



**Waverly Community Schools**

**Organizational Meeting**

**Monday, January 13, 2020 6:30 PM**

# Agenda of Organizational Meeting

## The Board of Education Waverly Community Schools

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A Organizational Meeting of the Board of Education of Waverly Community Schools will be held January 13, 2020, beginning at 6:30 PM in the Board Room, 515 Snow Road, Lansing, MI.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order & Pledge to the Flag
- II. Special Presentation
  - A. School Board Recognition
- III. Correspondence
- IV. Public Comment - Agenda Items Only
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Meeting Agenda
- VIII. \*\*\*Approval of Minutes 4
- IX. Organizational Meeting Activities
  - A. For Action: Report # 19-37, Election of Officers 8
  - B. For Action: Report #19-38, Board Member Appointments 10
- X. Presentation of Reports
  - A. Personnel & Policy
    - 1. \*\*\*Recommendation to approve Report #19-39, Personnel Recommendations 12
  - B. Finance & Facilities
    - 1. \*\*\*Recommendation to approve Report #19-40, Finance Report 13
  - C. Teaching & Learning
    - 1. For Discussion - WHS Program of Studies for 2020-2021 - First Reading 21
- XI. Superintendent's Report
- XII. Public Comment - Open Comment for District related items
- XIII. Other Board Business
  - A. Headlee Restoration vote

XIV. Adjournment

XV. \*\*\*Denotes Consent Agenda

# Minutes of Regular Meeting

## The Board of Trustees Waverly Community Schools

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### ***Opening of Meeting***

The Regular meeting of the Waverly Community Schools Board of Education was held Monday, December 16, 2019, in the Board Room of the Waverly Administrative Center, 515 Snow Rd., Lansing, MI. The meeting was called to order at 6:30 PM by Board President, Mary Ann Martin and the pledge to the flag was led by: Jon Harpst

Members Present:     Mrs. Mary Ann Martin, President  
                               Mrs. Amy Krause, Secretary  
                               Mrs. Melissa Sherry, Vice Secretary-Treasurer  
                               Mrs. Alicia Guevara Warren, Trustee  
                               Mr. Chris Beasley, Trustee  
                               Mrs. Holly Nester, Vice President  
                               Mrs. Rhonda Sosnowski, Treasurer

Members Absent:

Staff Present:         Mrs. Kelly Blake, Superintendent  
                               Mr. Evan Nuffer, Director of Finance  
                               Mrs. Tiffany Wright, Director of Spec. Education  
                               Mrs. Susan Friend, Director of Human Resources  
                               Dr. Lara Slee, Director of Teaching & Learning  
                               Mrs. Patty Roost, Secretary  
                               Mr. Mike Moreno, Principal WMS  
                               Mr. Tim Lyman (AKA Spongebob, tonight) Principal, Winans  
                               Ms. Molly Francis, Principal Elmwood  
                               Ms. Shawn Talifarro, Principal Colt ECEC  
                               Mr. Jon Harpst, Director of Technology  
                               Mr. Todd Simon  
                               Mrs. Teri Such

### ***Correspondence:***

Member Krause reported that there was none.

### ***Public Comment:***

None

### ***Board Member Comment:***

Member Krause – No Comment

Member Nester – Attended a meeting at the HS about work force development – There were female line workers there. This is something they are planning to do every year.

Member Sosnowski – No Comment

Member Sherry – Waverly Band was soooo good at Silver Bells. Angela Witwer was meeting with a group of Robotics students today. And Gov. Whitmer met with some of our Robotics kids last Wednesday.

Member Guevara Warren – No Comment

Member Beasley – The play “Flowers for Algernon was very good, very serious and emotional.

Member Martin – Robotics – I am so impressed with the leadership group of adults making this happen. The Robotics groups all work on different things and all share. These are lifelong skills.

Member Martin enjoyed going to the Rotary luncheon at the HS. It was nice to hear our neighborhood Rotary and I encourage others to go to meetings to. Superintendent Blake told the BOE that there are several dates open if they would like to attend. We can only send one person to each meeting, however.

### ***Adoption of Agenda***

A motion was presented by Member Nester and supported by Member Sherry.

Motion: The Board of Education approve the agenda as written.

Motion passed. VOTE: AYES – 7; NAYS – 0

### ***\*\*\*Approval of Minutes***

The minutes of the regular meeting of Nov. 18, 2019 were approved with one addition: Member Sosnowski asked that the WHS students on the ASL trip have a signed waiver.

### ***\*\*\*Personnel Report #19-32 – For Action***

The Board of Education approved the Personnel Report as written

### **Employment of:**

Non-Certified: Cheryl Moorhead – Food Service – Elmwood  
Linda Webster – Food Service – Colt ECEC

### **Resignation of:**

Certified: Jodie Boehlke – H.S. Teacher

### **Transfer of:**

Certified: Rosaline Kuiper – From MS Spec. Ed. Teacher to HS WAVE teacher  
Randy Cusack – From HS WAVE teacher to HS Spec. Ed. Teacher

***Policy Second Reading – Report #19-33***

The Board of Education approved the Policy at Second Reading

Motion was made by Member Guevara Warren and supported by Member Krause.

Motion: to approve Policy at Second Reading.

Discussion: Policy #2265 – Child Care Center Staff & Volunteers – Question was asked if anyone under 18 is employed that would also need a background check. Answer was – Not at this time, but if there was in the future, any one of any age would be subject to a back ground check.

Motion passed. Vote Ayes - 7; Nays – 0

***\*\*\*Finance Report #19-34 – For Action***

The Board of Education approved the Finance Report as written.

***Purchase of Freezer and Cooler Combination Units – Report #19-35***

A motion was made by Member Sherry and Supported by Member Sosnowski.

Motion: to approve the purchase freezer and cooler combination units.

Discussion: Will there be outdoor cameras positioned to help monitor these areas? Yes

Motion passed. Vote Ayes – 7; Nays – 0

***Technology Equipment Purchase – Report #19-36***

A motion was made by Member Sherry and supported by Member Nester.

Motion: to approve the upgrade of the wireless system at Admin and the Service Bldg.

Discussion: This is to upgrade the wireless system here at Admin. and the service bldg. Installation & programming are included.

Motion passed: Ayes: 7; Nays: 0

***Superintendent's Report:***

- Thank you to Principal Talifarro because on Dec. 12<sup>th</sup> she hosted the Superintendent's, Curriculum Directors, Principals, as well as Instructional Coaches from our whole ISD area, for the whole day at her building and we did something called Instructional Rounds. It was a great day of learning. The Reading Now Network.
- WHS hosted the Delta Waverly Rotary – the Unified Team walked the Rotarians to their seats. Reflections performed and the Interact Club spoke about what they had been doing to support their H.S. community.
- Robotics Ribbon Cutting – If you haven't been to visit the lab, you should, it is amazing. The kids are so excited about it. Member Beasley had 3 tours by 3 different kids. The work that they are doing is so great to see because the kids are really getting a lot out of it. They are also able to take what they are learning and apply it to the future.

- Shawn and Kelly had the opportunity last week to go to some Equity training in Indianapolis, IN at Indiana U and Purdue. A team including Mike and Lara and 5 other people have been attending Equity Trainings. Our goal is to provide opportunities to all of our students. And to look at our achievement gaps to see to see why they are there. We need to look at what systems and structures we have in place to overcome those achievement gaps. Lara Slee mentioned that it is a serious commitment to consider serious changes. We will be doing some things differently to set out kids/adults up for success. We will keep the Board updated on the process because I don't think we can do this without the Board's support and understanding.
- Tower Pinkster and Barton Malow have finished our Facilities assessment, Evan and Kelly met with them today for a couple of hours. They would like to present to the Board of Education at the January 30<sup>th</sup> P.D. Meeting. Kelly will email the Board members tomorrow to see what time of day works best for everyone.
- Superintendent Blake reminded everyone about all of the Concerts and programs, etc... that were happening in December.

**Public Comment** - None

**Other Board Business** – Board President Martin talked about some information she heard at the ISOA Mtg., including a balanced calendar and or working toward it by cutting away a week at the end of school year and coming back sooner.

Motion was made by Member Sherry and supported by Member Sosnowski to go into closed session to for personnel. Roll call vote was taken.

Vote: Aays: 7; Nays: 0

.  
Open meeting was adjournment at: 7:18 PM  
Closed session started at 7:23 PM  
Closed session adjourned at 8:18 PM

\*\*\*Denotes Consent Agenda

Respectfully submitted,



Amy Krause, Secretary

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**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
SPECIAL MEETING  
January 28, 2019**

**Report #18-38**

**Subject: Election of Officers**

Policy 0152 – Bylaws of the Board – states:

“The Board shall elect a President and Vice President as well as a Secretary, Treasurer, and Vice Secretary/Treasurer.

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify.”

Designated offices and duties of each office are included in the Bylaws of the Board as listed below:

- Bylaw 0171.1 – President
- Bylaw 0171.2 – Vice President
- Bylaw 0171.3 – Secretary
- Bylaw 0171.4 – Treasurer
- Bylaw 0171.5 – Vice Secretary/Treasurer



## Election of Officers Process

- Nomination for office
- Acceptance of nomination
- If more than one person nominated, then a vote by paper ballot
- All five (5) offices are voted upon and become a slate of candidates
- Motion to accept the slate/support
- Vote on the motion
- If motion passes, then officers are elected
- If motion fails, then the process begins again

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
SPECIAL MEETING  
January 28, 2019**

**Report #18-39**

**FOR ACTION**

**Subject: Board Member Appointments**

The Superintendent recommends the Board of Education authorize the Board President to appoint Board members to the following:

Advisory Committees: Personnel & Policy, Finance & Facilities, Teaching &  
Learning, Sinking Fund, Marketing & Communications  
MASB delegate/alternate  
MASB LRN representative/alternate  
ISOA representative/alternate  
Township Liaison: Delta/Lansing  
Windsor/Watertown  
Parliamentarian

**Statement of Purpose/Issue:**

By changing the annual election to November, the Board will elect new officers and make appointments at the first meeting held in January of each year.

## *Pledge*

In support of the Waverly Community Schools' Board of Education Goals and with the deepest sense of responsibility and conviction we, the members of the Waverly Community Schools Board of Education, pledge the following:

- To understand our authority exists only when acting collectively with fellow board members.
- That our authority is derived from and obliged to serve the interests of our entire community.
- To exemplify ethical behavior and conduct that is above reproach.
- To engage in an ongoing process of board development and education and continuous improvement.
- To be prepared to participate in open, honest, and civil deliberation with and among my colleagues.
- To vote my conscience for the good of the school district and the community, and to support the decisions and policies we make.
- To honor the division of responsibility between the board, the superintendent and staff.
- To contribute in creating a spirit of true cooperation and mutually supportive relationships within our community.

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
January 13, 2020  
Report #19-39**

**Subject:        Personnel Report\*\*\***

**A.        Employment – Non-Certified**

| <u>Name</u>    | <u>Position</u>                       | <u>Salary</u> | <u>Effective</u> |
|----------------|---------------------------------------|---------------|------------------|
| Melissa Thomas | Food Service Lunch Aide Middle School | \$12.02/hour  | 01/07/2020       |

**B.        Resignation – Non-Certified**

| <u>Name</u>     | <u>From Position</u>                   | <u>Reason</u> | <u>Effective</u> |
|-----------------|----------------------------------------|---------------|------------------|
| Salome Preston  | Athletic Secretary/Community Relations | Personal      | 12/27/2019       |
| Alicea Anderson | SE Paraprofessional East               | Personal      | 12/18/2019       |

**C.        Transfer – Non-Certified**

| <u>Name</u>   | <u>From Position</u>               | <u>To Position</u>                      | <u>Effective</u> |
|---------------|------------------------------------|-----------------------------------------|------------------|
| Zach Gleason  | MS 2 <sup>nd</sup> Shift Custodian | MS 1 <sup>st</sup> Shift Head Custodian | 12/13/2019       |
| Katrina Hines | Head Secretary Colt                | Registrar Admin Building                | 01/02/2020       |

**D.        Termination – Non-Certified**

| <u>Name</u>     | <u>From Position</u>            | <u>Effective</u> |
|-----------------|---------------------------------|------------------|
| Jeannette Payne | Food Service Helper Winans      | 12/13/2019       |
| LaRae Griggs    | Food Service Worker High School | 12/19/2019       |
| Ashley Lopez    | Food Service Worker East        | 12/20/2019       |

**E.        Retirement – Administration**

| <u>Name</u>  | <u>From Position</u>        | <u>Reason</u> | <u>Effective</u> |
|--------------|-----------------------------|---------------|------------------|
| Susan Friend | Director of Human Resources | Personal      | 06/30/2020       |

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
JANUARY 13, 2020**

**Report #19-40**

**FOR ACTION\*\*\***

**Subject:**

Finance Report

**Recommendation:**

It is recommended the following be approved:

**Financial Report:**

The cash balance as of November 30, 2019 was \$3,078,107.99. Receipts during December, consisting of State Aid, property taxes, and other revenues in the amount of \$3,681,914.08 minus disbursements during December of \$3,029,994.96, left the district with a General Fund cash balance, as of December 31, 2019, of \$3,029,994.96, including \$1,500,000.00 from the issuance of a State Aid Note.

2019-20 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$3,166,019. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2019-20 Student Activity Fund expenditures exceed revenues by \$10,581. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2019-20 Sinking Fund expenditures exceed revenues by \$394,357. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2019-20 Public Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$86,062. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

The balance of the 2019 Building and Site, Series III Bonds remaining to be allocated, including \$54,283 of accrued interest and proceeds from the sale of surplus equipment, is \$698,611. A summary of life to date activity is included in the supporting documentation

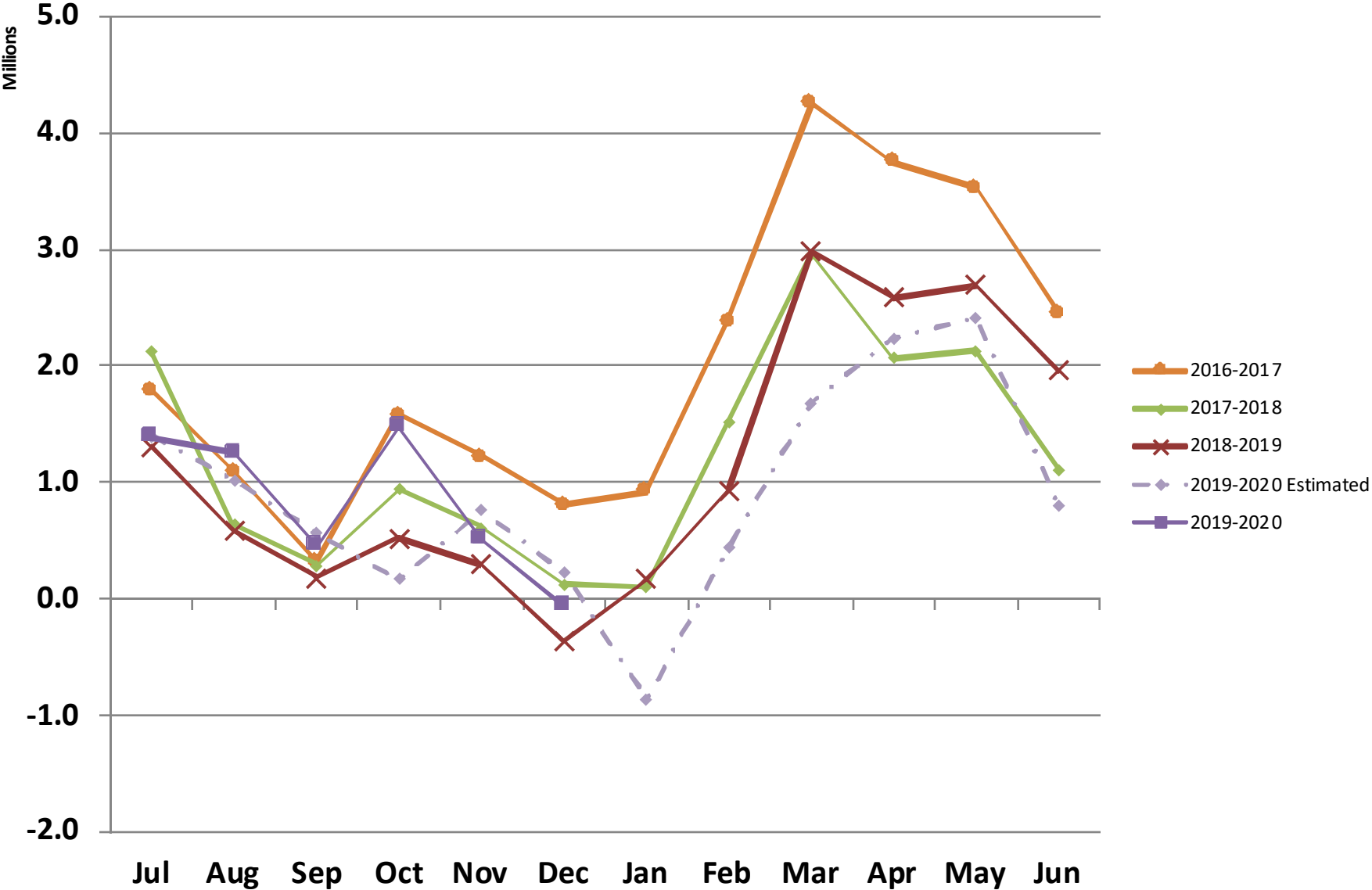
# Waverly Community Schools

## Finance Committee - Cash Position Report

For the Month Ended December 31, 2019

|                                              |                            |
|----------------------------------------------|----------------------------|
| Balance on Hand November 30, 2019            | 3,078,107.99               |
| Revenues                                     |                            |
| State Aid                                    | 1,936,399.61               |
| Taxes                                        | 1,215,402.45               |
| Other Revenue                                | 220,059.87                 |
| Interfund Transfers In                       | 309,341.67                 |
| State Aid Note Proceeds                      | -                          |
|                                              | <u>3,681,203.60</u>        |
| Disbursements                                |                            |
| Payroll and Related Liabilities              | (2,759,138.88)             |
| Other Expenditures                           | (270,856.08)               |
| State Aid Repayment                          | -                          |
|                                              | <u>(3,029,994.96)</u>      |
| Prior Month Adjustments During December 2019 | 710.48                     |
| Balance on Hand December 31, 2019            | <u><u>3,730,027.11</u></u> |
| <br>                                         |                            |
| PNC Bank - General                           | 2,606,778.32               |
| MILAF                                        | 7,786.05                   |
| PNC Bank - Payroll                           | 1,115,462.74               |
| Comerica - Checking                          | -                          |
|                                              | <u><u>3,730,027.11</u></u> |
| <br>                                         |                            |
| Difference                                   | 0.00                       |

# Waverly Community Schools Cash Flow Analysis (Monthly Lows)



**Waverly Community Schools**  
**General Fund - Budgetary Comparison Schedule**  
**For the Month Ended December 31, 2019**

|                                            | Original Budget   | Actual            | Over (Under)<br>Budget | %<br>Available |
|--------------------------------------------|-------------------|-------------------|------------------------|----------------|
| Revenue                                    |                   |                   |                        |                |
| Local sources                              | 9,587,085         | 4,899,563         | (4,687,522)            | 48.9%          |
| State sources                              | 23,059,260        | 6,357,513         | (16,701,748)           | 72.4%          |
| Federal sources                            | 749,258           | 11,521            | (737,737)              | 98.5%          |
| Intergovernmental                          | 2,866,968         | 510,688           | (2,356,280)            | 82.2%          |
| Transfers In                               | 90,000            | -                 | (90,000)               | 100.0%         |
| <b>Total revenue</b>                       | <b>36,352,571</b> | <b>11,779,283</b> | <b>(24,573,288)</b>    | <b>67.6%</b>   |
| Expenditures                               |                   |                   |                        |                |
| Current:                                   |                   |                   |                        |                |
| Instruction:                               |                   |                   |                        |                |
| Basic program                              | 15,974,610        | 5,743,959         | (10,230,651)           | 64.0%          |
| Added needs                                | 5,110,326         | 2,071,136         | (3,039,190)            | 59.5%          |
| <b>Total instruction</b>                   | <b>21,084,936</b> | <b>7,815,094</b>  | <b>(13,269,841)</b>    | <b>62.9%</b>   |
| Support Services:                          |                   |                   |                        |                |
| Pupil                                      | 3,189,913         | 1,155,773         | (2,034,140)            | 63.8%          |
| Instructional staff                        | 1,548,112         | 674,793           | (873,319)              | 56.4%          |
| General administration                     | 485,408           | 241,978           | (243,430)              | 50.1%          |
| School administration                      | 2,416,439         | 1,191,078         | (1,225,361)            | 50.7%          |
| Business                                   | 561,122           | 234,752           | (326,370)              | 58.2%          |
| Operations and maintenance                 | 3,708,160         | 1,645,508         | (2,062,652)            | 55.6%          |
| Pupil transportation services              | 1,067,043         | 473,450           | (593,593)              | 55.6%          |
| Central                                    | 562,355           | 332,756           | (229,599)              | 40.8%          |
| Other                                      | 82,194            | 21,492            | (60,702)               | 73.9%          |
| <b>Total support services</b>              | <b>13,620,746</b> | <b>5,971,580</b>  | <b>(7,649,166)</b>     | <b>56.2%</b>   |
| Athletics                                  | 627,679           | 291,681           | (335,998)              | 53.5%          |
| Community services                         | 42,637            | 19,483            | (23,154)               | 54.3%          |
| Non Publics                                | 19,400            | -                 | (19,400)               | 100.0%         |
| Facility Acquisition                       | -                 | -                 | -                      | 0.0%           |
| Debt service:                              |                   |                   |                        |                |
| Principal                                  | 135,000           | 65,000            | (70,000)               | 51.9%          |
| Interest                                   | 9,050             | 4,850             | (4,200)                | 46.4%          |
| Capital outlay                             | 275,219           | 216,146           | (59,073)               | 21.5%          |
| Payments to other public schools           | 1,336,854         | 561,468           | (775,386)              | 58.0%          |
| <b>Total expenditures</b>                  | <b>37,151,521</b> | <b>14,945,303</b> | <b>(22,206,218)</b>    | <b>59.8%</b>   |
| Excess of Revenue (Under)Over Expenditures | (798,949)         | (3,166,019)       | (2,367,070)            |                |
| Transfers Out                              | 350,000           | -                 | (350,000)              | 100.0%         |
| Change in Fund Balance                     | (1,148,949)       | (3,166,019)       | (2,017,070)            |                |
| Favorable Expenditure Variance (1.5%)      | 557,273           |                   |                        |                |
| Projected Change in Fund Balance           | (591,676)         | (3,166,019)       |                        |                |
| Fund Balance - Beginning of year           | 4,145,907         |                   |                        |                |
| Fund Balance - End of year                 | 3,554,231         |                   |                        |                |
|                                            | 9.6%              |                   |                        |                |



**Waverly Community Schools**  
**Student Activity Fund - Budgetary Comparison Schedule**  
**For the Month Ended December 31, 2019**

|                                            | Original Budget | Actual        | Over (Under)<br>Budget | %<br>Available |
|--------------------------------------------|-----------------|---------------|------------------------|----------------|
| Revenue                                    |                 |               |                        |                |
| Local sources                              | -               | 80,077        | 80,077                 | 0.0%           |
| State sources                              | -               | -             | -                      | 0.0%           |
| Federal sources                            | -               | -             | -                      | 0.0%           |
| Intergovernmental                          | -               | -             | -                      | 0.0%           |
| Transfers In                               | -               | -             | -                      | 0.0%           |
| <b>Total revenue</b>                       | -               | <b>80,077</b> | <b>80,077</b>          | <b>0.0%</b>    |
| Expenditures                               |                 |               |                        |                |
| Student Activities                         | -               | 57,605        | 57,605                 | 0.0%           |
| Athletics                                  | -               | 33,053        | 33,053                 | 0.0%           |
| <b>Total expenditures</b>                  | -               | <b>90,658</b> | <b>90,658</b>          | <b>0.0%</b>    |
| Excess of Revenue (Under)Over Expenditures | -               | (10,581)      | (10,581)               |                |
| Transfers Out                              | -               | -             | -                      | 0.0%           |
| Change in Fund Balance                     | -               | (10,581)      | (10,581)               |                |
| <br>Fund Balance - Beginning of year       | <br>198,048     | <br>198,048   |                        |                |
| Fund Balance - End of year                 | 198,048         | 187,467       |                        |                |

**Waverly Community Schools**  
**Sinking Fund - Budgetary Comparison Schedule**  
**For the Month Ended December 31, 2019**

|                                                        | Revised<br>Budget | Actual           | Over (Under) %<br>Budget Available |
|--------------------------------------------------------|-------------------|------------------|------------------------------------|
| <b>Revenue</b>                                         |                   |                  |                                    |
| Local sources                                          | 835,436           | 433,449          | (401,987) 48.1%                    |
| State sources                                          | -                 | -                | - 0.0%                             |
| Federal sources                                        | -                 | -                | - 0.0%                             |
| Intergovernmental                                      | -                 | -                | - 0.0%                             |
| Transfers In                                           | -                 | -                | - 0.0%                             |
| <b>Total revenue</b>                                   | <b>835,436</b>    | <b>433,449</b>   | <b>(401,987) 48.1%</b>             |
| <b>Expenditures</b>                                    |                   |                  |                                    |
| Current:                                               |                   |                  |                                    |
| Support Services - Business                            | -                 | -                | - 0.0%                             |
| Support Services - Central                             | -                 | -                | - 0.0%                             |
| Facilities Acquisition, Construction and Improvements: |                   |                  |                                    |
| Site Acquisition Services                              | -                 | -                | - 0.0%                             |
| Site Improvement Services                              | -                 | 11,117           | 11,117 0.0%                        |
| Architecture and Engineering Services                  | 98,863            | 81,689           | (17,174) 17.4%                     |
| Building Acquisition and Construction Services         | -                 | -                | - 0.0%                             |
| Building Improvement Services                          | 886,585           | 735,000          | (151,585) 17.1%                    |
| Other Acquisition and Construction Services            | -                 | -                | - 0.0%                             |
| <b>Total expenditures</b>                              | <b>985,448</b>    | <b>827,806</b>   | <b>(157,642) 16.0%</b>             |
| <b>Excess of Revenue (Under)Over Expenditures</b>      | <b>(150,012)</b>  | <b>(394,357)</b> | <b>(244,346)</b>                   |
| Transfers Out                                          | -                 | -                | -                                  |
| <b>Net Change in Fund Balance</b>                      | <b>(150,012)</b>  | <b>(394,357)</b> | <b>(244,346)</b>                   |
| <b>Fund Balance - Beginning of year</b>                | <b>923,000</b>    | <b>923,000</b>   |                                    |
| <b>Fund Balance - End of year</b>                      | <b>772,989</b>    | <b>528,643</b>   |                                    |

**Waverly Community Schools**  
**Public Improvement Fund - Budgetary Comparison Schedule**  
**For the Month Ended December 31, 2019**

|                                                        | Original<br>Budget | Actual          | Over (Under)<br>Budget | %<br>Available |
|--------------------------------------------------------|--------------------|-----------------|------------------------|----------------|
| <b>Revenue</b>                                         |                    |                 |                        |                |
| Local sources                                          | -                  | 3,075           | 3,075                  | 0.0%           |
| State sources                                          | -                  | -               | -                      | 0.0%           |
| Federal sources                                        | -                  | -               | -                      | 0.0%           |
| Intergovernmental                                      | -                  | -               | -                      | 0.0%           |
| Transfers In                                           | 350,000            | -               | (350,000)              | 100.0%         |
| <b>Total revenue</b>                                   | <b>350,000</b>     | <b>3,075</b>    | <b>(346,925)</b>       | <b>99.1%</b>   |
| <b>Expenditures</b>                                    |                    |                 |                        |                |
| Current:                                               |                    |                 |                        |                |
| Support Services - Business                            | -                  | -               | -                      | 0.0%           |
| Support Services - Operations and Maintenance          | 33,000             | 35,085          | 2,085                  | -6.3%          |
| Support Services - Transportation                      | 264,000            | -               | (264,000)              | 100.0%         |
| Support Services - Central                             | -                  | -               | -                      | 0.0%           |
| Facilities Acquisition, Construction and Improvements: |                    |                 |                        |                |
| Site Acquisition Services                              | -                  | -               | -                      | 0.0%           |
| Site Improvement Services                              | 1,046              | 54,052          | 53,006                 | -5067.4%       |
| Architecture and Engineering Services                  | -                  | -               | -                      | 0.0%           |
| Building Acquisition and Construction Services         | -                  | -               | -                      | 0.0%           |
| Building Improvement Services                          | -                  | -               | -                      | 0.0%           |
| Other Acquisition and Construction Services            | -                  | -               | -                      | 0.0%           |
| <b>Total expenditures</b>                              | <b>298,046</b>     | <b>89,137</b>   | <b>(208,910)</b>       | <b>70.1%</b>   |
| <b>Excess of Revenue (Under)Over Expenditures</b>      | <b>51,954</b>      | <b>(86,062)</b> | <b>(138,016)</b>       |                |
| Transfers Out                                          | -                  | -               | -                      |                |
| <b>Net Change in Fund Balance</b>                      | <b>51,954</b>      | <b>(86,062)</b> | <b>(138,016)</b>       |                |
| <b>Fund Balance - Beginning of year</b>                | <b>585,673</b>     | <b>585,673</b>  |                        |                |
| <b>Fund Balance - End of year</b>                      | <b>637,627</b>     | <b>499,611</b>  |                        |                |

**Waverly Community Schools**  
**2019 Building and Site Bonds, Series III**  
**Budget Summary**  
**As of December 31, 2019**

|                                              | Budget  | Actual  | Encumbered | Balance<br>Remaining |
|----------------------------------------------|---------|---------|------------|----------------------|
| <b>Construction</b>                          |         |         |            |                      |
| Remodeling                                   | -       | -       | -          | -                    |
| Site Improvements                            | -       | -       | -          | -                    |
| Technology Infrastructure                    | -       | -       | -          | -                    |
| <b>Construction Base Budget Subtotal</b>     | -       | -       | -          | -                    |
| <b>Technology Equipment - Contract</b>       |         |         |            |                      |
| Interactive Classroom                        | -       | -       | -          | -                    |
| Network Equipment                            | -       | -       | -          | -                    |
| Wireless Network                             | -       | -       | -          | -                    |
| Phone System                                 | -       | -       | -          | -                    |
| AV Systems                                   | -       | -       | -          | -                    |
| Video Distribution/Video Production          | -       | -       | -          | -                    |
| <b>Tech Equipment Contract Subtotal</b>      | -       | -       | -          | -                    |
| <b>Technology Equipment - Owner PO</b>       |         |         |            |                      |
| Computers/Mobile Devices                     | 901,471 | 204,828 | -          | 696,643              |
| Servers/Backend Systems                      | -       | -       | -          | -                    |
| Printers                                     | 81,929  | 82,404  | -          | (475)                |
| AV Equipment                                 | -       | 7,109   | -          | (7,109)              |
| Non-Instructional Equipment (from FFE)       | -       | 12,751  | 23,179     | (35,930)             |
| <b>Tech Equipment Owner PO Subtotal</b>      | 983,400 | 307,093 | 23,179     | 653,128              |
| <b>District</b>                              |         |         |            |                      |
| Loose Equipment (Furniture & Transportation) | -       | -       | -          | -                    |
| Project Contingency                          | -       | -       | -          | -                    |
| Owner GC/Contingency/Issuance Costs          | 13,600  | 22,400  | -          | (8,800)              |
| Field General Conditions                     | -       | -       | -          | -                    |
| Architect                                    | -       | -       | -          | -                    |
| Tech Design/Construction Mgr                 | -       | -       | -          | -                    |
| <b>District Subtotal</b>                     | 13,600  | 22,400  | -          | (8,800)              |
| <b>Totals</b>                                | 997,000 | 329,493 | 23,179     | 644,328              |

# **2020-21**

# **Program of Studies**



## **Waverly High School**

**160 Snow Road**  
**Lansing, MI 48917**  
**(517) 323-3831**

### **Administration**

Christopher Huff, Principal  
Dr. Dan Kemsley, Asst. Principal  
Tony Terranova, Asst. Principal  
Scott Castele, Athletic Director

### **Guidance/Counseling Staff**

Stephanie Brokstad  
Tonya Droessler  
Kristen Gazley



|                                              |       |
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## **Waverly High School Program of Studies**

The world of work is rapidly changing, as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of the Waverly Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Waverly community members have an opportunity to experience success.

The high school program of the Waverly Community Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and vocational courses all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Waverly High School graduates may continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they strive to reach their own individual academic and career goals

### **The Academic/Career Plan**

All high school students in Waverly Community Schools are to determine a career path and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, are integrated with a variety of career exploration opportunities. Career speakers, research projects, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals.

The Waverly High School counseling program continues to offer career exploration opportunities through a career path focus. The counseling office provides the student and family with direct access to career resources.

The high school curriculum further expands career related knowledge and experience through a variety of academic courses in a planned sequence that prepare the students for a post-secondary connection in their chosen path.

During each of their high school years, students meet with school staff to review their academic experience, and to discuss their educational plans. The school counselor, administrators, college adviser and teachers are available to assist students as they explore options and make program decisions.



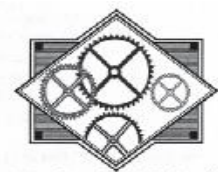
Arts & Communications



Business, Management, Marketing & Technology



Human Services



Engineering, Manufacturing & Industrial Technology



Health Sciences



Natural Resources

## Career Paths

The Waverly High School program of studies is designed to offer students a path to success. The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

## Career Path Partnership

The Waverly Community Schools career readiness approach represents a commitment to the students in our community. It is critical that the home, schools, and community establish and maintain effective communications in order to assist students in meeting academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences both within the school and the community, we elevate those collaborative partnerships that lead to student success.

The school-to-work program provides a variety of opportunities for Waverly High School students. The Wilson Talent Center is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

The Waverly Community Schools are committed to a quality instructional program. We are proud of our schools, our teachers, and most of all our students. We wish for all students' success during their high school careers and beyond.



# The Career Paths

## **Arts and Communications**

The fine arts and communications path will match your interest in working with people and servicing their needs through a variety of related fields in the arts and communications, and human industries. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade schools, or other post secondary training for career level entry.

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

The business services technology path is for the student who is interested in the real world marketplace of ideas, products, and people. Your strong communication and interpersonal skills will serve you well as you consider career opportunities in the business, marketing, and management fields. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

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

The engineering and industrial path is for the student who is interested in matching academic and problem solving skills with hands-on learning experiences in related fields of engineering, manufacturing, and industrial systems. The student will be interested in developing skills and technology for design, development, installation, or maintenance of physical systems. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

## **Health Sciences**

The health science path is for the student who has an interest in meeting the needs of people in a variety of services relating to the promotion of health as well as the treatment of injuries, conditions, and diseases. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

## **Human Services**

The human services path is for the student who is interested in meeting the needs of people in a variety of service industries promoting social services, civil services, child care, education, and hospitality. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

## **Natural Resources and Agri-Science**

The natural resources and agri-science path is for the student interested in careers related to natural resources, agriculture and the environment. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

# Graduation Requirements

In accordance with WCS Board Policy 5460

| Classes of 2020, 2021, & 2022                                                                                                                                                     | Classes of 2023 and beyond                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>23 Credits required for Graduation</b><br>✓ <b>18</b> from the Michigan Merit Curriculum<br>✓ <b>5</b> from Elective offerings (including PRIDE)<br>✓ Take Michigan Merit Exam | <b>24 Credits required for Graduation</b><br>✓ <b>18</b> from the Michigan Merit Curriculum<br>✓ <b>4</b> from Elective offerings<br>✓ <b>2</b> from PRIDE Period<br>✓ Take Michigan Merit Exam |

## The Michigan Merit Curriculum- 18 Credits

The Michigan Merit Curriculum (MMC) requires students to obtain a minimum of 18 credits for graduation. The MMC allows students to meet some requirements using alternative instructional delivery methods such as alternative course work. Those modifications are stated below. In addition, a **Personal Curriculum** may be requested for further modification to these requirements, and students who are successful in earning 77% on a comprehensive course exam (Test-Out) shall be awarded credit for that course. All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education, and may be acquired through the Career and Technical Education program, and integrated courses.

### ENGLISH LANGUAGE ARTS 4 Credits

|                                                     |                                                      |
|-----------------------------------------------------|------------------------------------------------------|
| English Language Arts 9<br>English Language Arts 10 | English Language Arts 11<br>English Language Arts 12 |
|-----------------------------------------------------|------------------------------------------------------|

MODIFICATIONS:

-only available to students with IEPs

### MATHEMATICS 4 Credits

|                       |                                                            |
|-----------------------|------------------------------------------------------------|
| Algebra I<br>Geometry | Algebra II<br>One math course in final year of high school |
|-----------------------|------------------------------------------------------------|

MODIFICATIONS:

-1 credit may be condensed into a ½ credit if all state standards are met in that ½ credit (allowing for 3.5 years of math)

-additional modifications available to students with IEPs

### SCIENCE 3 Credits

|                                          |                      |
|------------------------------------------|----------------------|
| Biology<br>One additional science credit | Physics or Chemistry |
|------------------------------------------|----------------------|

MODIFICATIONS:

-substitute CTE credit for 3<sup>rd</sup> credit of Science after the first two have been earned

-additional modifications available to students with IEPs

### SOCIAL STUDIES 3 Credits

|                                                 |                                                   |
|-------------------------------------------------|---------------------------------------------------|
| US History/Geography<br>.5 Credit in Government | World History/Geography<br>.5 Credit in Economics |
|-------------------------------------------------|---------------------------------------------------|

MODIFICATIONS:

-1 credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Languages, or CTE. Government may not be exchanged.

-additional modifications available to students with IEPs

**PHYSICAL EDUCATION & HEALTH (.5 Credits each)****1 Credit****MODIFICATIONS:**

- ½ PE credit may be earned through participation in district-approved extra-curricular activities that involve physical activity
- credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.
- additional modifications available to students with IEPs

**VISUAL, PERFORMING AND APPLIED ARTS****1 Credit****MODIFICATIONS:**

- credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.
- additional modifications available to students with IEPs

**LANGUAGE OTHER THAN ENGLISH****2 Credits****Spanish****French****American Sign Language**

In grades 9-12; OR an equivalent learning experience in grades K-12

**MODIFICATIONS:**

- 1 credit can be exchanged for additional credits in a **career** technical education program or an additional visual, performing and applied arts credit
- additional modifications available to students with IEPs

**ONLINE LEARNING EXPERIENCE**

Course or integrated into the students' learning experience

**Elective Offerings– 5 or 4 Credits\***

In addition to the Michigan Merit Curriculum, Waverly Community Schools seeks to offer students a well-rounded educational experience and prompt students to explore areas of interest. A variety of elective credits are available from each curricular department at WHS. **Credit for PRIDE shall be included as an Elective Credit for the classes of 2020, 2021, and 2022.**

**\*Class of 2020, 2021, & 2022:** must earn 5 Elective Credits (including PRIDE)

**\*Class of 2023 and beyond:** must earn 4 Elective Credits (not including PRIDE)

**PRIDE Period – 2 Credits (Class of 2023 and beyond)**

PRIDE Period provides students the opportunity to pursue academic opportunities for support, acceleration, and enrichment. Beginning with the 2019-2020 school year PRIDE shall be a quarter-credit class per semester. **Students in the classes of 2023 and beyond must earn 2 PRIDE credits.** If credit is not earned for PRIDE Period, a student may exchange a successfully completed Elective course to meet this requirement.

### **Testing Out: Michigan Law for Testing Out of Courses**

According to 380.1278(a) (4) (a) of the Michigan School Code, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State or on the assessment developed or selected for the subject area by the State or if the student earns a qualifying score as determined by the District on one of more assessments developed or selected by the school district that measures a students' understanding for the subject area content expectations or guidelines that apply to the credit. A qualifying score shall be 77% or greater on the assessment and/or performance task developed by the department to measure the cumulative standards of the course. Students requesting the opportunity to test-out must make their request by June 1<sup>st</sup>. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

### **Personal Curriculum**

A Personal Curriculum (PC) may be requested by students to modify the specific course requirements outlined by the Michigan Merit Curriculum (MMC). PC's are most appropriate for students desiring advancement or specialized content, students with IEP's, or transfer students. A PC allows students to exchange MMC required courses with credits more closely aligned to the student's post-secondary goals. PC's must be aligned to the student's EDP and career goals. Additionally, a PC assists students who need to individualize the requirements of the MMC in accordance to their IEP.

### **Requesting a Personal Curriculum**

1. Initiation: parents/legal guardians, emancipated students, or school personnel may initiate a PC by contacting the student's counselor or special education case load manager
2. PC Team assembled: members of the team shall include but are not limited to the student, parent/guardian, counselor, teachers with specific content knowledge and/or knowledge of the student. The PC request is presented to team members for review and approval.
3. Agreement: a written plan shall be outlined by the team and kept with the student's graduation progress records. The Plan must be consistent with the student's IEP and/or EDP.
4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

### **Personal Curriculum Modifications**

Please visit this link for the latest information regarding PC modifications:

[http://www.michigan.gov/documents/mde/PC\\_Guide\\_1\\_2015\\_482101\\_7.pdf](http://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf)

# Course Descriptions

## Art Education

### Art Department Objectives

To help each student understand the creative process.

1. To help each student develop technical competence with visual art materials.
2. To give each student a sound foundation in the elements and principles of design.
3. To help each student develop his/her expressiveness to the extent of his/her ability.
4. To help each student understand the place of visual arts in our society and world culture.

### Art 1

Elective 1 Semester

Art 1 is a course for the student that has had little or no experience with art practice and for the serious art student that wishes to build a solid foundation in art. The course content includes a variety of exercises, both two-dimensional and three-dimensional, that acquaints the students with the elements of art and the principles of design using a variety of media and techniques.

Drawing practice and skills building are incorporated into each task as knowledge and competence in this area is essential in the planning and execution of each assignment.

### Art 2-D

Elective 1 Semester

**Recommended:** Art-1 or Department Approval

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art 1, **while connecting art to aspects of artists and cultures**. This course is for the student that has an interest in performing in a more intentional way than the beginning level student.

Students electing this course can expect further application of the elements of design with a concentration in the use of many two-dimensional materials: pencils, charcoal, pen and ink, paper, paint, etc.

### Art 3-D

Elective 1 Semester

**Recommended:** Art-1, or Department Approval

Art 3-D is a course that broadens and deepens the knowledge and practice of the three-dimensional media experience in Art 1. This course is for the student that has an interest in performing in a more intentional way than the beginning level student. Students electing this course can expect further application of the elements and principles of design with a concentration in the use of three-dimensional materials such as: clay, plaster, paper mache', metal, wood, and found objects. This course may be repeated for full credit with departmental approval.

### Art-Advanced

Elective 1 Semester

**Recommended:** Art-1 and one of the following-Art 2-D, Art 3-D, Photography (min. B-) and Department Approval

Art-Advanced is a course allowing serious art students additional experiences with concepts learned in Art 1, Art 2-D, and Art 3-D, and photography. Concepts and techniques are developed to a higher level and creativity is encouraged. Opportunities will be provided in a variety of two and three dimensional media. Portfolio preparation is promoted and students are expected to enter a number of art competitions. The student in this course must be highly self-motivated and work at a competence level that clearly illustrates the skills and knowledge gained in previous art education courses. This course may be repeated for full credit with departmental approval.

### Art History

Elective 1 Semester

**Prerequisite:** Art-1., Art 2D/3D

Students will understand the visual arts in relation to art history and cultures. Students will apply their skills they learned in Art 1, Art 2D/3D to engage in the process of creating a variety of art forms with various media while connecting their art to aspects of historical art styles and movements.

### Art-Portfolio

Elective 1 Semester

**Recommended:** Art-Advanced, (min. B-) and Department Approval

Art-Portfolio is a course for the serious art student that intends to pursue a career in the field of art. The student artist will discuss, design, and develop a plan for the semester with the instructor. Students will be required to enter a number of competitions. All work handed in must be "exhibit ready."

Art-Portfolio may be repeated for full credit with departmental approval.

### Photography

Elective 1 Semester

**Recommended:** 11<sup>th</sup> & 12 Grade

This course is designed to educate students on operation and techniques of a camera. Students will study composition, lighting, and thematic development of imagery. Students experiment with alternative methods of photography, such as pinhole cameras, digital negatives, and photo editing. It is recommended that each student have access to a digital camera.

## **Career and Technical Education**

### Accounting 1

Elective 1 Semester

This course includes the fundamental principles of accounting, such as double-entry accounting, cash, expenses, revenue. It also involves financial statements such as balance sheets and income statements. The emphasis of this course will be to understand the accounting cycle for a small, sole-proprietorship. **\*This course qualifies as a 4<sup>th</sup> year math credit option**

### Accounting 2

Elective 1 Semester

**Recommended:** Accounting 1

This course expands upon already established principles of Accounting 1. The student will complete an accounting cycle for a retail business. As a result, terms such as 'merchandise' and 'inventory' are introduced and incorporated. Accounting concepts which were previously introduced are also reinforced and reviewed.

**\*This course qualifies as a 4<sup>th</sup> year math credit option**

### Personal Finance 1 & 2

Elective 1 Semester

**Recommended:** 10<sup>th</sup>-12<sup>th</sup> Grade or Algebra I Credit

These courses focus on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, purchasing cars and houses, leasing cars, renting apartments and houses, healthcare, budgeting, taxation, and Introductory Economics. Along with the material covered in the course, students will also be assessed on the following mathematic skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included. Personal Finance 1 will be first semester, Personal Finance 2 will be second semester. Students may take Personal Finance 2 without taking Personal Finance 1

**\*This course qualifies as a 4<sup>th</sup> year math credit option**

### **Computer Science 1**

Elective 1 Semester

Based on the “Computer Science Discoveries” curriculum from Code.org, Computer Science 1 takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

### **Computer Science 2**

Elective 1 Semester

**Recommended:** *Computer Science 1 or Instructor Approval*

Based on the “Computer Science Principles” curriculum from Code.org, Computer Science 2 introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computer Science 2 complements Computer Science 1 with a deeper focus on concepts such as how the internet works and the societal impacts of computer science. The course works for beginners and students with experience in our other courses.

### **Advanced Placement Computer Science**

Elective 1 Year

**Recommended:** *Computer Science 1 & 2 or Instructor Approval*

This course introduces foundational concepts of computer science and explores computing’s impact on the world. It focuses on creative problem solving and real-world applications. The course teaches use of computational tools to analyze and develop computational artifacts and computational thinking practices including abstraction, collaborative problem solving, and communication. This course is designed to support student preparation of the project required to be submitted to the College Board and prepares them for the end of the year exam.

### **Computer Media**

Elective 1 Semester

**Recommended:** *Grades 10th-12th*

This course is an introduction to the integration of text, graphics, animation, sound, and video under the control of the computer. The emphasis will be student designed media productions applicable to course work, teacher projects, and out-of-school projects. Group, team, and individual projects will be required.

### **Broadcasting**

Elective 1 Semester

**Recommended:** *Digital Film Making and Instructor Approval*

Students may enroll in this course as a continuation of **Digital Film Making** and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in **Digital Film Making**.

### **Digital Filmmaking**

Elective 1 Semester

Students will gain an understanding of the filmmaking process from conceiving the film idea to showing the final product. Initially, students will learn the basic grammar of film and the conventions of media writing. Students, individually and collaboratively, will learn how to write, story board, and plan various digital narratives, from commercials to short narrative films. The course will consist of 5-6 projects all progressive leading up to a final semester project, the full production of a narrative film.

### **Leadership**

Elective 1 Semester

**Recommended:** *Grades 11th or 12th*

The students in this course will be provided the opportunity to explore major components of leadership and character development. Also, students will develop critical thinking and problem solving skills that the student can use in college or the workplace (i.e., attitude, preparation, diversity, courage, integrity, etc.)

### **LINKS/Peer to Peer**

Elective 1 Semester

**Prerequisite:** Approval from school administration. Students must fill out an application and complete an interview to be considered.

This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers. The program is designed for high school aged students interested in learning about students with special needs, and about individual students within Waverly High School. The

students work together in an integrated, positive fashion, to promote socialization, independence and strong friendship bonds that last throughout high school and beyond. Peer to Peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied learning in a non-traditional manner. This course may be taken as a .5 semester course, and may be taken every year/semester as approved by school administration and staff.

### **Work Experience**

Elective 1 Semester

This course is an opportunity to earn credit while you are employed on a part-time basis. Your related class is determined by your career pathway/choice goals and your current job.

Student Requirements:

- Updated Educational Development Plan (EDP) with career goals indicated.
- Employment that provides an average of 10 hours per week, for a total of 125 hours per semester.
- Required meetings with the assigned coordinator and employer.
- Signed time sheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

### **Online Learning/Late Arrival/Early Dismissal**

Elective 1 Semester

Online Learning gives students the opportunity to take classes that they cannot access through traditional enrollment. Students will be enrolled into courses approved by the Michigan Department of Education. A listing of these courses can be found at [www.michiganvirtual.org](http://www.michiganvirtual.org). Instruction and assessment is delivered by the online instructor, and WHS staff monitor the student's progress through the course.

## **English**

### **English Lab**

Elective 1 Year

***Recommended:*** Department Approval

This course is designed for students who are reading below grade level. Students in this course focus on both fiction and non-fiction reading as they study vocabulary, reading and comprehension strategies, and fluency exercises. Students are progress monitored throughout the course to assess their growth or areas of needed focus.

### **English 9 Lit & Comp**

1 Year

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. This year-long course presents literature in thematic units and includes novels, short stories, poetry, plays, and essays. The yearlong theme, "Life is a series of transitions involving growth and change," acts as an umbrella over the semester and quarter themes. The writing framework, which is tied in with the literature, provides students with many different writing experiences that include personal writing, subject writing, reflective writing, creative writing, and academic writing. Paragraph construction and full paper development will be emphasized. Speech and listening activities are integrated into thematic units. Many different speech activities will be included such as impromptu, presentations, and formal speeches.

### **Honors English 9 Lit & Comp**

1 Year

***Recommended:*** Placement Test and Department Approval

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long course functions on the same framework as English 9 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

### **English 10 Lit & Comp**

1 Year



***Recommended: English 9***

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. In this year long class, students will become familiar with many of the major writers of American literature through thematic units. Students will read a variety of genres such as autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme, "The American challenge is to maintain the delicate balance between individual rights and the general welfare of the group." Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to the past and to modern life. Students will be expected to do several writing assignments based on the literature. Speech and listening activities are integrated into the units. Students will also do several formal speeches.

**Honors English 10 Lit & Comp**

1 Year

***Recommended: English 9 and Department Approval***

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long class functions on the same framework as English 10 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

**Honors English 11 - Classical Literature**

1 Year

***Recommended: English 9 and English 10***

This year-long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The diverse and challenging units of study will range from Greek philosophy to Shakespeare to modern readings. The literature, including drama, poetry, novels, short stories, and biographies will be explored through reading, writing, oral presentations, and class discussions. Students will complete several writing assignments including literary analysis, persuasive essays, and a research paper.

**English 11 - Modern Literature**

1 Year

***Recommended: English 9 and English 10***

This year-long course focuses on modern literature (1950 to the present) and its relationship to social and political issues. Unit themes include modern lit heroes, science fiction, fantasy, and protest movements: Vietnam and feminism. The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions and oral presentations.

**English 11 - World Literature**

1 Year

***Recommended: English 9 and English 10***

This year-long course integrates reading, writing, listening, and speaking. The literature will include different genres (both contemporary and classical) that focus on the themes "Heroes" and "Observing Human Inhumanity." The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions, oral presentations, and performance of literature.

**English 12**

1 Year

***Recommended: English 9, 10 and 11***

This course will present diverse literature and will include novels, short stories, poetry, plays, essays, and other non-fiction. This course will cover a wide range of writing tasks, including essays of various types, as well as some creative and reflective writing. Students who take this course will also benefit from a review of the English grammar and conventions that were covered in English 9, 10, and 11. Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to their reading. The writing framework will provide students with many different writing strategies and experiences that will allow them to use the writing process. Full essay development will be emphasized and in particular, college-level academic writing will be a focus. Direct instruction and applied practice will be provided in the following areas:

sentence structure, punctuation, subject-verb agreement, pronoun-antecedent agreement, verb tense, modifiers, paragraphing, revising, and editing.

### **Honors English 12**

1 Year

***Recommended:*** English 9, 10 and 11

Honors English 12 will offer some of the best reading available today. The list includes classics like Fitzgerald's *The Great Gatsby* and William's *A Streetcar Named Desire*. The course will focus on several different genres, including novels, biographies, dramas, short stories, essays, and poetry. Seniors will respond to, discuss, analyze, and write about the literature they read with a quality that can be considered consistent with a graduating senior. College Prep English 12 is also designed to prepare students for the type of writing they will be expected to do in college classes. During the semester, they will write a variety of expository papers (all 3 to 7 pages long), including persuasive essays, research papers, and literary analyses. Students will also be writing in class essays and updating their academic/professional portfolios.

### **Advanced Placement (AP) English**

1 Year

***Recommended:*** English 9, 10, 11 and Department Approval

Advanced Placement English has a two-fold purpose; to prepare students for the National Advanced Placement English Literature Test and to provide students with a freshman college English experience. Thus, the materials and assignments will help students develop analytical thinking, writing, and speaking abilities as well as cultivate language habits that will provide life-long learning and enjoyment. This course is designed for the college-bound, advanced senior who wants to be academically challenged in English. Students should be intellectually mature and able to work at an accelerated pace. In essence, this is a college course. If students pass the national AP English Exam, they may earn college credit. The learning for this class begins in the summer as students read, analyze, and write essays for two or three novels. Other summer work may also be required. During the year, students will write a variety of expository papers (all 3 to 9 pages long), including persuasive essays, research papers, timed in-class essays, and literary analyses. Students will read more than 10 major pieces of literature and do an extensive study of poetry. Students' eligibility for AP English will be determined by their performance in prior English courses and teacher recommendation.

### **Advanced Oral Communication**

Elective 1 Semester

***Recommended:*** English 10

This course is designed for any student who wishes to improve verbal and human interaction skills. This course will integrate writing, critical thinking, and speaking skills. The topics that will be included in this course are: public speaking, debate, personal job interviews, group dynamics, parliamentary procedure, and oral interpretation.

### **Literature Through Film**

Elective 1 Semester

This course is designed for students who have an interest in the art of story-telling, particularly as it is done through film. Students in this course will analyze films and the stories they portray, taking into account such factors as casting, character development, camera angle, musical score, and lighting. A strong understanding of core English principles (i.e. plot, theme, symbolism, character, etc.) is an essential component to this course.

### **Creative Writing**

Elective 1 Semester

This course is designed to encourage students to communicate through writing. Like music and painting, creative writing can be a tremendous source of personal satisfaction to those who will practice its use. Here, students are familiarized with some of the basic types of writing, such as short stories, essays, and poems. They also analyze some of the component parts of writing such as local color, character sketches, figures of speech, and plot outlines.

### **Conspiracy Theories in History and Literature**

Elective 1 Semester

This course will examine conspiracy theories throughout history, including, but not limited to, the JFK Assassination, Area 51, the Lincoln Assassination, the 9/11 World Trade Center attack, and those contained in

the novel *The DaVinci Code*. Students will read and analyze these theories and either de-bunk or confirm them. Students will regularly be asked to respond in writing to clarify their thoughts and ideas and will also work in groups to discover new theories and to offer explanations for them with the use of presentation software.

### **Writing for Publication- Yearbook**

Elective 1 Year

***Recommended:*** *Instructor Approval and Grades 10th-12th*

This year long course will focus on the computer design and layout of Waverly's *Iliad*. Basic journalism writing skills will also be a focus as students produce yearbook pages. The students will learn several computer programs used in desktop publishing and become familiar with current and past trends in yearbook layout. They will also focus on the business side of production by selling ads and books and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours will be required beyond class time to produce this publication. This course may be repeated for credit as a student moves up the editorial ladder.

### **Writing for Publication- Newspaper**

Elective 1 Year

***Recommended:*** *Instructor Approval and Grades 10th-12th*

Basic journalism writing skills will be the focus throughout this yearlong writing course. Students will also focus on learning the computer design and layout of Waverly's *Pleiad*. Students will become part of a teamwork approach to production in order to meet deadlines. As a student publication, the students will apply to become page editors. Several computer programs used in desktop publishing will be taught to produce the newspaper. The students will also focus on the business side of production by selling ads and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

## **Life Management**

### **Cooking for Singles**

Elective 1 Semester

This is a course designed to help students plan and prepare quick dishes with emphasis on acquiring basic skills in cooking/baking. Various cuisines such as Mexican, Italian, and Oriental will be studied.

### **Creative Cooking**

Elective 1 Semester

This course is designed to challenge students cooking/baking skills with emphasis on appearance and flavor. A majority of the class will consist of students developing their own recipes.

### **Life and Human Development**

Elective 1 Semester

***Recommended:*** *Grades 11th or 12th*

Life and Human Development will take an in-depth look at the growth and development of human beings. The extent of study will begin with the growth of the baby inside the womb and conclude with death. Under analysis will be an individual's physical, emotional, mental, and social needs during those designated years.

## **Mathematics**

### **Math Lab**

Elective 1 Year

This course is designed to support students in developing and enhancing their math ability. The instructional focus emphasizes a tutorial approach, with students gaining the opportunity to remediate skills, sharpen test-taking strategies for the SAT, and focus on problem-solving strategies. Instruction is tailored to the needs of individual students as it relates to the standards of Algebra and Geometry.

**Algebra I**

1 Year

***Recommended:*** Placement, Pre-Algebra

Algebra I is a course designed for the college bound student who wishes to fulfill math requirements and meet state and national core objectives, but does not intend to take AP Calculus in high school. A major emphasis will be placed on solving problems in real world situations. The student who completes this course with a C or better will be prepared to take Geometry the following year.

**Geometry**

1 Year

***Recommended:*** Applied Geometry or Algebra I

Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting to geometry state and national core objectives. There will be emphasis placed upon applying these topics to real world situations. The student who completes this course with a C or better will be prepared to take Basic Algebra II or Algebra II the following year. Those students who receive an A or B may choose to take Honors Algebra II.

**Honors Geometry**

1 Year

***Recommended:*** Placement, Algebra I

This course is designed for the college bound student who ranks high in mathematical proficiency. Basic skills are reviewed and extended with new concepts being developed. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting the geometry state and national objectives. There will be emphasis placed upon applying these topics to real world situations. Those students who complete this course successfully may choose to take Honors Algebra II.

**Intermediate Algebra II**

1 Year

***Recommended:*** Algebra I and Geometry

This course is designed for the average to above average achiever as demonstrated in Algebra I and Geometry. Basic skills are reviewed and extended with new concepts being developed. Geometry is drawn upon and integrated with previously taught Algebraic concepts. Among the topics included are functions, geometric figures, transforming graphs, vectors, statistics, and logic.

**Honors Algebra II**

1 Year

***Recommended:*** Geometry

This course is designed for the college bound student who ranks high in mathematics proficiency. Basic skills are reviewed and extended with new concepts being developed. Real numbers are developed as a mathematical system, with some proof included. Other topics developed will be functions, function transformations, algebraic proof, complex numbers, sequences, series, recursions, and limits, logarithms, solving equations, and systems of equations.

**Algebra II with Trigonometry**

1 Year

***Recommended:*** Honors Algebra II or Algebra II

This course is designed for the college bound student who has average or above average achievement in Algebra II. The course is divided into two main parts: (1) trigonometry and (2) survey of higher mathematics. Trigonometry deals with angles and in particular the relationship between the sides and angles of a triangle. Many properties are discussed as well as logarithms, equations, identities, and graphs. The survey section deals with a variety of topics, including special theorems, polynomials, coordinate geometry, and conic sections.

**Pre-Calculus**

1 Year

***Recommended:*** Honors Algebra II or Algebra II

This course is an extension of Honors Algebra II and is intended for those who are college bound and possess a strong background in mathematics. This course contains five main units; trigonometry, special theorems, and functions, polynomials, analytical geometry and preview of calculus.

**Advanced Placement (AP) Calculus**

1 Year

***Recommended: Trigonometry***

AP Calculus is a course in elementary functions, differential calculus, and integral calculus. The course will deal with the properties and limits of algebraic, trigonometric, exponential, and logarithmic functions. The study of differential calculus will include anti-derivative, application of anti-derivative, techniques of integration, the definite integral, and applications of the integral.

**Advanced Placement (AP) Statistics**

1 Year

***Recommended: Honors Algebra II or Algebra II***

This year-long course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It's intended for students who have successfully completed a second-year course in algebra and who possess sufficient mathematical maturity and quantitative reasoning ability. The main conceptual themes are exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study). Anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). Students are expected to take the Advanced Placement exam in May. Successful completion of this exam may result in a credit for a one-semester introductory college statistics course.

**Discrete Mathematics**

Elective 1 Year

***Recommended: Algebra II***

Discrete mathematics is a course designed to follow Algebra II or Trigonometry. The goal of this course is to offer a broad overview of all the discrete mathematics topics as outlined by the state and national (MCTM & NCTM) standards. Discrete Mathematics introduces the six unifying themes for a discrete math course as specified by NCTM; modeling, use of technology, algorithmic thinking, recursive thinking, decision making, and mathematical induction. The course contains numerous examples of social and political relevance using technology, charts, graphs, photos, and actual newspaper clippings.

**Statistics**

Elective 1 Year

***Prerequisite: Intermediate Algebra II or higher***

The purpose of the Probability and Statistics Curriculum is to encourage student awareness of the importance of mathematics in the modern world. This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. The course will cover basic statistical concepts that will prepare the student to take a college-level statistics course in the future. Students will explore and analyze data by observing patterns or the absence of patterns, interpret information from graphical and tabular displays, apply appropriate statistical models to infer information from data, and learn to use technology in solving statistical problems.

**Stock Market Math 1 & 2**

Elective 1 Semester

Stock Market Math will focus on the basics of how the Stock Market works and give student an opportunity to strengthen their math skills using real-world scenarios. Students will measure the rise and fall of the market, analyze industry trends, and learn how to read and create balance sheets. Stock Market Math 1 will provide the back ground knowledge needed to be an effective investor. Stock Market Math 2 will include an investment simulation.

## Music

**Images (SSA)**

Elective 1 Year

This is a course that covers basic musicianship for vocal music. Emphasis will be placed on proper voice and tone production, and the principles of sight singing with the enjoyment of both serious and popular music. Students will perform in various concerts and festivals during the day and evening as a part of the requirement of the class. This course will be all treble voices. Students may participate in Solo and Ensemble Festival.

**Visions (SATB)**

Elective 1 Year

***Prerequisite:*** Audition or approval of director.

Visions is an intermediate choir, offering the extension of basic musicianship that members will have acquired previously. Continued work on vocal production and sight-singing, and increased difficulty of repertoire will differentiate Visions from Images. All students will be required to perform in an evening concert each marking period and choral festival once or twice during the school day. Members of Visions will be encouraged to participate in Solo and Ensemble Festival.

**Honors Chorale: Reflections**

Elective 1 Year

***Prerequisite:*** Audition, Minimum 1 year of Images and/or Visions, Juniors and Seniors only

This course is designed for the advanced vocal student who has learned the fundamentals of proper voice and tone production. Literature is advanced and ranges from baroque to pop. This class performs about 30 or 40 times a year and some dancing is required. This choir participates in local and state festivals. A strong background of music theory is needed. Course work consists of regular rehearsals, rehearsals outside of class time; attendance at concerts and festivals. The course of study includes technical development, music theory, history, and appreciation, of many musical styles. Further development of chamber music skills will be stressed. Students are expected to perform at Solo and Ensemble Festival.

**Concert Orchestra**

Elective 1 Year

***Prerequisite:*** Audition

Concert Orchestra is a course designed for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in orchestra festivals, concerts, and other performances that may arise for this ensemble. Membership is open to high school orchestra students by successful completion of eighth grade orchestra and/or recommendation of the director. Except for string bass players, students are expected to own their own instruments.

**Festival Orchestra**

Elective 1 Year

***Prerequisite:*** Audition

Festival Orchestra is a course designed for advanced instrumental music students. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in orchestra festivals, concerts, solo and ensemble, sectionals, pit orchestra, and other performances that might arise for this ensemble. Except for string bass players, students are expected to own their own instruments.

**Concert Band**

Elective 1 Year

***Prerequisite:*** Audition

This is a course for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in band festivals, concerts, marching band (and band camp), and pep bands. Other performance opportunities include jazz band, solo and orchestra. Membership is open to high school band students by successful completion of eighth grade band and/or recommendation of the director. Except for a few of the larger instruments, students are expected to provide their own instruments.

**Symphonic Band**

Elective 1 Year

***Prerequisite:*** Audition

This is a course for the advanced instrumental music student. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in band festivals, concerts, solo and ensemble festival, sectionals, marching band (and band camp), and pep bands. In addition, the top seats in each section

perform in the Orchestra for honors credit. Other performance opportunities include jazz band and pit orchestra. Except for a few of the larger instruments, students are expected to provide their own instruments.

### **Jazz Band**

Elective 1 Year

#### ***Prerequisite: Audition***

This course is open to students who play an instrument in the standard jazz band instrumentation; saxophone, trumpet, trombone, guitar, piano, drum set, bass. Students will learn to perform music from the jazz/swing idiom and will learn the basics of improvisation. Students will be expected to participate in all scheduled concerts, festivals, and civic events. Advanced members of the ensemble may be selected to participate in Jazz Combo. Concurrent enrollment in band required for wind and percussion players; band, orchestra or choir for guitar, bass, or piano players.

### **Songwriting**

Elective 1 Semester

Students taking this class will learn and practice the art of writing songs of any and all genres. Students must have a way to accompany themselves for the songs they write. Students will analyze songs and use their analysis to aid in their own songwriting. Songwriting involves writing lyrics, melodies, harmonies, and arranging. Each week students will share their progress with the class, and will keep a journal about their songwriting process. Throughout the semester, students will learn how to collaborate with musicians, produce their songs, and will learn about the business of music, such as how to publish, promote, and protect their creative works. An informal class performance will conclude the semester

## **Physical Education**

The Physical Education program is designed to expose students to a wide range of activities, give students alternatives within those activities, and let students decide what they want to take within those alternatives. The Physical Education Department feels that physical education can contribute to a student's growth in many ways. These are: learning to work with and help others, enjoy physical activity and learn skills for their leisure time, aid in development and growth of the body and physical coordination, learn to work independently, learn a respect for others rights, and learn to take responsibility for their own actions. There are many ways that growth and learning in these areas can be encouraged and allowed. Some of the opportunities we present students with are; a chance for active participation, chances to make decisions, independent work time, working in small and large groups, setting their own goals, talking about seeing and thinking how their actions can detract from or enhance the class and class members, planning class activities, setting up and dismantling equipment. Physical fitness as well as proper nutrition is emphasized in each of our offerings. Included in the content are Physical Activities (i.e. individual, team, and water activities) and units in Physical Fitness, Nutrition, Reproductive Health, Disease, Safety/Accident Prevention, First Aid, and Substance Abuse Education.

### **General Physical Education**

Required 1 Semester

This is a beginning course in physical education. The emphasis is on lifetime activities including both fitness and sports. Fitness activities focus on strength, cardiovascular endurance, flexibility and agility. Sports activities include individual and team aspects.

### **Health Education**

Required 1 Semester

This course is designed to combine comprehensive health education with the practice of skills and activities necessary for good communication, making responsible decisions about managing one's body functions to promote a better quality of life, and appreciation of health as it affects one physically, emotionally, intellectually, and socially.

### **Personal Conditioning**

Elective 1 Semester

***Recommended: General Physical Education***

This course is designed to introduce students to a variety of weight and aerobic exercises. Students will participate in an instructor-led circuit weight training program three days a week. The other two days will consist of a running/flexibility program, and team sports. The course will stress proper technique and the benefits of an aerobic/resistance program. Students will leave with the understanding of the value of an exercise program to their lifelong health.

### **Team Sports**

Elective 1 Semester

***Recommended:*** General Physical Education

This is a semester course where the student has the opportunity to participate in a variety of team games and fitness activities. Techniques in skills and strategies will be developed along with the rules. In addition, the positive effects of proper nutrition combined with a good exercise program will be stressed.

### **Movement Fundamentals**

Elective 1 Semester

A course to develop coordination, strength, endurance, and movement fundamentals. Physical fitness through aerobics, Zumba, cardio circuits, yoga, stretching, class games, and gymnastic skills will be stressed. In addition, the positive effects of proper nutrition combined with an appropriate exercise program will be emphasized. **This class covers the Michigan Merit Curriculum Standards and may be used toward a student's Physical Education graduation requirement.**

### **Integrated Physical Education Unified Physical Education**

Elective 1 Semester

~~Integrated Physical Education is a class that involves combining students with disabilities with general education students in the spirit of sports, learning and friendly competition. Activities are modified to become slower, simpler, and more accessible. Adaptations of games such as bowling, bean bag toss, volleyball, basketball, and many more are the basis for this class.~~

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified is a gateway for further participation in Special Olympics programs and events. Unified integrates physical activity, fitness, sports, health, wellness, nutrition and student leadership into the class and broader school community.

### **Advanced Personal Conditioning**

Elective 1 Semester

***Prerequisite:*** PE and Health Education. This course is open for male and female athletes. Non-athletes are welcome in to the class upon approval of instructor and counselor, should numbers allow.

This is an intense course designed to meet the needs of the serious athlete. This course will provide each individual with programs that will develop significant strength gains while improving individual's cardiovascular level as well. Discussion regarding proper nutrition, rest and dietary supplements will be addressed as well as the dangers associated with the use of illegal muscle enhancing drugs. Monthly testing in the areas of strength, vertical jump, speed and agility will be recorded and evaluated. Form running in addition to advanced running techniques will be taught as part the speed development unit. Responsibility to scholastic achievement, leadership, sportsmanship and career direction are also critical aspects of course content. Student/athletes will benefit from the opportunity to improve strength and conditioning during school hours while having additional time for enhancing academic responsibility and accountability outside of school.

## **Science**

### **Physical Science (Physics/Chemistry)**

1 Year

Grade Level: 9<sup>th</sup>

**Prerequisite:** Concurrently enrolled in Algebra 1



The Physical Science content of the course is selected to meet state science standards, to prepare students for the state proficiency test, and to provide the basic content knowledge that will be built upon in more advanced science courses in high school. This course will cover basic concepts in physics, chemistry, and earth science, along with an investigation of the nature of science and the problem solving approach of engineering. It specifically includes: patterns among chemical elements; chemical bonding and reactions; nuclear chemistry; motion and forces; energy; electromagnetic waves; and electricity.

### **Biology with Earth Science**

1 Year

Grade Level: 10<sup>th</sup>

**Prerequisite:** Adequate progress in Physical Science

This class is aligned with the State of Michigan Next Generation Science Standards for Biology. In addition to an introduction to scientific instruments and methods, the course includes such topics as cellular biology, biochemistry, genetics, evolution, ecology, physiology and significant laboratory work. This class will also draw connections to basic Earth systems.

### **Earth, Atmosphere, and Space Science**

1 Year

Grade Level: 11<sup>th</sup>

**Prerequisite:** Adequate progress in Biology

This class is aligned with the State of Michigan Next Generation Science Standards for EARTH SCIENCE in Physics and Chemistry. This class is ONLY for students who do NOT plan to take Physics and/or Chemistry but are still required the opportunity to master these standards.

### **Chemistry with Earth Science**

1 Year

Grade Level: 10<sup>th</sup> or 11<sup>th</sup>

**Prerequisite:** Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. In addition to an introduction to scientific instruments and methods, the course includes the structure of matter, chemical bonding, chemical reactions, and acids and bases. This course focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve equations such as  $D = m/V$  for any of the variables. This class will also draw connections to basic Earth systems.

### **Honors Chemistry**

1 Year

Grade Level: 9<sup>th</sup> – ONLY if concurrently in Geometry; 10<sup>th</sup> or 11<sup>th</sup>

**Prerequisite:** Demonstrated competency in Biology AND Algebra 1 AND Teacher Recommendation

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. The course is designed for the college bound student that is interested in a rigorous, fast paced, accelerated, and challenging course. **This course is a requirement for students who plan to take an AP science course.**

### **Physics with Earth Science**

1 Year

Grade Level: 10<sup>th</sup> or 11<sup>th</sup>

**Prerequisite:** Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Physics. This course is an introduction to the concepts of Physics through examples, laboratory experiences, and demonstrations. Topics include motion, energy, fluids, gravity, light, sound, electricity, magnetism, and others. This course focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve equations such as  $F = ma$  for any of the variables. This class will also draw connections to basic Earth systems.

### **Honors Physics**

1 Year

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Demonstrated competency in Honors Chemistry, competency or concurrently enrolled in Algebra 2 with Trigonometry.

Honors Physics is a course for mathematically capable students interested in the details of the physical world around them. Like our Physics course, this is a broad survey of the physical world, but the emphasis is placed

on calculation and problem solving. It includes a study of classical mechanics, energy, the behavior of solids and fluids, waves, sound, electricity and magnetism, circuitry (primarily DC and digital), light, and optics. Also included are such 20th century theories as Big Bang cosmology, Einstein's relativity theories, and a brief introduction to quantum mechanics. Those students interested in taking the AP Physics exam will be prepared to do so, but will need to do some additional study. **\*This course qualifies as a 4<sup>th</sup> year math credit option.**

### **Advanced Placement (AP) Chemistry**

1 Year

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Honors Chemistry and concurrently in Algebra II

This course is designed to be the equivalent of a university level first-year general chemistry course. Students should attain an understanding of fundamental chemical principles and a competence in dealing with chemical problems. This course should contribute to the student's abilities to think clearly and to express their ideas orally and in writing with clarity and logic. The student will be encouraged, but not required, to take the Advanced Placement examination in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college chemistry. The student may be placed in an advanced course upon entering college.

### **Advanced Placement (AP) Biology**

1 Year

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Honors Chemistry and/or Physics

This course is designed to be the equivalent of a university level first-year general biology course. The student will be encouraged, but not required, to take the Advanced Placement exam in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college biology. The student may be placed in an advanced course upon entering college.

### **Principles of Geology and Meteorology**

Elective 1 Year

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Biology, Chemistry and/or Physics

The content of this course will emphasize the following concepts: Human Interaction with the Geosphere; Basic Principles of Geology; Mineral/Rock forming processes; Earth's Internal Structure; Seismology; Plate Tectonics; Volcanology; Geologic Formations and The Geologic Time Scale; Atmospheric heat transfer; Severe weather; Cloud formation; Adiabatic cooling and adiabatic temperature changes; Thermodynamics; Carbon cycle; Fluid Dynamics; El Nino and La Nina; Seawater density and salinity; Oceanic currents and layering; and Climate change. The student with a strong interest in these subjects or in exploring careers in one of the earth sciences, as well as students who wants to broaden their science education should consider this course.

### **Human Anatomy**

Elective 1 Semester

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Chemistry and/or Physics

This course looks at the basic biological concepts of structure and function of the human body. A look into the body systems, such as cardiovascular, respiratory nervous, digestive, muscular and skeletal, integumentary, immune, urinary, reproductive, and endocrine will be explored.

### **Environmental Science**

Elective 1 Semester

Grade Level: 11<sup>th</sup> or 12

**Prerequisite:** Chemistry and/or Physics

This course is an intensive study into the interdisciplinary field of the study called environmental science. The goal in this course is to integrate the concepts of ecology and geology to come to an understanding of the natural world and the forces that affect it. Topics will also include a study of resource use and alternative energy development, both locally and globally, climate, oceanography and atmosphere and how they influence the environment.

### **Astronomy**

Elective 1 Semester

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Chemistry and/or Physics

This is a rigorous course in descriptive astronomy. An overview of the field of astronomy will be presented and the basic principles of specialized topics such as measurement techniques, evolution and properties of stars, and the theories of the origin and organization of the universe. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Earth Science/Astronomy, including using, constructing, and reflecting on scientific knowledge.

**Botany (with Ethnobotany Emphasis)**

Elective 1 Semester

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Chemistry and/or Physics

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course will also introduce students to the origins of many of the plants and plant products that are an important part of everyday life, and the ways that the development of different cultures has been influenced by plants throughout history. Topics covered include basic plant morphology, origins of major agricultural crops, economically important plant products, and medicinal and poisonous plants.

**Introduction to Robotics**

Elective 1 Semester

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

This course will focus on the basics of robotics and technology. Students will work in teams to design, construct, and program robots to complete in assigned tasks. Basic design skills, construction techniques, and programming are helpful but not required.

**Introduction to Engineering**

Elective 1 Semester

Grade Level: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

Introduction to Engineering is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the course is to expose students to design process, research and analysis, teamwork, communications methods, global and human impacts, engineering standards, engineering careers, and technical documentation. Introduction to Engineering gives students the opportunity to develop skills and an understanding of course concepts through project and problem-based learning.

## Social Studies

**U.S. History/Geography**

1 Year

**Recommended:** Department Recommendation

U.S. History/Geography is a survey of 20<sup>th</sup> century U.S. History as an academic focus and the continued building of reading, writing, research and oral presentations skills will both be emphasized. Reading materials in this course will be at the high school level.

**Honors U.S. History/Geography**

1 Year

**Prerequisite:** Department Approval and 9<sup>th</sup> Grade standing

Honors U.S. History/Geography is a survey of 20<sup>th</sup> century U.S. History. Reading materials in this class will be above grade level. This rigorous course is targeted toward students who have the skills to pursue Advanced Placement options.

**World History/Geography**

1 Year

**Recommended:** One semester of U.S. History/Geography

World History/Geography is a survey of topics in world history and geography starting with the rise of Islam in 600 AD. World History/Geography will have an academic focus and continued building of reading, writing, research, and oral communication skills will be emphasized. Reading material will be at the high school level.

**Honors World History/Geography**

1 Year

***Recommended:*** One semester of U.S. History/Geography

Honors World History/Geography is a rigorous survey of topics in world history starting with the rise of Islam in 600 AD with an emphasis on the use of primary documents, above grade level reading materials and the production of quality research papers and projects. Content knowledge will be the main focus of this course.

**US Government**

1 Semester

***Recommended:*** U.S. History/Geography and at least one Semester of World History/ Geography

Government is a course designed for students in the 11th grade. The goal of the government course is for students to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities.

**Honors Government**

1 Semester

***Recommended:*** U.S. History/Geography, and at least one Semester of World History/Geography

Honors Government is a course designed for students in the 11th grade. The goal of the government course is for student to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities. This course will require advanced reading, writing, discussion and critical thinking skills.

**Economics**

1 Semester

***Recommended:*** U.S. History/Geography and World History/Geography

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources.

**Honors Economics**

1 Semester

***Prerequisite:*** U.S. History/Geography, World History /Geography

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources. This course is targeted toward students who are reading or have math skills at or above grade level.

**Advanced Placement (AP) U.S. History**

Elective 1 Year

*Grade Level: 11th or 12<sup>th</sup>****Recommended:*** Honors U.S. History/Geography

Through the AP U.S. History course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well prepared students. It will appeal to students who have either a passion for the study of history or academically accelerated students who seek the challenge of an advanced placement course in U.S. History.

**History of Your Life: 21<sup>st</sup> Century History**

Elective 1 Semester

***Recommended:*** Grade 9, 10

Welcome to the 21<sup>st</sup> Century! This course will supplement the curriculum of the required US and World History classes are limited in due to time constraints. The course will start by laying the ground work for study of history with a unit on historiography. Students will then delve into the 21<sup>st</sup> Century studying historical, political, economic, and cultural (including pop culture and music) events and trends. During this course, the students will study the basics of oral history and students will collect historical perspectives by conducting interviews with people who were primary resources to the history they are studying. Finally, students will produce a multi-media capstone project which will be an investigation that integrates historiography and oral history into a topic of their choosing.

**History Through Film (US and World)**

Elective 1 Semester

***Recommended:*** Grade 9, 10

In this elective course geared toward younger students, the class will examine history through the lens of a camera. In an 18 week semester, students will learn the history behind, view, and analyze history as presented in 8-10 films. Students will learn how to watch film from a historian's perspective, analyze the content of each film for its historical accuracy and examine the historical context that surrounds each film. Students will complete a capstone project in lieu of a final exam where they will select three films to watch on their own and apply the critical viewing skills they have acquired.

**Global Studies**

Elective 1 Semester

***Recommended:*** Completion of U. S. History and World History

Global studies employs 21st century learning methods to increase the global competence of the learners. Students choose globally focused topics of personal interest to pursue, work in collaborative groups to examine issues from a variety of perspectives and plan and implement school wide global learning events.

**Race and Ethnic Studies of US History**

Elective 1 Semester

Race and Ethnic Studies examines US History from multiple perspectives to arrive at a plural and multicultural understanding of US society. It introduces students to core concepts and methods used in the study of race and ethnic relations in the United States.

**Topics in United States History**

Elective 1 Semester

***Recommended:*** Completion of U. S. History and World History

The emphasis of the Topics in United States History will change each semester based on the instructor assigned to teach the course. The assigned instructor will develop the course based on a special topic of interest. Examples of topics might be the Vietnam War and the 1960's, Role of Women in United States History, and Understanding the role of African Americans in the United States: The Great Migration and the Harlem Renaissance. The topics will change each semester so a student could choose to take this course numerous times.

**Psychology**

Elective 1 Semester

***Recommended:*** Grades 11th or 12th

The field of psychology is a scientific study of the behavior of all living organisms. Since the subject is so broad, this course is limited to the study of human behavior with the major emphasis upon the development of the individual personality and his ability to function in his society.

**Sociology**

Elective 1 Semester

***Recommended:*** Grades 11th or 12th

Sociology is a course designed for students in 11th or 12th grade. The goal of the Sociology course is for students to gain an increased understanding of the complex social world of which they are a part. Sociology will place emphasis on understanding the relationships between people, groups of people and various institutions in American and global societies. Sociology will reflect the emphasis on each of the four pillars of the Framework for Social Studies Education in Michigan, Disciplinary Knowledge, Thinking Skills, Democratic Values and Citizenship Participation.

**Advanced Placement (AP) Psychology**

Elective 1 Year

***Recommended:*** Grades 11th or 12th

Through the AP Psychology course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well-prepared students. In psychology we have inherently interesting subject matter, but the student's responsibility is to delve beyond

the surface attraction of popular psychology and become true students of the discipline. This approach will make the learning experience quite rewarding.

### **Projects in Action in Government and Economics (PAGE)**

Elective 1 Year

***Recommended:*** Government and Economics

For students who have an interest in the functions of state government, this program is an experiential learning offering. Students will meet in the classroom setting under the direction of their Waverly High School instructor while at the same time participate in a hybrid internship program 2 days a week in downtown Lansing. **This course may run more than one class period per day.**

### **Interdisciplinary Seminar for Social Science Exploration**

Elective 1 Semester

***Recommended:*** Grades 12<sup>th</sup> or with Instructor Approval

We live in the 21st century and there are new ways of acquiring knowledge. The Interdisciplinary Seminar for Social Science Investigation is designed to expose students to new methods of information acquisition and challenge them to share new knowledge in a way that benefits themselves and others. A blended approach will allow students to pursue knowledge of personal interest while learning essential 21st century skills of communication, critical thinking, creativity and cultural awareness. Students will choose topics of personal interest to study using "Open Source" material from colleges and universities. There are 1,000's of free courses available for on-line learning. The focus of these courses is enrichment and are not intended for academic credit for college.

## **World Languages**

### **American Sign Language I**

Elective 1 Year

This course will cover basic vocabulary used in American Sign Language. Students will acquire a basic understanding of the deaf community, including different cultural norms, values, and beliefs, embraced by culturally deaf people in the United States. Students will be versed in Deaf history, as well as various other timelines, via documentaries and popular television media. Daily class routines focus on building student's receptive, expressive finger spelling, and signing skills. Daily lessons include introduction of new vocabulary, both in isolation, as well as conversationally. Every parameter must be written for each new sign learned.

### **American Sign Language II**

Elective 1 Year

***Prerequisite:*** ASL I

This course is based on a continuum of ASL I. Students will be introduced to more advanced vocabulary and conversational signing via personalized videos of interpreters and native signers. Student's performance is based on increased receptive and expressive ability in the context of natural conversation. A keen understanding and the use of personal pronouns, classifiers, tense, and idiomatic phrases are emphasized, as these are paramount in each student's ability to reach fluency.

### **French I (First Year)**

Elective 1 Year

***Recommended:*** should possess above average study and organizational skills

In French I, students will begin to develop listening comprehension, speaking, and writing skills through the study of situational vocabulary and basic grammatical structures. Through short reading selections students will also begin to develop reading skills. Students will express themselves in the present and near future in both spoken and written forms of the language. Accurate pronunciation and intonation will be encouraged. The geographies and cultures of the contemporary Francophone world will be studied and compared and contrasted with our own.

### **French II (Second Year)**

Elective 1 Year

***Recommended:*** French I

This course is the continuation of French I. Students will be introduced to more complex conversational exchanges in which native speakers are speaking at a more normal conversational speed. As students develop their listening comprehension skills, their productive skills will also increase. Students will progress from “sentence-level” dialogues to “paragraph-level” conversations. More extensive reading practice will be included as well as a variety of writing opportunities which will improve writing skills. Students will continue a formal study of the grammar and syntax of the language, with special emphasis being placed on the use of the past tenses (*passé composé* and *imparfait*). Continued attention will be given to good pronunciation and intonation. The cultural material will be expanded to include brief historical overviews, as well as presentations of contemporary reality.

### **French III/IV (Third and Fourth Years)**

Elective 1 Year

#### ***Prerequisite: French II***

In the third and fourth years of French, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in French. Writing skills are further developed through original skits, stories, and children’s books. Reading skills are developed by reading several short stories and a novel. Students will continue to study the geography and culture of various French-speaking countries.

### **Spanish I (First Year)**

Elective 1 Year

In first year Spanish, students will begin to develop listening and speaking skills. Reading and writing short phrases and passages will also be emphasized. Students will develop basic conversational skills through topical and situational vocabulary studies and the mastery of basic grammar structures. Students will learn to accurately use present tense verbs. Students will write and perform original skits. Language as communication will be continuously emphasized. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will study the geography and culture of various Spanish-speaking countries.

### **Spanish II (Second Year)**

Elective 1 Year

#### ***Recommended: Spanish I***

In second year Spanish, students continue to develop listening and speaking skills. Students continue to develop conversational skills through expanded vocabulary studies, situational vocabulary studies, and mastery of more complex grammar structures. Past and future verb tenses receive greater emphasis. Students begin to develop reading skills that will allow them to interpret short articles and stories based on lesson content as well as culture. As the year progresses, students will write compositions and will also write and perform original skits. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will continue to study the geography and culture of various Spanish-speaking countries.

### **Spanish III (Third Year)**

Elective 1 Year

#### ***Recommended: Spanish II***

In third year Spanish, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in Spanish. Writing skills are further developed through original skits, stories, and children’s books. Reading skills are developed by reading several short stories and a novel. Students will periodically converse with native speakers of Spanish. Students will continue to study the geography and culture of various Spanish-speaking countries.

### **Spanish IV (Fourth Year)**

Elective 1 Year

***Recommended: Spanish III or Equivalent***

In fourth year Spanish, students develop extensive speaking, reading, and writing skills. The course focuses on communication in Spanish rather than translated English. Skills are reinforced and developed through the study of situational vocabulary, idiomatic expressions, a review of grammar structures, and vocabulary expansion. Listening and speaking skills are emphasized through conversation, a series of listening activities, a full length movie, and several contacts with native Spanish speakers. Reading skills are developed through several short stories and a novel. Writing skills are continually developed through grammar exercise, original skits, essays, and short stories. Students produce several short video segments to mark their progress throughout the year. Students will continue to study the geography and culture of various Spanish speaking countries. The class is conducted largely in Spanish.

**Spanish V/VI (Fifth and Sixth Years)**

Elective 1 Year

***Prerequisite: Spanish IV or Teacher Approval***

In the fifth and sixth years of Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings. **Students may elect to take the Advanced Placement Standardized Test in May for college credit.**

**Advanced Placement (AP) Spanish**

Elective 1 Year

***Recommended: Spanish IV or Teacher Approval***

In AP Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings. Students may elect to take the Advanced Placement Standardized Test in May for college credit.

## Special Services

**Employability Skills**

1 Year

***Prerequisite: Special Services Caseload***

This course is designed to assist the student in learning skills necessary to becoming successfully employed. The areas of study include learning how to research careers, researching careers and post high school training, job shadowing, interviewing techniques, application process, effective communication skills, problem solving and working as a team member. The student will learn functional academic skills related to employability.

**Basic Life Skills**

1 Year

***Prerequisite: Special Services Caseload***

This course is designed to assist students in learning skills necessary for living independently. The areas of study include substance abuse awareness, reproductive health, personal health and safety, social skills, homemaking skills, and family living skills. Students will also learn about setting goals.

**Learning Center**

1 Year

***Prerequisite: Special Services Caseload***

This is a special education course designed to aid students with their mainstreamed courses. School study skills will be emphasized, including time management, test taking skills, listening skills, text usage, problem



solving, and appropriate classroom behavior. Tutorial help will also be available for student's mainstreamed classes.

**Community Based Vocational Education and Instruction Yearly Goals** .5 to 3.0 credits per semester

**Prerequisite:** Approval of Instructor and Caseload Teacher

This course is designed to teach students to establish transition goals which are needed to increase their independence in the areas of employment, adult living, recreation, post-secondary education, transportation/mobility. Community based activities will include unpaid/paid Work Based Learning (WBL) experiences and other types of instruction (such as use of public transit, banking, shopping, voting, exploration of community resources and linking with appropriate agencies). Instruction will focus on pre-employment/work activities, weekly/monthly planning, arranging transportation, paying bills, budgeting, menu planning, food preparation and clean-up. Transitional Community Living Experiences (TCLE) may be provided completely outside the building with approved service provider agreements and individualized student learning plans.

**Math Fundamentals** 1 Year

This course will emphasize basic math skills and their application in the real world. The focus will be on the extended grade level content objectives outlined by the state of Michigan and any individual IEP math goals

**English Fundamentals** 1 Year

The focus of this class will be remedial reading and writing instruction. In addition, speaking and listening skills will also be addressed. Class objectives will focus on the extended grade level content objectives outlined by the state of Michigan and any individual IEP Reading/Writing goals.

**MI-Access Prep** 1 year

MI-Access Prep will focus on three primary subject areas covered by the MI-Access test administered in the junior year of high school. The focus will rotate year by year between Science, World Geography, and US History/Civics/Economics

## **Career & Technical Education Programs**

**Wilson Talent Center** Elective 1-2 Years

**Prerequisite:** Grades 11th or 12th

The Wilson Talent Center (WTC) in Mason is Waverly's career and technical education training school. Students from Waverly and ten other school districts in Ingham County attend classes each day at WTC. WTC students create their futures in one of 19 career technical training programs. The skills and knowledge acquired in a WTC program can be transferred to an entry-level job or to post-graduate training in a technical school or college (80% of WTC graduates go on to college).

At the WTC, students learn how to develop a career plan, to set goals for a lifelong career, and how to get and keep a job. A variety of instructional materials are used, including modules (training packets), textbooks, lectures, videotapes, work experience, and hands-on practice. Students learn the skills that business and industry have identified as necessary for each occupation. Training is conducted in two sections each day; the first session meets from 8:15-10:30 a.m.; the second session meets from noon-2:15 p.m. Students stay at Waverly for half the day and spend the other half at the WTC in Mason. With careful planning, students can continue in a regular curriculum at Waverly and still enroll in a WTC program to receive high school credit and, in some programs, college credit.

There are many other benefits to attending the WTC whether a student attends for one to two years:

**Career Planning** - Students explore their personal and career potential through career counseling, interest surveys, and computerized decision making exercises.

**Job Placement** - WTC staff will help students prepare a resume', develop interviewing skills, and make connections with an Ingham County employer.

**College Credit** - 16 WTC programs have college credit partnerships upon successful completion

**Assessment** - An in-depth measurement of a student's abilities, aptitudes, and interests.

**Co-op** - For students recommended by their program teacher; earn money on the job while applying the skills learned in the classroom.

The Wilson Talent Center's course offerings are:

Advanced Healthcare (Medical Asst, Cert Nursing Asst, Acute Care Asst)  
~~Capital Area Healthcare Education Partnership (CAHEP)~~  
Automotive Technology  
~~Aviation Academy~~  
BioScience Careers  
Business & Risk Management  
Career Start  
Construction Technology  
Cosmetology  
Culinary Arts & Hospitality  
Cybersecurity & Digital Forensics  
Engineering Technology  
Healthcare Foundations  
Law Enforcement  
New Media  
Precision Machining Technology  
Programming & Mobile Applications  
Welding Technology

**Eaton RESA Career Preparation Center**

Elective 1-2 Years

***Prerequisite:*** Grades 11th or 12th

The Eaton RESA Career Preparation Center (CPC) is situated on the West campus of Lansing Community College. In addition, programs are also located at AIS Construction and Potter Park Zoo. Eaton RESA and the Career Preparation Center have partnered with Lansing Community College for over 38 years to offer Career Preparation programs to area high school students. By enrolling and successfully completing these programs, students will learn technical and employability skills, earn high school credit, and have an opportunity to earn college credit.

Successful graduates of the CPC programs have found employment in their program areas, entered into apprenticeship programs, continued at LCC to earn an associated degree, or transferred to universities to continue their education. Whichever of these goals you may have for yourself, Eaton RESA Career Preparation Center's instructors and staff are prepared to help you reach them. Students will have opportunities to participate in work based learning opportunities, Career and Technical Student Organizations, National Technical Honor Society and Career Development.

The Eaton RESA Career Preparation Center's 2020-2021 course offerings are:

Animal Science & Zoo Management  
~~Fashion Design~~  
Heavy Equipment Operation  
Heavy Equipment Repair

### **The Early College**

The Early College at Lansing Community College is a three-year program for students entering grade 11 in the fall semester. The program has a STEM focus, a basis in science, technology, engineering and mathematics, with an emphasis on problem-based learning and inquiry. These fields prepare students for a wide range of careers and provide a solid foundation for many four-year college majors. Students begin their experience by taking core high school classes as well as participating in extensive success skill training in order to be prepared for the rigors of a college curriculum. In the middle of their first semester, students may become eligible to be credentialed for taking college classes to obtain at least 60 transferrable college credits or a minimum of 30 credits in a certificate program. Students also receive extensive career readiness and exploration learning experiences.

Students electing TEC graduate one year after their cohort. As this is the case TEC students forego being included in class rankings and other honors such as “Top Ten” as TEC presents its own honors program. TEC students may participate in Commencement with their cohort although they will not receive their diploma until all graduation requirements are completed through the TEC program.

## **Interdepartmental Courses**

### **Test Prep 10/11**

Elective 1 Semester

***Prerequisite:*** Grades 10<sup>th</sup> or 11<sup>th</sup>

This course is designed to be successful on the SAT. The course covers all areas of the test: English, Mathematics, Reading, Science, and Writing. The subject instruction is the majority of the learning in the class; however, test-taking skill sets specific to the SAT will also be covered. The class begins with a full SAT pre-test and concludes with a full SAT post-test, both of which are mandatory for all students in the class. There will be other portions of practice tests given throughout the course as well. This course is CREDIT/NO CREDIT (no grades assigned), and students must completely meet the requirements in order to earn credit in the class-any missing assignments will result in a loss of credit.

### **Waverly Alternative Education**

Alternative Learning provides students with an approach and an environment that are different from a traditional classroom setting. Students receive computer-assisted personalized instruction, individualized attention with a low student-to-instructor ratio and the freedom to work at their own pace.

Waverly Alternative Education students receive computer-assisted instruction that allows them to work at their own speed and skill level. Students are tested to determine their current skill level in each subject and work at exactly that skill level. Subjects and grade levels are customized for each student so that students can progress through each grade level based on their skills. Individualized computer-assisted instruction allows students to keep their progress private. While in the program, they can focus their attention on academic credit recovery, improved attendance and graduation.

### **Credit Recovery**

Elective 1 Semester

This computer based course is designed to help students on their path to graduation. Students who have not earned credit in a core class are able to be placed in this course after school hours to recoup the credits lost in a previous semester. Students are allowed to work at their own pace. This is an after-school program.

### **Independent Study**

Elective 1 Semester

***Prerequisite:*** Approved by parents, teacher, counselor/building administrator

Independent Study is an opportunity for willing students to study topics of interest, improve skills, and/or develop projects in depth. The students will establish a study guide with the help of the independent study teacher. This guide will be followed as a plan to complete the study or project. Independent Study must be requested prior to the start of the semester.

### **English as a Second Language**

Elective 1 Semester

***Prerequisite:*** *Limited English Proficiency (LEP)*

An independent study, individually designed for students whose native language is not English, and who have limited English proficiency (LEP). This will serve students who are at risk of not succeeding in other classes due to lack of language skills. This course is carried on in a small, seminar setting.

Class sizes are approximately two to ten students. Grades are based on an A-F system. This course may be repeated.

### **Blended Learning**

1 Semester

***Prerequisite:*** *Approved by counseling department*

Blended Learning serves two purposes. First, it is a modern approach to repeating a class. Using online curriculum and instruction, students can demonstrate proficiency in the lessons and units they may have mastered the first time they took the course although they did not pass the entire class. This strategy allows students to be exempted from repeating segments they already know. Second, it is an avenue for students to take online classes through Michigan Virtual High School. The role of the instructor in Blended Learning is to support the student, provide opportunities for practice, and to monitor progress since the actual instruction is presented by the online modules.

### **PRIDE Period**

Elective 1 Semester

This period is a class in which all WHS students are scheduled to be in at the same time each day. This allows students the flexibility to meet with teachers, complete assignments, explore career and college opportunities, study subjects that they may be interested in, and practice for the SAT or PSAT among other things. Clubs and organizations may choose to meet during this time. Special Presentations and events are also scheduled to occur during the PRIDE Period. Students are monitored in their PRIDE period for academic progress.

## **Academic Regulations**

### **Credit/No Credit**

The following guidelines must be followed:

1. Application for credit/no credit must be made within the first two weeks of each semester.
2. Final approval of this request will authorize "Credit" or "No Credit" for grades on the permanent record.
3. If a student is electing credit/no credit for a year-long course, he/she must complete a request form each semester.
4. The decision for credit/no credit is not reversible once it is approved.
5. Freshmen, sophomores, and juniors may take not more than one credit per year on a credit/no credit basis and not more than one course at a time. Seniors may take no more than two credits on a credit/no credit basis and not more than two per semester (See Honor Roll guidelines).
6. Teachers will be reminded of this decision one week prior to the end of the marking period so they can record grades accurately.

### **Dual Enrollment/Released Time Program**

Qualifying students may be released from part of their regular high school day in order to attend classes at area colleges. Generally, students are limited to two hours of released school time while on this program. Waverly Community Schools covers a portion of tuition for these students. Any additional cost of attending is the responsibility of the students/parents. For more information, obtain a copy of the program guidelines and an application from a counselor.

### **Earning Graduation Credits**

Students completing a high school course before entering high school may receive a credit by: 1) successfully completing Algebra I; and, 2) earning a proficient score on the final course exam.

### **Wilson Talent Center**

Eligible juniors or seniors may enroll in the Career Center. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in Career Center. Students may begin applying in December of their sophomore year.

### **AP Classes**

In recognition of the district's commitment to run sections of AP Classes that may be smaller than other classes, students signing up for AP Classes must also show a commitment to the extra level of study. Therefore, **a student enrolled in AP Classes will not be allowed to drop the class(es) once the spring enrollment period has ended.** In order to earn college credits students must participate in the national AP exam (fee required). Students must be recommended by subject area teachers for AP courses

### **Class Load/Transfer of Credits/Diploma**

During each semester of attendance at Waverly High School a student must enroll in seven classes unless a medically documented condition prevents the student from doing so. Credit for work done at other high schools, as well as credit for work study, Career Center, Lansing Community College, and other institutions will be accepted. Diplomas are awarded at the end of the school year in which an individual completes the requirements.

### **Mid-Year Transfer**

Students' current grade from their old school will be equally calculated into their new WHS course when appropriate. Students enrolling in courses in which there is insufficient time to earn credit shall be graded on a Credit/No Credit or Audit basis. Students transferring from a Homeschool situation must provide an official transcript from an accredited homeschool institution or earn a minimum grade of 60% on the final exam for the corresponding course.

### **Grading**

Students will be graded and report cards distributed two times a year, at the end of each semester. The final semester grades are the only grades that are used for transcript purposes. If a student or parent has a concern about a grade they should first consult the teacher before contacting the administration.

### **Grading Scale**

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| A 100-93 = 4.0  | A- 92-90 = 3.67 |                 |
| B+ 89-87 = 3.33 | B 86-83 = 3.0   | B- 82-80 = 2.67 |
| C+ 79-77 = 2.33 | C 76-73 = 2.0   | C- 72-70 = 1.67 |
| D+ 69-67 = 1.33 | D 66-63 = 1.0   | D- 62-60 = .67  |
|                 | F 59-00 = 0     |                 |

### **Grading Scale- AP Classes**

|                 |                |                |
|-----------------|----------------|----------------|
| A 100-93 = 4.33 | A- 92-90 = 4.0 |                |
| B+ 89-87 = 3.67 | B 86-83 = 3.33 | B- 82-80 = 3.0 |
| C+ 79-77 = 2.67 | C 76-73 = 2.33 | C- 72-70 = 2.0 |
| D+ 69-67 = 1.67 | D 66-63 = 1.33 | D- 62-60 = 1.0 |
|                 | F 59-00 = 0    |                |

### **"I" Grade**

An "I" grade may be issued if a student's absences leave a determination at grading time impossible or unfair. "I" grades may be used at any grading time.

"I" grades must be changed within a semester or will become a failing grade.

### **Assessment Methodology/Tests**

Assessments will be aligned with the High School Content Expectations and the Waverly Assessment Guidelines.

### **Schedule Adjustments**

Once courses are selected, adjustment will be made on a limited basis. Schedules may be adjusted if any of the following qualifications are met:

1. Incomplete schedules
2. Duplication of courses
3. Courses in incorrect sequence.
4. Students who lack a required course for graduation or grade level.
5. Acceptance to special programs (work experience, child development, etc.)
6. Re-enrollment in a course in which the student received a failing grade or no credit.
7. Misplacement due to inappropriate skill level for class

All students must attend the classes on their current schedule until the classes are rescheduled. Attendance records will be forwarded to the new class. All schedule change requests must be made within two weeks of the start of the semester.

### **Honor Roll Guidelines**

There are three honor rolls, awarded at the semester, defined as follows:

- **4.0 Honor Roll** - student will have a grade point average of 4.0
- **3.5 Honor Roll** - students with a 3.5-3.9 GPA
- **3.0 Honor Roll** - students with a 3.0-3.4 GPA

To qualify for any Honor Roll, a student must be a full time student taking a minimum of four graded classes for the period covered by the Honor Roll.

### **Top Ten Qualifications**

~~For a student to be eligible for the Top 10, they must be enrolled at WHS from the fall of their sophomore year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year, however, all top ten qualifiers must attend school eight semesters. For each year of high school a minimum of 4 graded core classes (core classes include academic classes such as: Math, Science, Social Studies, English, & World Language), or 3 AP classes in a semester must be taken. Edgenuity classes do not qualify toward Top Ten status.~~

### **Graduating With Honors**

Students whose cumulative GPA is a 3.67 or higher will be awarded gold honors cords to wear at the graduation ceremony and shall be considered to be "Graduating with Honors"

## **Waverly High School Mission Statement**

The mission of Waverly High School is to educate and prepare all students to realize their individual potential and to be engaged as ethical contributors and life-long learners in our global society.

We will do this by providing a rigorous and relevant curriculum in a safe learning environment with a caring and committed staff who will work in concert with colleagues, students, families, and the community to achieve this mission

## **Waverly Community Schools Mission Statement**

As the heart of the community our mission is to educate and prepare each student to achieve her or his academic best, become a lifelong learner and contribute as a citizen of our global society by committing ourselves to excellence in education characterized by:

- a safe environment
- rigorous curriculum
- quality instruction
- attention to individual needs

in partnership with the family and our diverse community.

## **Notice Regarding Non-Discrimination Policy**

It is the policy of the Waverly Community Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, marital status, height, weight, or disability in its employment practice as well as in its educational programs, activities, and services. The board reaffirms its policy to comply with Title VI, The Age Act of 1975, The Americans with Disabilities Act of 1990, Title VII or the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Elliot-Larsen Civil Rights Act, and all other applicable federal and state laws and regulations prohibiting discrimination.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

### **High School Title IX Coordinators**

**Susan Friend &** Tiffany Wright  
Waverly Community Schools  
515 Snow Road  
Lansing, MI 48917  
(517) 321-7265

Inquiries regarding compliance with Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Age Act of 1975, should be directed to:

**Section 504 Coordinator**  
Tiffany Wright  
Waverly Community Schools  
515 Snow Road  
Lansing, MI 48917  
(517) 321-7265