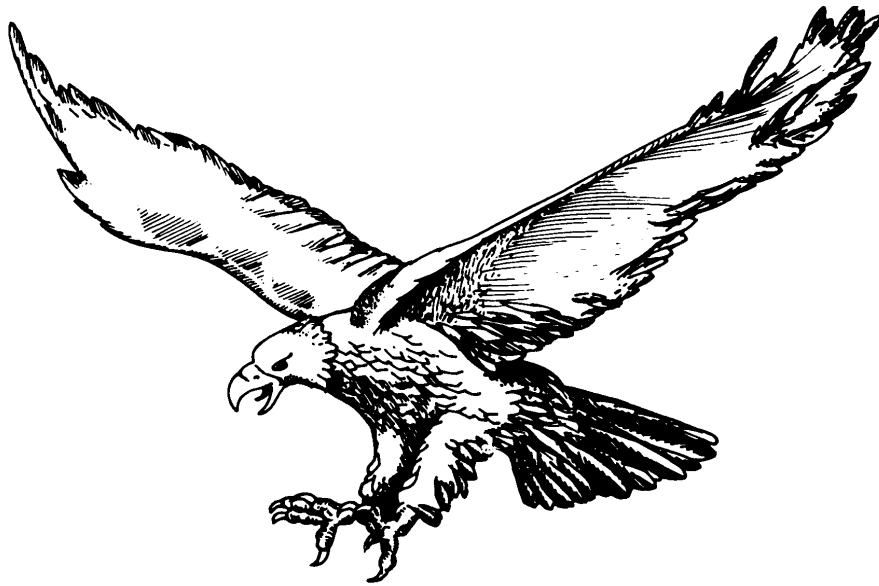


# OLIVET HIGH SCHOOL



***“To create a positive, proud, comfortable place where students choose to develop the knowledge and skills needed to succeed both in school and throughout life.”***

# **Welcome to Olivet High School**

We are pleased that Olivet High School offers a comprehensive curriculum designed to meet our students' needs. Within the curriculum, some classes will be required; however, students will be given an opportunity to choose from a variety of elective classes. A course of study should be chosen that meets each student's educational and career goals and provides the skills necessary to lead a successful life after graduation. We are committed to working with our students and parents as a team in every step of the class selection process.

As students begin to develop future educational and career plans, they will be encouraged to make educational decisions based on their interests and aptitudes as they are related to career pathways. High school students will participate in a variety of assessments to assist them in setting goals and developing plans for what they want to do after graduation.

We are happy to answer any questions about the curriculum or the scheduling process. The time students spend planning their high school experience will make their education much more meaningful.

Sincerely,

Randal Van Dyke  
Principal

Susan Evans  
Guidance Counselor

Jeri Allan  
Career Prep Coordinator

# OLIVET HIGH SCHOOL

## MODIFIED FOUR BLOCK SCHEDULE

The modified four-block schedule is the method of scheduling students at Olivet High School. Classes are longer which will allow teachers to use teaching techniques that will get students more involved in their learning. It is important for students to have more time to concentrate on fewer classes. Students will have five classes each semester. Two of those classes are 45 minutes long called “skinnies” that are taught all year. Daily year-long exposure for students is critical for some classes such as Choir and Band. The other three classes are blocks of approximately 90 minutes that are for one semester only. Therefore, students will have a total of 8 classes per year. If you have questions about our block schedule, please contact the Principal, Mr. Van Dyke.

|                    | Monday | Tuesday | Wednesday            | Thursday | Friday |
|--------------------|--------|---------|----------------------|----------|--------|
| 7:40-8:24(44min)   |        |         | 1st Skinny Full Year |          |        |
| 8:28-9:12(44min)   |        |         | 2nd Skinny Full Year |          |        |
| 9:20-10:47(87min)  |        |         | 3rd Block            |          |        |
| 10:47-11:18        |        |         | Lunch                |          |        |
| 11:24-12:54(90min) |        |         | 4th Block            |          |        |
| 1:02-2:32(90min)   |        |         | 5th Block            |          |        |

### KEY POINTS OF THE MODIFIED FOUR BLOCK

- Significantly lowers the number of students a teacher has and the number of teachers a student has, therefore, allowing students and teachers to work more closely together.
- Having semesters at the high school gives students and teachers time and opportunity to focus more clearly.
- Provides the daily contact with students that many programs need to continue flourishing.
- Provides time for teachers to use several types of teaching techniques in a block of time.
- The 32-credit plan allows us to schedule the appropriate core courses and state mandated graduation requirements in preparation for the state standardized assessment. This will provide students a better and more intensive preparation for the state assessment test.
- This plan allows students to accelerate their academic programs, which leads to the expansion of our curriculum for advanced students and provides more opportunities for Dual Enrollment and Michigan Virtual High School classes. Calhoun Area Career Center (CACC) opportunities are available for interested students.

# CURRICULAR INFORMATION

The curriculum of Olivet High School is designed to provide our students with the opportunity to learn what they will need to know and be able to do to succeed in their future. We offer programs that prepare students for an education at a university, college, community college, technical school, military or future employment. In addition, our curriculum is aligned with the State of Michigan core curriculum.

Our requirements and recommendations guide students into taking a wide range of classes. However, students have many opportunities for electives so they can learn a great deal in addition to the basic skills that are required. Each individual student should set up a program to make the best use of his or her abilities and interests. Students are strongly encouraged to discuss their schedules with their parents, teachers, counselor and principal.

## OLIVET HIGH SCHOOL GRADUATION REQUIREMENTS

**LANGUAGE ARTS<sup>1</sup>** 5 credits<sup>2</sup>

**MATHEMATICS** 4 credits<sup>3</sup>

**SOCIAL STUDIES** 4 credits

U.S. History and Geography  
World History and Geography  
Economics  
Civics

**SCIENCE** 4 credits<sup>4</sup>

Chem/Biological Science  
Physical Science  
Biology  
Chemistry or Physics

**PHYSICAL EDUCATION/HEALTH** 1 credit

**VISUAL, PERFORMING & APPLIED ARTS** 1  
credits

**BASIC COMPUTER APPLICATIONS OR INTERNET  
AND COMPUTING CORE (IC<sup>3</sup>)** 1 credit

**ELECTIVES** 8 credits

**TOTAL** 28 credits

1. Students must earn at least 4 credits of Language Arts in writing based classes
2. Students who attend CACC for two years will need (4) writing based credits in Language Arts (one non-writing credit will be waived)
3. All students must successfully complete Algebra II or its equivalent and earn one math credit during their senior year
4. All students must complete Chemistry or Physics beginning with the class of 2012
5. Students must complete 20 hours of community service to graduate from Olivet High School
6. Students must complete the Michigan Merit Exam to graduate from Olivet High School
7. Students enrolled in CACC programs that have embedded math/English credits, may receive those credits as applicable
8. Beginning with the class of 2014, one of the three computer classes will be required to graduate from Olivet High School

## COLLEGE EXPERIENCE

Students who have exhibited high academic performance while taking our most academically challenging classes may choose to enroll in college courses offered at Olivet College and other mid-Michigan colleges. Through this cooperative program, students may receive college and high school credit at the same time.

### REQUIREMENTS

- 1 11th and 12th grades students only
- 2 3.3 GPA or better in subject area of college class. 3.0 or better career GPA
- 3 Excellent behavior and attendance record
- 4 Before a student can take a college class in a particular curricular area, the student must first have taken or be in the process of taking all the high school classes in that curricular area. Students may not substitute a college class for a high school class that is available to them.
- 5 Course approval must be obtained by counselor, parent and principal.
- 6 The school district will pay for the tuition only for classes taken during the school day. All other costs are the responsibility of the student (i.e. books, transportation, etc...). The student/parent is financially responsible to reimburse the Olivet Community Schools for the total/prorated tuition cost of a class in the following situations:
  - a. The student earns a failing grade (E) in the class
  - b. The student withdraws from the class after the designated college drop/add period.
- 7 Grades for a college class of C- or higher may be recorded directly or as a G (credit) on the students transcript. Grades below a C- will be recorded directly on the transcript, which will lower the students GPA.
- 8 All college level credits will transfer back to the high school using the following ratio: 3 college credits = 1/2 high school credit.

## MICHIGAN VIRTUAL HIGH SCHOOL

Students who need to acquire graduation credits, but are unable to, due to scheduling conflicts, and students who are new to the district who need to meet graduation requirements, have the opportunity to do so through online courses provided by Michigan Virtual High School. Appropriate credit/grade will be awarded at the successful completion of the course. Grades of C- or higher may be recorded directly or as a G (credit) on the student's transcript. Grades below a C- are recorded directly on the transcript, which will lower the student's GPA. The student/parent is financially responsible for the cost of textbooks/software required for the course. The student/parent is financially responsible to reimburse the Olivet Community Schools for total tuition cost of a class in the following situations:

- A. The student earns a failing grade (E) in the class.
- B. The student withdraws from the class after the designated drop/add period.

## CALHOUN AREA CAREER CENTER

Students who are at least juniors and have both the interest and ability may select a training program offered through the Calhoun Area Career Center (CACC) in Battle Creek. Students selecting a course of study will be transported to and from the CACC by district transportation. The 19 programs offered at the CACC "connect education and careers" by supporting the State of Michigan Career pathways mode. Programs have been designed to assist students with integrating academic knowledge and career/technical skills. Students attend the CACC for half their school day and may receive a total of four credits for the school year if the competencies are met and the attendance policy is followed. The CACC offers programs that Olivet High School is not able to offer due to our size. The programs train students in specific skills and are designed to lead a student to continue his/her training at a college, technical school or enter the workforce upon graduation. During their second year in a CACC program, some students may earn credit by working in an approved co-op job during the school day. In order for a student to be eligible for a co-op job, he/she should meet with the co-op job coordinator at the CACC for more information.

## TESTING-OUT

The Michigan Merit Curriculum Law states that: 380.1278(a)(4)(c) A school district or public school academy shall grant a student a credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to credit.

Additionally, 380.1279(b) states the board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than a C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be based on a "pass" grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board's determination shall apply equally to all such credit for all pupils and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.

## **PERSONAL CURRICULUM**

The personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum.

The parent or legal guardian of a pupil may request a personal curriculum for the pupil that modifies certain requirements of the Michigan merit standard requirements under subsection (1) or section 1278a(1)(a).

The personal curriculum (PC), requested by the parent, legal guardian, or emancipated student, allows the board of a school district or public school academy to award a high school diploma providing the student completes the PC, including as many of the content expectations of the MMC as practicable.

## **DUAL ENROLLMENT**

The Michigan Merit Curriculum Law, 380.1278b(14), does not prohibit a pupil from satisfying or exceeding the credit requirements of the Michigan Merit Curriculum through advanced studies such as accelerated course placement, advanced placement, dual enrollment in a postsecondary institution, or participation in the International Baccalaureate program or an early college / middle college program.

The purpose of this act is to provide a wider variety of options to high school pupils by encouraging and enabling qualified pupils to enroll in courses or programs in eligible postsecondary institutions.

# LANGUAGE ARTS

Language Arts will give you the skills you need in life. These skills include learning to use written language, transmit messages effectively, and read for information and pleasure. The literature you analyze and discuss will broaden your perspectives about the world. These courses will guide you to become a competent communicator, which is a key indicator to success in life.

## ENGLISH CURRICULAR OUTLINE

Lit & Comp I   Lit & Comp II   American Lit   World Lit   Research & Comp

Or

Lit & Comp I   Lit & Comp II   English III   English IV

### LITERATURE AND COMPOSITION I

1 credit (writing based)

Prerequisite: None

Literature and Composition I uses different genres of literature (novels, plays, short stories and poems) that revolve around the theme of tolerance. Working in pairs, small groups, and individually, students will build upon their reading, writing, grammar, and speaking skills in preparation for future English classes and state assessments. Students will be asked to compose numerous quick writes and several lengthy essays to be revised as publishable pieces. This class will be the foundation for Literature and Composition II.

### LITERATURE AND COMPOSITION II

1 credit (writing based)

Prerequisite: Literature and Composition I

Shakespeare, Hemingway, Wharton, and Steinbeck provide the cornerstone of this literature based integrated language arts course. Using a thematic approach, you will improve your grammar, writing, listening and reading skills. You will feel confident in your ability to write an M.L.A. formatted research paper and do well on the state assessment by the end of the semester. The objectives are the same for Literature and Composition II and English II though the reading materials may differ. Students are selected for the courses depending on teacher recommendation.

### AMERICAN LITERATURE

1 credit (writing based)

Prerequisite: Literature and Composition II

If you are interested in any form of college or military career after high school, then American Literature is a class that will help you in your preparation. Beginning with the earliest explorers, we will read historical pieces and fiction that describe the birth and growth of our nation. There will be a significant amount of reading, some of it with a difficult level of vocabulary. However, with a strong effort, you will understand the main ideas that you will need to know. You will discuss and write about how historical events have caused people to think in different ways. You will practice writing and speaking about literature and history. The grammatical skills and five-paragraph essay will be the expected format for writing assignments.

### ENGLISH III

1 credit (writing based)

Prerequisite: Literature and Composition II

Using American Literature, English III will prepare you for the state assessment and to be successful readers and writers in the adult world. The continued focus will offer improvements of grammar and writing skills. The objectives that students will learn are the same as American Literature though the reading materials may differ.

### WORLD LITERATURE

1 credit (writing based)

Grade Level: 11 & 12

Prerequisite: Literature and Composition II

Analyzing global literature while expanding reading, writing, speaking, and listening skills will be the basis for this course. You will investigate world cultures, discuss and compare them to your own, then present your findings to the class.

**ENGLISH IV**

1 credit (writing based)

Grade Level: 11 & 12

Prerequisite: English III

Using contemporary literature as a background, you will explore various themes such as responsibility, courage, and accountability. Using these themes as a base, your reading, writing, speaking and listening skills will be enhanced. The objectives that students will learn are the same as World Literature though the reading materials may differ.

**RESEARCH AND COMPOSITION**

1 credit (writing based)

Grade Level: 11 & 12

Prerequisite: American Literature (C or above and teacher/administrator approval)

Research and Composition is a writing class that will be especially valuable for the college bound student. You will continue with the five-paragraph essay format that will be written to convince your reader that your opinion (your thesis) is correct. You will also analyze literature through the reading of novels and plays, including Shakespeare. Perhaps most importantly, you will learn to find information from a variety of sources and present this information in a number of different papers, including a formal college length research paper.

**SPEECH**

1 credit

The ability to communicate effectively is one of the most important aspects of your future. To be able to express yourself, your ideas, and your opinions in such a way as to move your audience builds a strong character. If you desire to develop the skills of a leader, this course is for you. In addition to offering skills in public speaking, this course will address those of Parliamentary Procedure (meeting format) and effective debate techniques.

**DRAMA**

1 credit

Do you have a talent or desire for expression, a genuine interest in the Arts, or a curiosity of what lies beneath the surface of your personality? Then Drama is the course for you. In this class, you will have an opportunity to explore the many facets of the theatrical world, including acting, technical theatre, history, play analysis, improvisation, and character exploration. You will have the opportunity to experience many of these areas, resulting in the final class character exploration. A dynamic and fun course for all.

# MATHEMATICS

Our math program is designed for two levels of math learners. Those who are more proficient with their math skills and need less review and spiraling of the material will be placed in a faster sequence of classes. This sequence of courses is referred to as the I-II sequence. Those students with less proficient skills will be placed in the A-B sequence. This sequence breaks Algebra II into two courses allowing for more review of previous material. Both sequences are college preparatory sequences. The I-II sequence however is designed for students with strong math skills or those who intend to pursue a math, science, or computer related degree. This sequence prepares students faster to continue on to pre-calculus and calculus. The A-B sequence is designed to prepare for college math classes required for a degree that does not have a math emphasis. Once completing this sequence students are more likely to continue on to financial literacy, however students in this sequence will gain the needed knowledge to also take pre-calculus and possibly calculus. Whichever sequence is taken, students will be prepared for the ACT, and will have completed the expectations set by the Michigan Department of Education and the Olivet School Board.

## MATH CURRICULAR OUTLINES

### -II Sequence

Algebra I\*      Algebra II\*      Geometry\*      one elective class (Pre-calc or Statistics recommended)  
\*Recommend completion prior to the MME  
Geometry and Algebra II can be taken in any order

### A-B Sequence

Algebra I\*      Algebra IIA\*      Geometry\*      Algebra IIB      elective  
\*Recommend completion prior to the MME

### Electives

Statistics  
Pre-Calculus  
Calculus I (Prerequisite: Pre-Calc)  
Calculus II  
Financial Literacy

### ALGEBRA I

1 credit  
Grade Level: 9  
Pre-Requisite: none

All students not receiving Algebra I credit in 8<sup>th</sup> grade will take Algebra I as their first math course at OHS. At the conclusion of this course, students will be placed in the appropriate course sequence based on their ability. This course will be rigorous and challenging, yet achievable by all students. Students who struggle to master the concepts in this course will be able to refine their skills by completing sequence A-B (see description above), while those who are proficient will continue on to sequence I-II (see description above). This course will bring together and extend many of the concepts taught in previous math classes and refine their skills as new concepts are introduced. The topics in this class will include the study of algebraic properties, linear functions, quadratic functions, power functions, and exponential properties. **This course should be taken prior to the ACT as its content is covered on the test**

### ALGEBRA II

1 credit  
Grade Level: 9-10  
Pre-Requisite: Algebra I and Department Placement

Those students planning to continue post high school education in math, science, and computer related fields should take this course, however, any student prepared for this course will be placed in it. Students placed in this course have demonstrated solid proficiency in Algebra I and will be able to handle the faster pace of this course. Although Algebra I content will be reviewed, it is not going to be a focus. The topics covered in this course will include quadratics review, polynomials functions, rational functions, exponential and logarithmic functions, sequence and iteration, transforming and operations on functions, conic sections, and probability reasoning. **This course should be taken prior to the ACT as its content is covered on the test**

### **ALGEBRA IIA**

1 credit

Grade Level: 10

Pre-Requisite: Algebra I and Department Placement

This course is the first portion of Algebra II. Student who have shown a low proficiency in Algebra I will be placed in this course. In addition to taking Algebra IIB (which is required), students will have received the full Algebra II curriculum. This class is a college preparatory class as it will prepare students for the mathematics background needed for college programs that do not have an emphasis in math.

This course will cover topics from Algebra I to improve the student's math skills. In addition essential Algebra II topics that impact the ACT will be covered. The topics in this class will include the review of algebraic properties, linear functions, quadratic functions, and exponential properties. In addition this course will introduce transforming and modeling with functions, polynomials functions, rational functions, exponential and logarithmic functions. **This course should be taken prior to the ACT as its content is covered on the test**

### **GEOMETRY**

1 credit

Grade Level: 9-11

Pre-Requisite: Algebra I and Department Placement

This course will be taken by students in both sequences. The pace content of this class will be quicker and rigorous, however all students should be successful. This course will be beneficial for students interested in college of technical school. . Topics in this course will include the study of figures and their properties, logic and proof, 2D and 3D calculations related to figures, congruence and similarity, transformations, and an introduction to trigonometry. **This course should be taken prior to the ACT as its content is covered on the test**

### **ALGEBRA IIB**

1 credit

Grade Level: 9-10

Pre-Requisite: Algebra IIA and should follow geometry

This course is a continuation of Algebra IIB. In this course the Algebra II curriculum will be finished. As in Algebra IIA, previous topics will be reviewed to continue to improve math skills. This course will be very useful for those students planning to attend college as it will finish covering the topics that will be seen in a College Algebra class. The topics in this class will include the review transforming and modeling with functions, polynomials functions, rational functions, exponential and logarithmic functions. In addition this course will include sequence and iteration, operations on functions, conic sections, and probability reasoning.

### **FINANCIAL LITERACY**

1 Credit

Grade Level: 11-12

Prerequisite: Have completed required non-elective classes

This elective math class is not to be taken until all required non-elective classes have been taken. Therefore it is closed to ninth and tenth grade students, unless special permission has been granted. This course will enable students to implement decision-making skills that apply to becoming a wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The main topics that will be covered in this class are income, careers, credit, debt, saving, investing, financial planning, money management, financial responsibility, decision making, risk manage and insurance.

### **STATISTICS AND PROBABILITY**

1 credit

Grade Level: 10-12

Prerequisite: Algebra II

In this course you will be expected to learn to construct and analyze numerical arguments using data to support your statements. You will use a graphing calculator to allow you to focus on the understanding and communication of statistics, and alleviate computational drudgery. Also, in order to recognize all the applications of statistics you will participate in several activities using genuine data from a wide range of sources. In this class you will be actively engaged in the material instead of passively taking notes and doing practice problems. Therefore, your success in this class will depend on your effort and participation.

### **PRE-CALCULUS**

1 credit

Grade Level: 10-12

Prerequisite: C– or higher in Algebra II

If you are serious about college, this upper level math class is for you. Pre-calculus covers many math areas including advanced algebra, trigonometry, the mathematics of physics problems, and analytic geometry concepts. When you finish the class you will be prepared to take calculus. You will be challenged mathematically in the class and have work everyday to complete.

**CALCULUS I**

1 credits

Grade Level: 11-12

Prerequisite: C- or higher in Pre-Calculus

Why cut your options short? Calculus is especially helpful if you are planning on entering a math or science field in college, but it will help everyone in our increasingly technical society. You will study elementary functions, limits, derivatives and their applications and be introduced to integration. You will be challenged mathematically in this class and have work every day to complete.

**CALCULUS II**

1 credit

Grade Level: 11-12

Prerequisite: C- or better in Calculus I

This course is a continuation of Calculus I. It is especially helpful if you are planning on entering a math or science field, but will help everyone in our increasingly technical society. You will study many different aspects of integration (methods and uses). You will also study logarithmic functions, exponential functions and inverse functions. You will be challenged mathematically in this class and have work every day to complete.

# SOCIAL STUDIES

We want all of our students to function as knowledgeable, informed U.S. citizens. In addition to this we want to instill in our students a global perspective and an appreciation of the varied cultures within our world. We want our students to understand where America has been and the events that have shaped its destiny. We want to reinforce the principles of the Constitution so they will become law abiding responsible citizens.

## SOCIAL STUDIES CURRICULAR OUTLINE

U.S. History and Geography

World History and Geography  
Government

Economics  
Electives

### U.S. HISTORY AND GEOGRAPHY

1 credit

Prerequisite: None

Many times we wonder why the U.S. seems to be the “world’s policeman.” This course will present to you the causes and effects of political, geographical and socio-economic events. You will be concentrating on late 19th and 20th century historical events in America. Your grade will be based on tests, class participation and your ability to understand and analyze information as well as present possible solutions to our nation’s problems.

### WORLD HISTORY AND GEOGRAPHY

1 credit

In this course you will examine World History from 300 B.C. until present in an integrated format with World Geography. Emphasis will be placed on the various structures of government, economics, religions and society. This course is extensive, so be prepared to process large amounts of information in a short amount of time.

### ECONOMICS

1 credit

In this class, you will learn about economic issues that affect their personal finances and also the finances of our nation and the world’s economic system. You will learn about decision making processes that businesses use, as well as how to evaluate fiscal policy as it relates to economic growth, spending, and tax policies. You will learn about supply and demand and the positives and negatives of an economic system based on voluntary exchange. In addition, you will compare various types of economic systems that exist in the world.

### GOVERNMENT

1 credit

You will be introduced to all levels of government in our democracy. Federalism, constitutional rights, the judiciary, executive and legislative branches will be examined to provide students the necessary insight to become a responsible citizen. National and state government will be compared and analyzed to determine why public policy evolves and how it impacts on the individual student. You will investigate and discuss the impact of government, the election process and citizen responsibility through inquiry; current events.

### SOCIAL ISSUES

1 credit

Grade Level: 11-12

How does what is happening in the world affect you? The focus of this class will be national and international issues that affect you, including existing and future problems. Television, radio, and printed news media will be used to present the most current topics. Using information from the course will give you the opportunity to discuss, debate, read and write about issues from a base rather than a bias.

### PSYCHOLOGY

1 credit

Grade level: 11-12

Prerequisite: none

Are you interested in how the mind works? Do you sometimes wonder why people behave the way they do? Psychology is the study of the mind and behaviors. In this class, you will learn how the mind operates and why people behave in specific ways. You will learn general functions of the mind, abnormal behaviors, development of the mind beginning at birth, various personality types, and how and why you experience emotions.

# SCIENCE

Science courses will inform you about the everyday world that surrounds you. With the knowledge gained in the field of science you will be able to more fully understand natural and physical phenomena—why and how things work. You will gain skills in problem solving to enable you to solve future problems and predict the effects of changes in the natural and physical world, especially those skills linked to the ever growing need for scientists.

## **CHEMICAL AND BIOLOGICAL (CHEM/BIO) SCIENCE**

1 credit

In this course you will explore genetics, evolution, cellular processes, living systems and the relationships between organisms and the environment around them. Students will understand how chemistry affects living organisms. This course includes most of the biology essential curriculum and about one-half of the chemistry essential curriculums, will prepare the students for the MME and to meet the state and school graduation requirements.

## **PHYSICAL SCIENCE**

1 credit

Physical science is an introductory physics and chemistry course required for all students. You will be involved in real life applications and understand the physical world and its relationship to you. You will complete hands-on group activities and individual assignments. Problem solving using the scientific method will be utilized in the following areas: technology, measurement, laws of motion, energy, heat machines, atomic structure, periodic table, and chemical interaction. This is an MME preparation course.

## **BIOLOGY**

1 credit

Prerequisite: Chem/Bio Science

In Biology, you will gain an understanding of the complexity of life, the interactions amongst living things, and the limits of science through scientific inquiry, reflection, and social implication. This hands-on course includes the State of Michigan biology “core” course content expectations. Topics of study include cell differentiation, proteins, homeostasis, energy transfer, internal/external cell regulation, human impact, environmental factors, protein synthesis, genetic variation, recombinant DNA, molecular evidence for the theory of evolution, and natural selection. You will participate in numerous laboratory activities, create models and complete projects. This curriculum is required by the State of Michigan for graduation.

## **CHEMISTRY**

1 credit

Prerequisite: Chem/Bio Science and Physical Science

In Chemistry, you will discover the nature of substances in your environment and understand the changes that occur when these substances react. The emphasis is not on what happens, but on why or how it happens. A major component is laboratory work where you use data to understand the fundamentals of Chemistry. This class is designed to prepare students for an introductory college chemistry course. Chemistry or Physics is required by the State of Michigan for graduation.

## **PHYSICS**

1 credit

Prerequisite: Physical Science, Algebra II or Algebra IIA

May be taken as math credit senior year but cannot be counted as a science & math credit

Physics is an active hands-on problem solving class. You will understand the dynamic world we live in and apply these dynamics mathematically through self-directed and teacher instruction. Areas of study include motion, gravity, energy, sound, and light. Emphasis is placed on student activity, demonstrations, and projects as well as use of common everyday examples. This class is designed to prepare students for a college level introductory physics course. Chemistry or Physics is required by the State of Michigan for graduation.

### **ANATOMY AND PHYSIOLOGY**

1 credit

Prerequisite: Biology

Anatomy and Physiology is an advanced class for those of you who have a genuine interest in biology, science or health related careers. You will learn about the skeletal, muscular, excretory, endocrine, respiratory, reproductive, cardiovascular, nervous, and sensory systems of the human body and how their proper functioning is necessary to promote overall health. You will participate in laboratory activities, projects, dissections, note taking, readings and watching graphic videos. This course is for self-directed learners and will prepare you well for further study in college.

### **BOTANY**

1 credit

Prerequisite: Chem/Bio Science

This science class will emphasize the use of the scientific method to identify plant parts and study nutrition, environmental factors, hydroponics, germination and reproduction in plants. Students will report the findings to the class.

### **LARGE ANIMAL VETERINARY SCIENCE**

1 credit

Do you want to learn about the basics of large animal veterinary science as it relates to farm animals such as cattle, sheep, goats, horses and chickens? We will explore the basics of veterinary science including: dissection of the body systems of animals, disease prevention and control, how to restrain and take vital signs of animals, determine animal nutritional needs and explore the veterinary career. Part of this class will involve working with live animals. This exploratory class will provide you with basic animal health care skills while allowing you to know if this is a good career choice for you.

# PHYSICAL EDUCATION

One semester of Physical Education/Health is required for graduation. Some of you may ask why? The greatest reason is YOUR HEALTH. A high percentage of youth in the United States cannot achieve a basic level of fitness. Physical exercise helps reduce many health risk factors. High blood pressure, stress, high body fat, high cholesterol levels, low flexibility and low upper body strength are some of the risk factors apparent in young adults. Physical Education class helps you set a pattern of physical activity for the rest of your life.

## **PHYSICAL EDUCATION** .5 credit

This class is designed for you to participate in a wide variety of activities. These activities will stress the importance of endurance, strength and flexibility through team and individual sports, and fitness workouts. Lecture time will cover topics regarding your physical fitness and health. Activities include: Soccer, football, basketball, Capture the Flag, floor hockey, softball, volleyball, walking, badminton, table tennis, and fitness.

## **HEALTH** .5 credit

The Health component is designed to help you understand three main areas of health. You will study nutrition to better understand the importance of exercise and a proper diet. You will study alcohol, tobacco, and other drugs and the effects they have on your body. In the sex education unit, you will learn about the physical and emotional impact that sex has on your body. The curriculum is an abstinence-based curriculum that shows you how and why to abstain from sex. We will look at the different methods of birth control. Emphasis will be on failure rates, risk of disease, potential side effects, and sexually transmitted diseases as well.

## **ADVANCED PHYSICAL EDUCATION** 1 credit Grade Level: 10-12 Prerequisite: Physical Education/Health

This is a course developed to enhance your personal coordination, strength, endurance and flexibility through the use of aerobic movement and weight training. Two to three days per week are spent in the weight room on a weight-training program. The remainder of the week will be spent in games involving your cardiovascular system.

## **FITNESS WORKSHOP**

1 credit  
Grade Level: 10-12  
Prerequisite: Physical Education/Health

This class is designed for those who want to work on their personal fitness. Fitness programs will be designed to work on areas of fitness deficiencies. Activities used to work on these deficiencies are: weight training, isometrics, calisthenics, circuit training and cardiovascular games.

## FINE ARTS

Appreciating art, music, and drama is important to becoming a well-rounded student in today's world. Participating in the arts allows you time to explore your creativity. Many colleges encourage you to take courses in the fine arts area both in high school and in post secondary education.

### **VARSITY CHORUS**

1 credit

Do you believe music can be fun? Do you want to perform and experience music but do not play an instrument? Do you eventually want to be a serious vocal musician, but need to improve your skills and experiences first? Then Varsity Chorus is for you. Students will be part of a large choir that will perform a variety of musical styles including pop, Broadway and musical selections, high-energy spirituals and holiday music, as well as be introduced to some more traditional choral styles. You will vocalize daily, sight-read exercises to improve musical skills and be exposed to basic music theory. You will develop an awareness of the physical mechanics of singing and know the proper manner to produce good choral tone. Group cooperation and proper concert etiquette will also be achieved. This group will prepare four major concerts, both independently and in cooperation with other choirs.

### **FORTISSIMO CHOIR**

1 credit

Prerequisite: One year in Varsity Chorus or instructor approval; Audition required

Are you ready for an exciting choral music experience that will be both demanding and fun? Membership in this group is for the serious musician and requires a great deal of individual skill and discipline. Students will perform at several concerts, non-competitive and competitive festivals throughout the year. This small ensemble of 20-25 members will perform four or six part music in a variety of music genres and languages. Singers will vocalize daily, sight read to improve musical skills and continue their study of music theory. Teamwork is a must for this hard working, fast paced ensemble that will perform often in the mid-Michigan area. This course will refine existing skills and promote new growth as well as promote mind development and discipline through music. You are urged to audition early, as enrollment is limited. All selected singers are required to participate both semesters in this full year course and good attendance is a must.

### **HIGH SCHOOL BAND**

1 credit

Prerequisite: Prior band experience or instructor approval

In High School Band you will have the opportunity to develop and refine technical proficiency and improve your performance skills as you enjoy your creative musical experience. The development of musical concepts, tone production, ear training, and musical performance are key elements for this class. You will develop personal and group goals, as well as leadership skills. You will participate in marching and concert bands and have the opportunity to perform in solo and ensemble festivals and pep band. As a requirement for being a member of the marching band, you must attend marching band camp, Friday home football games, Monday night rehearsals, and any Saturday marching competitions or festivals. In concert band, you will perform in several concerts and festivals.

### **JAZZ BAND**

1 credit

Prerequisite: Audition

In this class, you will learn how to read and perform jazz music, as well as learn about the history and development of Jazz music. You must participate in the High School Band to be eligible, unless special permission is received from the High School Principal and Band Director. The instrumentation of the Jazz Band will include alto and tenor saxophones, trumpet or cornets, trombones, bass trombone, bass, piano, jazz guitar, and trap set. Students do not need prior jazz experience to participate. The Jazz Band will perform at several concerts and festivals throughout the year.

### **ART & DESIGN**

1 credit

In Art & Design you will explore the basic elements of art and the principles of design. Pencils, charcoal, pen & ink, colored pencils and tempera paint will be some of the mediums used to create works of art emphasizing line, shape, color, and texture. Three-dimensional methods such as clay, wire, and papier-mâché will also be investigated. You will maintain a working portfolio and a sketchbook to develop your individual ability.

**PRACTICAL DESIGN**

1 credit

Practical Design is a craft class for students who like working with their hands to produce objects that are not only visually attractive, but also useful. Craft projects such as basket weaving, ceramics, mosaic, and stained glass will be straight forward as far as concept, and will provide the understanding for the use of some common materials and techniques.

**TWO DIMENSIONAL DESIGN**

1 credit

The focus of this course is on the creation of two-dimensional artwork. Using a media, you will explore and master techniques for drawing, painting, and printmaking. Through direct observation, imagination, and reference to old masters traditional subject matter and formal composition principles will be taught and occasionally challenged. You will maintain a working portfolio and sketchbook to develop your personal ability.

**CERAMICS**

1 credit

This class involves the design and creation of ceramic forms. You will learn to shape clay by hand, throw on the potter's wheel and apply glaze. Assignments will include the formation of functional vessels as well as the creation of sculpture forms. Decorating techniques may vary according to functional and/or aesthetic appeal of each form. Class participation, completion of assignments, demonstration of understanding techniques presented, demonstration of understanding concepts, and depth of exploration are the grading criteria.

**SCULPTURE**

1 credit

The focus of this course is on the creation of three-dimensional works of art. Each sculpture you create will incorporate key elements of form such as linear, mass, natural made, human made, organic, geometric, hard form, soft form, open form, closed form, positive space, and negative space. You will apply the elements and principles of design in creative and unique ways to solve or resolve visual problems. Describing, analyzing, interpreting and judging final pieces will be a key part of the oral or written critiques.

# FOREIGN LANGUAGE

Speaking and writing another language can be an important part of understanding other cultures. You can take Spanish I at the beginning and more advanced levels to learn to express yourself in a foreign language. Many colleges require at least one year and more often two years of a foreign language.

## **SPANISH I**

1 credit

In your first semester of Spanish you will learn to express yourself and communicate in a different language. The main purpose of the course is to make you familiar enough with Spanish to converse with classmates and your teacher. You will have an opportunity to learn about the cultures of countries in which Spanish is the primary language.

## **SPANISH II**

1 credit

Prerequisite: Spanish I

You will continue your studies in Spanish and learn to apply your language skills in school, at home, at work, and when traveling. Practice in conversation and writing will help you become more fluent in the language.

## **SPANISH III**

1 credit

Prerequisite: Spanish II

Students will continue to develop their skills in the four basic areas: reading, writing, listening and speaking. This year the emphasis will be on speaking Spanish. The majority of activities are designed to lead to interaction and communication among students.

## **SPANISH IV**

1 credit

Prerequisite: Spanish III

Students will continue to utilize the skills of reading, writing, listening and speaking at an accelerated pace. This year's emphasis will be to continue to learn more grammatical tenses. This class will also prepare students to test into higher class levels at the college level.

# TECHNOLOGY

All students are required to take Basic Computers. Any student who failed Basic Computer or is new to the system must take Internet and Computing Core (IC<sup>3</sup>).

## INTERNET AND COMPUTING CORE

1 credit

The Internet and Computing Core Certification (IC<sup>3</sup>) is comprised of three individual examinations: Computing Fundamentals, Key Applications, and Living Online. The Computing Fundamentals examination covers a foundational understanding of computer hardware, software, operating systems, peripherals, and troubleshooting to help you get the most value and impact from computer technology. The test is created through certiport.com and is an internationally recognized test. This class will prepare students obtain the IC<sup>3</sup> certification.

## DIGITAL DESIGN

1 credit

**Digital Design: Foundations of Web Design** is a project-based class that teaches digital communication skills in the context of web design and development process, using Adobe web tools. Digital Design will develop four key skill areas: Project management and collaboration, design, research and communication, and professional web-authoring tools.

**Digital Design** addresses each of these areas, using a project-based approach. Each project has phases that follow a design and development process, from project planning and analysis to evaluation and distribution. Students gain experience through real-world projects that help them better understand the roles and processes across a broad range of careers involving digital design. To simulate a professional work environment, students gradually migrate their design work from an individual process to a group process, focused on personal and client work.

## VISUAL DESIGN

1 credit

**Visual Design: Foundations of Design and Print Production** is a project-based class that develops career and communication skills in print production and graphic design, using Adobe tools. From planning to evaluation, each project develops knowledge in photography, graphic design, and print production through emphasis on four skill areas: design, communication, project management, and image and print technology.

**Visual Design** addresses each of these areas, using a project-based approach. Each project has phases that follow a design and development process, from project planning and analysis to evaluation and distribution. Students gain experience through real-world projects that help them better understand the roles and processes across a broad range of careers involving visual design. To simulate a professional work environment, students gradually migrate their design work from an individual process to a group process, focused on personal and client work.

## ADDITIONAL ELECTIVES

### **AGRICULTURAL BUSINESS AND MARKETING MANAGEMENT**

1 credit

Grade Level: 10-12

Prerequisite: Teacher approval

May be taken as math credit senior year

Would you like to run your own business someday? Would you like to better understand how businesses and the commodity markets are set up? In this class you will complete projects related to selling a product, setting up a mock business, and complete a simulation in which you “invest” in the commodity markets. You will also learn how credit works, the steps to getting a loan, investment strategies, record keeping skills, different business styles, and other employability skills.

### **LEADERSHIP FOR TODAY AND TOMORROW**

1 credit

Would you like to improve your ability to lead a group? In this class you will learn how to efficiently run meetings, plan activities, organize and direct people, deliver effective presentations, and assess your leadership style. Service learning is an important component including a class project and individual projects. The class will be conducted using a business-like style. You will be required to read and reflect on your own leadership style.

### **PUBLICATIONS**

1 credit

Grade Level: 11 & 12

Prerequisite: Teacher approval

This class will introduce you to the fundamentals of journalism as they apply to newspaper and yearbook production. You will learn about the ethical and legal responsibilities of a journalist, in addition to staff organization, reporting, writing, advertising, production, design, and photojournalism. As a student journalist, you will also receive specialized computer training for the newspaper and yearbook.

### **ACADEMIC INTERVENTION (MATH/SCIENCE OR ELA)**

1 credit

Grade Level: 9-10

Prerequisite: Teacher/counselor recommendation

This class is designed to provide you with the academic support necessary to be successful in core academic classes. You will be supported with the necessary prerequisite and current knowledge and skills needed to help you fulfill graduation requirements.

### **MME/ACT PREPARATION**

1 credit

Grade Level: 11

Prerequisite: Mandatory for all 11th grade students

This class is designed to provide the necessary overview of the content of the Michigan Merit Exam (MME) and the strategies necessary to perform well on a standardized assessment. Additionally, it will offer each student with the opportunity to review essential elements from math, English Language Arts, social studies and science in preparation for this assessment. It will focus on the ACT, ACT Writing and the Michigan component of the MME. This is a required class for all 11th grade students to prepare them for this state assessment. It will be scheduled for the 1st semester in each school year for all students taking the MME.

### **ELEMENTARY CADET TEACHING**

1 credit

Grade Level: 11-12

Prerequisite: Administrator/counselor recommendation

Juniors and Seniors interested in a career in elementary education have the opportunity to work with elementary teachers and students at Fern Persons Elementary. This elective course provides an opportunity to observe, mentor and participate in classroom instruction in a preschool through third grade classroom under the direct supervision of a certified elementary classroom teacher.

Through the cadet teaching experience the students will increase their knowledge of child development and understand the varied and unique styles of teaching and learning. Cadet teachers will observe the classroom teacher in instructional episodes, take observational notes and have dialogue with the teacher about student learning and behaviors. As the cadet gains knowledge and understanding of classroom management and instructional practices, he/she will be allowed to tutor and mentor individual students in math, writing and reading lessons. The cadet may also facilitate small groups of students in learning activities. At no time will the cadet teacher assume the full responsibility of a classroom.

# CAREER PREPARATION SYSTEM

Personal aptitudes and interests are important factors as students begin to identify career opportunities. The Career Pathways at Olivet High School give flexible identity and structure to the student career preparation of our students. Career Pathways are included at each grade level, as a means of preparing students for their futures.

Establishing an Educational Development Plan (EDP) is achieved through the Career Pathways process. The Educational Development Plan is for each learner to develop, document, and periodically update a unique plan of career and educational preparation goals. The EDP provides guidance in taking effective steps to enter or to advance in a career pathway of choice.

The primary emphasis of the EDP is to develop a student's statement of career goals and a plan of action for reaching them. Through the EDP process, each student becomes more aware of the connection between a career goal and the requirements for attaining that goal. The EDP provides opportunities for a student to learn about himself or herself, to understand career pathway options, and to explore postsecondary education and training. The EDP engages each student to think about the credits he or she needs to take in middle school and high school, and how those credits coordinate with his or her career pathway so that an understanding of the relevance between high school and preparation for entering college or the workforce is enhanced. Each student should be aware of the basic requirements for college and employment, disability supports (if receiving special education services), and traditional or alternative pathways for meeting the MMC (e.g., community college, trade schools, technical college, apprenticeship program, Career and Technical Education, or an interdisciplinary course sequence).

To be effective, EDPs are dependent upon a larger career development and planning process. In schools, this process includes participation in pathways, career awareness, career exploration, career assessment, and a comprehensive guidance and counseling program. Connecting the EDP to a variety of other career development activities is critical to its meaning and success for students. EDPs do not stand by themselves. They are representative of an individual's decisions and plans at various intervals in their educational experience. The EDP documents a student's accomplishments at any given time in an overall career development and planning process.

Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. The desired outcomes of Career Preparation are student achievement and ultimate success in a career(s) of choice. Career Pathways provide a useful framework to aid both students and educators in making those connections to the working world. Six Career Pathways have been identified to cover all career opportunities regardless of educational requirements.

## **Arts and Communications**

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

## **Business, Management, Marketing, and Technology**

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

## **Engineering/Manufacturing and Industrial Technology**

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

## **Health Sciences**

Careers related to the promotion of health as well as the treatment of injuries, condition and disease.

## **Human Services**

Includes careers in childcare, civil service, education, hospitality and the social services.

## **Natural Resources and Agriscience**

Careers related to natural resources, agriculture and the environment.