* | Full Year Course

*Course Description: This class teaches students organization and study skills along with giving them extra time to complete work. The students will spend time organizing their own materials, checking in with teachers regarding questions and/or missing assignments, and learning skills that will help them in all academic areas.*

### **Text Analysis – Grades 5 (31a Funded)**

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Course ID: MS5701/MS5702 | Semester Course

*Course Description: Adolescent Critical Reading Intervention (ACRI) is an accelerated county-wide initiative based on fifty years of state-of-the-art literacy research, founded by Dr. Sharon Russell (University of Michigan) and Dr. Laura Schiller (Oakland Schools). The initiative is focused on academic literacy and is designed to bring struggling elementary, middle, and high school readers to grade level quickly.*

### **Text Analysis – Grades 6 (31a Funded)**

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Course ID: MS6801/MS6802 | Semester Course

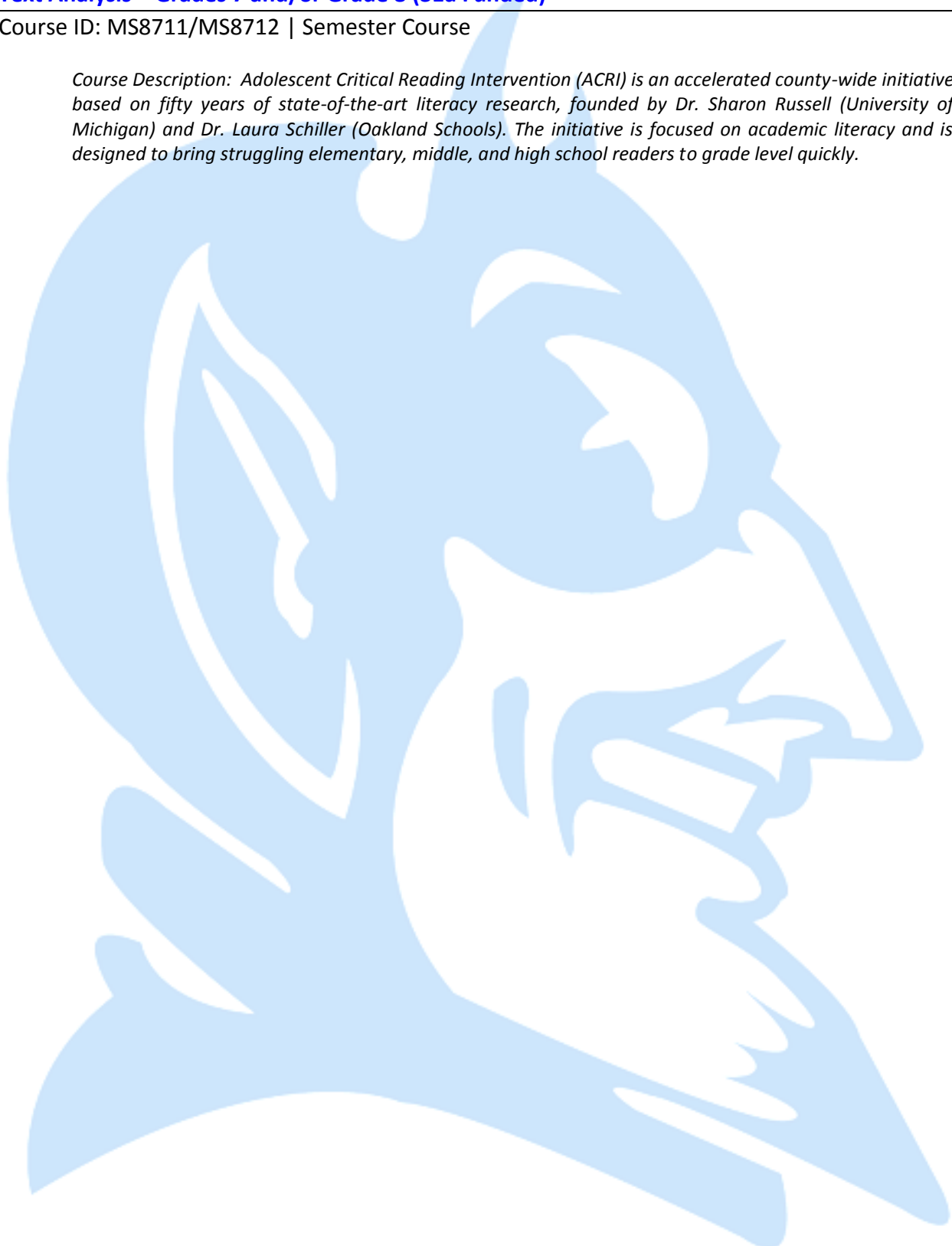
*Course Description: Adolescent Critical Reading Intervention (ACRI) is an accelerated county-wide initiative based on fifty years of state-of-the-art literacy research, founded by Dr. Sharon Russell (University of Michigan) and Dr. Laura Schiller (Oakland Schools). The initiative is focused on academic literacy and is designed to bring struggling elementary, middle, and high school readers to grade level quickly.*

**Text Analysis – Grades 7 and/or Grade 8 (31a Funded)**

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Course ID: MS8711/MS8712 | Semester Course

*Course Description: Adolescent Critical Reading Intervention (ACRI) is an accelerated county-wide initiative based on fifty years of state-of-the-art literacy research, founded by Dr. Sharon Russell (University of Michigan) and Dr. Laura Schiller (Oakland Schools). The initiative is focused on academic literacy and is designed to bring struggling elementary, middle, and high school readers to grade level quickly.*



**Notes**





## Richmond High School Scheduling Requirements

Students selecting a schedule must look not only at the graduation requirements but also at their *Career Pathways* and what will help them with their life after graduation. Students may use their Educational Development Plan (EDP) at [www.careercruising.com](http://www.careercruising.com) as a resource for selecting courses related to their career plans. See the counselor if you have forgotten your username and password.

Career Pathways are large groups of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. Career Pathways can assist you in finding your way among the thousands of different occupations available to you. Following a career pathway makes it easier for you to identify career choices and can help you develop a plan on how to prepare for your chosen career.

## Michigan Career Pathways

### **Q: WHAT IS A CAREER PATHWAY?**

A: Michigan Career Pathways are broad groupings of careers that share similar characteristics. Employment characteristics within each of the six pathways revolve around many common interests, strengths and competencies. Michigan Career Pathways provide a useful framework to aid students, parents and educators in making meaningful connections to the world of work. The six Michigan Career Pathways identify employment opportunities regardless of educational requirements. The desired outcomes of Career Pathway preparation are student achievement and ultimately success in a career.

### **Q: WHY DO I NEED TO UNDERSTAND CAREER PATHWAYS?**

A: Career Pathways can assist you in finding your way among the thousands of different occupations available to you. Following a career pathway makes it easier for you to identify career choices. Career pathways can help you develop a plan on how to prepare for your chosen career interest area.

### **Q: WHEN CAN I START LEARNING ABOUT CAREER PATHWAYS?**

A: It's never too early to learn and become aware of career pathways. You can start at any time! Start Now!

### **Q: WHAT ARE MICHIGAN'S CAREER PATHWAYS?**

A: Michigan's six career pathways include Arts and Communications; Business, Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology; Health Sciences; Human Sciences; and Natural Resources and Agriscience.

### **Q: HOW DO I DECIDE WHAT CAREER PATHWAYS ARE BEST FOR ME?**

A: Align your personal interests, abilities, and skills to the different career pathways to see what fits best.

### **Q: WHERE CAN I LEARN ABOUT MY INTEREST, ABILITIES AND SKILLS?**

A: Career Cruising is on your school's network. Also, Talent Freeway has web sites to explore. Ask your teacher, counselor, or media specialist to help you learn to use these tools to find out about you.

### **Q: WHAT ARE SOME OF THE WEB SITES ON CAREERS?**

A: There are several web resources that are linked through the one-stop portal of Talent Freeway. If the site asks for a school name and a password, the student should see his/her counselor. These web sites include:

- Career Explorer – [www.mitalent.org/career-explorer](http://www.mitalent.org/career-explorer) lets individuals assess their skills, explore training opportunities, education, and other career resources.
- Career Cruising – [www.careercruising.com](http://www.careercruising.com), a site-licensed program with comprehensive career development for middle and high school students.
- Michigan Virtual University – [www.mivu.org](http://www.mivu.org) is a portal for Web-based training and course catalogs of web courses at Michigan post-secondary institutions.

## ARTS AND COMMUNICATIONS

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*Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.*

*Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories? This may be the career path for you!*

*Arts and Communications Career Pathway courses at Richmond High School include, but not limited too Basic Design, Drawing, Photography, Choir, Band, Speech, Creative Writing, Theater, Writing for Publication, Business Management Tech, and Marketing.*

## BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

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*Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics, and management.*

*Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career path!*

*Business, Management, Marketing and Technology Career Pathway courses at Richmond High School include, but not limited too Foreign Language, Accounting, Business Management Technology, Marketing, Speech, Theater, Basic Design, Band, and Choir.*

## ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY

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

*Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career path for you!*

*Engineering, manufacturing and Industrial Technology Career Pathway courses at Richmond High School include, but not limited too Foreign Language, Basic Design, Business Management Technology, Chemistry, Physics, Construction Technology, AIS Heavy Equipment, Auto Technology and Auto Collision.*

## HEALTH SCIENCES

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*Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies. Do you like to care for people or animals that are sick or help them stay well?*

*Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your career path!*

*Health Sciences Career Pathway courses at Richmond High School include, but not limited too Foreign Language, Basic Design, Medical Assisting, Health Occupation, Anatomy, Chemistry, Biology, Forensics, Psychology, and Sociology.*

## HUMAN SERVICES

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*Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.*

*Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes life better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career path!*

*Human Services Career Pathway courses at Richmond High School include, but not limited too Foreign Language, Basic Design, Band, Choir, Culinary Arts, Criminal Justice, Business Management Technology, Theater, Speech, Psychology, and Sociology.*

## NATURAL RESOURCES AND AGRISCIENCE

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

*Are you a nature lover? Are you practical, curious about the physical work, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!*

*Natural Resources and Agriscience Career Pathway courses at Richmond High School include, but not limited too Foreign Language, Basic Design, Business Management Technology, Speech, Horticulture, Criminal Justice, Biology, Chemistry, Forensics, Psychology, and Sociology*

## RHS Graduation Requirements for the Class of 2020 and Beyond

Credits	Subject Area	Description	Additional Information
4 Credits	English Language Arts	English 9 English 10 English 11 English 12	Students may take equivalent Honors or AP English classes
4 Credits	Mathematics	Algebra I Algebra II Geometry Trigonometry Pre-Calculus Calculus One (1) additional math or math-related credit in final year	Students shall be granted credit for satisfactorily completing Algebra I and Algebra 2 in middle school  Algebra II may be taken over two (2) years with credit granted for each year  Students may take equivalent Honors mathematics courses  See Course Catalog for specific listing of allowable math-related courses
3 Credits	Science	Physical Science Biology Chemistry	Students may take equivalent Honors science classes
3 Credits	Social Studies	World History & Geography U.S. History & Geography Government (0.5 Credit) Economics (0.5 Credit)	Students may take equivalent Honors social studies classes
1 Credit	Health and Physical Education	Health (0.5 Credit) Physical Ed. (0.5 Credit)	Students may take four (4) years of Varsity Band as a substitute for the PE requirement OR participate on a Varsity Sport for two-years OR demonstrate at least ninety (90) hours of extra-curricular athletic activity outside of Richmond Community Schools.
1 Credit	Visual, Performing, Applied Arts	Band Choir Theatre Arts Art Courses Designated Vocational Courses	Students may take <i>additional</i> credits in English, Math, Science, or World Languages ( <i>beyond what is required</i> ) as a substitute for this requirement

## 2019-20 Richmond Middle School and Richmond High School Course Catalog

Board of Education approved on February 25, 2019

2 Credits	World Language	Spanish  Online World Language Courses	Students shall be granted credit for satisfactorily completing Spanish I in 8th grade.  Beginning with the class of 2017 students may replace 1 credit of world language with the completion of a CTE program (this may require a series of classes)
6 Credits	Electives	Elective Credits are listed by department in the Course Catalog	Students may earn 0.5 elective credit per year (No more than 2 credits total) by participating in the High School First Robotics Program. The student must log at least 60 hours of participation in the program, participate in at least two (2) district events in the same school year, and write a 5 paragraph paper explaining what they have learned in robotics or how robotics has helped them. The log, proof of participation in 2 district events, and paper should be submitted to the student's counselor.
	CPR	As required by Michigan State Law, all students must receive instruction in Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) as a prerequisite for graduation. This training must include a psychomotor component. The pupil must be physically present for the instruction and participate in all aspects of the training unless the pupil is physically unable.	

<b>22</b>	<b>Credits Total</b>		<b>Minimum credits required to graduate</b>
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All students must complete their Career Cruising portfolio. The completed portfolio meets the Michigan Merit Curriculum requirement for an on-line learning experience.

During the Junior year of high school, all students will take the M-Step and/or any other State or Federal mandated assessments. In order to graduate the student must receive a valid score. In the event a student does not take or receive a valid score on the M-Step or other State or Federal mandated assessment in the Junior year, the student will be required to retake the appropriate assessment during the Senior year to fulfill graduation requirements.

*Community Service* is service without pay to a non-profit agency/organization, an individual, or a group in need. Students must complete 40 hours of service and a reflection questionnaire, before May 1<sup>st</sup> of their senior year. Service may begin the summer prior to a student's freshmen year.

For students enrolled after the start of their freshmen year, the requirement will be prorated to equal five hours times the number of semesters enrolled in Richmond High School.

- Service must be performed outside of school hours unless under the supervision of the classroom teacher and directly tied to the curriculum. (Service-Learning)
- All community service must be pre-approved by the community service-learning coordinator.
- Childcare/babysitting count only when done for a non-profit organization.
- Helping family members is done out of love and is not considered community service.

### **Graduation Requirements**

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- A student must earn a total of twenty-two credits in four years of high school work. A credit is earned for satisfactorily completing a full year of work in a scheduled class.
- The High School Administration and an appropriate Committee of staff members determine the required sequence and timing of these credits.
- No student will be exempt from any graduation requirement except for proven physical disability, or as the result of an Educational Planning and Placement Committee meeting and/or approval of the Principal.
- There are no exemptions to the 22-credit graduation requirement!
- See Appendix for Course Planning Sheet.

### **Student Load**

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- All students must schedule six (6) credits of classes.
- A student may schedule seven (7) credits of work only with the written permission of his/her counselor and parents. Seven credits of work constitute a heavy schedule and are not recommended unless the student's individual career goals justify such a load.

### **Testing Out**

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Any high school student who wishes to test-out of a core graduation required course may do so by taking the final examination for the course and receiving a grade of at least C+ (77%) or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination.

Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement but may not be counted toward the required number of credits needed for graduation nor be used to determine the student's GPA. See Appendix for Course Planning Sheet.

### **Earning Credit**

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A student will receive credit only after the successful completion of a course with a minimum grade of "60%" or "credit". Credits are earned each semester. Each semester class is worth a ½ credit. In the process of completing credit requirements, students will be enrolled in a high school program for eight (8) semesters.

### **Graduation Participation**

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To participate in graduation ceremonies, a student must have completed all graduation requirements including the earning of 22 credit hours and all outstanding fees and debts are paid to the District.

## NCAA Eligibility

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If you are planning to enroll in college as a freshman and you wish to participate in Division I or II athletics, you must register and be certified by the NCAA Eligibility Center. Students may not practice or receive aid without being certified. To begin the registration process, students must register online at NCAA Eligibility Center to submit their application. It is strongly recommended that students register no later than the end of their junior year in high school. Please visit <http://www.Eligibilitycenter.org> to register.

To be certified by the Eligibility Center, the student must graduate from high school and meet NCAA academic standards.

To obtain additional details regarding criteria for freshmen eligibility, please refer to the Interscholastic Athletic Code of Conduct on the District website or contact your counselor or the athletic department.

Information on NCAA Academic Eligibility Requirements can also be found on the following website: [www.ncaa.org](http://www.ncaa.org).

You may also call the NCAA Initial-Eligibility Center toll free at 877-262-1492.

It is the parent/student responsibility to ensure that the courses taken in high school meet NCAA requirements for the chosen college/university.

## Miscellaneous

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A student may repeat a class in which he or she received a poor grade. The original grade will become a “**Credit**” and will be counted **only** as an elective. The student will be given the second grade received for the class. This **must** be pre-approved by the administration and the teacher.

All the courses listed in this catalog may not be offered every year. A class will be scheduled only if enough students request it and if the Richmond High School budget permits it.

You will be placed in one of your alternative choices if too few students choose the class, if the class is not offered, or if too many students choose the class and there are no spaces remaining.

You will not be permitted to take any classes deemed inappropriate for you in the professional opinion of the Richmond staff without a parental conference and a waiver letter signed by your parent.

The counselor is available to provide guidance as needed.



## RHS Art Course Descriptions



**Graduation Requirement: All classes listed in this section meet Michigan Merit Curriculum requirements for Visual, Performing, and Applied Arts.**

### Basic Design – Grade 9, Grade 10, Grade 11 and Grade 12

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Course ID: HS1601/HS1602 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: The study of basic design principles and elements in two-dimensional and three-dimensional design will be explored. The areas that will be explored include shading, design, sculpture, printmaking and color. The course is designed for the student who is interested in exploring and experiencing the many areas of art. This course is also a prerequisite for all other art classes.*

### Drawing 1 – Grade 9, Grade 10, Grade 11 and Grade 12

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Course ID: HS1011/HS1012 | Credit: 1.0 – Full Year Course

Prerequisites: “B” or better in Basic Design and teacher recommendation. For 9<sup>th</sup> grade students, teacher recommendation of their 8<sup>th</sup> grade art teacher and examples of their drawing skills are required.

*Course Description: Drawing skills and techniques will be explored with emphasis on contour drawing, composition and shading. The black and white media to be explored include pencil, charcoal, ink, conte crayon, and scratchboard. This course is designed for the student who is interested in developing his/her drawing ability.*

### Drawing 2 – Grade 10, Grade 11, and Grade 12

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Course ID: HS1021/HS1022 | Credit: 1.0 – Full Year Course

Prerequisites: “B” or above in Drawing 1 or Teacher recommendation

*Course Description: This is a class for the serious art student with a strong background in drawing. The class will explore advanced drawing techniques and problems. The class will work in color media such as crayons, color pencil, and pastels. Portrait drawing will be introduced during the second semester.*

### Drawing 3 – Grade 11 and Grade 12

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Course ID: HS1031/HS1032 | Credit: 1.0 – Full Year Course

Prerequisites: “B” or above in Drawing 2 or Teacher recommendation

*Course Description: This class is for the student who is planning a career in art. The class will concentrate on preparing a well-balanced portfolio for competition. Continuation of portraiture, printmaking, and an introduction to watercolor will be covered. Each senior will also prepare a portfolio.*

### **Drawing 4 – Grade 12**

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Course ID: HS1041/HS1042 | Credit: 1.0 – Full Year Course

Prerequisites: “B” or above in Drawing 3 or Teacher recommendation

*Course Description: Drawing 4 is for a senior planning a career in art. This class will be an independent study for the advanced drawing student.*

### **Photography 1 – Grade 11 and Grade 12**

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Course ID: HS1203/HS1213 | Credit: 1.0 – Full Year Course

Prerequisites: None

Fee: \$25 Lab Fee

*Course Description: Description: Students will learn to make compositionally strong photographs through a variety of techniques. They will learn digital and traditional photography, including how to edit photos digitally. It is strongly encouraged for students to have a DSLR camera, but not mandatory. We will be using both types of cameras but the digital camera is a higher priority. Students will also learn to process their film and do some experimentation in developing prints. There will be cameras available to share in the classroom; however, these cameras may not be taken home. Students should be prepared to buy their own paper and film.*

### **Photography 2 – Grade 11 and Grade 12**

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Course ID: HS1223/HS1233 | Credit: 1.0 – Full Year Course

Prerequisites: Must have a “B” or better in Photography 1 and teacher recommendation.

Students are highly encouraged to have their own DSLR (digital camera) but not mandatory.

Fee: \$50 Lab Fee

*Course Description: This class is designed for the serious photography student and those interested in furthering their knowledge and experience in this field. In this course more advanced exploration of techniques and principles from Photo 1 will be provided along with investigation of job opportunities. Each senior will prepare a portfolio of work for art competitions, college admission or job placement.*

### **Independent Photography – Grade 12**

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Course ID: HS1052 | Credit: 1.0 – Full Year Course

Prerequisites: Must have a “B” or better in Photography 2 and teacher recommendation. Fee:

\$50 Lab Fee

*Course Description: This class is for the student who is serious about a career in photography. Each student will work to develop a strong personal statement in his or her photos. Students will also be responsible for a portfolio of work for competition.*

### **Advanced Placement (AP) Art – Grade 12**

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Course ID: HS007/HS008 | Credit: 1.0 – Full Year Course

Prerequisites: Must have a “B” or better in Photography and teacher recommendation.

Fee: \$50 Lab Fee

*Course Description: AP Art is for highly motivated senior art students that would like a college level challenge while in high school. This course considers of a considerable amount of time outside of the classroom and a serious commitment to quality artwork including summer homework. AP Art is set to a National Standard. Students are expected to show a wide variety of conceptual idea and media. A digital portfolio of 24 works and 5 quality pieces of art are sent to the College Board Reviewers in New York for national review, potentially earning college credit. The “test” fee is set by The College Board and students will be highly encouraged to take this exam.*

### **Independent Art – Grade 11 and Grade 12**

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Course ID: HS1051 | Credit: 0.5 – Semester Course

Prerequisites: Student must present a portfolio to the art department, prior to being accepted into Independent Study.

*Course Description: Students will work in the art room independently, focusing on their concentration or mediums of choice. The expectation for independent study is that students will further develop and master skills and various mediums, with the focus on the elements and principles of design. Students may use this class as an opportunity to help prepare and plan for AP Art, as well as, the AP Art Exam. Students are required to be a part of the planning, development, and assessment process of their projects. Students are required to be self-driven and have at least one year of art experience.*

## **RHS Career & Technical Education (CTE) Course Descriptions**

Richmond students may enroll in a variety of vocational programs. Richmond students cannot participate in any career/technical programs offered at other centers if the programs are offered at Richmond High School.

All Career & Technical Education (CTE) offerings are elective. The skills learned in this department will assist students in completing their college assignments, help qualify them for employment, and be of value in their own personal use.

Arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation. Support services are available through Carl D. Perkins Education Act for students with special needs.

For students who graduate from Richmond High School in 2016, 2017, 2018, 2019, 2020, and 2021, as allowed by MCL 380.1278, and complete a CTE program ~~course~~, they do not need to fulfill their second year of a World Language requirement.

### **Accounting 1 – Grade 10, Grade 11, and Grade 12**

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Course ID: HS2111/HS2112 | Credit: 1.0 – Full Year Course

Prerequisites: None. Meets the Michigan Merit Curriculum guidelines for Math or Math-related credit if taken in the final year of high school.

CTE Completion Requirement: 2.0 Credits over two years

*Course Description: This beginning accounting course will teach students to keep financial records and prepare financial statements (from those records) for a single owner business and partnership. In addition, students will learn petty cash and payroll procedures. Where appropriate, these skills will be taught through the use of the computer. Accounting is an essential course for college-bound students who are considering a major in business. Accounting is also a very appropriate choice for students who plan to own businesses, manage businesses, or work in a management support role.*

### **Accounting 2 – Grade 11 and Grade 12**

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Course ID: HS2301/HS2302 | Credit: 1.0 – Full Year Course

Prerequisites: Accounting 1. Meets the Michigan Merit Curriculum guidelines for Math or Math-related credit if taken in the final year of high school.

CTE Completion Requirement: 2.0 Credits over two years

*Course Description: This course is a continuation of accounting concepts mastered in Accounting I. Loans, interest, inventory, receivables, payables, stock, dividends are just some of the topics covered. Where appropriate, these skills will be taught through the use of technology.*

### **AIS Heavy Equipment, Operation, Repair & Maintenance – Grade 10, Grade 11, and Grade 12**

---

Course ID: HS9900/HS9902 | Credit: 2.0/year – Full Year Course

Prerequisites: 2.0 or above GPA and good attendance. This class meets the Michigan Merit Curriculum requirements for Visual, Performing, and Applied Arts or Math or Math related credit if taken in their senior year.

CTE Completion Requirements: 4.0 Credits over two years

*Course Description: Richmond High School along with AIS Construction Equipment Corporation offer a program that prepares individuals to apply technical knowledge and skills in the safe operation, maintenance and repair of heavy equipment such as bulldozers, excavators, backhoes, and front-end loaders. This course includes electronics, hydraulics, engine performance, fuel systems, and fundamentals of mechanics related to heavy equipment and diesel operations. Successful completion will afford students an opportunity to earn a sponsorship to Ferris State University worth approximately \$10,000 (tuition costs), apply for acceptance into the AIS Apprenticeship Training Program, or find employment with other heavy equipment or diesel maintenance companies.*

### **Business Management Technology (BMT) – Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS2731/HS2732 | Credit: 1.0 – Full Year Course

Prerequisites: None. Meets the Michigan Merit Curriculum guidelines for Visual, Performing, and Applied Arts credit.

CTE Completion Requirements: 1.0 Credits over one year

*Course Description: This business course is designed to prepare students for employment in a wide range of business settings. This project-based course is designed to introduce students to the various areas of the business world. Using web-based tools, including simulations, students will explore the foundations of business. Topics include written and verbal communication skills, business etiquette, human relations, management, teamwork, finance, and career development. Students will utilize and apply essential business skills from the Microsoft Office Suite.*

### **Business Management Technology (BMT2A/BMT2B) – Grade 10, Grade 11 and Grade 12**

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Course ID: HS\*\*\*\* / HS\*\*\*\* | Credit: 0.5 – Each Semester

Prerequisites: BMT I. Meets the Michigan Merit Curriculum guidelines for Visual, Performing, and Applied Arts credit.

*Course Description: This business course expands the Microsoft Office Suite for use in the business world as students complete business projects and simulations. Students will expand their skill set from basic to advanced skills for MS Word, Excel and PowerPoint. At the end of each semester students will prepare for MS Office Certification Skills Test for the corresponding program of study. Individual school-based projects will be assigned to further enhance real world exposure and use for the MS Office Suite. Students must have a strong work ethic and self-motivation to succeed in this hybrid course (mix of online instruction and labs) with facilitator guidance, classroom discussion and projects.*

### **Cosmetology – Grade 11 and Grade 12**

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Course ID: HS9111/HS9112 | Credit: 0.5 – Semester Course

Prerequisites: None

CTE Completion Requirements: None

*Course Description: Cosmetology is a program geared towards students who are interested in obtaining a state operator's license to practice cosmetology in the state of Michigan. This is a dual enrollment opportunity arranged with a local cosmetology school.*

### **Criminal Justice – Grade 11 and Grade 12**

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Course ID: HS9151/HS9152 | Credit: 2.0 – Full Year Course

Prerequisites: 2.0 or above GPA and good attendance.

CTE Completion Requirement: 2.0 Credits over one year

*Course Description: This course will help prepare students to perform the duties of police and public security officers, criminal investigator, federal marshal, police detective, evidence technical and other careers in this area. Students will learn basic skills such as patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, equipment operation and maintenance, report preparation, and other routine law enforcement responsibilities. Through field trips and guests speakers, students will have the opportunity to witness how these duties are performed by actual law enforcement professionals.*

### **Culinary Arts – Grade 10, Grade 11, and Grade 12**

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Course ID: HS9353/HS9354 | Credit: 1.0 – First Year Course

Course ID: HS\*\*\*\*/HS\*\*\*\* | Credit: 1.0 – Second Year Course

Prerequisites: None

CTE Completion Requirement: 2.0 Credits over two years

*Course Description: Culinary Arts is a program designed to prepare students for a career pathway into the culinary industry. This course involves both classroom and laboratory work. Topics covered in the class include theories and methods of cooking, culinary vocabulary and math, and the development of safe and sanitary kitchen practices. Lab work is a hands-on environment where students will learn the competencies needed to work in a commercial kitchen including vegetable and starch preparations, soups, stocks and sauces, meat and protein products, baking and pastry skills.*

### **Culinary Arts – Grade 10, Grade 11, and Grade 12**

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Course ID: HS\*\*\*\*/HS\*\*\*\* | Credit: 2.0 – Full Year Course

Prerequisites: None

CTE Completion Requirement: 2.0 Credits over one year

*Course Description: Culinary Arts is a program designed to prepare students for a career pathway into the culinary industry. This course involves both classroom and laboratory work. Topics covered in the class include theories and methods of cooking, culinary vocabulary and math, and the development of safe and sanitary kitchen practices. Lab work is a hands-on environment where students will learn the competencies needed to work in a commercial kitchen including vegetable and starch preparations, soups, stocks and sauces, meat and protein products, baking and pastry skills.*

## **Emergency Medical Technician (EMT) – Grade 10, Grade 11, and Grade 12**

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Course ID: HS9301/HS9302 | Credit: 2.0 – Full Year Course

Prerequisites: None

TE Completion Requirement: 2.0 Credits over one year

*Course Description: Emergency Medical Technicians and Paramedics are lifesavers, responding to emergency medical situations that include sudden illness and injury accidents. Trained in emergency medical procedures, Emergency Medical Technicians and Paramedics assess illness or injuries, provide emergency treatment to stabilize and transport victims to hospitals. This class is designed for those interested in emergency medicine and ambulance operations, as well as fire, public safety, and police occupations.*

*This program is an intense study of pre-hospital and emergency medical training. Students will receive intensive hands-on instruction in emergency first aid, bleeding control, shock management, cardiac arrest management, airway management, patient treatment, and anatomy and physiology. Students will complete classroom study, hands-on practicals, and clinical training. With successful completion of all course requirements at the end of year 2, students will be eligible to take the National Registry of Emergency Medical Services Exam (NREMT exam) at the conclusion of the second year. Successful completion of the NREMT exam then allows the student to apply for their State of Michigan EMT license. Career Opportunities.*

*Health services are one of the fastest growing job areas in the United States. Many fire and police departments require their personnel to gain this certification. In addition to working in the pre-hospital setting, some EMTs work in hospital emergency departments, offshore refineries, occupational medicine and movie sets. Demand for EMTs and paramedics continues to grow. Successful completion of the Richmond Lenox EMS EMT class can be an excellent entry point into one of the most dynamic and fastest growing careers of our time. Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 24 percent from 2014 to 2024, much faster than the average for all occupations.*

## **Internship – Grade 11 and Grade 12**

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Course ID: HS2751/HS2752 | Credit: 1.0 – Full Year Course

Prerequisites: Teacher recommendation, concurrently enrolled in one related CTE course, and internship experience must correspond to career goal in *Career Cruising*.

*Course Description: This course provides the opportunity for senior-level students to gain a paid "on-the-job" work experience in the career area of their choice that is consistent with their Educational Development Plan. An Individual Educational Training Plan and Training Agreement are developed for each student-trainee detailing his/her specific learning activities. This course may be taken for one or two hours. The student is responsible for finding his/her own job. Note: To receive credit, the student must receive satisfactory evaluations and turn in all required paperwork. A student who chooses the Internship course for either one or two hours is expected to meet 200 hours of work per semester.*

See Appendix for Internship Pre-Registration Form



## **Introduction to Cybersecurity – Grade 10, Grade 11 and Grade 12**

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Course ID: HS7253/HS7254 | Credit: 1.0 – Full Year Course

Prerequisites: None

CTE Completion Requirement: 2.0 Credits over two years

*Course Description: The Introduction to Cybersecurity is designed for students who are considering IT as a career with specialization in cybersecurity. This exploratory course provides the students an introduction to cybersecurity. The curriculum will explore ways to be safe online, learn the different types of malware and attacks, measures used by organizations to mitigate the attacks, and research their career opportunities. The course is a hybrid course (mix of online instruction and labs) with facilitator guidance, classroom discussion and projects.*

- *Students learn the basics of being safe online.*
- *Students are introduced to different types of malware and attacks, and how organizations are protecting themselves against these attacks.*
- *Students explore the career options in cybersecurity.*
- *The language used to describe cybersecurity concepts is designed to be easily understood by learners at all levels and embedded interactive activities help reinforce comprehension.*
- *Activities, including paper-based labs, videos, and quizzes, address a variety of learning styles and help stimulate learning and promote increased knowledge retention.*

*The second semester will consist of reinforcement activities from semester one and online test prep training for students to earn certifications in current industry standards such as A+ certification and Comp TIA 220-901.*

## **Cyber Security II – Grade 11 and Grade 12**

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Course ID: HS\*\*\*\* / HS\*\*\*\* | Credit: 1.0 – Full Year Course

Prerequisite: Completion of Introduction to Cyber Security

CTE Completion Requirement: 2.0 Credits over two years

*Course Description: The second and continuing course provides training on additional topics and training for industry recognized certificates. Students will complete courses using the TestOut platform including: Security Pro, Network Pro, Linux Pro OR Server Pro, OR Routing & Switching. Students will spend second semester completing practice exams and training for the certification exams for: NET+, CISSP, CCNA, SECURITY, CEH, LINUX, and Cisco Cyber Essentials. Students must have a strong work ethic and self-motivation to succeed in this hybrid course (mix of online instruction and labs) with facilitator guidance, classroom discussion and projects.*

### **Marketing 1 – Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS2511/HS2512 | Credit: 1.0 – Full Year Course

Prerequisites: None. Meets the Michigan Merit Curriculum guidelines for Visual, Performing, and Applied Arts credit.

CTE Completion Requirements: 2.0 credits over two years

*Course Description: A study of marketing concepts and principles and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions with emphasis on selling, promotion, product/service management, pricing and distribution. In addition, this course will explore human resource and leadership development.*

### **Marketing 2 – Grade 10, Grade 11 and Grade 12**

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Course ID: HS2521/HS2522 | Credit: 1.0 – Full Year Course

Prerequisites: Marketing 1. Meets the Michigan Merit Curriculum guidelines for Visual, Performing, and Applied Arts credit.

CTE Completion Requirements: 2.0 credits over two years

*Course Description: The course builds on what was learned in Marketing 1. It also involves study in career planning, management decision-making, critical thinking, and business development. Today's marketing world is analyzed through current publications, guest speakers, and classroom activity. In addition, students are involved in the buying, selling, and management process with the school store. Students will be members of DECA, a student organization that competes with other students state and nationwide in various marketing events.*

### **Personal Finance-Budgeting Basics – Grade 11 and Grade 12**

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Course ID: HS5433 | Credit: 0.5 – Semester Course

Prerequisites: Algebra 1, Algebra 2, and Geometry. Meets the Michigan Merit Curriculum guidelines for Math or Math-related credit if taken in the final year of high school.

CTE Completion Requirements: None

*Course Description: Students will learn how to create, monitor and adjust a personal budget for a student, employee entering the workforce and a business. Students will use technology to monitor cash flow statements for an online budget simulation. The course will conclude with a unit of study on individual decisions affecting the economy.*

### **Personal Finance-Forms of Credit – Grade 11 and Grade 12**

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Course ID: HS5434 | Credit: 0.5 – Semester Course

Prerequisites: Algebra 1, Algebra 2, and Geometry. Meets the Michigan Merit Curriculum guidelines for Math or Math-related credit if taken in the final year of high school.

CTE Completion Requirements: None

*Course Description: Students will understand the different types of credit, establishing credit, building credit, pros and cons of using credit to make major purchases. Students will explore investing and saving strategies, filing and determining tax base for various individuals. The semester culminating activity will be an online invest simulation.*

### **TV and Broadcast Media – Grade 10, Grade 11 and Grade 12**

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Course ID: HS8503/HS8504 | Credit: 1.0 – Full Year Course

Prerequisites: None

CTE Completion Requirement: 2.0 Credits over two years

*Course Description: If you enjoy making videos or just want to play with some top notch technology this program can help put you in the middle of the lights, camera and action. TV & Broadcast Media is a course where students have the opportunity to create unique video projects in a state of the art television studio. This is a course where students learn by DOING. Students produce numerous videos – from basic Public Service Announcements to Mini-Movies. Students film on HD cameras and DSLR's, then edit their masterpieces on their laptop (Potentially). In the TV studio, students operate a teleprompter, video switcher, soundboard, and HD studio cameras. This course emphasizes a hands-on approach to skill development enhanced with the latest literature on Television Production. Students learn to use Adobe Creative Cloud which includes Premier Pro, Photoshop, After Effects and other software used in the industry. The course is designed to prepare students to explore careers in Television Production, and to develop the essential skills for employment in this field. Note: Successful completion of this course fulfills the high school graduation requirement for a credit in Visual, Performing or Applied Arts.*

**Career and Technical Education/Vocational Course Description  
Offered at F.V. Pankow (L'Anse Creuse Public Schools)**

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Computer Technology

- JAVA Programming
- PC Servicing
- C+ Programming and Game Design

Engineering / Manufacturing & Industrial Technology

- Automotive Collision & Refinishing
- Automotive Technology 1 & 2
- Computer Aided Design (CAD)
- Construction Technology
- Mechatronics

Human Services

- Early Childhood Education
- Teacher Cadet
- US Air Force Junior ROTC

Once enrolled in the F.V. Pankow Center program the following procedures will be in place:

1. No driving of personal vehicles. All students will ride the bus to and from the F.V. Pankow Center. Attendance may be taken on the bus. Some programs will require students to use their personal vehicle to transport to work sites. (Construction Tech, and Teacher Cadet)
2. Students enrolled in the Construction Tech program must have their instructor provide RHS with a schedule of when students are required to be on the job site. The student must provide his/her own transportation to the job site.
3. On days that there are no classes at F.V. Pankow Center, RHS students will be required to attend their regular RHS classes (if in session) and then vacate RHS.
4. When students are not at F.V. Pankow Center and they are done with their classes at RHS, they will not be allowed back into RHS until RHS classes are dismissed for the day.
5. Exceptions will be granted only by written permission of the administration.
6. Failure to adhere to these procedures may result in being withdrawn from the F.V. Pankow Center and/or disciplinary action from RHS.

Course descriptions for F.V. Pankow Center are available in the Counseling Office and the the F.V. Pankow Center website, [www.lc-ps.org/schools/hs/pankow-center/academics/career-technical-education](http://www.lc-ps.org/schools/hs/pankow-center/academics/career-technical-education)

## RHS English Course Descriptions



### Graduation Requirement: 4.0 Credits of English

The Michigan Merit Curriculum requires a students to earn a total of Four (4) credits of English in order to meet the graduation requirements of Richmond High School. Students cannot advance to the next class level until they have earned the previous credit and/or meet the prerequisite for that course.

#### **Required**

English 9\*  
 English 10\*\*  
 English 11  
 English 12

Honors English 9\*

Honors English 10\*\*

AP English Language and Composition\*\*\*

AP English Literature and Composition\*\*\*\*

#### **Elective**

##### **One Semester Courses\*\*\***

Creative Writing  
 Contemporary Thought  
 Popular Literature  
 Film as Literature

##### **Yearlong Courses**

Writing for Publication: Newspaper  
 Writing for Publication: Yearbook  
 English for Expressing: Theatre Arts

### **English 9**

Course ID: HS3001/HS3002 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: This course will focus on communication skills, with emphasis on written skills. Activities will include the development of reading strategies as well as speaking, listening, and organizational skills. Students will be guided by essential questions as they explore the themes of inter-relationships and self-reliance. This course also deals with the principle parts of the following forms of literature: short story, novel, poetry, drama, and non-fiction. Students will also learn to recognize grammatical errors through the use of copy-rewrites.*

### **English 9 Honors**

Course ID: HS3021/HS3022 | Credit: 1.0 – Full Year Course

Prerequisites: State Assessment (e.g. M-Step), District Assessment (e.g. NWEA), and 8<sup>th</sup> Grade Teacher Recommendation

*Course Description: This course will focus on literature and the writing process. The literature will come primarily from the English 9 text but also include outside reading. Students will be guided by essential questions as they explore the themes of inter-relationships and self-reliance. Various types of expression will be practiced. Students will also learn to recognize grammatical errors through the use of copy-rewrites. In addition, vocabulary development will also be emphasized. Because this is an advanced class, expectations are high.*

## English 10

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Course ID: HS3101/HS3102 | Credit: 1.0 – Full Year Course

Prerequisites: English 9 or English 9 Honors

*Course Description: This course will focus on American literature, culture, and history as it pertains to the development of early American ideals. Students will be guided throughout the entire course by Critical Response and Stance questions. Students will examine our nation's growth to a culturally diverse modern America. Emphasis will be placed on the diversity of our country's heritage through the reading of novels, plays, short stories, poetry, and historical perspectives. Course objectives will include the continuing development of unified and coherent written and oral communication skills. Students will also be introduced to research skills.*

## English 10 Honors

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Course ID: HS3121/HS3122 | Credit: 1.0 – Full Year Course

Prerequisites: English 9/English 9 Honors and Teacher Recommendation

*Course Description: This course will be guided by Critical Response and Stance questions. Students will survey the work of American authors, read representative samples, and discuss the evolution of American ideas. This course provides instruction in the writing of essays. It will include activities in pre-writing, writing, and editing of various kinds of composition. Speech activities will also be included. Emphasis will be placed on the diversity of our country's heritage through the reading of novels, plays, short stories, poetry, and historical perspectives. Students will also be introduced to research skills. Because this is an advanced class, expectations are high.*

## English 11

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Course ID: HS3341/HS3342 | Credit: 1.0 – Full Year Course

Prerequisites: English 10/English 10 Honors

*Course Description: Selections covered in English 11 will focus on the theme of Transformational Thinking. English 11 is divided into two semesters and will survey some of the finest examples of traditional and contemporary literature from Britain and the rest of the world. Semester one is concerned with the Old English and Medieval Periods, the English Renaissance, and the 17th & 18th centuries. Semester two will continue with the Transformational Thinking theme under the umbrella of the Romantic, Victorian, Modern, and Post-Modern Periods. Students are required to read and compose poetry, essays, short stories, and read several novels throughout the year, including an outside reading novel. Course objectives will also include the continuing development of oral communication and collaborative group skills.*

## English 11 Blended

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Course ID: HS3781/HS3782 | Credit: 1.0 – Full Year Course

Prerequisites: English 9/English 9 Honors and English 10/English 10 Honors

*Course Description: Selections covered in English 11 will focus on the theme of transformational thinking. This class is divided into two semesters and will survey some of the finest examples of traditional and contemporary literature from Britain and the rest of the world. Semester one is concerned with the Old English and Medieval Periods, the English Renaissance, and the 17th & 18th centuries. Semester two will continue with the transformational thinking theme under the umbrella of the Romantic, Victorian, Modern, and Post-Modern Periods. Students are required to read and compose poetry, essays, short stories, and read several novels throughout the year. Course objectives include the continuing development of oral communication, close and critical reading, and writing skills. NOTE: This blended class will be run through an online platform and utilize various technology tools throughout the semester. Most lesson plans will be online, so if you are absent it is expected that you complete work from home. Projects will include but are not limited to using Khan Academy, Newsela, Padlet, Socrative, OneDrive and other online tools. The class is aimed to prepare you for a college online atmosphere and will have both face-to-face and non-face-to-face days. Those who have a 75% or higher in the class will not have to attend the face-to-face days.*

## Advanced Placement (AP) English Language and Composition – Grade 11 and Grade 12

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Course ID: HS3381/HS3382 | Credit: 1.0 – Full Year Course

Prerequisites: English 10/English 10 Honors and Teacher Recommendation

*Course Description: The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. In this college course, you will write about a variety of subjects from a variety of disciplines to demonstrate awareness of audience and purpose. Through expository, analytical, and argumentative writing, you will develop an awareness to write effectively and confidently in your personal and professional lives. You will write in both formal and informal contexts to gain authority and learn to take risks in writing. The college composition course encourages students to move beyond such programmatic responses as the five-paragraph essay and to consider more thoughtfully the citation of primary and secondary researched sources synthesizing such material in your compositions. Comprehension through reading, personal experience, and observation is another method of honing composition skills, fostering self-awareness as a growing writer. The college composition course will focus on writing as a flexible process to be scrutinized. Understanding content, purpose, and audience (the basics of the communication triad) will enable a developing understanding of communication through composition and rhetoric.*

*These experiences will prepare the AP English Language and Composition student for the AP English Language Exam. There is a cost to take the AP exam and a student's score may earn college credit. The minimum score needed for credit varies from college to college.*

## English 12

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Course ID: HS3551/HS3552 | Credit: 1.0 – Full Year Course

Prerequisites: English 11/English 11 Blended

*Course Description: A survey of literature, this course is anchored by the study of five novels that are supplemented by literature and texts from diverse genres. Selections covered in English 12 will focus on the theme of Leadership Qualities. Students are required to read and compose essays as well as creative writing in a variety of genres, all of which will culminate into an optional portfolio project due at each semester's end. Course objectives will also include the continuing development of oral communication and collaborative group skills. Summative assessments will be project-based involving research and multiple revisions.*

## English 12 Blended

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Course ID: HS3791/HS3792 | Credit: 1.0 – Full Year Course

Prerequisites: English 11/English 11 Blended

*Course Description: A survey of literature, this course is anchored by the study of five novels that are supplemented by literature and texts from diverse genres. Selections covered in English 12 will focus on the theme of Leadership Qualities. Students are required to read and compose essays as well as creative writing in a variety of genres, all of which will culminate into an optional portfolio project due at each semester's end. Course objectives will also include the continuing development of oral communication and collaborative group skills. Summative assessments will be project-based involving research and multiple revisions. As a hybrid class, we will meet three days a week most weeks and students are expected to work more independently than in a traditional class. NOTE: This blended class will be run through an online platform and utilize various technology tools throughout the semester. Most lesson plans will be online, so if you are absent it is expected that you complete work from home. Projects will include but are not limited to using Khan Academy, Newsela, Padlet, Socrative, OneDrive and other online tools. The class is aimed to prepare you for a college online atmosphere and will have both face-to-face and non-face-to-face days. Those who have a 75% or higher in the class will not have to attend the face-to-face days.*

## Advanced Placement (AP) English Literature and Composition – Grade 12

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Course ID: HS3441/HS3442 | Credit: 1.0 – Full Year Course

Prerequisites: AP English Language & Composition and Teacher Recommendation

*Course Description: This course engages students in the careful reading and critical analysis of literature from various genres and periods, concentrating on works of recognized literary merit. Through the close reading of these selected texts, students deepen their understanding of the ways writers use language to provide both meaning and entertainment for their readers. As they read and write about these texts, students consider a work's structure, style, and themes as well as the other literary elements such as the use of figurative language, imagery, symbolism, and tone. Students will learn various theoretical approaches to analyzing and evaluating literature and other texts such as New Criticism, Structuralism, Marxism, Psychoanalysis, Feminism, and Post-colonialism. This theory based class for college-bound students deals with contemporary and sometimes controversial issues that the students will be required to examine, analyze, evaluate, discuss, and debate.*

*The content and work load of this course will reflect that of a college course as well as prepare students for the AP English Literature and Composition Exam. There is a cost to take the AP exam and a student's score may earn college credit. The minimum score needed for credit varies from college to college.*



### **Creative Writing – Grade 11 and Grade 12**

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Course ID: HS3311/HS3312 | Credit: 0.5 – Semester Course

Prerequisites: English 9/English 9 Honors and English 10/English 10 Honors

*Course Description: This course will center on the students' thoughts and emotions as expressed in a variety of written forms including short stories, satires, poetry, screen plays and descriptive narratives. A goal of this class is to develop writing potential by using language as a way of communicating a message to the reader. Because of this, we will be working with students from first through twelfth grade to gain insights on readers' interests.*

### **Contemporary Thought – Grade 11 and Grade 12**

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Course ID: HS8233 | Credit: 0.5 – Semester Course

Prerequisites: English 9/English 9 Honors and English 10/English 10 Honors

*Course Description: In this course, emphasis is placed on critical thinking and speaking skills as it pertains to philosophy based literature. Students are expected to openly participate in discussions involving debate, belief and value systems, philosophy, and the ideals of other cultures as the complex diversity of our world changes.*

### **Popular Literature – Graded 11 and Grade 12**

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Course ID: HS3313 | Credit: 0.5 – Semester Course

Prerequisites: English 9/English 9 Honors and English 10/English 10 Honors

*Course Description: In Popular Literature, students will analyze and evaluate novels and poetry considered to be an integral part of pop culture. Course objectives include the continuing development of written and oral communication skills. Students are expected to participate in discussions and construct projects that assess how literature reflects values of the time period in which they were created as well as values of today. Coursework centers on the theme of transitional thinking.*

### **Film as Literature – Grade 11 and Grade 12**

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Course ID: HS3641/HS3642 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: This course is designed to instruct students how to view film as a form of literature and understand and analyze the manner in which this meaning is conveyed. Students will consider the cultural/historical context in which films were created, the effect the film had on culture at its time, the impact the film had on future films, and the film's relevance today. Basic terminology needed to critically view, discuss, and write about films will be taught. Students will gain awareness and understanding of films that otherwise may never have been experienced; thus, many of the films viewed in this course will be from previous generations. Overall, students should gain a greater appreciation for the art of film. This course will also include anchor texts—novels and short stories—that compliment one or more of the films watched. Some novels may have to be purchased by students.*

### **Writing for Publication: Yearbook – Grade 11 and Grade 12**

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Course ID: HS3371/HS3372 | Credit: 0.5 – Semester Course

Prerequisites: Teacher Recommendation. Meets the Michigan Merit Curriculum requirements for Visual, Performing, and Applied Arts.

*Course Description: This class will focus on many different aspects of Yearbook fundamentals. Spread design, writing, picture taking, digital imagery, editing, cropping of pictures, web-based software use, and advertising cost will be some of the many learning opportunities that students will experience. All of this has to be done within a budget of approximately \$25,000. Students in this class will be assessed on overall knowledge of all aspects of Yearbook fundamentals from the beginning of the year to the finished product. The Richmond High School Yearbook will be a high-quality book that will be fully developed and funded by the end of the school year. This class may be taken more than once by students in the Arts and Communication Cluster.*

### **Writing for Publication: Newspaper – Grade 10, Grade 11, and Grade 12**

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Course ID: HS3351/HS3352 | Credit: 0.5 – Semester Course

Prerequisites: English 9 or English 9 Honors

*Course Description: This class is responsible for publication of The Blue Devil's Advocate. Students will be assigned jobs as staff writers and possibly section editors in order to publish the tri-weekly school newspaper. In addition, students will read news articles and will learn the basic fundamentals of writing different types of news stories, news vocabulary, layout, advertising and distribution. This class may be taken more than once by students in the Arts and Communication Cluster.*

## RHS Intervention and Support Course Descriptions

These classes may be assigned to students based on academic need. Academic need is determined by State assessments (e.g. M-Step, PSAT, etc.), District assessments (e.g. NWEA), classroom performance, and/or teacher recommendation. These courses assigned to a student count as an elective course.

### Corrective Reading – Grade 9, Grade 10, Grade 11, and Grade 12 (31a Funded)

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Course ID: HS3003/HS3004 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: All students are screened to determine reading levels in 9th and 10th grades. Those who score far below grade level receive further testing. This class is designed to assist students in obtaining a greater level of achievement in reading and writing. Students who struggle with reading comprehension, decoding, and reading speed will benefit from this course. Students will go through a rigorous course to improve their reading skills.*

### Math Solutions – Grade 9, Grade 10, Grade 11, and 12 (31a Funded)

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Course ID: HS5005 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: This class is designed to assist students with understanding basic algebraic concepts. If students struggle with Algebra 1 or Algebra 2, it is highly recommended that this course be added to their schedule. The class makes use of technology to assist students in developing algebraic skills.*

### Blue Crew – Grade 10 and Grade 11

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Course ID: HS4001/HS4002 | Credit: 0.5 – Semester Course

Prerequisites: None. Placement based on cumulative credits/instructor approval

*Course Description: Blue Crew is a Tier 2 intervention designed to improve resiliency in struggling students. Blue Crew will utilize the WhyTry Program: a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems). The visual analogies are reinforced through the creative use of customized music, video, over 150 learning activities, journal activities that help students reflect on program concepts, and other multimedia. The WhyTry curriculum engages all major learning styles (visual, auditory, and body-kinesthetic). In addition to the WhyTry coursework, students will set personal and academic goals, consistently monitor their grades, and work toward credit recovery.*

### E2020 Credit Recovery – Grade 10, Grade 11, and Grade 12

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Course ID: HS0001 | Credit: Credit Recovery

Prerequisites: Counselor Recommendation

*Course Description: The E2020 Virtual Classroom provides over 126 semester equivalent core and elective courses for grades 6–12. Each course offers comprehensive standards-aligned content that incorporates Universal Design for Learning (UDL) principles with Quality Standards for Online Courses.*

### **SAT Math Prep – Grade 11 (31a Funded)**

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Course ID: HS0023 | Credit: 1.0 - Full Year Course

Prerequisites: Counselor Recommendation and PSAT Score

*Course Description: Mastering the SAT is as much about strategy as it is about content!*

*To increase your chance of meeting your math score goal this on the SAT, you'll need more than just tricks; you'll need to understand the actual content being tested—that is, the underlying math concepts.*

*This course will cover the four sections of the SAT math test: "Heart of Algebra", in which students will work with formulas, equations, systems of equations, and inequalities; "Problem Solving and Data Analysis", for which students must work with percents, ratios, proportions, units, graphical relationships, and data analysis; "Advanced Math", in which students will rearrange equations and expressions, and work with algebra 2-type quadratic equations; and "Additional Topics", in which students will solve problems in geometry and trigonometry. For about one-third of the questions, students will not be able to use a calculator. Thus, it will be important to understand the real nature of things like fractions and decimals, along with the operations used to manipulate them.*

*Instruction, followed by collaborative, guided, and independent practice, is the manner in which the course will be run. Taking practice tests and learning/practicing test taking strategies specific to the exam will also be included.*

*Once the SAT exam has been taken, the remainder of the course will include investigating how math is used in various careers and reviewing personal finance skills. The cost of post-secondary education/training and how to make it more affordable will also be discussed.*

### **SAT English Prep – Grade 11 (31a Funded)**

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Course ID: HS\*\*\* | HS\*\*\*\* | Credit: 1.0 - Full Year Course

Prerequisites: Counselor Recommendation and PSAT Scores

*Course Description: Mastering the SAT is as much about strategy as it is about content. This course not only studies the content required for the SAT Reading and Writing portion, but it also studies the test as well in order to gain strategies and tricks to master the test.*

*The course will cover the two sections of the SAT Reading and Writing test: The reading portion, which covers four different genres of writing in which students have to draw inferences, make conclusions, and support their answer with evidence from the text. The second section requires students to read a passage of writing and correct for grammar, language usage, and mechanics. The course will also examine patterns of questions, history of the test, and other concepts related to mastering how the test operates.*

*Instruction followed by collaborative, guided, and independent practice will help students to master this portion of the test. Students will also complete practice tests periodically throughout the year.*

*Once the exam has been taken the course will focus on studying popular literature in today's society and how skills learned in a high school English course can aid students in their future.*

## RHS Mathematics Course Descriptions



**Graduation Requirement: 4.0 Credits of Mathematics.**

The Michigan Merit Curriculum requires a students to earn a total of Four (4) credits of Mathematics in order to meet the graduation requirements of Richmond High School. Students cannot advance to the next class level until they have earned the previous credit and/or meet the prerequisite for that course.

### **Required Courses:**

Algebra I	1 credit
Geometry	1 credit
Algebra II	1 credit

### **Electives:**

Trigonometry	1 credit
Pre-Calculus	1 credit
Honors Pre-Calculus	1 credit
AP Calculus	1 credit
*Personal Finance	1 credit
*Real World Statistics	½ credit
* Accounting I	1 credit
* Accounting II	1 credit

\*Must be taken in the final year in order to be counted as a math credit.

### **Algebra 1 – Grade 9, Grade 10, Grade 11 and Grade 12**

Course ID: HS5201/HS5202 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: This course covers the language of algebra and its applications—expressions; equations, inequalities, and systems; functions; linear functions; exponents and polynomials, including methods of factoring; quadratic equations and functions; exponential and logarithmic functions; data analysis and probability.*

### **Algebra 2 – Grade 9, Grade 10, Grade 11 and Grade 12**

Course ID: HS5401/HS5402 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1 and/or Geometry

*Course Description: This course covers the foundations for functions, linear functions, quadratic functions, polynomial functions, exponential and logarithmic functions, rational and radical functions, some probability and statistics, introduction to conic sections sequences and series, and some trigonometric functions.*

### **Algebra 2A/Algebra 2B – Grade 9, Grade 10, Grade 11 and Grade 12**

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Algebra 2A Course ID: HS5411/HS5412 | Algebra 2B Course ID: HS5413/HS5414

Credit: 2.0 – Two (2), Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: This course is the same as Algebra II; however, the material is spread over two years. This is a two-year course. Once enrolled, students are locked into a two-year program to earn their credit in Algebra II. Students will receive 2 credits upon completion.*

### **Geometry – - Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS5301/HS5302 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1

*Course Description: This course includes the study of: points and lines, definitions and if-then statements, angles and lines, reflections, polygons, transformations and congruence, triangle congruence, measurement formulas, three-dimensional figures, surface areas and volumes, coordinate geometry, similarity, inductive and deductive reasoning; trigonometry; vectors; and writing basic proofs.*

### **Geometry Honors – - Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS5321/HS5322 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1 or Algebra 2 and Teacher recommendation.

*Course Description: This course includes the same material as Geometry; however, this class will place more emphasis on logical reasoning including truth tables and a more in depth study of the proof.*

### **Trigonometry – Grade 10, Grade 11 and Grade 12**

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Course ID: HS5501/HS5502 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1, Algebra 2, and Geometry/Geometry Honors

*Course Description: This course includes the study of real numbers, sequences and series, functions and their graphs, polynomial and rational functions, trigonometry and its applications, and systems of equations and inequalities.*

### **Pre-Calculus – Grade 11 and Grade 12**

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Course ID: HS5551/HS5552 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1, Algebra 2, Geometry/Geometry Honors, and Trigonometry

*Course Description: This course includes the study of trigonometry and its logical applications, analytical geometry, polar coordinates, complex numbers, vectors, matrices, limits, and continuity.*

### **Honors Pre-Calculus – Grade 11 and Grade 12**

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Course ID: HS5561/HS5562 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1, Algebra 2, Geometry/Geometry Honors, and Trigonometry

*Course Description:* This course will focus on a detailed study of the basic concepts in a beginning calculus course: real numbers, series and sequences, trigonometry and its applications, limits, continuity, graphing polynomial and rational functions, systems of equations and inequalities, vectors and matrices. Applications of these concepts, including maximum – minimum, and related rate problems, concavity, areas and volumes will be studied.

### **Advanced Placement Calculus A-B – Grade 11 and Grade 12**

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Course ID: HS5571/HS5572 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1, Algebra 2, Geometry/Geometry Honors, Trigonometry and Pre-Calculus/Honors Pre-Calculus

*Course Description:* Calculus involves the study of the derivatives of a function (geometric interpretation and analytic definition) and its applications; linear approximation; limits and continuity; critical points and max/min problems; mean value theorem; second derivative; definite integral and its applications; the fundamental theorem of calculus, indefinite integrals, and area between curves in order to prepare students for Calculus in college. These experiences will prepare the AP Calculus student for the AP Calculus exam. There is a cost to take the AP exam and a student's score may earn college credit. The minimum score needed for credit varies from college to college.

### **Advanced Placement Calculus B-C – Grade 11 and Grade 12**

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Course ID: HS5571/HS5572 | Credit: 1.0 – Full Year Course

Prerequisites: AP Calculus A-B

*Course Description:* AP Calculus BC is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. Calculus BC includes all topics covered in Calculus AB plus additional topics, and is designed to qualify you for placement and credit in a course that is one course beyond what's granted for Calculus AB. These experiences will prepare the AP Calculus student for the AP Calculus exam. There is a cost to take the AP exam and a student's score may earn college credit. The minimum score needed for credit varies from college to college.

### **Advanced Placement Statistics – Grade 11 and Grade 12**

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Course ID: HS5211/HS5212 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra 1, Geometry, Algebra 2 and Trigonometry/Pre-calculus

*Course Description:* This course will focus on the major concepts and tools for collecting, analyzing and drawing conclusions from data. There will be four broad conceptual themes that will be used:

1. *Exploring Data: Describing patterns and departures from patterns*
2. *Sampling and Experimentation: Planning and conducting a study*
3. *Anticipating Patterns: Exploring random phenomena using probability and simulation*
4. *Statistical Inference: Estimating population parameters and testing hypotheses*

## RHS Music Course Descriptions



**Graduation Requirement: All courses listed in this section meet Michigan merit Curriculum requirements for Visual, Performing and Applied Arts**

The performing choral and instrumental groups are designed to help the student develop his/her individual musical talent and to offer an opportunity for ensemble participation. All classes in this section may be taken more than once.

### **Varsity Band – Grade 9, Grade 10, Grade 11 and Grade 12**

Course ID: HS6101/HS6102 | Credit: 1.0 – Full Year Course

Prerequisites: None. Four Years of Varsity Band fulfill the PE requirement

*Course Description: Members of this organization must display instrument performance skills on a traditional band instrument, and be able to sight-read music containing eighth notes, dotted quarter notes and syncopation in 4/4, 3/4 and 2/4 time. These skills must be demonstrated by audition prior to admittance to the class. All members of this organization will perform in the Marching Band and Concert Band. Performing and practicing with the band outside of school hours is required to receive a passing grade. Home practice is expected of band members in preparation of their musical assignments. A varsity letter may be earned through adequately fulfilling the posted requirements.*

### **Jazz Band – Grade 9, Grade 10, Grade 11 and Grade 12**

Course ID: HS6151/HS6152 | Credit: 1.0 – Full Year Course

Prerequisites: None. Minimum instrumentation of 3 Saxes (Alto, Tenor, Baritone); 2 Trumpets; 2 Trombones (Baritone Horns); Keyboard (Piano); Bass (can use Keyboard), Drums. These instruments are required in order to hold the class. No letter grades will be posted only Credit or No Credit.

*Course Description: The Jazz Band rehearses and performs popular music and jazz. Attendance at rehearsals and performances is required to receive credit. Membership in Jazz Band is open to all students playing winds, percussion, keyboard, and guitar or bass guitar. Students must have music reading skills. An audition is required prior to acceptance into the class. This group performs for community events as well as concerts.*

### **Concert Choir – Grade 9, Grade 10, Grade 11 and Grade 12**

Course ID: HS6321/HS6322 | Credit: 1.0 – Full Year Course

Prerequisites: None.

*Course Description: A vocal music course designed for singers in the earlier stages of training. High quality choral literature of folk and classical nature will be studied and performed. Students will gain knowledge of proper vocal technique, as well as basic music theory. Members will be expected to attend all performances and participate in fundraising activities. Individuals and small groups will have the opportunity to participate in Solo and Ensemble Festival and other musical activities. Individual study in voice is encouraged.*



### **Chorale – Grade 10, Grade 11 and Grade 12**

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Course ID: HS6521/HS6522 | Credit: 1.0 – Full Year Course

Prerequisites: Audition and Teacher Recommendation

*Course Description: A vocal music course designed for more experienced singers. This group will study and perform high quality choral literature. This literature will be at an intermediate or advanced level and incorporate study of the five major music style periods. Advanced study in music theory, history and vocal technique will also be included in course work. Members will be expected to attend all performances and participate in fundraising activities. This group will perform at numerous events throughout the year. Individuals and small groups will have the opportunity to participate in Solo and Ensemble Festival and other musical activities. Individual study in voice is highly recommended.*

### **History of American Music – Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS6104 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: This non-performing elective course focuses specifically on the development of popular music in America from the dawn of the 20th century to today. Week by week we will explore how and why music is made, along with common attributes that make certain music popular making connections to social issues throughout history. Students will become familiar with a variety of musical concepts through the study and analysis of familiar music. Students will study historical influences, including jazz, rhythm and blues, rock and roll, 'classic' rock, Motown, hip hop, etc. along with a wide variety of today's popular music. Students will be encouraged to invest in music they already enjoy, while also being exposed to important artists and styles they may not be familiar with.*

*Extensive multimedia and music technology will be utilized in this course. [www.teachrock.org](http://www.teachrock.org)*

### **Guitar 1 – Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS6103/HS6105 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: Guitar is a one-semester course covering the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing guitar at a beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the guitar along with a study of its respective musical styles will also be covered in this course.*

*The main objective of this course is to create an enhanced appreciation for music through playing the guitar. Students will learn how to read music notation, chord symbols, and tablature. Students will also gain a better understanding of many different musical genres including classical, blues, jazz, rock, and pop music. Extensive multimedia and music technology will be utilized in this course. This course may be taken for two semesters.*

### **Guitar 2 – Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS6106 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: Guitar 2 focuses on trio ensemble work, along with more advanced study of Power chords, Barre Chords, etc. Students must have knowledge of guitar or have taken first semester guitar to sign up for guitar second semester.*

## RHS Physical Education (PE) and Health Course Descriptions



**Graduation Requirement: 0.5 Credit of PE AND 0.5 Credit of Health**

### Physical Education – Grade 9 and Grade 10

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Course ID: HS6903 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: Physical education class meets the MME requirements for high school graduation. Students in this course will address various motor skills as well as the five health-related components of fitness. In addition, Students will assess, achieve, and maintain an appropriate level of physical fitness. Each student will also apply cognitive concepts in making wise lifestyle choices, and exhibit appropriate personal and social character traits while participating in physical activity.*

### Dance – Grade 9, Grade 10, Grade 11 and Grade 12

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Course ID: HS6904/HS6905 | Credit: 0.5 –Semester Course

Prerequisites: None

*Course Description: This course will provide the student with fundamental to advanced dance skills. Further, this course will develop student appreciation of dance as an art form and lifetime activity. The student shall develop kinesthetic awareness, movement memory, creative potential and aesthetic appreciation of the various dance forms. This course shall also enhance the development of and maintenance of physical fitness and self-confidence through the use of the body by providing informal showings during class, as well as, having an opportunity to perform in a live concert at the end of the spring semester. This course may be taken multiple semesters.*

### Personal Fitness and Conditioning – Grade 10, Grade 11 and Grade 12

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Course ID: HS6681/HS6682 | Credit: 0.5 – Semester Course

Prerequisites: Physical Education 1

*Course Description: This class is designed for the student who has the desire to improve overall muscle strength and cardiovascular endurance. Self-improvement through the use of weights, resistance training, and various cardiovascular aerobic and anaerobic styles of training will be promoted. Elements of dance will be explored. Components of power, speed, agility, and coordination are included with the various units of study.*

### **Advanced Physical Education – Grade 10, Grade 11, and Grade 12**

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Course ID: HS6823/HS6824 | Credit: 0.5 – Semester Course

Prerequisites: Physical Education 1

*Course Description: This class is designed for the student who wishes to continue pursuits in individual and team games and activities. Traditional sports as well as cooperative activities are utilized. In addition, Students will explore the concepts of individualized physical fitness. Self-improvement through the use of weights, resistance training, and various cardiovascular aerobic and anaerobic styles of training will be promoted.*

### **Sports Tech – Grade 10, Grade 11, and Grade 12**

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Course ID: HS6691/HS6692 | Credit: 0.5 – Semester Course

Prerequisites: Physical Education 1

*Course Description: This class is offered for female and male students who are experienced athletes and involved in interscholastic athletics. In this course, students will participate in activities that will enhance sport-specific skills, and they will participate in strengthening activities that will enhance athletic performance. Students will also participate in classroom activities that address concepts that are inherent to sport, such as leadership, teamwork, and sport psychology.*

### **Health – Grade 9, Grade 10, Grade 11, and Grade 12**

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Course ID: HS6913 | Credit: 0.5 – Semester Course

Prerequisites: Physical Education 1

*Course Description: This course gives students a background in areas of wellness and lifestyle choices. Disease prevention, current health issues, drug and alcohol dangers, and first aid are covered. Also covered are sexual health issues including the benefits of abstinence and the risks of STD's and teen pregnancy.*

### **Health 2 – Grade 10, Grade 11 and Grade 12**

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Course ID: HS6921/HS6922 | Credit: 0.5 – Semester Course

Prerequisites: Health

*Course Description: This course is designed to be an extension of the Health 1 graduation requirement. Topics covering a variety of wellness will be studied and explored in greater detail. Major areas of study will include different aspects of mental, physical, social, and emotional health. Specific topics will include but will not be limited to: Personal relationships, Leadership, Nutrition, Fitness program design and implementation, Drug & Alcohol abuse awareness and prevention. The societal impact of health related issues on society will be explored. Individual and collaborative projects will be required.*

## RHS Science Course Descriptions



**Graduation Requirement: 3.0 Credits of Science**

### Physical Science – Grade 9

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Course ID: HS7003/HS7004 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: This class is required of all incoming freshman unless they are accepted into the honors program. Major topics include quantitative and conceptual descriptions of gravitational, electrical and magnetic fields, conservation of energy, wave behavior and interaction, man's influence on earth and characteristics of the solar system.*

### Honors Physical Science – Grade 9

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Course ID: HS7009/HS7010 | Credit: 1.0 – Full Year Course

Prerequisites: M-STEP and Teacher Recommendation

*Course Description: Accelerated version of Physical Science. Lab-based course that will emphasize independent learning with semester research projects.*

### Biology – Grade 10

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Course ID: HS7101/HS7102 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: Major topics include cell biology, energy in living systems, Mendelian genetics, DNA, ecology, environmental issues and evolution. Lab based course.*

### Honors Biology – Grade 10

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Course ID: HS7121/HS7122 | Credit: 1.0 – Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: Accelerated version of Biology 1 and 2. Lab-based course that will emphasize independent learning with semester research projects.*

### Chemistry – Grade 11 and Grade 12

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Course ID: HS7501/HS7502 | Credit: 1.0 – Full Year Course

Prerequisites: Physical Science, Biology and Algebra 1

*Course Description: The study of matter and changes in matter. Includes the properties of elements and compounds, the theory of ionization, atomic structure, acid and base theory, formula writing, balancing equations, and mathematical relationships. Laboratory work in all areas where applicable.*

### **Honors Chemistry – Grade 11 and Grade 12**

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Course ID: HS7521/HS7522 | Credit: 1.0 – Full Year Course

Prerequisites: Physical Science, Biology and Algebra 2. An entrance test will also be given and used in the selection process for this class. The test will be based on basic chemistry concepts learned in biology, basic algebra skills, and SAT style test questions.

*Course Description: Accelerated version of Chemistry 1. Intensive laboratory work in all areas where applicable.*

### **Physics – Grade 11 and Grade 12**

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Course ID: HS7601/HS7602 | Credit: 1.0 – Full Year Course

Prerequisites: Algebra and Geometry. Meets the Michigan Merit Curriculum guidelines for Math or Math related credit if taken in the final year of high school.

*Course Description: The study of energy in all of its forms. This includes mechanics, velocity and forces, heat, light, sound, electricity, and nuclear energy. Theory and math in all areas. Laboratory work where applicable. All areas of math are covered from kindergarten through trigonometry. Some building projects are included during the year.*

### **Anatomy and Physiology – Grade 11 and Grade 12**

---

Course ID: HS7241/HS7242 | Credit: 1.0 – Full Year Course

Prerequisites: Biology and Teacher Recommendation

Fee: \$10.00 due by the end of the 1st quarter.

*Course Description: Study of human anatomy/physiology and how the body systems work together. This is a college prep course designed to prepare the student for further study in Anatomy and Physiology at the college level. Dissection will be involved in the course.*

### **Forensics 1 – Grade 11 and Grade 12**

---

Course ID: HS7251/HS7252 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: Emphasis will be on the fundamentals needed for crime scene investigations. Topics will include crime scene processing, types of evidence, drug/powder identification, blood spatter, glass and paint.*

### **Forensics 2 – Grade 11 and Grade 12**

---

Course ID: HS7251/HS7252 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: Emphasis is on the gathering of evidence in the following areas: Fingerprinting, Impressions, Handwriting analysis, and Fiber analysis. The final exam will be a crime scene.*

### **Advanced Placement (AP) Biology – Grade 11 and Grade 12**

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Course ID: HS7141/HS7142 | Credit: 1.0 – Full Year Course

Prerequisites: “B” or better in Biology

*Course Description: AP Biology is equivalent to a two-semester introductory college biology course taken by student majoring in a biological science. AP Biology differs from regular high school biology through the use of a college-level text, a greater range and depth of topics covered, a faster pace of instruction, more sophisticated lab work, and more time and effort required of students in order to succeed in the course. This course has been authorized by the College Board as meeting the requirements for AP Biology.*

*Students who are genuinely interested in pursuing a career in the biological sciences or medical fields are especially advised to take AP Biology in high school. AP Biology provides students a significant advantage in college by allowing them to acquire the foundation in concepts and skills prerequisite to many college biological science courses. The ability to succeed in AP Biology gives students’ confidence and a knowledge base to be successful in future science classes.*

*The content and work load of this course will reflect that of a college course as well as prepare students for the AP Biology Exam. There is a cost to take the AP exam and a student’s score may earn college credit. The minimum score needed for credit varies from college to college.*

### **Advanced Placement (AP) Chemistry – Grade 11 and Grade 12**

---

Course ID: HS7531/HS7532 | Credit: 1.0 – Full Year Course

Prerequisites: “B” or better in Chemistry

*Course Description: The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. AP Chemistry meets the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory.*

*The content and work load of this course will reflect that of a college course as well as prepare students for the AP Chemistry Exam. There is a cost to take the AP exam and a student’s score may earn college credit. The minimum score needed for credit varies from college to college.*

### **Robotics - Grade 9, Grade 10, Grade 11 and Grade 12**

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Course ID: HS\*\*\*\* | Credit: 0.5 – Credit / No Credit Only

Students may earn 0.5 elective credit per year (no more than 2.0 credits total) by participating in the high school FIRST Robotics program. The student must log sixty (60) hours of participation in the program, participate in at least two (2) FIRST Robotics competition in the same year, and write minimum five (5) paragraph essay explaining what they have learned in Robotics or how Robotics has helped them. The log, proof of participation and paper must be submitted to the Student’s counselor for credit to be issued.

## RHS Social Studies Course Descriptions



**Graduation Requirement: 3.0 Credits of Social Studies**

### **Required Courses**

1.0 Credit - U.S. History and Geography  
1.0 Credit - World History and Geography  
0.5 Credit – Government  
0.5 Credit - Economics

### **Suggested Electives:**

Contemporary Issues  
Understanding History Through Film  
Psychology  
Philosophy  
Law & Justice  
Sociology

### **World History & Geography – Grade 9**

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Course ID: HS8201/HS8202 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: The course will examine key historical events that happened throughout the world. Ancient times through current events will be examined. World cultural regions will be studied including an examination of religion, social customs, and regional traditions. The five themes of geography will also be applied to help further historical and cultural understanding. Students will be expected to locate countries, major cities, and major geographical features.*

### **Honors World History & Geography – Grade 9**

---

Course ID: HS8211/HS8212 | Credit: 1.0 – Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: The first ¾ of the class will integrate world history and the five themes of geography. The last ¼ of this course will focus on comparative political systems of the world (preparation for “We the People”).*

### **US History & Geography – Grade 10**

---

Course ID: HS8001/HS8002 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: The first semester of this course will focus on the time from 1900 to 1939. The time periods and issues covered will include the Progressive Era, White House reforms, WWI, Roaring 20s, Great Depression, and the New Deal. The second semester of this course will focus on the time from World War II to the present day. The time periods and issues covered will include World War II, the Cold War and US Involvement, the Civil Rights Movement, the Vietnam Era, political issues, and current topics. Applying the five themes of geography will also be a tool used to help students understand the historical principles.*

### **Honors US History & Geography – Grade 10**

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Course ID: HS8321/HS8322 | Credit: 1.0 – Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: The first ¾ of the course will analyze American history from the end of WWII until the 1980s. The last ¼ will focus on the American political system and its historical underpinnings (preparation for We the People).*

### **Government – Grade 11**

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Course ID: HS8403 | Credit: 0.5 – Semester Course

Prerequisites: World History & Geography and US History & Geography

*Course Description: This course is designed to evaluate the branches of government, voting, and the Constitution, with an emphasis on current political issues.*

### **Economics – Grade 11**

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Course ID: HS8453 | Credit: 0.5 – Semester Course

Prerequisites: World History & Geography and US History & Geography

*Course Description: This course is designed to introduce economic principals such as supply and demand, consumption, debt, production, investments, and their global implications.*

### **Advance Placement (AP) Government and Politics / Honors Economics – Grade 11**

---

Course ID: HS8431 | Credit: 1.0 – Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: This course includes intensive evaluation and philosophical beginnings of the American Government. All levels will be discussed to include a comparison with foreign governments. Aspects of the American economic system including macro and micro economic principles will be analyzed as they apply to both the US and global economics. Investment planning and basic business principles will also be examined.*

*The content and work load of this course will reflect that of a college course as well as prepare students for the AP Government Exam. There is a cost to take the AP exam and a student's score may earn college credit. The minimum score needed for credit varies from college to college.*

### **Current Events – Grade 11 and Grade 12**

---

Course ID: HS8401/HS8402 | Credit: 0.5 – Semester Course

Prerequisites: Completed 2 credits (4 semester classes) in Social Studies

*Course Description: Current Events is designed to further a student's knowledge of social studies through a study of World History since 1945 and how current events (political, historical, economic, geographic, news, etc.) are founded and tied to previous events, history, and future outcomes. Students will demonstrate cause and effect, critical thinking, comprehensive knowledge, etc. through tests, research papers, projects, presentations and so on.*



### **Introduction to Psychology – Grade 11 and Grade 12**

---

Course ID: HS8521/HS8522 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: This course is a full year but is divided into two semesters. In the first semester we will dissect the roots of psychology and learn how to study and apply it to our lives. We will unveil the founding fathers of the field analyzing and applying their insights and contributions to the realm of psychology, and we will discern between such application theories and how they may factor into our own lives and the world at large. In the second semester we will consider psychology from a broader perspective, understanding how many of the unique divisions of the field may or may not directly apply to us and to other persons in and throughout our lives. We will unearth the hidden basis of personality types and stare directly into the normal and abnormal worlds in which we all live, appreciating how various therapies and coping methods are a natural part of who we are and what we do every day in private and social atmospheres.*

### **Advanced Placement (AP) Psychology – Grade 11 and Grade 12**

---

Course ID: TBD | Credit: 1.0 – Full Year Course

Prerequisites: Teacher Recommendation

*Course Description: This rigorous course is similar to Introduction to Psychology (see course description) with additional motivations to prepare students for the AP Psychology Exam in May. An AP Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings. Students learn about explorations and discoveries made by psychologists over the years, and how differing approaches—including biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural—influence understanding of the self.*

*Summer reading and writing is expected and will prepare students for continued close and critical reading, theory analysis and application, and informed essay writing that acknowledges the academic discourse appropriate for a study in psychology. Consistent mastery of timed tests (multiple-choice and essay) will also be an invaluable approach to the class.*

### **Understanding History through Film – Grade 11 and Grade 12**

---

Course ID: HS8823/HS8824 | Credit: 0.5 – Semester Course

Prerequisites: Signed permission slip from parents as some R rated films will be shown which include violence and/or language.

*Course Description: This course will be a study of key events of American History from WWII, the 1950s, and Civil Rights. Movies will be used to explore an in-depth study of history. The purpose of the class is not to give general information of the entire time period, but give a narrow detailed perspective on key events (examples: McCarthyism & the push for minority voting rights during the 1960s). Focus will also be on Hollywood's interpretation of history versus the historical correctness of the movie adaptation. Main resources for the class include film, primary readings and notes.*

### **Contemporary Issues Grade 11 and Grade 12**

---

Course ID: HS8233 | Credit: 0.5 – Semester Course

Prerequisites: None.

*Course Description: This research and writing intensive class will allow students to look closely at several current issues (such as terrorism, the environment, and human rights) that influence our lives. Students will*

*learn in-depth knowledge of issues; apply decision-making and critical thinking skills to real world problems. Assessment will be in form of presentations, papers, traditional tests, and other projects.*

### **Law & Justice – Grade 10, Grade 11, and Grade 12**

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Course ID: HS8243 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: Course is broken into two parts. The first part deals with state and local law. (Police procedures, crime scene investigation, and local jurisprudence.) The second part addresses the court system to include court procedures, pre-trial behaviors, and prosecution of offenders. Upon completion of the course, the student should be able to apply local law, follow a case to its completion, and analyze the decision. Mock trials as well as evaluation of actual cases will be used as a basis of assessment.*

### **Sociology: Social Problems – Grade 11 and Grade 12**

---

Course ID: HS8541 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: This class familiarizes students with theoretical and empirical aspects of some of the major social problems afflicting American society and the world. Topics may include crime and delinquency, poverty, unemployment, drug and alcohol abuse, family violence, prejudice and discrimination, and environmental pollution. Emphasis is placed on the objective and subjective aspects of social problems and their proposed remedies and solutions. Students are exposed to the roles that power and influence play in defining social problems, in maintaining existing conditions, and in promoting social change.*

### **Sociology: Culture and Social Structure – Grade 11 and Grade 12**

---

Course ID: HS8542 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: This class familiarizes students with sociological concepts, theories, and methods. Students in this class will be encouraged to develop "sociological imagination," that is, an understanding of the connection between personal biography and history. Class content will include an examination of social structure and culture (and the relationship between these two concepts), the socialization process, the major social institutions and their impact, the nature of inequality in society, social stratification, the changing social world, and social inequality.*

### **Philosophy: A Journey into the Thinking of the Human Mind – Grade 10, Grade 11 & Grade 12**

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Course ID: HS8543 | Credit: 0.5 – Semester Course

Prerequisites: None

*Course Description: A Journey into the thinking of the human mind. This will be a one-semester course that will focus on the discovering of philosophy. The foundation of this course will be the great philosophers (Plato, Locke, Mill, Kant, etc.) However, the goal of the course is to develop or better understand a personal philosophy as well as understanding esoteric philosophical concepts and alternative philosophical opinions. Current events and moral dilemmas will be used to apply philosophical principles.*

## RHS World Language Course Descriptions



**Graduation Requirement: 2.0 Credits of World Language.**

The study of a world language develops cultural understanding and appreciation; therefore, students are urged to take as much language as possible. It is possible for the student to begin a sequence even though he or she does not plan to complete the entire selection of courses. However, it is recommended that a student continue with one language as long as possible instead of studying several languages for shorter periods of time. All classes meet Michigan Merit Curriculum requirements for World Languages.

### **Spanish 1 – Grade 9, Grade 10, and Grade 11**

Course ID: HS3911/HS3912 | Credit: 1.0 – Full Year Course

Prerequisites: None

*Course Description: Basic conversational Spanish exploring the basic elements of the Hispanic culture through reading, writing, listening and speaking in the target language.*

### **Spanish 2 – Grade 9, Grade 10, Grade 11, and Grade 12**

Course ID: HS3921/HS3922 | Credit: 1.0 – Full Year Course

Prerequisites: Spanish 1

*Course Description: Continuation of Spanish 1. Practice and perfection of pronunciation, conversational forms and correct grammatical structures.*

### **Spanish 3 – Grade 10, Grade 11, and Grade 12**

Course ID: HS3931/HS3932 | Credit: 1.0 – Full Year Course

Prerequisites: "C" average in Spanish 2

*Course Description: Continuation of Spanish 2 with an emphasis on Spanish literature, advanced grammar and extensive vocabulary building in areas of reading, writing, listening and speaking.*

### **Spanish 4 – Grade 11 and Grade 12**

Course ID: HS3941/HS3942 | Credit: 1.0 – Full Year Course

Prerequisites: "C" average in Spanish 3

*Course Description: Continuation of Spanish 3.*

## RHS Community Service



### Graduation Requirement: 40 hours of Community Service

Community service is service without pay to a non-profit agency/organization, an individual, or a group in need.

- Students must complete forty (40) hours of service and a reflection questionnaire, before May 1st of their senior year. Service may begin the summer prior to a student's freshmen year.
- For students enrolled after the first semester of their freshmen year, the requirement will be prorated to equal five hours times the number of semesters enrolled in Richmond High School.
- Service must be performed outside of school hours unless under the supervision of the classroom teacher and directly tied to the curriculum. (Service-Learning)
- All community service must be logged. Log sheets are available in Course Catalog Appendix, on the District's website or in the High School Media Center.
- Log sheets must be turned in to the high school media center paraprofessional.
- Childcare/babysitting count only when done for a non-profit organization.
- Helping family members is done out of love and is not considered community service.

Please see the High School Media Center Paraprofessionals for information regarding community service opportunities and form.

### **On-line Classes**

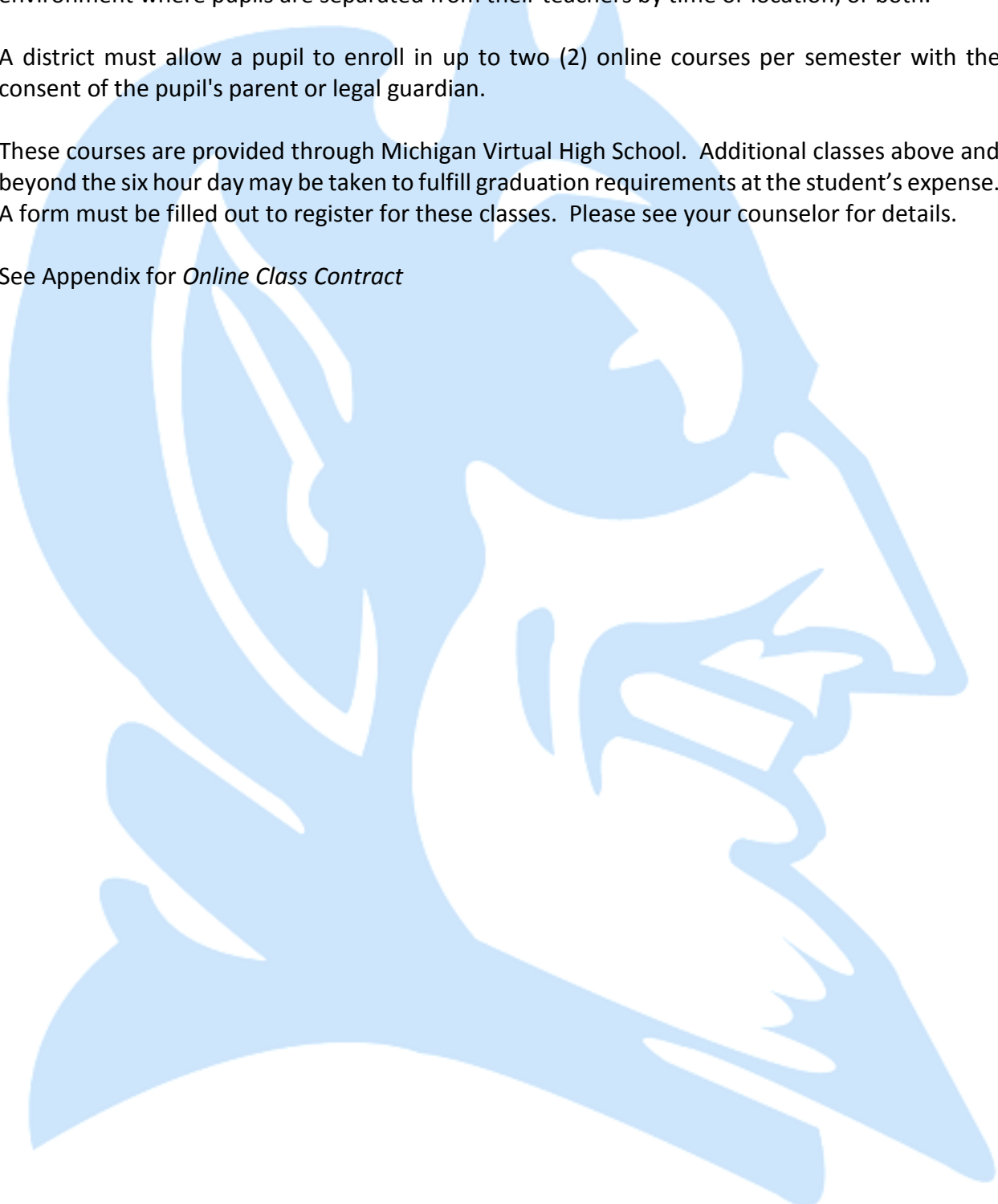
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Expanded online learning options through Section 21f of the State School Aid Act (MCL 388.1621f), allow pupils in grades 5 to 12 to enroll in online courses where each course is capable of generating credit or a grade while being provided in an interactive internet-connected learning environment where pupils are separated from their teachers by time or location, or both.

A district must allow a pupil to enroll in up to two (2) online courses per semester with the consent of the pupil's parent or legal guardian.

These courses are provided through Michigan Virtual High School. Additional classes above and beyond the six hour day may be taken to fulfill graduation requirements at the student's expense. A form must be filled out to register for these classes. Please see your counselor for details.

See Appendix for *Online Class Contract*



**Dual Enrollment**

Effective April 1, 1996, Public Act 160 and Public Act 258 of 2000, created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The following are some of the eligibility guidelines/standards:

1. Students in grades 9 through 12 may take up to ten postsecondary courses.
2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, EXPLORE ACT, or MME. The following table shows the complete list of scores that help to qualify students for dual enrollment:

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
EXPLORE	Mathematics	Mathematics	17
	Reading	Reading	15
	Science	Science	20
	English	English	13
PLAN	Mathematics	Mathematics	19
	Reading	Reading	17
	Science	Science	21
	English	English	15
ACT	Mathematics	Mathematics	22
	Reading	Reading	21
	Science	Science	24
	English	English	18
COMPASS	Mathematics	Mathematics	52
	Reading	Reading	88
	English	English	77
MME	Reading	Reading	1108
	Writing	Writing	1100
	Mathematics	Mathematics	1116
	Science	Science	1126
	Social Studies	Social Studies	1129
PSAT	Critical Reading	Reading	42
	Writing Skills	Writing	41
	Mathematics	Mathematics	44
SAT	Critical Reading	Reading	500
	Writing	Writing	500
	Mathematics	Mathematics	500

3. 388.155 Rule 5 (2) The acts do not prohibit a district from supporting any pupil regardless of eligibility under these acts. A district may elect to support college level courses or career preparation courses for any pupil if it is in the best interest of the pupil.
4. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school’s regular academic year and must be enrolled in at least one high school class.

5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
6. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course. *Eligible charges do not include transportation or parking costs or activity fees.*

State law sets the following limitations on the number of college courses in which a student may enroll:

- Not more than 10 courses overall. This limit and the limits under do not apply to a course if the eligible student does not receive tuition and fee support for that course.
- If the eligible student first enrolls in a course when the eligible student is in grade 9, not more than 2 courses during each academic year in the eligible student's first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible student's fourth academic year of enrollment in an eligible postsecondary institution.
- If the eligible student first enrolls in a course when the eligible student is in grade 10, not more than 2 courses during the academic year in the eligible student's first academic year of enrollment in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible student's second academic year of enrollment in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible student's third academic year of enrollment in an eligible postsecondary institution.
- If the eligible student first enrolls in a course under this act when the eligible student is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.

In order to register for dual enrollment, students must submit a Dual Enrollment Pre-Registration Form.

Due Date for Fall Classes: April 1<sup>st</sup>

Due Date for Winter Classes: December 1<sup>st</sup>

See Appendix for *Dual Enrollment Pre-Registration Form*

## Early College of Macomb

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At the Early College of Macomb (ECM), 11th grade students enter a college program while still in high school. They benefit from a curriculum that enables them to earn their high school diploma and attend a 13th year of school after graduation, earning an Associate's Degree with no cost to themselves for tuition, fees and books.

Students in the ECM may complete the program with an Associate's Degree in three years (grades 11, 12 and 13). Early College of Macomb students attend high school classes in their home schools, as well as career-focused classes on the Macomb Community College campus. Students engage in an exciting curriculum taught by both high school and college instructors that will move them ahead of a traditional schedule toward degrees or technical certificates that match the students' chosen career pathways.

Students may earn up to the 62 college credits required for their associate's degree or technical certificate. These credits may also be transferred to a four year college program. They have the option to begin work immediately in their chosen field, or continue with their education a year ahead of their peers toward a Bachelor's degree.

Who is eligible to attend the Early College of Macomb? Mature, highly motivated students who are ready for the challenges of college coursework leading to high demand careers are eligible if they meet the following criteria:

Are registered in one of the Macomb County public high schools housed within the participating districts:

1. Will be entering 11th grade in fall 2013;
2. Have been approved by their home high school;
3. Have completed the Early College admission process, which includes MCC's placement testing and online early admission application;
  - a. Have submitted an application packet to the Early College of Macomb including:
  - b. an application form
  - c. a Principal/Counselor recommendation form
  - d. a copy of the student's current transcript
  - e. a copy of the most recent standardized test results and
  - f. the student's Educational Development Plan (EDP).

Space is limited. Acceptance is based on student records, admission test results and recommendation by the home high school. Each participating high school allocates seats to the Early College of Macomb. Students will be notified by the ECM of their acceptance.

For more information including dates for meetings and testing, please visit the ECM website: <http://www.ecmacomb.org/>.



### **International Academy of Macomb (IAM)**

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The International Academy of Macomb, officially designated as an International Baccalaureate (IB) World School in December 2009, is a county-wide IB magnet school located in Clinton Township, Michigan.

IB World Schools share a common philosophy: a commitment to high quality, challenging, and international education. The IAM graduated its first class of 93 students in 2012, all of whom attend a variety of public and private universities such as The University of Michigan, Penn State, Spelman College, and The United States Naval Academy.

Serving increasing numbers of successful, highly motivated students from throughout Macomb County, the IAM is a vibrant and cohesive learning community where students can grow and excel while working toward an IB diploma. For further information about the IBO and its program and philosophy, visit [www.iamacomb.org](http://www.iamacomb.org).

If there are more eligible students than two (2) openings allocated to Richmond Community Schools, then three (3) separate lotteries for the available IAM openings will be held.

The FIRST LOTTERY will be held for students who currently attend Richmond Community Schools (e.g. enrolled at Richmond Middle School).

The SECOND LOTTERY will be held for students who do not currently attend Richmond Community Schools, *BUT* live within the attendance boundaries of the district. The students associated with this lottery will be added to the list created by the First Lottery.

The THIRD LOTTERY will be held for students who do not currently attend Richmond Community Schools *AND* do not live within the Richmond attendance boundary, but wish to enroll their student in Richmond Community Schools. The students associated with this lottery will be added to the list created by the Second Lottery.

Richmond's IAM lottery results, including the students on the waiting list, will be forwarded to the International Academy of Macomb. The IAM will notify individuals accepted into the program as well as manage the waiting list, if applicable.

**APPENDIX – INTERNSHIP PRE-REGISTRATION FORM**

This form must be **completed and signed** before any student is enrolled in the Internship program. The student is responsible for finding his/her own job. *Note: To receive credit, the student must receive satisfactory evaluations and turn in all required paperwork. A student who chooses the Internship course for either one or two hours is expected to meet 200 hours of work per semester.*

Student's Name: \_\_\_\_\_

Grade (Next Year): \_\_\_\_\_ Telephone: \_\_\_\_\_

Have you received prior credit for either program before this year? \_\_\_\_\_

Proposed Schedule for Next Year:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employment Information:

Employer \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Briefly state your duties while at work and why this program would help meet your career goals. Use reverse side if you need more space.

After reviewing the *Internship Pre-registration Form*, I approve the above mentioned students for an internship for the \_\_\_\_\_ school year.

\_\_\_\_\_  
CTE Teacher/Director's Signature

\_\_\_\_\_  
Date

**APPENDIX – COMMUNITY SERVICE AGREEMENT/TIME LOG**

Community Service is service without pay to a Non-profit Organization  
(No private companies and no babysitting for individuals)

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Telephone: \_\_\_\_\_

Organization's Information

Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_

Date and Time Log

<i>Date</i>	<i>Time In</i>	<i>Time Out</i>	<i>Total Time</i>	<i>Assignment</i>
				Total Time

After reviewing the *Date and Time Log* above, I certify that the above-mentioned student has completed the documented hours for the assignment indicated.

\_\_\_\_\_  
Organization Contact Person's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature (or designee)

\_\_\_\_\_  
Date

Richmond High School | 35320 Division, Richmond, Michigan 48062 | (586) 727-3225

**APPENDIX – ONLINE CLASS CONTRACT (E.G. E2020, VIRTUAL, ETC.)**

**For E2020-Edgenuity, Michigan Virtual, and other similar online course content provider**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's District Provided Email Address: \_\_\_\_\_

Name of Online Class Request #1: \_\_\_\_\_

Name of Online Class Request #2: \_\_\_\_\_

**First Semester Request Deadline: APR 1<sup>st</sup>**

**Second Semester Request Deadline: DEC 1<sup>st</sup>**

**Student Policy:** Due to the uniqueness of the online learning program, certain standards and behaviors are expected of students. Parents and students are expected to read and discuss the *Parent Guide to Online Learning*, available in the counseling office and at [http://media.mivu.org/institute/pdf/parent\\_guide2013.pdf](http://media.mivu.org/institute/pdf/parent_guide2013.pdf), prior to requesting enrollment in the program. Please read through the following agreements and initial in the space provided.

As a student enrolled in an online section 21f course, I am aware that:

\_\_\_\_\_ I can create and maintain a study schedule without face-to-face interaction with a teacher.

\_\_\_\_\_ I will adhere to the school's timelines for completion of the course requirements. The district's policies will take precedence in meeting program/course requirements.

\_\_\_\_\_ As a student, certain standards are expected of me. Appropriate use of the Internet is expected at all times. All terms outlined in the district's *Student Handbook* will be followed.

\_\_\_\_\_ All course work and submission that I do may be retrieved and/or monitored by the mentor teacher at any time.

\_\_\_\_\_ I will follow procedures specific to the course(s) in which I am enrolled.

\_\_\_\_\_ I must communicate with my mentor as well as my on-line teacher on a weekly basis.

\_\_\_\_\_ I must not inappropriately use information within the course.

\_\_\_\_\_ I must follow all other rules as specified by the district, mentor, and on-line teacher.

\_\_\_\_\_ Weekly contact with the mentor teacher is mandatory. If you cannot contact the mentor, then reasonable attempts should be made via phone or email. More than two unexcused weeks of contact may result in removal from the program.

\_\_\_\_\_ I will be committed to the courses, adhere to the course schedules as prescribed, and I understand that drops will be allowed only as outlined by the online provider and the Richmond High School add/drop procedures.

\_\_\_\_\_ I understand that all courses will be listed on my transcript.

\_\_\_\_\_ I must still take local and state assessments such as MEAP, NWEA-MAP, MME, etc as scheduled (if applicable).

**Consequences for Violations:**

1st offense: I will be given a verbal warning and my parents will be notified.

2nd offense: I will be given a written warning and my parents will be notified.

3rd offense: A parent meeting will be scheduled with the counselor/administrator. Further online course requests may be denied, depending on the outcome of the meeting.

**Severe Misconduct:** Regardless of whether the offense is a first-time offense, I may be removed from the course and/or program with a grade of “Failing” (F) and will fall within the jurisdiction of reassignment to an on-campus class at Richmond High School.

**Section 21f Waiver Signatures**

**Student Acknowledgement and Understanding:** I have read, understand, and acknowledge all of the expectations and the policy as set forth in this document. I agree to abide by the guidelines as stated.

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

**Parent/Guardian Acknowledgement and Understanding:** I have read and understand the student policy and stated expectations for my child and agree to support the Section 21f Online Learning Course expectations. I understand that participation in my child’s education will help determine his/her likelihood of success in the program. Therefore, I will monitor and support my student in his/her studies. I agree to be accessible and readily available to the mentor and online instructor to discuss my child’s progress and development. I understand time management and attendance is vital to my child’s success. I understand acceptance into the program may be based on class size and my child must fulfill program expectations in order to remain enrolled. Failure to follow these policies may result in dismissal from the program.

My signature also grants permission for my child to leave campus during the online portion of their day.

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

**\*\*\* FOR OFFICE USE ONLY \*\*\***

\_\_\_\_\_  
School Counselor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Administrator’s Signature

\_\_\_\_\_  
Date

## APPENDIX – DUAL ENROLLMENT PRE-REGISTRATION FORM

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Student's District Provided Email Address: \_\_\_\_\_

**First Semester Request Deadline: APR 1<sup>st</sup>**

**Second Semester Request Deadline: DEC 1<sup>st</sup>**

Dual enrollment allows student to take college classes while still in high school. For each college class taken, students will have one fewer class at RHS. For example, if a student has two (2) dual enrollment classes, he/she would then have four (4) classes at RHS.

The college class will count as 0.5 elective credit, not as core requirement credit, at Richmond High School. In most instances, the college classes may be transferred to other colleges; however, it is ultimately the students' responsibility to verify transferability.

Please see the Richmond High School Course Offering Guide for information regarding student eligibility and eligible courses.

In order to receive a full or partial refund for books, the student must submit a copy of his/her syllabus listing the required textbooks and the original receipt. The district does **not** provide money for transportation, tuition exceeding the state approved amount, or any other associated costs. Students must provide their own transportation.

If a student fails to complete a district/school paid postsecondary course, he or she is responsible for the fees/tuition not refunded by the postsecondary institution. If the eligible student does not repay this money, the school district may impose sanctions against the eligible student as determined by school district policy. An "F" will be recorded on the high school transcript. This does not apply to an eligible student who does not complete the course due to a family or medical emergency, as determined by the eligible postsecondary institution.

Student issues that involve the college must be handled by the student as the college recognizes the student as a college student, not a high school student. The student must be independently motivated as the high school will not receive progress reports or report cards throughout the semester. The college provides final grades only.

College classes must be scheduled so they do not conflict with the student's high school classes. Students who are involved with extracurricular activities often find it difficult to schedule dual enrollment classes. If you intend to register for online sections, please keep in mind that you will need to spend approximately 15 hours per week per class. Many students find online classes more difficult. It is **NOT** recommended to take more than one online course simultaneously.

**Dual Enrollment Process**

1. The student requests Dual Enrollment on the Power School Scheduling tab during the course request window.
2. The student returns the Dual Enrollment Pre-Registration Form to the counseling office prior by the deadline.
3. The counselor meets with the student to discuss appropriate classes.
4. The student will receive the necessary paperwork to begin the enrollment process at his/her preferred college.
5. The dual enrollee must:
  - a. Submit the completed **Early Admission Application/Update Form** to the Enrollment Services office. The student, parent and school signature must be included on the form in order to be processed.
  - b. The applicant must complete the COMPASS Placement Test.
  - c. After the application has been processed by the college, the student must register for the specific class(es) in person or on-line. Register as early as possible in order to get the best selection of classes. Registration for fall classes runs from July through August. Registration for winter classes runs from November through January.
  - d. If a student wishes to take an on-line course, he/she is required to complete an on-line orientation. Details are available on the college’s website.
  - e. Purchase textbooks prior to the start of class.

Please keep in mind that most of the fall college courses begin at the end of August. This will be before the start of the high school year. The counseling department leaves for summer break near the middle of June, so please complete the entire registration process by this time. Otherwise, there will be no one in the office to help you if you encounter problems. We highly recommend keeping copies of all documentation sent to and received from the college.

Intended College (Please check):

Macomb Community College    St. Clair Community College    Other: \_\_\_\_\_

I have read and understand the information contained in the Richmond High School Dual Enrollment Pre-Registration Form.

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

## **NON-DISCRIMINATION STATEMENT**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Richmond Community School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment. Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 35276 Division Road, Richmond, MI 48062, (586) 727-3565.

