
AVONDALE HIGH SCHOOL

CURRICULUM GUIDE

School Year: 2025-2026





Avondale High School
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Auburn Hills, Michigan, 48326

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www.avondaleschools.org

School Code: 230-130

Dear Parents and Guardians,

Providing your student with a high-quality educational experience in a safe, nurturing environment is the goal of the Avondale School District Board of Education and staff.

We invite you to share this responsibility by monitoring your student's academic progress and gaining a clear understanding of the standards we have for our students - standards that are vital to advancing the learning process.

We ask that you take time to review the important information and expectations contained in this curriculum guide with your student. Working together, we can ensure that every student achieves.

Best wishes for a successful school year.

Sincerely,

Douglas Wilson
Principal

MISSION STATEMENT

The Avondale School District will cultivate innovation, foster strong relationships, and engage all students in real-world experiences to inspire and empower tomorrow's leaders and responsible citizens.

VISION STATEMENT

The Avondale School District, in partnership with the community, prepares all students to be lifelong learners and to achieve success in a globalized society.

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Graduation Requirements

CLASS OF 2028 & BEYOND

All AHS graduation requirements meet and follow MMC requirements.

English - 4 Credits (ELA pathway may be determined by level entering 9th grade.)	
English 9 OR Honors English 9	1 Credit
English 10 OR Honors English 10	1 Credit
English Electives OR AP Language & Composition	1 Credit
English Electives OR AP Literature & Composition	1 Credit
Mathematics - 4 Credits (Math pathway may be determined by level entering 9th grade. All students are required to complete Math through Algebra II and a Math elective or AHS-approved math-related experience during their senior year.)	
Algebra I	1 Credit
Geometry OR Honors Geometry	1 Credit
Algebra II OR Honors Algebra II	1 Credit
Math Elective OR AHS-Approved Math-related Experience	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics OR Chemistry	1 Credit
Science Elective OR Counselor-Approved Career & Technology Education Program	1 Credit
Social Studies - 3.5 Credits	
U.S. History OR Honors U.S. History	1 Credit
Civics OR AP Government	½ Credit
Economics OR Honors Economics (Financial Literacy Requirement Embedded)	1 Credit
World History OR AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education OR 4 Years of Marching Band OR 4 Seasons of Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts (VPAA) - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education (CTE) - 1 Credit	
Any AHS CTE Program OR Oakland Schools Technical Center (OSTC) Program	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or Counselor-Approved World Language	1 Credit

French 2, Spanish 2, German 2, or Counselor-Approved World Language OR CTE Program OR Additional VPAA Elective	1 Credit
Electives	6.5 Credits
High school classes completed and passed in middle school may count toward credits and requirements.	
State Assessments	
Juniors must complete the state-mandated Michigan Merit Examination (MME), including the SAT, ACT Workkeys, and M-STEP, for graduation.	

TOTAL - 26 CREDITS

Class of 2028 & Beyond - Credits & Grade Level	
Grade Level Designation is based on credits earned. When students earn enough credits for promotion, their grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0 - 5.875 Credits
Tenth Grade	6 - 11.875 Credits
Eleventh Grade	12 - 18.875 Credits
Twelve Grade	19+ Credits
Graduation Requirement: 26 Credits	

CLASS OF 2027

All AHS graduation requirements meet and follow MMC requirements.

English - 4 Credits (ELA pathway may be determined by level entering 9th grade.)	
English 9 OR Honors English 9	1 Credit
English 10 OR Honors English 10	1 Credit
English Electives OR AP Language & Composition	1 Credit
English Electives OR AP Literature & Composition	1 Credit
Mathematics - 4 Credits (Math pathway may be determined by level entering 9th grade. All students are required to complete Math through Algebra II and a Math elective or AHS-approved math-related experience during their senior year.)	
Algebra I	1 Credit
Geometry OR Honors Geometry	1 Credit
Algebra II OR Honors Algebra II	1 Credit
Math OR AHS-Approved Math-related Experience	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics OR Chemistry	1 Credit
Science Elective OR Counselor-Approved Career & Technology Education Program	1 Credit
Social Studies - 3.5 Credits	
U.S. History OR Honors U.S. History	1 Credit
Civics OR AP Government	½ Credit
Economics OR Honors Economics (Financial Literacy Requirement Embedded)	1 Credit
World History OR AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education OR 4 Years of Marching Band OR 4 Seasons of Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts (VPAA) - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education (CTE) - 1 Credit	
Any AHS CTE Program OR Oakland Schools Technical Center (OSTC) Program	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or Counselor-Approved World Language	1 Credit
French 2, Spanish 2, German 2, or Counselor-Approved World Language OR CTE Program OR Additional VPAA Elective	1 Credit

Electives	5.5 Credits
High school classes completed and passed in middle school may count toward credits and requirements.	
State Assessments	
Juniors must complete the state-mandated Michigan Merit Examination (MME), including the SAT, ACT Workkeys, and M-STEP, for graduation.	

TOTAL - 25 CREDITS

Class of 2027 - Credits & Grade Level	
Grade Level Designation is based on credits earned. When students earn enough credits for promotion, their grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0 - 5.875 Credits
Tenth Grade	6 - 11.875 Credits
Eleventh Grade	12 - 17.875 Credits
Twelve Grade	18+ Credits
Graduation Requirement: 25 Credits	

CLASS OF 2026

All AHS graduation requirements meet and follow MMC requirements.

English - 4 Credits (ELA pathway may be determined by level entering 9th grade.)	
English 9 OR Honors English 9	1 Credit
English 10 OR Honors English 10	1 Credit
English Electives OR AP Language & Composition	1 Credit
English Electives OR AP Literature & Composition	1 Credit
Mathematics - 4 Credits (Math pathway may be determined by level entering 9th grade. All students are required to complete Math through Algebra II and a Math elective or AHS-approved math-related experience during their senior year.)	
Algebra I	1 Credit
Geometry OR Honors Geometry	1 Credit
Algebra II OR Honors Algebra II	1 Credit
Math OR AHS-Approved Math-related Experience	1 Credit
Science - 3 Credits	
Biology	1 Credit
Physics OR Chemistry	1 Credit
Science Elective OR Counselor-Approved Career & Technology Education Program	1 Credit
Social Studies - 3.5 Credits	
U.S. History OR Honors U.S. History	1 Credit
Civics OR AP Government	½ Credit
Economics OR Honors Economics (Financial Literacy Requirement Embedded)	1 Credit
World History OR AP World History	1 Credit
Health & Physical Education - 1 Credit	
Health	½ Credit
Physical Education OR 4 Years of Marching Band OR 4 Seasons of Sport + Fitness Opt-Out Exam	½ Credit
Visual, Performing, & Applied Arts (VPAA) - 1 Credit	
Visual, Performing, & Applied Arts Elective	1 Credit
Career & Technical Education (CTE) - 1 Credit	
Any AHS CTE Program OR Oakland Schools Technical Center (OSTC) Program	1 Credit
World Language - 2 Credits	
French 1, Spanish 1, German 1, or Counselor-Approved World Language	1 Credit
French 2, Spanish 2, German 2, or Counselor-Approved World Language OR CTE Program OR Additional VPAA Elective	1 Credit

Electives	4.5 Credits
High school classes completed and passed in middle school may count toward credits and requirements.	
State Assessments	
Juniors must complete the state-mandated Michigan Merit Examination (MME), including the SAT, ACT Workkeys, and M-STEP, for graduation.	

TOTAL - 24 CREDITS

Class of 2026 - Credits & Grade Level	
Grade Level Designation is based on credits earned. When students earn enough credits for promotion, their grade level will be updated in June of that school year.	
Grade Levels:	Credits Earned:
Ninth Grade	0 - 4.875 Credits
Tenth Grade	5 - 10.875 Credits
Eleventh Grade	11 - 16.875 Credits
Twelve Grade	17+ Credits
Graduation Requirement: 24 Credits	

Academic Policies and Information

- **EIGHT SEMESTERS** - Students must have four years (eight semesters) of attendance. A semester of full-time attendance is defined as a semester of six or more classes. Early graduation is possible with principal approval. For more information, consult your school counselor. Early graduation requests must be submitted by May 1st of their junior year.
- **COMMENCEMENT** - Students who have not met graduation requirements by published deadlines in May of their senior year will not be permitted to participate in commencement exercises. Diplomas can still be earned upon completing graduation requirements. However, students who no longer attend Avondale High School must fulfill their requirements by July 31 during the summer following their class's graduation to receive an Avondale High School diploma. Those completing their requirements after this date must enroll in a separate adult education program.
- **COURSE REQUESTS** - Parents/guardians are encouraged to collaborate with students to plan a course of study that aligns with graduation requirements, college admissions, postsecondary goals, and potential career pathways. Be sure to review prerequisites and selection criteria carefully. All final course requests will require a parent/guardian signature to process.
- **TEACHER REQUESTS** - Administrative policy does not allow counselors to accommodate teacher requests. We believe it is important for students to learn from a variety of teachers and adjust to the expectations of any teacher, no matter which "style" suits the student best. This fosters valuable skills for success in college and the workplace. However, if a student has previously taken a class with a specific teacher and did not pass, we will make an effort to adjust the schedule so the student can work with a different teacher.
- **SCHEDULE CORRECTIONS** - Students should request a schedule correction only under the following circumstances:
 - There is an error in their schedule.
 - The student has already completed the class.
 - Medical reasons, such as an inability to participate in P.E.
 - A teacher recommends a change based on their assessment of the student's skills.
 - Other extenuating circumstances approved by an administrator.All schedule corrections must be made within the first five days of the semester. Changes outside these guidelines, including those for Advanced Placement classes, are generally not permitted except in rare cases. For extenuating circumstances (e.g., an injury that prevents participation in P.E.), please contact your counselor.
- **PERSONAL CURRICULUM** - The Michigan legislature allows students to modify the state graduation requirements through a Personal Curriculum (PC). A PC can be requested at any time during high school, except for Civics, English, and World Language requirements. It is intended for limited circumstances after students have had the opportunity to succeed in the Michigan Merit Curriculum. For more details, refer to the [Parent and Educator Guide on Personal Curriculums](#). A student over 18, a parent/guardian, or school personnel can request a PC for one of the following reasons:
 - The student wants to earn additional credits in Math, Science, ELA, or World Languages.
 - The student needs to reduce the Algebra II requirement in the Michigan Merit Curriculum.
 - The student is transferring from out-of-state or nonpublic schools after completing two years of high school.
 - The student has an Individualized Education Plan (IEP).
- **TRANSFER STUDENTS** - Students transferring from an out-of-district school will have their transcripts reviewed to ensure proper placement and credit transfer. All grades and credits listed on the official transcript from the previous school will be transferred to the Avondale High School transcript. Transferred grades will be factored into the student's GPA and overall academic record at Avondale. We honor the grading and credit system of the

student's previous school. Letter grades will be recorded as they appear on the previous transcript, and courses marked as Credit/No Credit or Pass/Fail will also be reflected accordingly. Transfer students are expected to meet all AHS graduation requirements.

- **POWERSCHOOL PARENT PORTAL** - Parents/legal guardians may access a student's weekly grades on Parent Portal. Report cards will only be available on Parent Portal at the end of each semester. Information is provided each year for parents to sign up for Parent Portal access. Parents/legal guardians who do not have internet access may request an appointment with the counseling office to pick-up a printed transcript/report card.
- **PARENT-TEACHER CONFERENCES** - Parents/legal guardians are invited to meet with teachers to discuss student progress during two scheduled conference days, one in the fall and one in the winter/spring. If necessary, parents may call a student's counselor to request a staffing, which is a longer scheduled meeting that includes the student's teachers.
- **SEMESTER GRADES** - Semester grades are calculated using the average of the scores a student earned on summative assessments (e.g. tests, projects, etc.) inputted by teachers throughout the semester.
- **LOSS OF CREDIT** - Students may lose credit in the following ways:
 - **FAILURE TO MEET CLASS REQUIREMENTS:** Students earning a grade lower than a D- (60%) will not receive credit.
 - **DROPPING A CLASS:** Students who drop a class after the count day will receive an F (Withdraw Fail) and will not receive credit for that class. This will appear as an "E" on the transcript and affect the GPA.
 - **FAILURE TO MEET CLASSROOM ELIGIBILITY:** Students who fail to demonstrate consistent in-class learning through minimum engagement and attendance will not receive credit for that class.
- **ACADEMIC CONTRACT** - Students who are behind in required graduation credits will meet with their counselor and an Academic Contract will be developed to ensure that supports are put in place for students to succeed academically.
- **GRADE POINT AVERAGE** - GPA is calculated at the end of each semester by dividing the total number of grade points earned by the total number of courses taken, including any failed courses that have not been repeated. Student transcripts will include both weighted and unweighted GPAs.
 - **HONORS COURSES:** Add 0.5 points to the student's GPA for each course.
 - **AP OR APPROVED COLLEGE COURSES:** Add 1.0 point to the student's GPA for each course.
 - **EXAMPLE:** A 3.5 GPA in an Honors course is weighted to 4.0, and a 3.5 in an AP or College course is weighted to 4.5.

GRADING SCALE

A = 4.0	C = 2.0	G = Credit H = No Credit I = Incomplete / No Credit
A- = 3.7	C- = 1.7	
B+ = 3.4	D+ = 1.4	
B = 3.0	D = 1.0	
B- = 2.7	D- = 0.9	
C+ = 2.4	E = 0.0	

- **STANDARDIZED TESTING** - The following standardized tests will be administered in the high school:
 - **GRADES 9 AND 10:** Freshmen take the PSAT 8/9 and sophomores take the PSAT 10 in the spring, which assesses skills in English Language Arts and Mathematics in alignment with the SAT.
 - **GRADE 11:** Juniors may take the PSAT/NMSQT in the fall. This test measures critical reading, writing, and math problem-solving skills. Scores from this test, taken for a fee, can qualify students for the

National Merit Scholarship Program. The PSAT/NMSQT is administered on a Saturday and is not a school-mandated requirement.

- **MICHIGAN MERIT EXAMINATION:** Upon reaching 11th grade, students are required to take the state-mandated Michigan Merit Examination (MME) as a graduation requirement. Administered in April, the MME consists of the following components: SAT (English Language Arts and Mathematics), ACT WorkKeys, and M-STEP (Science and Social Studies).
 - Only juniors are eligible to take the SAT at no cost as part of the Michigan Merit Exam. Students in grades 9-12 may independently register to take the SAT or ACT multiple times at national testing sites for a fee.
 - **UNIVERSITY ADMISSION REQUIREMENTS** - It is important for students to research the specific admission requirements for each university they are interested in to ensure they meet all deadlines and criteria. Universities set their own criteria (grades, GPA, test scores) for admission. Key factors to consider during high school:
 - **MINIMUM COURSE LOAD:**
 - Students should plan to take at least four academic subjects per year such as Math, English, Science, and Social Studies.
 - Failure to meet this minimum could impact admission status or lead to revocation of admission.
 - **WORLD LANGUAGE REQUIREMENTS:**
 - Some universities may require or recommend multiple years of world language in high school.
 - **NCAA (National Collegiate Athletic Association)** - The NCAA sets academic and athletic standards for high school student-athletes who wish to compete at the collegiate level. To be eligible for NCAA Division I or II sports, students must meet certain academic and athletic criteria during their high school years.
 - All student-athletes must register with the NCAA Eligibility Center after their junior year.
 - [How to register with the NCAA.](#)
 - Review the Academic Eligibility Requirements for both divisions. *NOTE: It is the student's responsibility to ensure that the courses they are taking at the high school are eligible for NCAA consideration.*
 - [Division I](#)
 - [Division II](#)
 - For more information, including detailed eligibility requirements and resources for college-bound student-athletes, visit the official [NCAA website](#).
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Supplemental High School Credit Options for Advancement or Recovery

- **MIDDLE SCHOOL CLASSES** - Avondale High School students may count designated courses taken before high school to satisfy the Michigan Merit Curriculum (MMC) requirements and earn high school graduation credits. Courses designated at the Middle School level and GATE are those courses in which the course content and course assessments are identical to the high school. Successful completion of these courses at the Middle School level and GATE will satisfy MMC requirements, and the credits earned will count towards the total required for graduation. Students who take high school or college-level courses prior to attending 9th grade at the high school will receive letter grades on their transcripts unless caregivers submit a written request for the grade to be recorded as a G (passing) or an H (no credit). This request must be submitted in writing to the student's counselor by the end of the semester. **NOTE:** All grades, whether letter grades or G/H designations, will not be included in the calculation of the high school GPA if the courses were taken before the start of the student's 9th grade year.
- **TESTING OUT** - Michigan law provides opportunities for high school students to demonstrate mastery of subject

area content expectations or course guidelines as outlined in MCL Sec. 380.1278(A)(4)(C). Students who successfully complete and achieve a qualifying score on a single test or series of tests created by the subject area department can earn credit for the corresponding courses. Test-out dates and sign-ups will be published at the end of each school year. Students must meet the Michigan Merit Curriculum (MMC) requirements, which mandate awarding high school graduation credit for testing out of a course when content mastery is demonstrated at a level determined by the subject area department.

- **CONTENT MASTERY LEVELS FOR TESTING OUT:**
 - Scores below 77% will **NOT** demonstrate proficiency, and students will be required to complete the course to earn high school graduation credit.
 - Scores 77% or higher will demonstrate content mastery, and students will receive both Avondale High School and Michigan Merit Curriculum credit for the course.
- **TESTING OUT POLICY AND DEADLINE** - The purpose of “testing out” is to provide exceptionally capable students with opportunities to explore advanced coursework by bypassing classes in which they have already demonstrated mastery of the material.
 - **ELIGIBILITY:** Students are not eligible to test out of a class they have previously taken and failed. Students may not repeat a test-out attempt for the same course.
 - **TEST OUT PROCESS:** Dates and sign-ups will be announced at the end of each school year. Test-out forms must be completed and submitted to the high school counseling office by the posted deadline. The form is available in the Counseling section of the high school website. Test outs will be scored as soon as possible after the test date and students will be notified as soon as results are available.
 - Teachers will not provide any instruction to prepare students for these tests.
 - Each department will provide a syllabus so that students know what the test will cover and any additional items (research paper, demonstrations, portfolios, etc.) that will be required as part of the comprehensive evaluation. The syllabus will include a list of reading materials and a copy of the curriculum.
 - Students will be notified regarding review materials and test dates. Students can pick up materials the first week after school is out in June and they must return all materials on the day of the test.
 - If a student passes a test out, they will receive a “G” on their transcript, credit for the class, and the counselor will adjust their schedule as needed.
- **PHYSICAL EDUCATION OPT-OUT** - This graduation requirement may be fulfilled by completing four years of Marching Band OR four seasons on an Avondale High School athletic team. Students opting out must successfully pass the **written** portion of the AHS Physical Fitness Assessment.
 - An opt-out date for the **written** portion of the Physical Fitness Assessment will be available in December and August. It is recommended that students complete the Physical Education opt-out early in their high school years to allow for enrollment in other Physical Fitness classes.
 - Students will have one additional opportunity to pass the written portion of the opt-out if the first attempt is unsuccessful. This second attempt must be scheduled with the staff member facilitating the opt-out.
- **CONTENT MASTERY / SEMESTER GRADE** - The semester grade in a course is determined by the teacher based on evidence-based proficiency by the student. Each of the courses will have a “content mastery” assessment. This assessment will cover the entire content of the course. This assessment may be the final exam and could be one assignment, such as a written test or a presentation. The “content mastery” could also be a series of assessments throughout the semester. Each department may set its own criteria for “content mastery.” The student who earns a failing grade in the course may only attempt the “content mastery” assessment(s) once.
- **SUMMER SCHOOL** - Summer school classes allow students to advance or recover lost credit in a class taught by a classroom teacher. Students may take summer school classes in any AHS approved program in Michigan for credit ([Protocols for Credit Recovery/Credit Forward](#)). The summer school must submit grades directly to Avondale High School before credit will be applied. Parents/legal guardians will be responsible for any fees

associated with summer school.

- **ONLINE CLASSES / 21f ENROLLMENT** - Online learning helps prepare students for future academic and career paths. [The Parent Guide to Online Learning](#) provides valuable information, including planning tips, a readiness rubric, and advice for supporting your student. Students can choose courses from approved providers, which are integrated into their school schedule and taught by certified instructors.
 - **21f COST:** The district is responsible for covering the cost of the online classes and for any expense associated with online courses if they are taken within the regularly scheduled school day. There are rare exceptions where there may be a cost that exceeds the state allowable formula. In those cases, the difference would be paid by the family. If a student drops or changes their course, there are fees that are not covered by the district (refer to the student contract for specific information).
 - **21f CREDITS/GRADES:** The district will award academic credit for successful online course completions, and this credit will count toward meeting graduation and subject area requirements. Online courses taken from our approved list will receive a grade, which may result in credit if the student passes the course. These courses will appear on the transcript with a designation indicating they were completed online. Online courses must either be those not offered by Avondale School District or those offered but unavailable to the student due to a scheduling conflict beyond their control.
 - **21f APPROVED PROVIDERS** - [Michigan Virtual](#) and [BYU](#) (requires prior counselor approval).
 - **REPEATING CLASSES** - If a student is repeating a class for any reason (i.e., failure of a required class or to improve a poor grade), the student will be enrolled in an in-person class. A student's transcript provides a history of academic work. When a student repeats a class, the transcript must reflect both the original grade and the grade from the second attempt. When a student repeats a class of taking it originally, only one attempt at the class will earn credit. The highest grade will earn credit and be calculated in the GPA. After the student retakes the class, the high school counselor will add "REPEATED" to the course description for the lower grade and remove the grade from the GPA and credit calculation. 8th graders who take a high school course and perform poorly may decide to retake the course in 9th grade.
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SPECIAL PROGRAMS

- **ACCELERATED PATHWAYS** - The Accelerated Pathways program supports students from middle school through high school who seek academic acceleration. It provides opportunities for early advancement and guided course planning with the Accelerated Pathways coordinator to support both acceleration and post-secondary goals. Designed for students pursuing Dual Enrollment, Early Middle College, or early graduation, the program is ideal for high-achieving, motivated students seeking greater academic challenges.
- **DUAL ENROLLMENT** - AHS students may dual enroll in college courses if they meet eligibility criteria. Avondale School District provides financial support for students in grades 9-12 who qualify through a readiness assessment or Michigan Merit Exam, covering tuition, mandatory fees, and books. Students are responsible for costs exceeding the district's allotted amount, including activity fees, parking, and transportation. **To be eligible, students must complete the "Dual Enrollment Application" available on our website.**
 - **DUAL ENROLLMENT REQUIREMENTS:**
 - The course must not be offered at AHS unless a scheduling conflict exists.
 - Students must have exhausted all AHS courses in the subject area.
 - The course must align with the student's career pathway or intended degree.
 - AP courses take precedence over introductory college courses.
 - The course must not conflict with AHS's schedule (7:22 AM – 2:22 PM).
 - Students must enroll in only the approved course listed on the Dual Enrollment Application. Unapproved registration may lead to financial responsibility, removal from the course, or



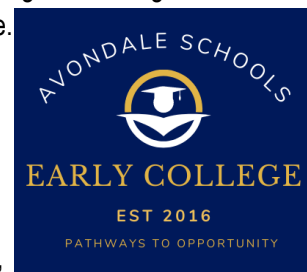
transcript adjustments.

- **CREDIT DESIGNATION:** The student must select the desired credit type before registering for the course.
 - High School Credit: Counts toward AHS/MMC graduation, appears on the AHS transcript, and affects GPA.
 - College classes (3+ credits) = 1 high school credit.
 - College classes (2 or fewer credits) = 0.5 high school credit.
 - College Credit Only: Does not count toward AHS graduation or appear on the transcript.
- **ADDITIONAL POLICIES:**
 - Students must check with their counselor for book availability before purchasing. Books funded by Avondale remain district property and must be returned.
 - Students who fail or do not complete a course must reimburse the district for any non-refundable costs.
 - Withdrawals must be approved within the first two weeks of the semester. Unapproved withdrawals result in an “E” on the transcript, impacting GPA.
 - Students that violate the AHS Code of Conduct or breach the Dual Enrollment agreement may face disciplinary action and removal from the program.

- **ADVANCED PLACEMENT COURSES** - Advanced Placement (AP) courses are available for students seeking an advanced curriculum. AP exams are held nationally each spring, and students can earn college credit based on their scores, with a fee required to take the exam. Avondale High School offers 16 AP courses, including: AP Language and Composition, AP Literature and Composition, AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Environmental Science, AP Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, AP U.S. History, AP Government, AP World History, AP Art, AP Computer Science Principles, and AP Computer Science A. AP course grades are weighted for college admissions and scholarship purposes only. **NOTE:** AP courses may be dropped/changed until June 1 of the scheduling year.



- **AVONDALE EARLY COLLEGE PROGRAM (EMC)** - The Avondale Schools Early College Program is designed for students who seek academic challenges or need additional support to transition to college. This program extends high school by one year, allowing students to earn both a high school diploma and an Associate’s Degree with the Michigan Transfer Agreement (MTA Stamp), 60 college credits, or a technical certificate at no cost to the student. However, students/families may incur costs if there is a violation of the Avondale/EMC contract.



- Avondale partners with Rochester Christian University and Oakland Community College for post-secondary education. Students may apply in 9th or 10th grade and, if selected, will begin college courses in 10th or 11th grade, depending on the program. Initial courses may be offered at Avondale High School or online.
 - **To be eligible, students must complete an application through the counseling office, have a qualifying GPA, earn a qualifying score on college placement tests, and be on track to graduate.**
- **21ST CENTURY PATHWAYS** - An Avondale exclusive program for 9th and 10th grade students. Students must complete an application to be considered for the program. This program focuses on career readiness, career planning, soft skills, and exploring different careers through career fairs, guest speakers, and research.
 - **OAKLAND SCHOOLS TECHNICAL CAMPUS (OSTC)** - OSTC is an extension of high school and brings students customized, self-directed learning that guides them toward a future career at a state-of-the-art technical campus. At OSTC, students can find career direction, fulfill high school graduation requirements, earn college credits, join student organizations, and make new friends. Each career cluster provides concentrated learning through different career options. **Students and parents/guardians will be required to attend a least one OSTC Open House prior to acceptance into the program. See the full OSTC program description and enrollment process at the end of this guide.**

ACADEMIC HONORS

- **HONORS FOR SENIORS**

- **SUMMA CUM LAUDE:** A senior who has earned a weighted GPA of 4.000 and above after seven (7) semesters; wears purple, gold, and white honor cords.
- **MAGNA CUM LAUDE:** A senior who has earned a weighted GPA of 3.899 to 3.999 after seven (7) semesters; wears purple and gold honor cords.
- **CUM LAUDE:** A senior who has earned a weighted GPA of 3.750 to 3.898 after seven (7) semesters; wears gold and white honor cords.
- **GRADUATE IN GOLD:** A senior with a weighted GPA of 3.500 to 3.749 after seven (7) semesters; wears one gold honor cord.
- **COMMENCEMENT SPEAKERS:** The Valedictorian and one additional speaker will be selected from the Salutatorian and the Top Eight Scholars. Speakers will be chosen by audition, and must meet the following criteria: (1) Speeches must be submitted to the committee ahead of time. (2) Speeches should be no longer than 3-4 minutes. (3) Selection will be based on effective content and delivery.
- **VALEDICTORIAN AND SALUTATORIAN IDENTIFICATION:** The Valedictorian will be the student with the highest weighted GPA, while the Salutatorian will be the student with the second-highest GPA.
- **TOP TEN IDENTIFICATION:** In addition to the Valedictorian and Salutatorian, the top eight students with the highest weighted GPAs will be recognized as Top Scholars for their exceptional academic achievements.
- **HONORS DIPLOMA CONSIDERATION:** Students who earn an Honors Diploma may also be considered for Top Scholar recognition. If any students outside of the Valedictorian, Salutatorian, and Top Eight Scholars earn an Honors Diploma, they will also be considered for Top Scholar recognition.

- **AVONDALE HIGH SCHOOL HONORS DIPLOMA - Eligibility Criteria:**

- **CUMULATIVE WEIGHTED GPA:** Minimum of 3.80.
- **STANDARDIZED TESTING:** Minimum SAT Composite score of 1100.
- **ADVANCED COURSEWORK:** Completion of at least 4 AP or Dual Enrollment classes.
- **AP EXAMS:** Completion of a minimum of 3 AP Exams.
- **DISCIPLINE:** A review of student discipline records.
- **VOLUNTEER SERVICE:** A minimum of 20 volunteer hours per year during high school. These hours must be earned through an approved placement and documented. Hours may be accumulated through NHS volunteer work.
- **EXTRACURRICULAR PARTICIPATION:** Active participation in at least 4 consecutive years of extracurricular activities (e.g., Theater, Robotics, Athletics, or an approved club). Participation may vary in the type of activity each year.
- **APPLICATION DEADLINE:** Students must submit their application by the last day of the first semester of their senior year. Incomplete applications will not be processed. The application link is available on the AHS website under the Counseling section. All verification documents must be uploaded for review by AHS staff.
- **RECOGNITION:** Upon successful completion of the program, students will receive the Avondale Honors Diploma and will also have the opportunity to be included in Top Scholars recognitions. This distinction will be noted during both the Senior Convocation and the Commencement Ceremony Program. **NOTE:** *Avondale High School Administration reserves the right to waive any one of the criteria listed above based on individual circumstances, subject to review.*



The Goal: Every Student Is Future Ready - Xello

It is essential that every student discovers their unique pathway for after high school. Using an investigative, discovery-based online learning system that opens their minds to exciting possibilities, this search can be enjoyable and successful. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to form a vibrant, visual roadmap that's easy to update and share. These activities also help students become aware of the options available to them and how to prepare to take advantage of them.

- ❖ **PATHWAYS FOR ALL STUDENTS.** Xello helps students discover the pathway that's right for them, whether it involves a trade, college, university, entrepreneurship, or other training. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to create a visual roadmap that's easy to update and share.
- ❖ **IMMERSIVE EXPERIENCE.** This online program is student friendly. It contains engaging original content, high quality photos, lessons, and activities. It provides students an immersive experience that is very personal for each student.
- ❖ **A LIVING, SHAREABLE PORTFOLIO.** Students record their accomplishments, challenges, goals, and dreams to develop a rich understanding of who they are and where they're headed. Be it images, videos, documents, links, and more, storytelling and sharing stories doesn't get easier.

MICHIGAN CAREER PATHWAYS

Career Pathways are groups of occupations that share common characteristics, such as knowledge requirements, skill sets, and/or goals. Searching by pathway can help you focus on your career aspirations. Xello provides links to the **16 National Career Clusters**, which you can explore by clicking the blue **16 Career Clusters** button on the Explore Careers page. Each cluster profile includes a brief description, links to specific pathways within the cluster, occupation profiles related to the cluster, information about related college majors, and a sample four-year high school course plan to help you prepare for post-secondary education in your chosen cluster or pathway.

- ❖ **ARTS AND COMMUNICATIONS.** Careers in this pathway relate to the humanities, performing arts, visual arts, literary arts, and media. Examples include: musician/composer, graphic designer, architect, interior designer, fashion designer, journalist, public relations specialist, TV or film producer, advertising designer, website designer, and dancer. *Are you a creative thinker? Do you have an imagination for innovation? Do you enjoy expressing ideas through art, music, or writing? Do you like drawing, playing a musical instrument, taking photos, or writing stories?*
- ❖ **BUSINESS, MANAGEMENT, MARKETING, AND TECHNOLOGY.** This pathway includes careers in various aspects of business, such as accounting, finance, administration, and marketing. Examples include bookkeeper, insurance agent, financial manager, marketing & sales developer, entrepreneur, loan officer, legal secretary, hotel manager, computer programmer, and travel agent. *Do you enjoy leadership and organizing people? Are you good at managing projects or analyzing numbers? Do you like planning activities, solving problems, or turning ideas into finished products?*
- ❖ **ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECHNOLOGY.** Careers in this pathway focus on the technologies needed to design, develop, and maintain physical systems. Examples include architect, mechanic/technician, electrical & computer engineer, chemical engineer, surveyor, plumber, electrician, and air traffic controller. *Are you mechanically inclined and practical? Do you like reading blueprints, building structures, or solving technical problems? Are you curious about how things work or enjoy hands-on projects like repairing cars or building things?*
- ❖ **HEALTH SCIENCES.** Careers in health sciences focus on promoting health and treating injuries and diseases.

Examples include dental assistant, nurse, physician/surgeon, pharmacist, physical therapist, medical office clerk, veterinary technician, and respiratory therapist. *Do you enjoy caring for people or animals? Are you interested in science, medicine, or learning about the human body? Would you like to volunteer at a hospital or veterinary clinic or learn first aid?*

- ❖ **HUMAN SERVICES.** This pathway includes careers in child care, education, social services, and hospitality. Examples include teacher, counselor, police officer, social worker, human resources manager, chef, customer service representative, flight attendant, legal assistant, and police detective. *Are you compassionate and understanding? Do you enjoy helping others solve problems? Is it important to you to make a difference in people's lives? Do you like reading, storytelling, tutoring, or working with children?*
 - ❖ **NATURAL RESOURCES AND AGRI-SCIENCE.** Careers in this pathway focus on natural resources, agriculture, and environmental science. Examples include landscaper, florist, horticulturist, marine biologist, forester, farmer, conservation agent, and golf course manager. *Are you a nature lover? Are you curious about plants, animals, and the environment? Do you enjoy activities like gardening, hunting, or fishing? Are you interested in protecting nature and sustainable practices?*
-

Which Classes Should You Take?

- ❖ **Explore Careers.** Students should regularly explore career options as they encounter new people, ideas, and experiences in their lives. Consider arranging a "job shadow" or conducting an interview with someone who works in a field that interests you. Gaining firsthand insight into a career can help you make more informed decisions about your future.
 - ❖ **Explore Your Interests.** As you plan your high school courses, refer to Career Pathways recommendations based on the results of your interest inventory/assessment in Xello. Review the career options that most appeal to you and select courses that will help you build the skills and knowledge needed for success in your chosen pathway.
 - ❖ **Set Some Goals.** We encourage students to set both short-term and long-term educational and career goals. These goals can be discussed with your counselor or tracked through Xello. Teachers and administrators are also available to assist students in exploring their future plans and guiding them along the way.
 - ❖ **Use Course Planner.** Each year, students will select their courses online using Course Planner, a tool within Xello. For students without access to a computer at home, this process can be completed at school, ensuring everyone has the opportunity to plan their academic path effectively.
 - ❖ **Explore Colleges.** For students planning to continue their education after graduation, representatives from colleges, universities, trade schools, and military branches will meet with interested students each fall. These representatives will provide valuable information about their programs, entrance requirements, and the admissions process.
 - ❖ **Prepare for Employment.** When applying for a job, college, or scholarship, students can request the Job Hunting Handbook from a counselor. This guide offers useful tips on gathering information for applications, creating resumes, preparing for interviews, and following up with potential employers.
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AVONDALE HIGH SCHOOL

COURSE OFFERINGS

CAREER & TECHNICAL EDUCATION

Business & Finance

■ MIND YOUR BUSINESS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: None.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: How many times have you been told to Mind Your Business? Well, now you can! Step into this course specifically designed to prepare high school students to transition into the workforce and independent living by teaching them how to apply the overlapping principles of business and self-management. Experts at minding their business know how to plan, budget, and manage their time and money wisely. Areas of study include types of income, business plans and budgeting, banking, commercial and consumer credit, credit laws and rights, business and personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, long term financial planning, the ins and outs of credit, mortgages, personal and business loans, taxes, and more! Mind Your Business places great emphasis on problem solving, reasoning, representing, connecting and communicating information in order to make data-driven decisions in both business and personal situations. *As part of the Career and Technical Education Business Pathway, students will have the opportunity to obtain at least one and up to four industry recognized, permanent certification/credentials at no monetary cost to the student.*

■ DIGITAL LITERACY AND PROFESSIONAL COMMUNICATION

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: None (*Mind Your Business is strongly recommended.*)

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: In today's fast-moving world, digital literacy is more important than ever. A digitally literate person possesses the skills required to find, understand, evaluate, create, and communicate information in a wide variety of formats. In addition to file management and application skills, we'll learn how to ethically harness the power of AI and other digital tools to work more efficiently and communicate clearly. Students will author and publish a digital portfolio of business deliverables such as interactive presentations, blog pages, video messages, infographics, animations, financial reports, social media artifacts and more, while learning best practices for business etiquette and how to choose the right tools for each job. *As part of the Career and Technical Education Business Pathway, students will have the opportunity to obtain at least one and up to four industry recognized, permanent certification credentials at no monetary cost to the student.*

■ ACCOUNTING

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: None.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: Accounting students learn business, entrepreneurial, and accounting skills. Emphasis is on recording, analyzing, and problem-solving the financial activities of a business using spreadsheets and automated accounting software. Highly recommended for students who plan to work in business or study business in college and very helpful in everyday life. *Students will have the opportunity to obtain at least one industry recognized, permanent certification credential at no monetary cost to the student. This course may be eligible for college credit. See your counselor for information.*

■ **MARKETING: STUDENT ENTERPRISE**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Application and selection OR instructor recommendation.*

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: This class offers high school students a hands-on learning experience as part of our School Store, The Hive. The course provides students with practical experience in the principles of marketing, customer service, inventory management, operations, product design/manufacturing, cashiering, and finance. The course also emphasizes teamwork, leadership, and entrepreneurship, as students will work collaboratively to ensure the success of the school store. *Note: This class meets 5th hour, and students will be expected to work shifts in the school store several times a week. There will also be occasional requirements that take place outside the school day. Enrollment preference will be given to students who have successfully completed one or more Business/Accounting courses.*

Engineering, Architecture, & Construction



■ **INTRODUCTION TO ENGINEERING AND DESIGN**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: *None.*

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: Students dig deep into the engineering design process, applying math, science, and engineering standards. Students will use Fusion 360 and Solidworks as a tool to create 3-D drawings and increase their knowledge and understanding of the graphic language used in industry. Students will be working towards industry certifications in both softwares.

■ **PRINCIPLES OF ENGINEERING**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *Successful completion of Introduction to Engineering.*

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: Students need to have strong math skills in either Algebra II or Geometry. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. *This course may be eligible for college credit. See your counselor for additional information.*

■ **DIGITAL ELECTRONICS**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Principles of Engineering with a "C+" or higher.*

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. *This course may be eligible for college credit. See your counselor for additional information.*

■ **ENGINEERING DESIGN AND DEVELOPMENT**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Digital Electronics OR Principles of Engineering with a “C+” or higher.*
This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career. *This course may be eligible for college credit. See your counselor for additional information.*

■ CIVIL ENGINEERING AND ARCHITECTURE

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: None.

This course fulfills the Visual, Performing, and Applied Arts credit requirement.

Course Description: Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. *This course may be eligible for college credit. See your counselor for additional information.*

■ APPLIED TECHNOLOGY AND ROBOTICS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

Course Description: This encompassing course introduces students to the basic steps to problem solving and the role of technology in society. Students will become familiar with the engineering process by following industry standards in the areas of design and problem solving. Students will be challenged with hands-on projects that apply information from various areas of design and technology. Projects throughout the semester will allow students to create a robot from the design and testing stages to a finished project.

■ INTRODUCTION TO BUILDING TRADES AND ELECTRICITY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: None.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: Students will develop a basic understanding of the various aspects of the building trades industry. Focus will be placed on the seven core systems of construction including foundations, flooring, walls, roofing, building envelope, mechanical, and finish work. Green building construction techniques will be discussed and utilized. Students will gain basic skills and hands-on experience in working with the tools and materials used in construction. Industry careers, safety, and applied math concepts will be incorporated throughout the course. Electricity is designed for students who want to discover and develop their talents, aptitude, interests, and individual potential related to the industrial and technical fields for electrical occupational careers. The course integrates hand-on problem solving experimentation, demonstrations, and construction of control circuits in residential dwellings, as well as safety, proper repair and installation techniques according to the National Electrical Code Handbook. Installing “home run” circuitry from the service panel to various rooms will be emphasized with blueprints and mock wall and ceiling trainers. Work ethics, procedures, and safety will also be emphasized.



Biomedical Sciences

■ CLINICAL CARE (formerly *Principles of Biomedical Science I*)

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: Successful completion of Biology OR instructor recommendation.

Pending NCAA Approval.

This course fulfills the 3rd-year Science elective requirement.

Course Description: In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Students will learn key clinical skills to explore the way the body works, then apply what they have learned to plan a routine visit for a fictional patient with a chronic health condition. Students will explore the relationship between DNA, chromosomes, genes, and proteins and use that knowledge to help a family interested in learning more about their genetic risk. Students will then evaluate all medical evidence for a fictional patient and synthesize the data to make a diagnosis. Course includes OSHA and CPR Certification.

■ OUTBREAKS AND EMERGENCIES

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: Successful completion of Biology OR instructor recommendation.

Pending NCAA Approval.

This course fulfills the 3rd-year Science elective requirement.



Course Description: In this course, students will continue their exploration of concepts in biology and medicine as they take on new roles and solve new real-world problems. Students will investigate a mysterious outbreak at a fictional hospital to determine its source and design a strategy to not only resolve the outbreak, but prevent another one from occurring. Students will then take on the role of an emergency response team member to respond to an emergency in the field. Students will investigate the assessment and stabilization of a patient, drug delivery and metabolism, techniques to stop bleeding, and communication between medical care providers. Students will then apply what they have learned in

the unit to plan the design of an app to trace outbreaks, respond to emergencies (local or global), increase response efficiency in emergencies, or provide another public health function.

■ PHARMACY TECH RX

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 12 (11 by placement)

Prerequisite: Successful completion of Biology and Chemistry.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year, and the 3rd-year Science elective requirement.

Course Description: This comprehensive course is designed to provide students with the knowledge and skills necessary to pursue a career as a Pharmacy Technician in the state of Michigan. Through a blend of instruction and practical hands-on experience, students will develop a strong understanding of pharmacy operations, medication handling, patient interaction, and regulatory compliance. Upon successful completion of the curriculum, students will complete the Pharmacy Technician Certification Exam (PCTE). Students will receive the state-specific training necessary to apply for their Pharmacy Technician Licensure in the state of Michigan.

Information Technology & Cybersecurity

■ WEB DESIGN AND DIGITAL TECHNOLOGY

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: None.

This course fulfills the Visual, Performing, and Applied Arts credit requirement.

Course Description: This Web Design and Digital Technology course is a one (1) year class that covers digital technology that is used across all industries for tasks of all types. Students will be creating content that will be used in partner businesses. Students will research community and industry needs and generate digital content through the use of several devices including but not limited to Drones, 360 Fly Cameras, 3-D Google Cardboard, and other devices that are accessible to the students. Students will create content and develop websites using software like WordPress and Joomla! Along with creating pages utilizing HTML, PHP, XML, and other experiences from business partnerships. Students will be required to communicate through digital channels including email, messaging, shared drives, cloud computing, and other forms of written or printed communication.

■ **AP COMPUTER PROGRAMMING I (AP CSP)**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: This course is an introduction to the design, implementation, and understanding of computer programs. Students will learn to write computer code using logical reasoning, algorithmic thinking, and structured problem solving. The course will cover the basics of computer technology, programming, hardware interaction with software, programming using the Object-Oriented Languages of Python and Java, writing apps for the Android platform for mobile games. Students will participate in numerous group projects through a PBL environment established in the classroom setting to give authentic experiences to enhance learning. In addition, our business partnerships will offer work-based learning opportunities throughout the year. Students will be required to communicate through digital channels including email, messaging, shared drive, cloud computing, and other forms of written or printed communication. This course covers CIP code 11.0201 for state CTE authorization in all 12 segments and may be articulated with your chosen college for college class credit. This course is also aligned with the AP CSP assessment. Students who take this course may choose to take the AP exam.



■ **AP COMPUTER PROGRAMMING II (AP CSA)**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Computer Programming I (inclusive of Video Game Design) with a “C+” or higher.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: This course is a one year course and is a continuation of Computer Programming I and Video Game Design and creates a more challenging environment for the student. Students will develop greater skills in Java and Android Applications using Android Studio, work with XML, PHP and other industry-standard tools. Students will be challenged in a PBL environment to design and implement programs, user interfaces, and Web-based databases, along with other business partner challenges. This course is aligned with the AP CSA curriculum framework. This course is also a state authorized program covering CIP code 11.0201.

■ **SYSTEMS ADMINISTRATION / ADMINISTRATOR**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisites: Networking and Security and Web Design and Digital Technology with a “C+” or higher.

Course Description: Students will learn about operating and maintaining computer systems for use in an organization and gain knowledge of operating systems and their efficient use and deployment for efficient operations. Students will use simulated and live labs to learn about various servers and clients and will be prepared to take an industry certification exam that will prepare them for entry level or above positions in IT. This course may run as an independent study course with instructor guidance.

■ **CYBERSECURITY AND HACKER TECHNIQUES**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisites: *Computer Programming I and Networking and Security with a "C+" or higher. Approval from instructor and AHS administration.*

Course Description: This course is designed for students that have a desire to pursue a career as a Certified Information Systems Security Professional or Certified Ethical Hacker. The course investigates the tools and techniques of hackers and how to protect systems from attacks. Students will work on live machines investigating what tools are necessary to make an attack and the countermeasures when the attack has been mounted. Coursework will be preparing students to take the CEH certification exam through CompTIA. Students will take the Microsoft MTA CyberSecurity Certification Exam at the end of the course. **Note:** *Students, along with their parents (for minors), will be required to sign a contract acknowledging the seriousness of the course and the legal consequences of misuse or abuse of the tools provided.*



■ COMPUTER FORENSICS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Cybersecurity and Hacker Techniques with a "C+" or higher. Approval from instructor and AHS administration.*

Course Description: Students will study the techniques that law enforcement and other agencies use to extract data from computers, phones, and other electronic devices. Students will do hands-on labs extracting data and studying the legal methods for preserving data for use in court cases. In addition, students will work on live computers to follow proper procedures to ensure data integrity. **Note:** *Students, along with their parents (for minors), will be required to sign a contract acknowledging the seriousness of the course and the legal consequences of misuse or abuse of the tools provided.*

■ COMPUTER NETWORKING AND SECURITY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *None (Computer Programming I is strongly recommended.)*

Course Description: The Computer Networking & Security course will prepare students for careers in setting up, installing, and troubleshooting, and maintaining computer networks along with learning about computer security and prevention of security breaches in systems. Students will be equipped to take the TestOut Network Pro and TestOut Security Pro certification tests which are industry standard tests for employment. The TestOut certification tests will be free to any participant in the class. This course will be articulated with colleges that may offer college credit for successful course completion.

■ NETWORKED GAME DESIGN

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *Networking and Security with a "C+" or higher.*

Course Description: Students will be introduced to the game design process, elements of game play, creating game documentation, and scripting. Students are also introduced to industry leading software (the latest version of the Unity Game Engine software) where they will develop numerous aspects of their games including building environments, creating graphical user interfaces, working with physics, working with cameras, and inserting/editing lighting into the scene. At the end of the course, students will take on the roles of game designers, creative directors, graphic designers, and game testers in planning, assembling, and marketing a video game using the tools learned throughout the year.

■ DRONE NETWORKING

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *None.*

Course Description: The CTE FAA Part 107 Drone Pilot License Course is meticulously designed to prepare students for the FAA Part 107 Remote Pilot Certification, enabling them to legally operate unmanned aerial systems (UAS) or drones for commercial purposes. This comprehensive course covers all the necessary knowledge and skills required to navigate the complexities of drone operation, ensuring adherence to FAA regulations and promoting safe and effective UAS flight practices. This course is highly technical. Students will be interviewed prior to acceptance in the class so that they understand the rigor and expectations of enrollment in the course. **Note:** *Students must be at least 16 years old and proficient in English to take the FAA exam.*

■ PENETRATION TESTING

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Cybersecurity and Hacker Techniques with a "C+" or higher.*

Course Description: The Penetration Testing (Pen Testing) class at Avondale High School offers an in-depth exploration of network security, ethical hacking, and penetration testing techniques using Marcraft Labs materials. This year-long course is designed for students who have successfully completed the prerequisite Cybersecurity and Ethical Hacking class. The curriculum provides hands-on experience in identifying, analyzing, and mitigating security vulnerabilities in computer systems and networks. This class equips students with the necessary skills and knowledge to pursue careers in cybersecurity, ensuring they are well-prepared to protect and secure information systems in an increasingly digital world. **Note:** *Students must sign a legal liability agreement affirming that they will not use the skills learned in this class for malicious purposes. Any violation of this agreement may result in school disciplinary action and potential legal prosecution for unlawful activities.*

Key Components:

- **Comprehensive Training:** Students will learn advanced techniques for ethical hacking, including vulnerability assessment, penetration testing methodologies, and the latest tools and software used by professionals in the field.
- **Hands-On Labs:** Utilizing Marcraft Labs materials, students will engage in practical exercises and simulations that replicate real-world scenarios, enhancing their problem solving and technical skills.
- **Legal and Ethical Considerations:** Emphasis will be placed on the legal and ethical aspects of penetration testing. Students will gain an understanding of the legal implications and responsibilities associated with cybersecurity practices.
- **Certification Preparation:** The course will also prepare students for relevant industry certifications, providing them with a competitive edge in the field of cybersecurity.

Expectations:

- Active participation in all class activities and labs.
- Adherence to ethical standards and legal guidelines.
- Commitment to continuous learning and skill development.

Radio & Television Broadcasting Technology

■ INTRODUCTION TO RADIO & TELEVISION

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: *None.*

This course fulfills the Visual, Performing, and Applied Arts credit requirement.

Course Description: This course is designed to introduce students to the world of broadcasting and digital media production. In this class, students will have the opportunity to be a part of the district's own radio station, 89.5 FM WAHS. Over the year, students will produce their own live radio shows and record podcasts and announcements for the station. In addition, students will operate digital cameras meant for TV production, streaming, and editing video. There will be visits from professionals in the radio, photography, television, music, and broadcast engineering industry to give students career guidance. At the end of the year, students will have a digital portfolio that exemplifies their best audio and video work for a career in the broadcast media industry.

■ RADIO PRODUCTION (II-IV)

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

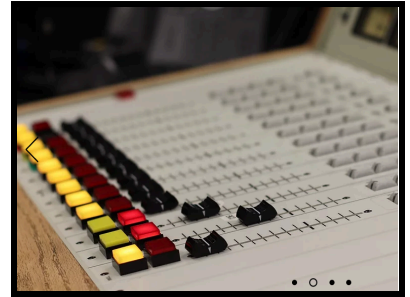
Prerequisite: *Introduction to Radio & Television with a "B+" or higher.*

This course fulfills the Visual, Performing, and Applied Arts credit requirement.

Course Description: Students will take on an Executive Member role of 89.5 FM WAHS including Music, News, Sports, or Social Media Director to help build the station's influence and commitment to the listening community. This will be your chance to make executive decisions that influence the station's future and purchase state of the art equipment.

Students will have chances to broadcast the football and basketball games, DJ dances, and create promotional giveaways using their own creations. This class is designed for those who are serious about audio production and want to explore careers in the radio broadcasting industry, voice over acting, podcasting, and documentary/film narration.

Enrolled students are responsible for producing a weekly live radio show that is committed to a central theme and provides quality entertainment. Everyone will work together to find sponsors for the station, promote Radio Club, help other students with after school radio shows, and plan live interviews.



Proper Course Sequence:

1. RADIO PRODUCTION II

Course Length: Full Year (*Cannot be dropped after the first semester*)

Prerequisite: *Introduction to Radio & Television with a "B+" or higher OR instructor recommendation.*

2. RADIO PRODUCTION III

Course Length: Full Year (*Cannot be dropped after the first semester*)

Prerequisite: *Radio Production II with a "B+" or higher OR instructor recommendation.*

3. RADIO PRODUCTION IV

Course Length: Full Year (*Cannot be dropped after the first semester*)

Prerequisite: *Radio Production III with a "B+" or higher OR instructor recommendation.*

■ VIDEO PRODUCTION (II-IV)

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *Introduction to Radio & Television with a "B+" or higher.*

This course fulfills the Visual, Performing, and Applied Arts credit requirement.

Course Description: Students will have an exciting opportunity to expand their knowledge and skills in the world of video editing and production. This course is meant for students who are serious about filmmaking and video editing as a career. Individuals will have the opportunity to create their own documentaries, short films, screenplays, live streams, and compete in video production competitions. Students will also have a chance to record commercials for the district, sporting events, graduation ceremonies, and help with the live morning announcements stream.

Proper Course Sequence:

1. VIDEO PRODUCTION II

Course Length: Full Year (*Cannot be dropped after the first semester*)

Prerequisite: *Introduction to Radio & Television with a "B+" or higher OR instructor recommendation.*

2. VIDEO PRODUCTION III

Course Length: Full Year (*Cannot be dropped after the first semester*)

Prerequisite: *Video Production II with a "B+" or higher OR instructor recommendation.*

3. VIDEO PRODUCTION IV

Course Length: Full Year (*Cannot be dropped after the first semester*)

Prerequisite: *Video Production III with a "B+" or higher OR instructor recommendation.*

Extended Work-Based Learning Opportunities

■ WORK-BASED LEARNING I EXPLORATION / ADVANCED STUDIES IN CTE

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Application and selection. Students must be 16 years old by the start of the school year and provide their own transportation to the company site.*

This course does not count toward the CTE graduation requirement.

Course Description: This course is for CTE students that are juniors or seniors and have had at least one year of CTE instruction that covers all segments or proficiencies of an approved CTE content area. Students in this course will have two hours of release in the school day to work and train at an approved CTE internship partner facility. At this time, Avondale has partnerships with businesses in Auburn Hills and throughout Oakland County. Students may intern in areas of their CTE concentration. Partner companies will have a course of study pre-approved based on the area a student is working in. Students will have a 40 minute seminar once weekly to process the experience, develop a portfolio, resume, and spend time reviewing and refining work-based skills as well as creating a viable plan for after high school. Students will receive 1 credit per semester that will be used toward attaining graduation requirements. Both paid and unpaid internships are available depending on the placement company.

■ **WORK-BASED LEARNING II EXPERIENCE AND SKILLS / ADVANCED STUDIES IN CTE**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 12

Prerequisite: *Application and selection. Students must provide their own transportation to the company site.*

This course does not count toward the CTE graduation requirement.



Course Description: This course is for CTE students that are seniors and have had at least one year of CTE instruction that covers all segments or proficiencies of an approved CTE content area AND one prior year in a work based learning experience. Students in this course will have two hours of release to go to an approved CTE internship partner. Partner companies will have a course of study pre-approved based on the course of study the student has previously completed. This course is designed to continue extended study in a work-based content area.

ENGLISH LANGUAGE ARTS

■ **HONORS ENGLISH 9**

Course Length: Full Year (*Cannot be dropped after the June 1st deadline or after first semester*)

Grade Level: 9

Prerequisite: *Signed Honors Statement. Summer reading optional.*

NCAA Approved.

Course Description: Honors English 9 is similar in content to the regular English course curriculum, but it is covered at a faster pace and deeper level. Students focus on close reading, analytical thinking, and writing skills. Students study narrative, fiction, and informational text; they write a personal narrative, an informational essay, an argumentative essay, and literary analysis essays. Students reflect regularly about their own thinking and how they process what they read and write. The course is designed to challenge and develop skills in composition, critical thinking, vocabulary, grammar, usage, and reading.

■ **ENGLISH 9**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: *None.*

NCAA Approved.

Course Description: English 9 is designed to build on the skills developed in middle school while developing new skills in reading and writing. Students focus on close reading, analytical thinking and writing skills. They study narrative, fiction, and informational text; they also write a personal narrative, an informational essay, an

argumentative essay, and literary analysis essays. Students reflect regularly about their thinking (metacognition) and how they process what they read and write. *An honors option is available. Students must complete honors level work and assessments in their English 9 classroom to receive honors credit on their transcript. Full year commitment required. Contracts listing out the requirements must be signed by parents and students within the first few weeks of school.*

■ HONORS ENGLISH 10

Course Length: Full Year (*Cannot be dropped after the June 1st deadline or after first semester*)

Grade Level: 10

Prerequisite: *Signed Honors Statement. Summer reading required.*

NCAA Approved.

Course Description: Honors English 10 is similar in content to the regular English course curriculum, but is covered at a faster pace and deeper level. Attention is given to close reading, analytical thinking, and continuing to develop writing skills. Honors English 10 units of study include poetry, informational, argumentative, film study, and narrative text. Students draft their own poetry and write an informational, argumentative, and literary essay, respectively. Skills and practice for reading and writing portions of the PSAT and SAT continue in Honors English 10. Students will have opportunities to practice higher level thinking, reading, and writing skills due to an increase in rigor, inquiry, and reflection.

■ ENGLISH 10

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 10

Prerequisite: *Successful completion of English 9 or Honors English 9.*

NCAA Approved.

Course Description: English 10 builds upon the concepts and ideas first taught in English 9, as students strive to increase in maturity and complexity of their writing. Attention is given to close reading, analytical thinking, and continuing to develop writing skills. English 10 units of study include poetry, informational, argumentative, film study, and literary essay, respectively. Skills and practice for reading and writing portions of the PSAT and SAT continue in English 10. *An honors option is available. Students must complete honors level work and assessments in their English 10 classroom to receive honors credit on their transcript. Full year commitment required. Contracts listing out the requirements must be signed by parents and students within the first few weeks of school.*

■ AP LANGUAGE AND COMPOSITION

Course Length: Full Year (*Cannot be dropped after the June 1st deadline or after first semester*)

Grade Level: 11

Prerequisite: *Signed AP Statement. Summer reading may be required.*

NCAA Approved.

Course Description: This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectation, and subjects as well as the generic conventions and the resources of language that contribute to effectiveness in writing. The purpose of the AP Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. It is expected that each student who takes this course will take the AP exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

■ AP LITERATURE AND COMPOSITION

Course Length: Full Year (*Cannot be dropped after the June 1st deadline or after first semester*)

Grade Level: 12

Prerequisite: *Signed AP Statement. Summer reading may be required.*

NCAA Approved.

Course Description: This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the

ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. It is expected that each student who takes this course will take the AP exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

ENGLISH COURSES FOR JUNIOR AND SENIOR YEAR

To fulfill the English requirement for 11th and 12th grade, students must earn a total of two English credits. This requires completing four different courses over these two years.

■ **WRITING CENTER I**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of English 10 or Honors English 10 OR instructor recommendation.*

Course Description: Students enrolled in the Writing Center will participate in weekly seminars to assist them in becoming pedagogically informed and well-practiced peer consultants. During the seminar period, students are expected to: read important theoretical works about mentoring writing, the writing process, and ensuring that the Writing Center remains an inclusive, safe space for all students. Students are expected to respond to these in formal and informal ways, observe the work of other consultants to improve their practice, and reflect on their work using provided teacher and student feedback data. Consultants are expected to assist students at any skill level with any writing assignment at any stage of the writing process. Consultants must be able to conduct individual, small group, and whole-class sessions. Consultants will maintain a reflexive portfolio that charts and measures their growth as a tutor during the trimesters they are enrolled in the course.

■ **WRITING CENTER II**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of Writing Center I and instructor recommendation.*

Course Description: Returning consultants build on the theoretical and practical foundations constructed during your first semester of working in the Writing Center. At this stage, Consultants are working on issues of voice and identity during Consulting sessions and taking on advocacy roles within the school and community about best practices in writing and consulting.

■ **WRITING CENTER III**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of Writing Center II and instructor recommendation.*

Course Description: This is an independent position that builds on the passions of the Consultant to create a legacy project while continuing to develop the practice of consulting and advocacy.

■ **CREATIVE WRITING**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of English 10 or Honors English 10.*
NCAA Approved.

Course Description: This course is designed to guide students in creative writing through experience in three genres: short story, poetry, and creative non-fiction. The course includes analysis of literary models (professional writings in each genre), individual and class criticism of work in a workshop mode, and lecture on and discussion of literary techniques in each genre.

■ **INTRODUCTION TO PHILOSOPHY**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of English 10 or Honors English 10.*

NCAA approved as an 'other' core course but does not fulfill the English core requirement.

Course Description: Introduction to Philosophy is an elective, survey course designed to familiarize students with the major areas of the discipline of philosophy. Reading major works of philosophy in this course will allow students to engage with the major questions and approaches from each discipline. Introduction to Philosophy will be a highly participatory class and will require students to engage in debates, and open discussions in large and small groups. Students will learn how to approach and construct strong arguments, and how philosophy can be used to approach ethical challenges.

■ **THEMES IN CINEMA (formerly *Topics in Film Studies*)**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of English 10 or Honors English 10.*

NCAA Approved.

Course Description: Topics in Film Studies is a course intended to familiarize students with the particulars of film history as well as to provide them with a chance to analyze film as a visual art form. This course should appeal to any and all students who love to watch movies and discuss them. Writing will be emphasized in each unit. In the first part of the course, students will receive an education on the history of film from its initial inception through to the contemporary films of today. During that examination, students will view and appreciate via analysis important films from the various eras of film history. Instruction will be supplemented by viewings of significant films in history and through scholarly articles that explore the nuances of each point in time and how the films were affected. The second part of the course will focus on specific styles, topics and/or genres of film as works of art.

■ **NARRATIVE AND VISUAL STORYTELLING (formerly *Graphic Novels*)**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of English 10 or Honors English 10.*

NCAA Approved.

Course Description: The Graphic Novel course allows students to explore the often-under looked genre of the graphic novel. The first unit will focus on the evolution of the "comic," the first graphic novels, and comic books as well as modern adaptations of these historical texts. Students will then analyze sub-genres of graphic novels, including graphic memoirs, comic books, novel adaptations, and international takes on the graphic novel. Students will not only read and analyze graphic novels, but they will reflect on their own thinking (metacognition) and produce a graphic novel of their own to explore the process that graphic novelists undergo to publish their work. Students will explore the overarching ideas of how the interplay of text and art creates a unique medium, and how graphic novels allow minority groups to explore their identities in new ways.

■ **GENDER LITERATURE AND SOCIETY**

LENGTH OF COURSE: SEMESTER

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of English 10 or Honors English 10.*

NCAA Approved.

Course Description: This course will get students thinking about the role that gender plays in literature and life. The course looks at literature that includes stereotypes, gender equality, gender variance, and culture and gender roles. Through reading we can have experiences that can broaden our own perspective and understanding of the world. Courses texts range from novels, memoirs, poetry and the media. Students will write creatively and analytically about the texts and the issues they present. This course offers students a community in which they can broaden their understanding of the past, present and future through literature.

■ **SCIENCE FICTION/FANTASY**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of English 10 or Honors English 10.
NCAA Approved.

Course Description: This course will focus on Science Fiction and Fantasy novels, short stories, comics, movies, and more. Science Fiction has changed greatly through the years as people changed, and some even predicted things of the future. Students will analyze the changes in Science Fiction texts throughout the years and relate them to the current events at the time; they will think about how the stories reflect the people of the time and why certain themes or ideas are present. Students will also relate the fiction elements to non-fiction reading, especially scientific readings.

■ CRIME/DETECTIVE FICTION

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of English 10 or Honors English 10.
NCAA Approved.

Course Description: Have you listened to Serial? Interested in crime? Crime/Detective Fiction has students focus on darker fiction, especially detective novels, mystery stories, and crime. Students will look at novels, graphic novels, short stories, detective films, and podcasts within the genre of noir. We will discuss specific elements within the genre, including gender, victim vs. perpetrator, psychology, and the legal system while also reading non-fiction texts to better inform us of the plot and character in the fiction texts.

■ CONTEMPORARY YOUNG ADULT LITERATURE (formerly *Young Adult Lit.*)

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of English 10 or Honors English 10.
NCAA Approved.

Course Description: This course focuses on the specific category of young adult literature. Young Adult Literature will allow students to have a place to discuss issues that are specific to this moment in their life – in becoming an adult. In this course students will explore what it means to be a young adult, and experience the coming-of-age stories of dealing with real life issues along the way. Students will be required to read and critically analyze young adult fiction and nonfiction text. The text for this course will range from novels, short stories, poetry, graphic novels, and more. Students will also be required to discuss and write about the real life issues that are in young adult literature by critically thinking and analyzing how the characters in these stories navigate through these issues. While students are exploring the genre of young adult literature, they will also reflect and redefine their own coming-of-age stories.

ENGLISH ELECTIVES

Cannot be used to fulfill English graduation requirements.

■ YEARBOOK PRODUCTION I

Course Length: Full Year (**Cannot be dropped after the first semester**)

Grade Levels: 10-12

Prerequisite: [Application](#) and selection OR instructor recommendation.

Course Description: This yearlong course introduces students to a wide variety of basic journalism practices. Students will develop skills in interviewing, newswriting, feature writing, design, photography, graphics, business management, and marketing, sales, advertising, digital imaging and desktop publishing. Students will fund and produce the yearbook and must be able to finish work before deadlines and spend extracurricular time on the yearbook. *This course can count towards a student's elective credits but it will not count towards the English requirements.*

■ YEARBOOK PRODUCTION II

Course Length: Full Year (**Cannot be dropped after the first semester**)

Grade Levels: 11-12

Prerequisite: *Successful completion of Yearbook I.*

Course Description: This is a yearlong laboratory course designed for experienced journalism students who will manage and produce the yearbook. Students will develop advanced skills in interviewing and writing, design, photography, graphics, business management, marketing, sales, advertising, and desktop publishing. Students will fund and produce the yearbook and must be able to finish work before deadlines. Students are required to sell ads to fund the program and to spend extracurricular time on the yearbook. *This course can count towards a student's elective credits but it will not count towards the English requirements.*

FINE ARTS

■ INTRO TO 2D MEDIA

Course Length: Semester

Grade Levels: 9-12

Prerequisite: *None.*

Course Description: This course is an introduction to the design fundamentals in art where students investigate a range of 2D art media and techniques. This course will explore the 2D art mediums of Drawing, Painting, and Mixed Media. Fundamental drawing skills will be explored and developed as well as an introduction to painting mediums and mixed media in a 2D format. No previous art experience required.

■ DRAWING & PAINTING 1

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: *None.*

Course Description: This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. A focus on developing skills in drawing and composition using a variety of drawing techniques, as well as observational drawing will be emphasized. Painting techniques and materials such as acrylic and watercolor with a focus on self-expression and creativity will also be covered. For those students considering art school in any discipline, this is a great first step.

■ DRAWING & PAINTING 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *Successful completion of Drawing & Painting 1.*

Course Description: This course will help to further develop your ability and confidence to represent the world around you through a variety of drawing media, such as graphite, color pencils, ink, charcoal, and pastels. Painting techniques and materials such as acrylic and watercolor with a focus on self-expression and creativity will continue to be covered.

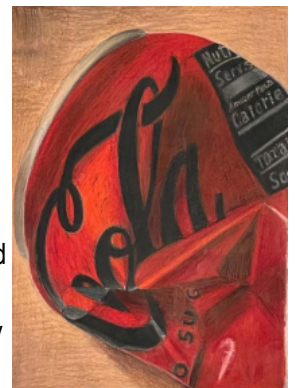
■ DRAWING & PAINTING 3

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Drawing & Painting 2 with a "C+" or higher OR instructor recommendation.*

Course Description: This is an advanced level 2D art course building on the fundamentals learned in Drawing & Painting 2. Students are expected to apply those previous skills to more challenging themed assignments. Emphasis is placed on creative problem solving and exploration of experimental techniques in search of a personal choice and style. Work must be of high quality. This course is highly recommended as a prelude to AP Art & Design or AP Drawing as portfolio quality pieces will be developed.



■ MIXED MEDIA 1

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

Course Description: This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course will explore a variety of 2-dimensional and 3-dimensional mixed-media art forms and techniques while developing personal style and voice through a variety of visual concepts and materials such as paper collage, print-making, recycled materials, altered books, weaving, and more. Contemporary and historical artworks will be explored.

■ MIXED MEDIA 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Successful completion of Mixed Media 1.

Course Description: This course will further your exploration of mixed media materials and techniques and their uses throughout history and the contemporary art world. Students will build on the fundamentals learned in Mixed Media I, as well as learn new and more complex mixed media art skills. Emphasis is placed on creative problem solving and exploration of experimental mixed media techniques. Contemporary and historical artworks will continue to be explored.

■ MIXED MEDIA 3

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Mixed Media 2 with a "C+" or higher OR instructor recommendation.

Course Description: This is an advanced level art course building on the techniques and problem solving skills learned in Mixed Media 2. Students are expected to apply previous skills to more challenging assignments. Emphasis is placed on creative problem solving and exploration of experimental mixed media techniques with a personal choice style. Work must be of high quality. This course is highly recommended as a prelude to AP 2D Art & Design as portfolio quality pieces will be developed.

■ INTRO TO DIGITAL MEDIA

Course Length: Semester

Grade Levels: 9-12

Prerequisite: None.

Course Description: In this course students investigate a range of digital media and techniques as they engage in the art-making processes of creating digital artworks, which include Photography and Graphic Design media. This course gives students an understanding of the foundations of digital photography, digital arts, and graphic design. Beginning with an introduction to the different digital image formats, students will explore and use Adobe Photoshop and Illustrator to create a variety of different artworks. No previous art experience required.

■ DIGITAL PHOTOGRAPHY 1

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

Course Description: This class is an introduction to the design fundamentals in art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course offers experiences in digital photography through exploration of various compositional principles as well as digital photo editing. Projects will include creative use of the camera controls including depth of field, shadows and light, alternative camera angles, portraits, still life, and compositions based on the design principles. The history and invention of photography will also be covered.

■ DIGITAL PHOTOGRAPHY 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Successful completion of Photography 1.

Course Description: This course builds on the concepts learned in Digital Photography 1 and provides students the opportunity to expand their understanding regarding photographic processes within the larger context of

hand-crafted three-dimensional artworks exploring Ceramics and Metals (Jewelry). This course is designed to explore the basic properties of clay and handbuilding methods, as well as traditional metalsmithing techniques. Safety in the studio and proper use of tools and power equipment will be emphasized. No previous art experience required. Students that have been successful in Metals or Ceramic classes are not able to sign up for this course.

■ CERAMICS 1

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

Course Description: This class is an introduction to the design fundamentals in 3D art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course will focus on hand-crafted three-dimensional objects as they relate to form and surface through use of clay and glaze. Basic hand-building methods will be explored, such as pinch pots, relief tiles, coil pots, soft slab, and hard slab construction. The history of ceramics as well as the basic chemistry of clay and glazes will also be studied. Safety in the studio and proper use of materials will be emphasized.

■ CERAMICS 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Successful completion of Ceramics 1.

Course Description: This course builds on the fundamentals learned in Ceramics I where students continue working with clay and glazes in the creation of decorative and functional ceramics as well as an introduction to wheel thrown pottery. Emphasis is placed on creative problem solving and exploration of new and experimental techniques. Contemporary and historical aspects of ceramics, as well as the chemistry of clay and glazes will be studied.

■ CERAMICS 3

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Ceramics 2 with a "C+" or higher OR instructor recommendation.

Course Description: This is an advanced level course building on the skills and techniques previously learned in Ceramics 2 where students continue working with clay and glazes in the creation of decorative and functional ceramics as well as wheel thrown pottery. Emphasis is placed on creative problem solving and exploration of experimental techniques in search of a personal choice and style. High quality work is expected. Contemporary and historical aspects of ceramics, as well as the chemistry of clay and glazes will continue to be studied. This course is highly recommended as a prelude to AP 3D Art & Design as portfolio quality pieces will be developed.



■ METALS 1

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

Course Description: This class is an introduction to the design fundamentals in 3D art. Understanding and manipulation of the elements of art and principles of design and how these are used in art will be explored. This course is designed to familiarize students with basic and traditional metalsmithing techniques involved in the design and creation of one-of-a-kind jewelry and metal objects using methods such as sawing, forging, wire working, cold connections, and torch soldering. Students learn how to be creative with original designs from nature and other sources. Design inspiration from contemporary and historical fine art jewelry will be encouraged. Safety in the studio and proper use of tools and power equipment will be emphasized.

■ METALS 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Successful completion of Metals 1.

Course Description: This course builds on the fundamentals learned in Metals I where students will continue to study the materials and processes involved in jewelry making and metalsmithing. Students will work with metals as well as other materials. Emphasis is placed on creative problem solving and exploration of experimental techniques. Fabrication, cold connections, wire working, stone setting, torch soldering, chemical etching, colored enameling, and forging are some of the methods used. Contemporary and historical aspects of jewelry will continue to be studied.

■ METALS 3

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Metals 2 with a "C+" or higher OR instructor recommendation.*

Course Description: This is an advanced level course that continues to build on the skills and techniques learned in Metals 2 where students will continue to study the materials and processes involved in metalsmithing. Emphasis is placed on excellent craftsmanship, complex metalsmithing techniques, and creative problem solving. Artworks may include sculptural pieces as well as wearable art in search of a personal choice and style. High quality work is expected. Contemporary and historical aspects of jewelry will also continue to be studied. This course is highly recommended as a prelude to AP 3D Art & Design as portfolio quality pieces will be developed.

■ AP DRAWING PORTFOLIO

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisites: *Drawing & Painting 2 or 3 with a "C+" or higher OR instructor recommendation. Signed AP Statement. Students must conference with their art teacher prior to registering.*

Course Description: This is a rigorous and individualized college equivalency course of study for students interested in developing a portfolio of 8 to 15 or more high quality art works with sustained investigation including inquiry, research, planning, practice, production, and presentation. The Drawing Portfolio is intended to address a wide range of approaches and media. Mark-making, line quality, light and shadow, rendering of form, composition, surface variety of means, including but not limited to painting, drawing, mixed media, etc. Abstract, observational and inventive works may be submitted. Students are expected to produce a portfolio for submission to the Southeastern Michigan Scholastic Art Awards, the College Board AP exam, and participate in a one-person exhibition at the end of the year.



■ AP 2D ART & DESIGN PORTFOLIO

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisites: *Drawing & Painting 2 or 3, Mixed Media 2 or 3, Photography 2 or 3, OR Graphic Design 2 or 3 with a "C+" or higher OR instructor recommendation. Signed AP Statement. Students must conference with their art teacher prior to registering.*

Course Description: This is a rigorous and individualized college equivalency course of study for students interested in developing a portfolio of 8 to 15 or more high quality art works with sustained investigation including inquiry, research, planning, practice, production, and presentation. In the 2D portfolio, students will demonstrate their understanding of Design Elements and Principles as applied to a 2-dimensional surface. Areas that fall within the 2D portfolio include but are not limited to painting, illustration, graphic design, printmaking, digital imaging, collage, photography, etc. Students are expected to produce a portfolio for submission to the Southeastern Michigan Scholastic Art Awards, the College Board AP exam, and participate in a one-person exhibition at the end of the year.

■ AP 3D ART & DESIGN PORTFOLIO

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisites: *Ceramics 2 or 3, Metals 2 or 3, OR Mixed Media 2 or 3 with a "C+" or higher OR instructor recommendation. Signed AP Statement. Students must conference with their art teacher prior to registering.*

Course Description: This is a rigorous and individualized college equivalency course of study for students interested in developing a portfolio of 8 to 15 or more high quality art works with sustained investigation including inquiry, research, planning, practice, production, and presentation. This portfolio is intended to address engagement with

physical space and materials. In the 3D portfolio students should demonstrate their understanding of design principles as they relate to depth and space. These issues can be explored through additive, subtractive and fabrication processes. Approaches may include but are not limited to sculpture, metal work, jewelry, ceramics, fashion & body adornment. Students are expected to produce a portfolio for submission to the Southeastern Michigan Scholastic Art Awards, the College Board AP exam, and participate in a one-person exhibition at the end of the year.

■ THEATRE PRACTICE

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 10-12

Prerequisite: *Instructor recommendation.*

Course Description: Students will create two productions from concept to stage. Learning how to design and run all elements of the production. The first production will perform at the SouthEastern Michigan Fringe Festival in January, and possibly in other local festivals in February. Attendance at the festivals is mandatory for the class. The Second Production will be a showcase event that will perform in May of the school year. Attendance is mandatory for the shows. Students who have been in Theatre Practice/Production before and members of the Avondale Theatre Company with at least two productions completed can be in the course.



■ SYMPHONIC BAND

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: *Signed Band Registration Agreement.*

Course Description: Symphonic Band is a performing ensemble designed for grades 9-12 students with intermediate skills on their respective instruments. Membership in this ensemble will be open to all students. Music for this ensemble will be chosen to present a challenge to all members. Instrumental performing techniques are studied along with basic music theory appropriate for this level musician. Students will perform in a minimum of four concerts each year and will participate in the Michigan School Band and Orchestra Association (MSBOA) District XVI Band and Orchestra Festival and District XVI Marching Festival. Students in the Symphonic Band and Wind Ensemble combine to form the Yellow Jacket Marching Band for all home football games, marching festivals, competitions, exhibitions, and parades throughout the area. Participation in all performances, rehearsals, and summer band camp is required. Members of the drumline and color guard are fully enrolled members of either Wind Ensemble or Symphonic Band.



■ WIND ENSEMBLE

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: *Band in the previous year with a "C+" or higher, audition, and signed Band Registration Agreement.*

Course Description: Wind Ensemble (band) is a premier performing ensemble and is designed for students possessing advanced-level instrumental musical abilities. This ensemble is constructed to be the top high school performing ensemble and membership will be determined by audition and needs in instrumentation. A student must audition each year to enroll in this ensemble. Advanced musical skills, commitment instrumental techniques and music theory will be studied to enhance student proficiency in order to perform the advanced level music chosen for this band. This band will perform at least five times during the year, and will participate in the Michigan Schools Band and Orchestra Association (MSBOA) District XVI and State Band and Orchestra Festivals and District XVI Marching Festival. Students in this ensemble participate in the MSBOA District XVI Solo and Ensemble Festival each year. Students in the Symphonic Band and Wind Ensemble combine to form the Yellow Jacket Marching Band for all home football games, marching festivals, competitions, exhibitions, and parades throughout the area. Participation in all

performances, rehearsals, and summer band camp is required. Members of the drumline and color guard are fully enrolled members of either Wind Ensemble or Symphonic Band.



■ MIXED CHORUS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

Course Description: This performing chorus is designed for 9th-12th grade students starting in high school choir for the first time. Music for this class will be chosen to present a challenge to all members. This class is constructed to be a continuation of what students learned in middle school. Knowledge of music theory and experience are necessary. Students will perform in a minimum of three concerts each year and will participate in the Michigan School Vocal Music Association (MSVMA) District XVI Choir Festival. Although not required, students are strongly urged to participate in the MSVMA District XVI Solo and Ensemble Festival each year. Participation in all performances is MANDATORY. Students will be asked to purchase their own uniform.

■ CONCERT CHOIR

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Audition.

Course Description: Concert Choir is a performing chorus, designed for 11th and 12th grade students possessing advanced level music skills. This choir is designed to be the top high school performing organization and will be limited in membership. Advanced musical skills, sight-reading techniques and basic theory will be studied to enhance student proficiency in order to perform the advanced level of music chosen for this choir. Students will perform in a minimum of three concerts each year and will participate in the MSVMA District XVI Choir Festival. Although not required, students are strongly urged to participate in the MSVMA District XVI Solo and Ensemble Festival each year. Concert Choir may travel each year to a festival of music held outside the state of Michigan or in Canada. Students will be required to participate in all performances. Students are asked to purchase their own uniform.

■ WOMEN'S CHORUS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Audition.

Course Description: This course is open to a select group of advanced female singers who audition successfully. Advanced vocal techniques plus musical works of a demanding nature are studied, ranging from early periods through contemporary. Knowledge of music theory and previous singing experiences are necessary. Advanced musical skills, sight-reading techniques and basic theory will be studied to enhance student proficiency.



■ ALGEBRA I - YEAR 1

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: *Instructor and counselor recommendation based on prior math grades and standardized test scores.*
NCAA Approved.

Course Description: The Algebra I (Year 1 and Year 2) curriculum covers the same material as Algebra I, but it is covered over two years. Algebra I - Year 1 includes the study of linear equations, which focuses on solving, graphing and applying the equation forms to authentic situations.

■ ALGEBRA I - YEAR 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 10

Prerequisite: *Instructor and counselor recommendation based on prior math grades and standardized test scores.*
NCAA Approved.

Course Description: The Algebra I (Year 1 and Year 2) curriculum covers the same material as Algebra I, but it is covered over two years. Algebra I - Year 2 includes the study of quadratic equations, which focuses on solving, graphing and applying the equation forms to authentic situations. Students also will further develop their understanding of exponents and radicals, and systems of equations.

■ ALGEBRA I

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: *None.*

NCAA Approved.

Course Description: Algebra I includes the study of linear and quadratic equations, which focuses on solving, graphing and applying the equation forms to authentic situations. Students also will further develop their understanding of exponents and radicals, and systems of equations.

■ APPLIED ZOOLOGICAL CONCEPTS IN ALGEBRA

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: *None.*

NCAA approved for Algebra I.

This course fulfills the Algebra I requirement and 1 Science elective credit.

Course Description: Students will explore living organisms through a mathematical lens, including the evolution of organisms and the explanations math can provide about animal behavior. Applications may include veterinary science, evolutionary biology, animal physiology, and zoology. Within these scientific contexts, students will develop their understanding of Algebra I including specific applications of linear and quadratic functions.

■ U.S. HISTORY BY THE NUMBERS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: *None.*

Pending NCAA Approval.

This course fulfills the Algebra I requirement and U.S. History requirement.

Course Description: This course introduces students to the use of mathematics, specifically the content of Algebra I, in the study of U.S. History. Political and social movements, major events, and conflicts and resolutions through history will be analyzed through a mathematical lens. Students will use algebra, probability, pattern recognition, math modeling, graphing, statistics and logic to analyze data trends from 1870-present. The history of the United States is the story of people groups and their journeys through time as the country developed, grew, and industrialized. Students will use data and mathematical exploration to tell the complete story of these journeys. They will analyze census data, immigration and migration, demographics, the economy, GDP/GNP, and demographics.

■ GEOMETRY

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-10

Prerequisite: Successful completion of Algebra I.

NCAA Approved.

Course Description: Geometry focuses on the applications of plane, solid and coordinate geometry, with an introduction to trigonometry. Topics include angles, lines, and the properties of polygons with an emphasis on triangles and quadrilaterals. The course also includes transformations of polygons, a study of circles and their characteristics, and a study of solid figures to generate applications of surface area and volume. Geometric proofs are explored to support mathematical reasoning, logic, and constructions. An introduction to trigonometry and its applications is included. Foundational statistics and probability are included. Real-world connections are emphasized.

■ HONORS GEOMETRY

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-10

Prerequisite: Successful completion of Algebra I. Signed Honors Statement.

NCAA Approved.

Course Description: Honors Geometry focuses on the Euclidean approach to the study of geometry with its different axioms and theorems. While studying plane, analytic, solid and coordinate geometry, students will apply deductive arguments to generate proofs supporting the assorted modeling, classification, combination, subdivision, and changing of shapes. An introduction to trigonometry and its applications is included. High-level mathematical reasoning and logic are expected as students explore, apply and prove geometric and trigonometric concepts. Foundational statistics and probability are included. Real-world connections are emphasized.

■ ALGEBRA II

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: Successful completion of Algebra I OR instructor recommendation based on prior math grades and standardized test scores.

NCAA Approved.

Course Description: This second course in algebra covers units similar to those in Algebra I but in more depth and at an increased pace including linear sequences and systems, exponential functions and logarithms, operations with real numbers, quadratic equations, irrational numbers, complex numbers, polynomials, rational functions, and trigonometry.

■ ALGEBRA 2 - YEAR I

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Level: 11

Prerequisite: Instructor recommendation based on prior math grades and standardized test scores.

NCAA Approved.

Course Description: The Algebra 2 (Year 1 and Year 2) curriculum covers the same material as the Algebra II curriculum over two years.

■ ALGEBRA 2 - YEAR 2

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Level: 12

Prerequisite: Instructor recommendation based on prior math grades and standardized test scores.

NCAA Approved.

Course Description: The Algebra 2 (Year 1 and Year 2) curriculum covers the same material as Algebra II, but it is covered over two years. Year 2 will pick up where year 1 left off.

■ HONORS ALGEBRA II / COLLEGE ALGEBRA

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-11

Prerequisite: Successful completion of Algebra I OR instructor recommendation. Signed Honors statement.
NCAA Approved.

Course Description: Students will expand their understanding of linear and quadratic functions. They also will use applications and learning experiences to apply systems, exponential functions, logarithms, irrational and complex numbers, and probability and statistics. The components of this course include College Algebra as students apply the concepts to real-world situations where they can use mathematical findings to draw conclusions and make recommendations.

■ PRE-CALCULUS

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Trigonometry or Honors Trigonometry.
NCAA Approved.

Course Description: Topics covered: logarithmic and exponential functions and their graphs, logic and limits. May include graph theory if time permits.

■ COLLEGE ALGEBRA

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II.
NCAA Approved.

Course Description: This course extends the study of functions learned in Algebra II to polynomials, rational, exponential and logarithmic functions. It also covers pre-calculus concepts of math in probability, matrices, and sequences. Much of the course content will be presented with the use of graphing utilities.

■ TRIGONOMETRY

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Honors Algebra II, College Algebra, or Statistics.
NCAA Approved.

Course Description: This course will cover the major concepts of trigonometry and analytical geometry. Students study the graphs of trig functions, trig identities, and solve trigonometric equations. The Law of Sines, and the Law of Cosines will also be studied. If time permits, polar coordinates will be studied.

■ STATISTICS

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Algebra I OR instructor recommendation based on prior math grades and standardized test scores.
NCAA Approved.

Course Description: This course covers descriptive statistics, stressing tables and graphs, probability, and binomial distribution to normal distribution.

■ MATH IN THE MEDIA

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Algebra I.
NCAA Approved.

Course Description: This course introduces students to the application of math in the media. Contemporary news events will be assessed through the lens of mathematical concepts. Students will use algebra, probability, pattern recognition, math modeling, graphing, geometry, statistics and logic to analyze data in media reports. This course will emphasize the applications of mathematics in current events, law, health, society, and politics.

■ AP PRE-CALCULUS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II OR instructor recommendation. Signed AP Statement.

NCAA Approved.

Course Description: Students build a deep conceptual understanding of functions through the lens of average rates of change, studying how two quantities change in tandem. They continue to develop function concepts throughout the course with an in-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Covariation, equivalence, and modeling are the three big themes of the course. Colleges are still determining scores that will be accepted for college credit.

■ AP CALCULUS AB

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Successful completion of AP Pre-Calculus OR instructor recommendation. Signed AP Statement.

NCAA Approved.

Course Description: This course covers more material and moves quickly. Topics include functions, limits, derivatives, integration, applications of derivatives and the definite integral, and the techniques of integration. Students are expected to take the AP Test in the spring.

■ AP CALCULUS BC

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Successful completion of AP Pre-Calculus OR instructor recommendation. Signed AP Statement.

NCAA Approved.

Course Description: AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Students will use big ideas of calculus - modeling change, approximation and limits, and analysis of functions - as a cohesive area of study. Students will use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. It includes the content and skills learned of AP Calculus AB, and applies them to parametrically defined curves, polar curves, and vector-valued functions. Students will also develop additional integration techniques and applications, as well as an understanding of infinite sequences and series.

■ AP STATISTICS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II OR instructor recommendation. Signed AP Statement.

NCAA Approved.

Course Description: AP Statistics is the equivalent of a two semesters/year long, introductory college statistics course. Statistics is the science of collecting, analyzing, and drawing conclusions from data. During the course, we will cover four main topics in preparation for the AP exam: Data collection, Exploratory Data Analysis (including graphical displays of data, measures of central tendencies of data, bivariate data and frequency tables), Probability (including data distributions), Statistical Inference (including strategies to test hypotheses and test for significance at various levels of confidence). This class will prepare students for the AP Statistics Exam held in May.

PHYSICAL EDUCATION AND HEALTH

■ HEALTH

Course Length: Semester

Grade Levels: 9-10

Prerequisite: *None.*

Course Description: This course covers a variety of topics of current health concerns. Course content includes health and wellness, communication skills, nutrition, stress management, mental health, substance use and abuse, reproductive health, skills for violence free relationships, and AIDS/STDs.

■ BASIC PHYSICAL EDUCATION

Course Length: Semester

Grade Levels: 9-10

Prerequisite: *None.*

Course Description: This course orients students to the importance of a continuing physical education program which allows them to maintain a level of activity/fitness conducive to living a longer, healthier, and more enjoyable life. This course includes units in physical fitness, team sports, individual sports and skills, lifetime sports, and Red Cross beginner and intermediate water safety skills. **NOTE:** *This graduation requirement can be fulfilled by completing four years of Marching Band OR four seasons on an Avondale High School athletic team AND successfully passing the written portion of the AHS Physical Fitness Assessment.*

■ TEAM SPORTS

Course Length: Semester

Grade Levels: 10-12

Prerequisite: *Successful completion of Basic Physical Education.*

Course Description: This class is for students who have an interest in a particular activity. The class focuses on skill development, rules, and individual or team effort. Tournament competition will follow skill development. The program offers basketball, soccer, floor hockey, volleyball, wiffle ball, and ultimate frisbee.

■ ADVANCED STUDIES IN TEAM SPORTS

Course Length: Semester

Grade Levels: 10-12

Prerequisite: *Basic Physical Education and Team Sports with a "C+" or higher OR instructor recommendation.*

Course Description: This class is for students who have an interest in a particular activity. The class is skill development building off of Team Sports I. The class includes skill development, rules, and individual or team effort. Tournament competition will follow skill development. The program offers flag football, soccer, volleyball, floor hockey, and basketball. *Course may be taken more than once for credit.*

■ STRENGTH AND CONDITIONING

Course Length: Semester

Grade Levels: 10-12

Prerequisite: *Successful completion of Basic Physical Education.*

Course Description: Students will design an individual goal-oriented program with the aid of the instructor. Typical goals are weight loss or gain, improved flexibility, strength, or sports specific fitness. These goals will be achieved through a combination of weight training, aerobic activity, and skill performance.

■ ADVANCED STUDIES IN STRENGTH AND CONDITIONING

Course Length: Semester

Grade Levels: 10-12

Prerequisite: *Basic Physical Education and Strength Conditioning with a "C+" or higher OR instructor recommendation.*

Course Description: Students will design an individual goal-oriented program with the aid of the instructor. Typical goals are weight loss or gain, improved flexibility, strength, or sports-specific fitness. These goals will be achieved

through a combination of weight training, aerobic activity, and skill performance. *Course may be taken more than once for credit.*

■ LIFETIME FITNESS

Course Length: Semester

Grade Levels: 10-12

Prerequisite: *Successful completion of Basic Physical Education.*

Course Description: This class will utilize low to high-impact aerobic movement and exercise to reach a student's target heart rate. Weight training will be used. Activities will include aerobic, yoga, and cardio-based workouts.

Course may be taken more than once for credit.

SCIENCE

■ BIOLOGY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: *None.*

NCAA Approved.

Course Description: Biology is designed to use life skills of communication, critical thinking, and investigation to introduce high school freshmen to the fundamental principles, processes, and diversity of life. Students will dive into the fascinating realms of cells, genetics, ecology, and evolution, gaining a deeper understanding of the intricate web of life that surrounds us.

■ CHEMISTRY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *Successful completion of Biology.*

NCAA Approved.

Course Description: Chemistry is a foundation course in the theory of matter and its structure and reactions. Concepts are clarified with mathematical explanations and problems having measurable results. The language of chemistry through formula writing and equation reactions is fundamental to the understanding of chemical theory. Students study atomic and molecular structure including bonding and the periodic nature of elements. Laboratory experiences, writing and reporting are part of this study.

■ BIOCHEMISTRY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-10

Prerequisite: *None.*

NCAA Approved.

This course fulfills the Chemistry credit requirement.

Course Description: Biochemistry looks at the relationship between Biology and Chemistry, and covers both inorganic and organic chemistry concepts. Formula writing, molecular nomenclature, inorganic reactions, atomic structure, thermochemistry, solutions, and acids and bases are all covered from an inorganic perspective, while organic concepts such as naming, protein folding, and other biological reactions are also covered. There is an emphasis on learning through discovery and experimentation, and application of relevant concepts to solve real world problems.

■ PHYSICS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisites: *Successful completion of Biology and Geometry.*

NCAA Approved.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: Physics is a brand of science that studies the physical world. The course focuses on inquiry and discovery including the engineering process and design. There is also a laboratory component that emphasizes inquiry of natural phenomena and related laws. The course covers motion, forces, momentum, work, energy, waves, optics, circular motion, gravitation, static electricity, circuits and aspects of earth space science.

■ ANATOMY AND PHYSIOLOGY

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Biology.

NCAA Approved.

Course Description: Anatomy and Physiology introduces basic concepts and principles important to an understanding of the human body. This course will present essential information dealing with the structure and function of human anatomy. Those pursuing careers in the medical field will acquire basic information to be integrated into future classes. Those seeking careers outside the biomedical field will gain knowledge and understanding of the human body that will prove valuable for life and health. Laboratory experiences, writing, and reporting will be incorporated into evaluations.

■ GENETICS AND BIOTECHNOLOGY

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Biology OR instructor recommendation.

NCAA Approved.

Course Description: Genetics and Biotechnology is an advanced biology semester course for students who want to understand how the use of scientific technology is being integrated with the understanding of genetic material to improve human societies now and in the future. Students will explore current issues in genetic research through case studies, independent research, and discussions from both a scientific and bioethical viewpoint. They will have the opportunity to investigate DNA biotechnology through laboratory experiences.

■ FORENSIC SCIENCE

Course Length: Semester

Grade Levels: 11-12

Prerequisites: Successful completion of Biology and Chemistry or Physics.

NCAA Approved.

Course Description: Forensic Science is a course that specializes in hands-on activities that stimulate the use of critical thinking skills. Students will incorporate knowledge from every science discipline and discover that what they have learned in science class actually applies outside of school. This course caters to all students, especially those who enjoy science in a “real world” context. This course will also appeal to students who enjoy solving mysteries.

■ SURVIVAL

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Biology.

Course Description: Survival is a hands-on course that challenges students to look at the impact of nature on their lives when the comforts of civilization have been removed. It engages the students to problem-solve situations that arise from interacting with nature as most species do every day. Students will learn and engage in environmental, geographical, and physiological situations that will challenge them both mentally and physically every day.

■ MICHIGAN'S ENVIRONMENT

Course Length: Semester

Grade Levels: 11-12

Prerequisite: Successful completion of Biology.

NCAA Approved.

Course Description: An environmental science course based on how humans have affected our state. It will focus on water, land, and energy resources and how we use them. Students will identify the impacts of population and lifestyle on the climate and human health, as well as demonstrate how citizens can affect environmental policy.

■ **NATURAL DISASTERS**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of Biology and Chemistry or Physics.*

NCAA Approved.

Course Description: Students will explore the science of natural disasters (weather and geological) including earthquakes, tsunamis, volcanoes, hurricanes, flooding, tornados, and blizzards. We will learn about the science behind natural disasters, recent occurrences of natural disasters, and interpretation in the media. We will use data from USGS, NASA, and other databases to make conclusions and predictions, including scientific monitoring and risk management. Students will end the semester choosing a catastrophic natural disaster event, examining the science behind the disaster, the response, and risk management based on scientific monitoring.

■ **ASTRONOMY 1**

Course Length: Semester

Grade Levels: 11-12

Prerequisite: *Successful completion of Biology and Chemistry or Physics.*

NCAA Approved.

Course Description: In this course, students will study the astronomy of the solar system. Students will study the planets of the solar system, our Sun, moons, and star formation, and asteroids and comets. Students will also learn about the history of astronomy and astronomical instruments. Students will examine data, labs, and simulations to learn about each of these topics. Students will focus on observations with weekly sky logs and a once-a-semester star viewing.

■ **AP BIOLOGY**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Successful completion of Biology and Chemistry. Signed AP Statement.*

NCAA Approved.

Course Description: This course is the equivalent of introductory college biology. The course will focus on the study of life through the lens of four big ideas: Evolution, Energetics, Information Storage and Transfer, and System Interactions. The strong emphasis on the lab component is necessary to fully understand AP Biology and pass the AP exam. It will require commitment to study outside of class and a summer assignment may be required. *This course may be eligible for college credit. See your counselor for more information.*

■ **AP CHEMISTRY**

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Successful completion of Biochemistry or Chemistry. Signed AP Statement.*

NCAA Approved.

Course Description: This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. It requires an intense commitment from each student. Summer review and practice of chemistry basics may be required. The AP Chemistry examination includes questions based on experiences and skills that students acquire in the lab. This lab component is necessary to fully understand chemistry and pass the AP examination. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor for more information.*

■ **AP PHYSICS 1**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 11-12

Prerequisite: Successful completion of Biology and Algebra II OR instructor recommendation. Physics and Chemistry are strongly recommended. Signed AP Statement.

NCAA Approved.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: AP Physics is the equivalent of one semester of introductory algebra based college physics. AP Physics 1 covers kinematics, dynamics, energy, momentum, circular motion and gravitation, rotational motion and simple harmonic motion. The course has a strong emphasis on experimental design and implementation. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor for more information.*

■ AP PHYSICS 2

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 11-12

Prerequisite: Successful completion of AP Physics 1. Signed AP Statement.

NCAA Approved.

This course fulfills 1 credit of the fourth math-related elective requirement if taken during senior year.

Course Description: AP Physics 2 is the equivalent of one semester of introductory algebra based college physics. AP Physics 2 covers Thermodynamics; Electric Force, Field and Potential; Electric Circuits; Magnetism and Electromagnetic Induction; Geometric and Optics; and Quantum, Atomic and Nuclear Physics. The course has a strong emphasis on experimental design and implementation. Students are expected to take the AP test in the spring. *This course may be eligible for college credit. See your counselor for more information.*

■ AP ENVIRONMENTAL SCIENCE

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 11-12

Prerequisite: Successful completion of Biology and Chemistry. Signed AP Statement.

NCAA Approved.

Course Description: This course is designed to be the equivalent of an introductory college course in environmental science. The goal is “to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.” It is important to prepare students to become environmentally literate adults by showing how interconnected our world is. Not only does it encompass all of the major science disciplines, it shows how economics, sociology, and our values impact our world in real time. *This course may be eligible for college credit. See your counselor for more information.*



SOCIAL STUDIES

■ UNITED STATES HISTORY

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Level: 9

Prerequisite: None.

NCAA Approved.

Course Description: This course traces the political, economic, and social development of the United States from

the close of the Civil War to present. Major themes discussed are Reconstruction, Westward Expansion, Industrialization, Urbanization, Immigration, the U.S. as an evolving world power, the United States in two World Wars, the Great Depression, the Cold War, the economic and social development of U.S. Society after World War II, the Civil Rights Movement, the Korean and Vietnam conflicts, social change during the Vietnam Era, post-Cold War challenges at home and abroad, and the New Global Economy. *An honors option is available. Students must complete honors level work and assessments in their U.S. History classroom to receive honors credit on their transcript. Full year commitment required. Contracts listing out the requirements must be signed by parents and students within the first week of school.*

■ HONORS UNITED STATES HISTORY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Prerequisite: Signed Honors Statement.

NCAA Approved.

Course Description: This is a rigorous course intended to prepare students for Advanced Placement and college courses. There will be an emphasis on reading and analyzing historical novels and original documents. This course traces the political, economic, and social development of the United States from the close of the Civil War to the present. Major themes include Reconstruction, Westward Expansion, Industrialization, Urbanization, Immigration, the U.S. as an evolving World Power, the United States in two World Wars, the Great Depression, the Cold War, the economic and social development of U.S. society after World War II, the Civil Rights Movement, the Korean and Vietnam Wars, social change during the Vietnam Era, post-Cold War challenges at home and abroad, and the New Global Economy.

■ CIVICS

Course Length: Semester

Grade Level: 10

Prerequisite: None.

NCAA Approved.

Course Description: This one-semester course deepens students' knowledge of government, with a particular focus on national, state, and local government in America. Five questions guide students' study: (1) what are civic life, politics, and government? (2) What are the origins and foundations of the American political system? (3) How does the government, established by the Constitution, function to embody the purposes, values, and principles of American constitutional democracy? (4) What is the relationship of the United States to other nations and its role in world affairs? (5) What are the roles of citizens in American society? Students engage in investigations, analysis, and arguments about civic life in the United States and the role of the United States in the world.

■ ECONOMICS

Course Length: Semester

Grade Level: 10

Prerequisite: None.

NCAA Approved.

This course meets the Financial Literacy requirement.

Course Description: This required course builds economic literacy in students. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their prior knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. In addition to their study of macroeconomics, students study how interactions of buyers and sellers impact prices and supplies, as well as the role of trade-offs and incentives in consumer and business decisions. Using a variety of media, they compile, analyze, and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy. This class will also count as an additional .5 credit that will cover the required Financial Literacy state standards.

■ HONORS ECONOMICS

Course Length: Semester

Grade Level: 10

Prerequisite: Signed Honors Statement.

NCAA Approved.

This course meets the Financial Literacy requirement.

Course Description: This is a rigorous course intended to prepare students for Advanced Placement and college courses. There will be an emphasis on reading, problem-solving and analyzing original documents and data. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. In addition to their study of macroeconomics, students study how interactions of buyers and sellers impact prices and supplies, as well as the role of trade-offs and incentives in consumer and business decisions. Using a variety of media, they compile, analyze and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

■ WORLD HISTORY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: None.

NCAA Approved.

Course Description: This course introduces students to the study of world history in order to construct a common memory of where humankind has been and what accounts for present circumstances. Building upon foundations from middle school social studies, this course begins with a period of expanding and intensified hemispheric interactions (circa 1250 C.E.) and continues to the present. Within each historical era, students work at three interconnected spatial scales to study world history through several lenses: global, interregional, and regional. Through a global and comparative approach, students examine worldwide events, processes, and interactions among the world's people, culture, societies, and environment.

■ SOCIOLOGY

Course Length: Semester

Grade Levels: 11-12

Prerequisite: None.

NCAA Approved.

Course Description: Sociology is the study of human behavior from the point of view of the group or society. The purpose of the course is to show how society influences the individual. Topics covered are basic sociological ideas such as norms and roles, cultures, socialization, and group dynamics. Students are expected to choose and complete selected projects.

■ AP UNITED STATES GOVERNMENT

Course Length: Semester

Grade Levels: 10-12

Prerequisite: Successful completion of US History or Honors US History. Signed AP Statement.

NCAA Approved.

Course Description: This class is designed for high-achieving, college-bound students and mirrors the rigor of a college-level political science class. Students will engage in extensive reading, writing, and critical thinking about political issues. AP U.S. Government provides an analytical perspective on American government and politics, covering both general concepts and specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. It is expected that each student who takes this course will take the AP U.S. Government exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

■ AP U.S. HISTORY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Successful completion of US History or Honors US History. Signed AP Statement.*

NCAA Approved.

Course Description: This course is a demanding college-level course designed to provide students with the skills and knowledge necessary to deal critically with issues in American History. Students will learn to interpret and analyze historical documents. They will develop the ability to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in an essay format. It is expected that each student who takes this course will take the AP American History exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

■ AP WORLD HISTORY

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Signed AP Statement.*

NCAA Approved.

Course Description: Students will study and explore important events, people, and developments from around the modern world. Students will examine the key concepts of continuity and change, crafting historical arguments, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis. In this AP course, students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary and secondary source documents, and the development of critical analysis in writing and discussion is a staple of this class. We will practice Short Answer Questions (SAQ), Document Based Questions (DBQ), and Long Essay writing (LEQ) in preparation for the AP exam. The goal is to provide students with the opportunity to earn college credit while preparing those students for the challenges of the university. It is expected that each student who takes this course will take the AP World History: Modern exam in the spring. *This course may be eligible for college credit. See your counselor for more information.*

SPECIAL PROGRAMS

■ ACADEMIC CENTER

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: *Counselor recommendation.*

Students can earn 0.125 credits per semester. "G/H" will be noted on the transcript.

Course Description: Student placement will be determined by AHS staff before the start of each semester. The Academic Center offers a dedicated space for focused study and academic support. Its primary goal is to provide students with the opportunity to complete coursework, seek assistance from teachers, and strengthen their understanding of various subjects and skills. The center is staffed by certified high school teachers, ensuring quality support. Students are expected to bring academic materials daily to engage in their work. Computers with internet access are also available for student use. If academically appropriate, students may be enrolled in more than one Academic Center per semester.

■ 21f ONLINE COURSES

Course Length: Semester

Grade Levels: 9-12

Prerequisite: *None.*

NCAA approved based on individual course eligibility.

Approved Providers: *[Michigan Virtual](#) and [BYU](#) (BYU courses require prior counselor approval).*

Course Description: Avondale High School uses an approved online provider. Only 21f compliant classes are

available to students. The available online classes are listed and the website contains the syllabi for online courses. Any online course in which a student chooses to enroll must be for credit, consistent with graduation requirements, and of sufficient quality or rigor. If not, Avondale High School may deny the student and parent/guardian request to enroll in the online course.

■ TEACHER PREP

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *None.*

Course Description: Are you interested in becoming an Educator? This course is for you! Teacher Prep is a preparation course to teach the basic knowledge of the education system and what it means to be a teacher. Students will learn everything from the history of the American school system to how to run a class on their own. Students will have the opportunity to weekly go into educational spaces throughout the district to observe professional educators. Students must provide their own transportation to their placements around the district.

■ AP SEMINAR

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: *None.*

Course Description: AP Seminar is an interdisciplinary course that equips students with the skills to analyze complex issues, evaluate diverse perspectives, and communicate well-reasoned arguments. This course is ideal for students seeking to develop advanced critical thinking and communication skills while tackling meaningful, interdisciplinary questions. Designed to foster critical thinking, collaboration, and academic research, the course challenges students to explore real-world topics through multiple lenses, such as cultural, political, environmental, and scientific perspectives. Students refine their ability to synthesize information, evaluate sources, identify biases, and construct well-reasoned arguments. Throughout the course, students engage in team projects, independent research, and written and oral presentations.

■ STUDENT LEADERSHIP

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: *Application and selection.*

Course Description: This class will challenge and teach students interpersonal skills, quick problem-solving, responsibility, how to gain and receive trust from a team, planning and time-management skills in a hands-on environment. Coursework relates to leadership skill training and carrying out the affairs of Student Government / Avondale culture-building events such as Spirit Week planning, fundraisers, assemblies, the Homecoming Dance, Homecoming Parade, Sharing and Caring Week, 8th Grade Invasion, Avondale Elite, and Spring Fest.

■ AHS CULTURE, CLIMATE, AND CURRICULUM COACH

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: *Instructor recommendation.*

Course Description: Through this class, you, as a mentor, will help to create deep relationships, cultivate culture, hold accountable, and help develop relevant curriculum by mentoring a small group of 9th graders. There is an application process for this class. This class will be responsible for peer mentoring, a required freshman course that is focused on the intentional development of the social/emotional, academic, and community-building aspects of our ninth graders through the guidance of upperclassmen mentors. The curriculum will include one-on-one meetings between mentors and mentees that build community, accountability, and the creation of weekly growth goals. In addition, intentional time will focus on academic skills development, mindfulness, restorative practices, and community-building.

■ HIGH SCHOOL TRANSITION

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Level: 9

Course Description: Peer mentoring is a required freshman course that is focused on the intentional development of the social/emotional, academic, and community-building aspects of our ninth graders through the guidance of upperclassmen mentors. The curriculum will include one-on-one meetings between mentors and mentees that build community, accountability, and the creation of weekly growth goals. In addition, intentional time will focus on academic skills development, mindfulness, restorative practices, and community building.

■ LINKS

Course Length: Semester

Grade Levels: 10-12

Prerequisite: [Application and selection OR instructor recommendation.](#)

Course Description: This class is a semester course designed to facilitate awareness of individuals with special needs, the systems they require for placement in general education classes, and the benefits of peer-to-peer support in the least restrictive environment. LINKS students will be supporting students with autism or cognitive impairments in a variety of settings throughout the school day per teacher discretion. Students may provide support to students in general education classrooms through academic support and providing positive interactions.

■ MULTILINGUAL MENTORSHIP

Course Length: Semester

Grade Levels: 10-12

Prerequisite: [Application and selection.](#)

Course Description: Students will act as mentors to multilingual students who need language support. Fluency in an additional language is preferred, but not required. During their enrollment in the course, mentors will work in an ESL classroom to develop mentoring skills. They will also be assigned a specific mentee classroom based on the needs of the mentee and the specific skills and languages of the mentor. The mentor will support their multilingual classmates in developing their understanding of various content areas. Mentors are expected to assist students at any skill level in any class placement. Mentors must be able to support individuals and small-groups of their multilingual peers. Mentors will maintain a reflexive portfolio that charts and measures their growth as a mentor during the semesters they are enrolled in the course.

■ INDEPENDENT STUDY

Course Length: Semester

Grade Levels: 11-12

Prerequisite: [Application and selection.](#)

Course Description: Teachers in all departments may provide the opportunity for students to challenge their intellectual, artistic, and other abilities by providing instruction in numerous areas. Students interested in independent study will work with a cooperating teacher to devise a course of study for a semester in a particular field. The proposed course is then submitted to an independent study review committee by the published deadlines (**April 30 for fall, November 1 for winter**) to review and grant approval or denial.

■ ENGLISH LANGUAGE DEVELOPMENT 1

Course Length: Full Year (**Cannot be dropped after the first semester**)

Grade Levels: 9-12

Prerequisite: [Placement based on WIDA scores and instructor recommendation.](#)

Note: [Students eligible for this course typically score between 1 and 2 on the WIDA Screener or WIDA Assessment. This course fulfills the English credit requirement and incorporates multiple curricula, including Brainspring and Lift 1, to support language development.](#)

Course Description: For students who are newest to the United States and/or in the earliest stages of learning English as a new language. In this class, students will develop basic interpersonal communication skills (BICS), and cognitive academic language proficiency (CALP). ELD 1 is designed so students can engage in short conversation, use basic English language structures and simple sentence patterns, read short adapted text, and write phrases and short sentences. Immediate needs of communication and acculturation will be met in a setting that nurtures and refines beginning language acquisition.

■ ENGLISH LANGUAGE DEVELOPMENT 2

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: Placement based on WIDA scores and instructor recommendation.

Note: Students eligible for this course typically score within the level 2 range on the WIDA Screener or WIDA Assessment. This course fulfills the English credit requirement and incorporates multiple curricula, including Brainspring and Lift 1, to support language development.

Course Description: In this class, students will continue to develop basic interpersonal communication skills (BICS), and cognitive academic language proficiency (CALP). ELD 2 is designed for students who are somewhat able to communicate ideas in writing, but need improvement to basic writing style and grammar, demonstrate basic understanding of the verb system or word order, and have a minimal ability to convey ideas in writing and speaking, but may understand more than they can express. Reading comprehension and overall fluency in both expressive and interpretive language skills are addressed.

■ ENGLISH LANGUAGE DEVELOPMENT 3

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: Placement based on WIDA scores and instructor recommendation.

Note: Students eligible for this course typically score within the level 3 range on the WIDA Screener or WIDA Assessment. Additional data, such as NWEA scores or other relevant assessments, may also be used to determine placement. The course incorporates multiple curricula, including Brainspring and Lift 1, to support language development. Students in ELD 3 may or may not be concurrently enrolled in general education English Literature and Comprehension classes. Credit earned will be designated as either English or Elective, as determined by the ESL Department.

Course Description: ELD 3 is designed for students who are able to communicate ideas in writing, but need improvement in writing style and grammar, demonstrating understanding of the verb system or word order, and improving their ability to convey ideas in writing and speaking. Reading comprehension and overall fluency in both expressive and interpretive language skills are addressed. This class incorporates a multi-sensory, systematic, structured, sequential, phonics based, direct instruction approach to teaching at risk readers. One of the goals of this class is to build a strong literacy foundation for academic success. Students are identified for this class based on WIDA, NWEA and other district assessments as applicable.

■ ENGLISH LANGUAGE DEVELOPMENT 4

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: Placement based on WIDA scores and instructor recommendation.

Note: Students eligible for this course typically score within the high level 3 or level 4 range on the WIDA Screener or WIDA Assessment. This course awards Elective credit and incorporates multiple curricula, including Brainspring and Lift 1, to support language development.

Course Description: The focus of this class is based on students' language proficiency needs as identified by the annual WIDA Assessment and/or additional data. Students in this class are enrolled in general education English Literature and Comprehension classes. Reading comprehension and overall fluency in both expressive and interpretive language skills are addressed. The overall goal for this class is to support students in developing and/or honing the skills required to meet exit criteria on the WIDA assessment.

LANGUAGE SUPPORT AND CONTENT MATH CLASSES

These classes combine grade-level content standards with language development in listening, speaking, reading, and writing. Each lesson is designed to achieve both content and language objectives.

Prerequisite: Placement based on WIDA scores and instructor recommendation.

- **EL Geometry:** Follows the standard Geometry curriculum.
- **EL Algebra 1:** Follows the standard Algebra 1 curriculum.
- **EL Algebra 2:** Follows the standard Algebra 2 curriculum.

■ EL DIAGNOSTIC MATH

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: Placement based on WIDA scores and instructor recommendation.

Course Description: This class is designed to help English Learners with their current math class while supporting the development of grade-level math skills. Students will have opportunities to engage with the academic language of math, and be provided opportunities to practice so they can demonstrate proficiency on standards based assessments.

■ ACADEMIC & SOCIAL LANGUAGE FOR ENGLISH LEARNERS

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: Placement based on WIDA scores and instructor recommendation.

Course Description: This class is designed for students who are English Learners to be more successful in their academic classes. Emphasis is placed on improving English language development while gaining the necessary language to complete assignments and effectively access subject area information. Students practice note taking and receive support for test preparation, personal organization, and time management.

■ AARI (Adolescent Accelerated Reading Initiative)

Course Length: Semester

Grade Levels: 9-10

Prerequisite: Placement based on NWEA scores and instructor recommendation.

Course Description: Students will be placed in this instructional intervention class based on NWEA scores, prior grades, and/or testing. The Adolescent Accelerated Reading Initiative (AARI) class is a semester-long intervention program designed to enhance the reading skills of high school students. This course focuses on accelerating reading comprehension, fluency, and critical thinking abilities through a structured and supportive learning environment. Students enrolled in AARI will participate in a variety of targeted reading activities and exercises tailored to their individual needs. The curriculum includes engaging and diverse reading materials, interactive discussions, and practical applications to improve literacy skills. Instruction is personalized and includes both individual and group work, with an emphasis on fostering a love for reading and lifelong learning.

SPECIAL EDUCATION - Students with a special need defined in an IEP can participate. This support is direct and incorporates remedial instruction. Students receive academic support, accommodations, modifications and all other appropriate measures needed for class success.

ALTERNATIVE EDUCATION - The Avondale Schools Diploma & Careers Institute (ASDCI) is a tuition-free learning environment for students ages 15-22. This program is designed to support students in earning their high school diploma online, while also providing essential services such as counseling, mentoring, special education, and support for English Language Learners. High school students, as young adults, should take an active role in their education. Each student has unique characteristics, interests, and abilities; and ASDCI is committed to helping them succeed in a flexible, robust educational program that offers independence and autonomy. This program is open to students with administrative approval, particularly those who need credits to graduate. Once enrolled in ASDCI, students are expected to complete their high school courses through the institute. Transfers back to Avondale High School will not be permitted.

WORLD LANGUAGE

■ FRENCH I

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 9-12

Prerequisite: None.

NCAA Approved.

Course Description: Students will work toward proficiency in listening, speaking, reading and writing. The goal is to prepare students to interact independently in French speaking countries. Students will also be introduced to the daily living and institutional cultures of the French speaking world.

■ **SPANISH I**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: None.

NCAA Approved.

Course Description: This course will focus on developing the four language skills of speaking, listening, reading and writing. Students will engage in a variety of activities to practice and promote language learning. This course includes an overview of the geography and other cultural insights of the Spanish speaking world.

■ **GERMAN I**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: None.

NCAA Approved.

Course Description: This class develops practical language skills – speaking, listening, reading, writing – with activities that will teach students to use the language quickly and imaginatively. Cultural insights and situations are incorporated into each unit with an emphasis on all of the German speaking countries.

■ **FRENCH II**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: Successful completion of French I.

NCAA Approved.

Course Description: Students continue to work toward proficiency in the four language skills: listening, speaking, reading and writing. Study will focus on the cultural practices of the French speaking world and will also include a multi-disciplinary project on the city of Paris.

■ **SPANISH II**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: Successful completion of Spanish I.

NCAA Approved.

Course Description: Students will continue to work toward proficiency in the four language skills: listening, speaking, reading and writing. Students will examine the cultural practices of the Spanish speaking world.

■ **GERMAN II**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 9-12

Prerequisite: Successful completion of German I.

NCAA Approved.

Course Description: Students focus on increasing proficiency in listening, speaking, reading, and writing skills in this course. The class uses dialog and activities to promote and practice the learning of language. They are designed to develop real-world understanding of language use. The culture of German speaking countries and the geography of Germany and Europe are further explored.

■ **FRENCH III**

Course Length: Full Year (Cannot be dropped after the first semester)

Grade Levels: 10-12

Prerequisite: Successful completion of French II.

NCAA Approved.

Course Description: Students continue to work toward proficiency in the four language skills of listening, speaking, reading, and writing through the spiraling of language functions. The study of cultures continues with a focus on the castles of the Loire Valley.

■ SPANISH III

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Successful completion of Spanish II.

NCAA Approved.

Course Description: Students continue to work toward proficiency in the four language skills of listening, speaking, reading and writing. Students will engage in a variety of activities and projects throughout the course to develop, practice and promote language use and understanding at this level.

■ GERMAN III

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 10-12

Prerequisite: Successful completion of German II.

NCAA Approved.

Course Description: Students continue to learn language functions and build skills in all four areas of proficiency: Listening, reading, writing and speaking. A variety of activities and projects are designed to promote real-world understanding of language use. This course also focuses on an increased understanding of grammatical concepts as students develop a heightened awareness of the everyday culture and language of the German speaking countries.

■ FRENCH IV

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Successful completion of French III.

NCAA Approved.

Course Description: Students will work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. French speaking Canada, Africa, Switzerland and Belgium serve as the culture projects for this course.

■ GERMAN IV

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 11-12

Prerequisite: Successful completion of German III.

NCAA Approved.

Course Description: This course integrates the four language skills as students continue to achieve proficiency in the German language. Students will work to increase vocabulary and to strengthen understanding of grammatical concepts of the language to create authentic projects and language used in real-world situations. Emphasis will be on discussion topics of current interest, German language programming and cultural aspects of all of the German speaking countries.

■ FRENCH V

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 12

Prerequisite: Successful completion of French IV.

NCAA Approved.

Course Description: Students will continue to work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. French speaking Canada, Africa, Switzerland and Belgium serve as the culture projects for this course.

■ GERMAN V

Course Length: Full Year (*Cannot be dropped after the first semester*)

Grade Levels: 12

Prerequisite: Successful completion of German IV.
NCAA Approved.

Course Description: Students will continue to work toward achieving proficiency in the four language skills and culture through the spiraling of language functions. Students will create authentic projects utilizing language used in real-world situations. Emphasis will be on discussion topics of current interest, and cultural aspects of all of the German speaking countries.



The programs at Oakland Schools Technical Campus (OSTC) are designed to equip **JUNIOR** and **SENIOR** students with entry-level skills in various trades and technical education pathways. Students spend half of the day at Avondale High School for general education courses and the other half (2.5 hours) at the OSTC campus, training in their chosen technical education program. Although students have limited access to the Royal Oak and Clarkston campuses, transportation is provided to the Northeast Pontiac campus **only**. Most programs follow a two-year sequence, and students are selected to attend based on their application in tenth or eleventh grade. Additionally, the OSTC offers an early college experience through Oakland Community College for select programs. See your high school counselor or the Oakland Schools Technical Campus website (www.ostconline.com) for a description of programs offered at all Oakland Schools Technical Campus locations, as well as the direct link to their online application. **NOTE: Students and parents/guardians are required to attend at least one OSTC Open House before being accepted into the program. Students may fulfill their Algebra II, fourth-year senior math, and second world language requirements through an exchange option within an OSTC program. This must be discussed and approved by the student's high school counselor before the program begins. Students who do not complete the full year of the OSTC program will not be considered program completers, meaning they will not receive the exchange credits and will need to fulfill those requirements at the high school.**

NORTHEAST PROGRAMS

Below is a list of all the programs offered at the Northeast Campus. Please follow the link for detailed information on each program.

- ❖ [AUTOMOTIVE TECHNOLOGY](#)
- ❖ [COLLISION REPAIR AND REFINISHING](#)
- ❖ [COMPUTER PROGRAMMING](#)
- ❖ [CONSTRUCTION TECHNOLOGY](#)
- ❖ [COSMETOLOGY](#)
- ❖ [CULINARY ARTS/HOSPITALITY](#)
- ❖ [ENGINEERING, ROBOTICS, AND MECHATRONICS](#)
- ❖ [ENTREPRENEURSHIP AND ADVANCED MARKETING](#)
- ❖ [HEALTH SCIENCES](#)
- ❖ [MACHINING](#)
- ❖ [WELDING](#)