

NORTHPORT HIGH SCHOOL COURSE DESCRIPTION GUIDE



2007-2008 School Year

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Graduation Requirements

Class of 2008

English	4 credits
Math	3 credits (including Algebra I)
Science	3 credits (including Physical Science and Biology)
Social Studies	2.5 credits (including US History, Government and World History)
Senior Project	1 credit
Senior Seminar	½ credit
Health	½ credit
Foreign Language	2 credits

Class of 2009-2010

English	4 credits
Math	3 credits (including Algebra I)
Science	3 credits (including Physical Science, Chemical Science, Life Science, and Earth Science (perhaps in middle school))
Social Studies	3 credits (including US History, Government, Economics and World History)
Senior Project	1 credit
Senior Seminar	½ credit
Health	½ credit
Foreign Language	2 credits
Art	½ credit
Physical Education	½ credit

Class of 2011 and beyond (in compliance with Michigan Merit Curriculum)

English	4 credits
Math	4 credits (including Algebra II and senior year course)
Science	3 credits (including Physical, Chemical Biology and either Chemistry of Physics)
Social Studies	3 credits (including US History, Government, Economics and World History)
Senior Project	1 credit
Senior Seminar	½ credit
Health	½ credit
Foreign Language	2 credits
Art	1 credit
Physical Education	½ credit

Art

High School Art

This class would explore a wide gamut of mediums and would be a year long course. It would be the required Intro to Art. Throughout this course students will develop and learn various art making approaches and abilities on how to create works of art. The ability to use higher order thinking skills is an emphasis in every area in the study of art. This is particularly seen through the teaching of ways of viewing and talking about art. This course is a studio class that takes an art historical approach, yet it is really based on teaching with big ideas. Each culture that is studied is also juxtaposed with the students' contemporary culture using visual culture. For example, if we were to study Egyptian art, we would examine the way the culture creates art around the big idea of loss and remembrance. We then may look at the ways artists make artworks about loss and remembrance today in our American culture, and then create a piece of art based on this theme (big idea) ourselves. One year long: (The required Art Class)

Prerequisites: None

Art Exploratory

A deeper understanding of the individual mediums will be explored. 1st semester: Drawing/Painting/Printmaking. 2nd Semester: Clay/Sculpture/Paper Making. One Semester long.

Prerequisites: High School Art

Art as Installation/Art and Community

This class will be designed by the students as a group. I will present an array of ideas, but as a group they will choose what and where they will install their pieces. Twice a month we will have a different visiting artist come to our class and explain/show us their work. We will also visit local businesses and galleries to gain an in depth understanding of the art and artists in our community. One semester long.

Prerequisites: High School Art

Art as an Individual Quest

Each Semester students will be required to explore a Big Idea. This idea will be theme based (a series based off of an idea) but can use a large array of materials. At the end of each semester a final piece is due along with a review of their semester portfolio (professionally displayed and critiqued). Semester #2 of this class requires a piece to be made for the school, to be on display and added to our collection. One semester long.

Prerequisites: High school Art and Art Exploratory and/or Art and Community. (In other words, two years of Art must be taken before taking this course)

English/Language Arts

English 7/8

This course is designed to engage students in the study of the English language.

English 9A- Genres – Short Story and Poetry

The student will be expected to read and respond to selected short stories and poetry. Writing is integrated into every class session. Students will experience a diverse collection of authors and poets in addition to honing their own writing style and voice. Vocabulary expansion is stressed as well as precision in spelling and grammar. Public speaking, personal written response and reflection will also be regular components. Participation in classroom debate and discussion will be vital to mastery of this subject.

Prerequisites:

English 9B- Genres – Fiction, Non-Fiction, and Drama

This course will focus upon non-fiction, drama, and fiction. The student will be expected to read and write in every class session. Students will experience a diverse collection of authors, primary documents, and novels in addition to honing their own writing style and voice. Vocabulary expansion is stressed as well as precision in spelling and grammar. Public speaking, personal written response and reflection will also be regular components. Participation in classroom debate and discussion will be vital to mastery of this subject.

Prerequisites:

English 10A– Composition Workshop

While implementing the multi-stage writing process, students will read, analyze, and write extensively in this course. They will develop skills in library and internet research and use a process that includes critical thinking, logical reasoning, and the investigation of primary and/or secondary sources. Vocabulary expansion is stressed as well as precision in spelling and grammar. Students will write persuasive and argumentative papers and produce a well documented scientific research paper on an approved topic.

Prerequisites: English 9

English 10B– Informative and Creative Composition

Students will develop their personal writing style by analyzing various genres, such as fiction, poetry, and drama, and by responding critically to the work of other students. This course will also emphasize written communication skills for technical, business, and creative applications. Vocabulary expansion is stressed as well as precision in spelling and grammar. Students will use critical thinking skills and various forms of technology to analyze, design, produce, and present written and oral projects individually and in groups.

Prerequisites: English 9

English 11A– Origins of American Literature

Students will read selections from American literature from colonial times to the American Civil War. They will trace the cultural roots of the literature and analyze major themes, styles, and characteristics. Connections are drawn between events in US history and the literature of the time period. Students will also produce a documented research report on an approved topic in US history. Vocabulary expansion is stressed as well as precision in spelling and grammar.

Prerequisites: English 10

English 11B– Modern American Literature

Students will read selections of American literature from the Civil War to the present. They will trace the cultural roots of the literature and analyze major themes, styles, and characteristics. This course explores how literature plays an important role in defining modern America -- historically, socially, and aesthetically. Topics include American work, play, education, gender, race and ethnicity, and media. Vocabulary expansion is stressed as well as precision in spelling and grammar.

Prerequisites: English 10

English 12A– Introduction to World Literature

The student will read and respond to literary masterpieces through the renaissance. This course will help the student be able, and disposed, to read and value literary texts from a wide variety of genres, periods, and cultures. Vocabulary expansion is stressed as well as precision in spelling and grammar. This course will also survey the times and works of William Shakespeare. Students will analyze and respond to selections of his poetry, history plays, comedies, and tragedies.

Prerequisites: English 11

English 12B– Contemporary World Literature

Through the study of, and response to, selected examples of poetry, fiction, and drama, this course will introduce students to the fundamentals of university-level literary study. Students will respond to the texts using a variety of creative projects and reports. Vocabulary expansion is stressed as well as precision in spelling and grammar. This course will also focus on learning and organizational strategies that will foster a successful transition from Northport Public School to the educational or career pathway the student pursues.

Prerequisites: English 11

English – Media A

Students will learn the basics of journalistic writing including: news writing, feature writing, sports writing and editorial writing. In addition, students will learn the fundamentals of photography and web based newspaper design. We will focus on the development of story ideas, information gathering, organization, and the effective presentation of material for various news media, print and electronic. Students will also be evaluated on their ability to produce publishable stories and/or photographs on a deadline.

Prerequisites: None

English – Media B

This is a working seminar stressing the creation of journalistic stories for the web based school newspaper. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news. Students will be evaluated on their ability to produce publishable stories and/or photographs on a deadline.

Prerequisites: None

English – Communication

This course is an introduction to creative writing, public speaking and debate. Students will build confidence and skills in topic development, organizing and writing speeches, and strategies for effective delivery. Activities cover such areas as description, narration, explanation, argumentation, and persuasion.

Prerequisites: None

Film

Students will explore the various elements used in film to communicate meaning and message. Film from various decades will be examined for their social context and changing themes. Critical writing skills will be a focus of development in this course.

Prerequisites: None

Current Events

Students will use current events of local, national, and international interest as the basis of developing persuasive skills. Writing, communication, and debating skills will be engaged in this integration of social studies and language arts.

Prerequisites: None

Foreign Language

Exploratory Spanish

This course is designed to engage students in the *future* study of the Spanish language and the culture of Spanish-speaking people. The student will acquire basic vocabulary and expressions that will enable them to communicate in Spanish. The student will practice some reading, writing, listening and speaking in a Spanish pre-beginner's level. He/she will also explore various elements of the Spanish and Hispanic culture such as: holidays, cuisine, art, pastime activities, literature, history, and current events.

Prerequisite(s): None

Spanish I

This course is designed to engage students in the study of the Spanish language and the culture of Spanish-speaking people. The student will acquire key vocabulary and expressions that will enable them to communicate in Spanish. The student will practice reading, writing, listening and speaking in a Spanish beginner's level. He/she will also explore various elements of the Spanish and Hispanic culture such as: holidays, cuisine, art, pastime activities, literature, history, and current events.

Prerequisite(s): None

Spanish II

This course is a continuation of Spanish 1 building on the fundamentals and studying at a more intensive level. The student will practice reading, writing, listening and speaking in Spanish at an advanced beginner's level. The course will include more extensive writing and additional study of the cultures of Spanish speaking countries. 1 year, 1 credit.

Prerequisite(s): Spanish I

Spanish III

This course is designed to engage students in a study of the Spanish language and at an intermediate level. The student will review and further develop his/her grammar, listening, speaking, reading and writing skills based in part upon cultural and literary materials. The curriculum includes a study of Spanish and Hispanic artists and a short novel. Spanish 3 students may have the opportunity to teach Spanish at the elementary classrooms in the spring.

Prerequisite(s): Spanish I, Spanish II

Math

7th Grade Math (2 semesters)

This course is designed to meet all the 7th grade state objectives thru projects and individual student work. This class will begin to look at algebraic concepts and basic operations using variables. All students are expected to keep a 3-ring binder to hold all notes, homework, tests and projects. Students will work with a multitude of graphs and equations. Work with congruent and similar figures is also included.

Prerequisite(s): None

Algebra 1 (two semesters)

Algebra 1 is a foundation course that integrates geometry, statistics, and probability into Algebra. The skills learned in this class will allow students to be successful in higher levels of mathematics. Those Students who do not successfully complete this course will be asked to repeat this class. This course focuses on organization and time management. All students are required to keep a 3 ring binder to organize their notes, homework, and assessments. Completing daily assignments on time is crucial to the success of students. The topics covered in Algebra 1 all involve the use of variables in different types of problems. Students will study rates, ratios, how to solve equations and properties of algebra such as the Pythagorean Theorem. Students will explore linear and exponential relationship, looking at graphs and equations. Students will also study formulas such as the compound interest formula and look at real life applications as much as possible.

Prerequisite(s): None

Algebra 2 (two semesters)

Algebra 2 is designed to be a second –year course in Algebra. This course offers an integration of advanced skills with a review of geometry mixed in throughout the chapters. Reading and problem solving are emphasized throughout the book. At this level, the student is expected to read this book. During this course, note taking skills are developed and practiced. All students are required to have a 3 ring binder that is kept organized with all assignments, test, notes. Topics included in this course everything from analyzing different types of graphs, to solving matrices and systems of equations. This will also explore linear relationship and quadratic equations. During this class, students will be introduced to basic trigonometric ratios and logarithms.

Prerequisite(s): Algebra 1

Functions, Statistics, and Trigonometry (two semesters)

Functions, Statistics, and Trigonometry (FST) is a senior level class designed to work on advanced topics. At this level, students reach each section and take their own notes most of the time. Class time is spent working through the problem set for the select. All students are required to have a 3 ring binder to organize their notes, homework, and assessments. Topic that will be discussed will vary widely from statistical information based on the data set. Students will study many types of functions, circular functions, power, exponential, and logarithmic Functions. Students will also review the trigonometric functions studies in Algebra 2 and expand their knowledge of trigonometry.

Prerequisite(s): Algebra 1, Algebra 2, Geometry

Geometry (two semesters)

Geometry is a second year foundation course usually meant as a sophomore level class. At this level, note taking should be more proficient and students are expected to read each section. Organization is also emphasized. All students are expected to keep a 3 ring binder to hold all notes, homework, test, and projects. Most topics covered in geometry involve the use of logic processes of logical thinking. Students will study the use of conditional statements and how they are used to develop logical arguments and discussions. Other topics include work with transformations such as reflections, translation, and rotations. Students complete many projects throughout this course such as designing a quilt block and designing their own mini-golf course. Topics such as construction a proof argument, area and volume, surface areas, and 3-dimensional objects are also included.

Prerequisite(s): None

Pre-Algebra (two semesters)

The first half of this course will begin to introduce students of the algebraic concepts as well as review basic numerical computation. Topics covered in this semester include working with decimals, multiplying by very large and very small numbers, measurement in the metric and U.S. systems, and conversions within these systems. Other topics include describing patterns using variables and solving techniques basic algebraic equations. Students also complete a unit on problem solving techniques during the first semester. The second half of the course will continue to explore new topics. Topics include working with rates and ratios, areas and volumes, and graphing such as bar graphs and circle graphs. This course will focus on organization and time management skills. Students will be required to have a 3 ring binder to keep all assignments, tests and notes taken in class. This course is designed to prepare students to take Algebra 1.

Prerequisite(s): None

Calculus

Since students taking this course have already mastered the Michigan Content Standards and Benchmarks, this class is aligned instead with the Advanced Placement Calculus curriculum. This course provides in-depth coverage of all topics on the AP Calculus AB syllabus, and provides introductory coverage to all additional topics on the AP Calculus BC syllabus, with the exception of Taylor and power series.

Though this course is aligned with AP Calculus standards, it is not taught as preparation for either the AB or the BC AP Calculus exam. Instead, emphasis is placed on real-world applications of the calculus, rather than on obsessive mastery of the lesser-used techniques of differentiation and integration. As every college engineering or physics student soon learns, it is not the ability to do derivatives and integrals by hand that separates the successful students from the also-rans; it is the ability to connect the theory to real-world practice that is crucial. Using this idea to guide its direction, this course is taught not as a way to skip taking freshman calculus, but rather as the preparation necessary for students to excel not only in their college math classes, but also in the all-important application of the calculus to other classes, often one of the most difficult and frustrating aspects of any technical education.

Physical Education

Physical Education/Health

High school Physical education concentrates on team and individual sports. Students will be introduced to sports and games that will help them become physically active for life. Students will learn the skills and rules to various sporting activities, and perform the skills. Students will also learn the importance physical activity in everyday life.

Health will give students adequate time to learn and practice health habits and skills for a lifetime. Health will focus on the curriculum guidelines set forth by the Michigan Credit Guidelines for Health Education.

- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, STDs, or unintended pregnancy, as developmentally appropriate.

Units:

- Nutrition and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Safety
- Social and Emotional Health
- Personal Health and Wellness
- HIV Prevention
- Sexuality Education

Prerequisite(s): none

Physical Education II

Physical Education II will advance the study of team and individual sports. Students will build on the necessary skills of sports and games that will help them become physically active for life. Students will apply the rules to various sporting activities, and perform the necessary skills. The importance of physical activity in everyday life will be stressed throughout the course.

Prerequisite(s): Physical Education/Health

Resource Room

Resource Room Study Skills

The focus of the recourse room for *Study Skills* involves assisting students with many regular education subjects. Primarily, to help students reach and obtain achievement with general education academics subjects and specific IEP objectives. Helping students achieve success begins with students learning to recognize their strengths from their weaknesses. The learners in this class will receive much individualized assistance and are expected to work independently on specific skills. Time management issues are addressed as well as motivational strategies. Emphasis is placed on increasing self-awareness and self-advocacy of educational needs. Organizational skills and time management are essential to success in this class, as well as other classes throughout the school. This class often provides students with the time and setting to fulfill accommodations and modifications to the regular education curriculum. The environment of this class is designed to be flexible to meet the needs of many learners in many subject areas. Students are encouraged to use a variety of strategies and techniques as they learn to use effective skills for success to achieve individualized goals.

Prerequisite(s): None

Resource Room English

This class is designed to help students communicate effectively in a variety of situations. Students work on vocabulary development and learn skills to use and remember new words related to the general education curriculum and/or specific IEP objectives. Strategies are learned and developed to help the student gain a greater understanding of his or her own learning style. Students are encouraged to focus first, on the writing process and then learn to correct grammatical errors. During this time, students learn how to write a variety of essays using research and creative writing. The process involves planning, drafting and then editing often learned by demonstrated examples and in context to the learner's curriculum. With a smaller class size, emphasis is placed on giving individual consideration, as much as possible. Learners are encouraged to work independently and with others to truly develop individualized methods of learning. Furthermore, students are asked to respond personally and analytically to a variety of literary work and texts. These examples often come from within the context of other subjects and classes and are used to help further understanding in the subject and language arts skills. Students are also asked to select, read and view newspapers, magazines and classical and contemporary texts and interpret them for a vast array of merits.

According to the student's progress, the course will focus more on critical reading and writing, research methods, exploration, analysis, and persuasive argument, especially in the 11th and 12th grade. The primary goal is to help students develop a range of strategies for using reading and writing to construct meaning. Therefore, a notable amount of time both in and out of class will be devoted to practicing the processes writers rely on to write successfully. Generally stated, these practices are often referred to as the "writing process." Although recursive in nature, the stages of the writing process are often described linearly as "invention," "drafting," "revising," and "editing." Please keep in mind that these terms are immense simplifications of a series of complex writing and thinking activities in which writers engage and that teachers and researchers continue to study and learn more about all the time.

Prerequisite(s): None

Science

Middle School Science-Integrated Science

This year long course is defined by the State of Michigan Grade Level Expectations for middle school. Students will utilize the processes of science to further their understanding of life science, chemical science, and physical science. Students will engage in activities related to genetics, ecology, chemistry, electricity, and motion. Students will also explore the process of invention and the importance of diversity in scientific endeavors. (Note: Middle School Integrated Science and Earth Science will be offered in alternating years.)

Prerequisite(s): None

Middle School Science-Earth Science

This is a year long course in which students will engage in activities that explore the universe, galaxies, solar system, geosphere, hydrosphere, and weather systems that define our planet. The course will examine our planet from the “outside in”. We will begin by understanding the earth’s place in the cosmos and the natural phenomena that result from our positioning. We will then examine the structure, features, and resources of the planet itself. The content of this course addresses all of the State of Michigan Course Content Expectations described for High School Earth Science. (Note: Middle School Integrated Science and Earth Science will be offered in alternating years.)

Prerequisite(s): None

Physical Science

This is a one semester course that explores scientific phenomena active in the physical world. The course begins by establishing students in the role of a scientist. On this foundation, observation and discovery techniques are used to guide students through the content areas of motion, forces, energy, electricity, magnetism, light, and sound. Throughout the entire course students will be guided to think and act like scientists through multiple labs, experiments, and other activities. The content of this course prepares students for a more advanced study of physics.

Prerequisite(s): None

Chemical Science

This is a one semester course that serves as an introductory course to chemical science concepts. Students will explore measurements, matter, energy, chemical/physical changes, the Periodic Table, chemical reactions, and the hazards associated with common household chemicals. Students will engage in frequent laboratory activities to guide their learning. The content of this course prepares students for a more advanced study of chemistry.

Prerequisite(s): None

Biology A

This is a single semester course focusing on the dynamics implications of cell theory. During the semester, students will discuss cellular respiration, reproduction, cellular division, heredity, genetics, and protein synthesis. Particular attention will be paid to the recent advances genetic engineering. Throughout the entire course students, will be guided to think and act like scientists through multiple labs, experiments, and other activities.

To gain exposure to all of the State of Michigan standards relating to life science, students enrolling in this course are also encouraged to enroll in Biology B.

Prerequisite(s): None

Biology B

This is a course developed to acknowledge biological concepts active in ecological balance. During this course students will discuss how species change over time, the classification of living systems, and the concepts of ecology. Particular attention will be paid to local environmental issues. Throughout the entire course students, will be guided to think and act like scientists through multiple labs, experiments, and other activities.

To gain exposure to all of the State of Michigan standards relating to life science, students enrolling in this course are also encouraged to enroll in Biology A.

Prerequisite(s): None

Chemistry A

This is a one semester course that emphasizes the relationship between the science of chemistry and the world the student encounters everyday. Frequent hands on activities assist the student in bridging the gap between the abstract world of atoms and molecules and the familiar world of ordinary substances. Students will experience relevance in lab activities that require them to identify unknown substances, categorize materials, predict interactions, and evaluate hazards associated with substances. The student is expected to read, study and understand their textbook. To assist them in deriving the maximum benefit from this effort, guides to review, reinforce, and apply what they encounter in the text and classroom will be provided. Writing is emphasized in many activities.

The course begins by establishing students in the role of a scientist. On this foundation, observation and discovery techniques are used to guide students through the content areas of atomic structure, characteristics of elements, formation of compounds, behaviors of chemical reactions. A qualitative unknown project is included in this course.

Prerequisite(s): Algebra I

Chemistry B

This is a one semester course that emphasizes the relationship between the science of chemistry and the world the student encounters everyday. Frequent hands on activities assist the student in bridging the gap between the abstract world of atoms and molecules and the familiar world of ordinary substances. Students will experience relevance in lab activities that require them to identify unknown substances, categorize materials, predict interactions, and evaluate hazards associated with substances. The student is expected to read, study and understand their textbook. To assist them in deriving the maximum benefit from this effort, guides to review, reinforce, and apply what they encounter in the text and classroom will be provided. Writing is emphasized in many activities.

This course builds on the concepts of atomic structure introduced in Chemistry A by focusing on how substances interact to yield new materials of predictable quantities, how chemical systems achieve equilibrium, the significance of acids and bases, energy, kinetics, and the classification of organics. A survey of toxic substance is also included in this course.

Prerequisite(s): Chemistry A

Physics A-Motion, Force, and Energy

This is a single semester course in which students will explore the scientific phenomena that are active in the physical world. The focus of the course will be the content areas of motion, universal gravitation, momentum, work, machines, and energy conversion. Students will be expected to employ basic algebra and simple trigonometry to analyze static and dynamic phenomena. Students will engage in frequent lab activities to guide their learning.

To gain exposure to all of the State of Michigan standards relating to physical science, students enrolling in this course are also encouraged to enroll in Physics-Waves, Electromagnetism, and Atomic Physics.

Prerequisite(s): Algebra I

Physics B-Waves, Electromagnetism, and Atomic Physics.

This is a single semester course in which students will explore the scientific phenomena that are active in the physical world. The focus of the course will be on the wave behavior of light and sound, the behavior and application of electromagnetic fields, and the theories and applications of Quantum Mechanics. Students will need to employ basic algebra in order to be successful in the course. Students will engage in frequent lab activities to guide their learning.

To gain exposure to all of the State of Michigan standards relating to physical science, students enrolling in this course are also encouraged to enroll in Physic-Motion, Force, and Energy.

Prerequisite(s): Algebra I

Social Studies

Global Studies (Middle School)

This course identifies major cultures of the world and their interaction with the United States. This class will be offered to Middle School students to reinforce and act as a transition between their previous social studies classes, and the American History classes offered in their early high school years. Topics for this class will include languages, governmental systems, geography and landforms, economic systems, and the impact of colonization on different groups of indigenous people. Students will also be exposed to further study Michigan history beginning with the first European explorers and concluding with the Northwest Ordinance and eventual statehood.

Prerequisites: None

American History I Beginnings to 1865

This course identifies American culture and traditions. Recognizing our individual historic beginnings will help students understand the transition of America from a society based on hunting and gathering, to an immature colony supplying goods to their mother country, to a democratic society based on principles gathered from throughout the world. A few goals of this class will be to use primary sources to investigate specific topics relevant to students and our nations past, to identify the prevalent social and economic systems employed today and in days gone by, and to understand transitional periods such as the mobility and status of individuals in rural and urban areas. This class will culminate with a thorough explanation and demonstration pertaining to the Civil War.

Prerequisites: None

American History II 1865 – Present

This course identifies Americans from various points of origin. Within the confines of this class we will research all those people that have called themselves Americans. We will identify indigenous people and their clash with distant cultures, the plight of the African slaves, and the immigrant's quest for equality. Another aspect of historical and current importance is the concept of Manifest Destiny and Global Security. Has our young nation overextended itself? Lastly, this class will spend time looking within themselves as future citizens and their responsibility to local, state, and national governmental systems insuring that they serve all the people and the great melting pot continues to serve as the beacon of freedom for the world.

Prerequisites: None

Economics

This course is an opportunity for upper-class students to investigate economic systems from around the world. This course will allow students to review spending decisions made by major corporations and single family homes. Students will gain an understanding of topics ranging from personal finance to taxation, tariffs, and embargos. Students will be expected to be able to compare diagrams and charts that might compare supply and demand, productivity curves, and cost analysis. A semester long activity that includes mock trading on the stock market and retirement opportunity planning will also be required to successfully complete this course.

Success in this class is largely determined by a student's motivation to explore economic systems on a global and individual basis. The students will be asked to prepare presentations to classmates and others throughout the semester. Group work and cooperation between students will help young economists achieve their dreams.

Prerequisite(s): American History

Government

This course is an opportunity for upper-class students to prepare to participate in the American Government System. Students will interpret, test, and research the major documents that define our nation. This class will require students to attend public meetings and interview public servants so they can better understand these organizations and positions. An emphasis will be placed on citizenship and the responsibility individuals have to help maintain a healthy governmental system that will allow our nation to prosper. The dream of past and present Americans has been to create an experiment based on equality that will allow those who seek tremendous gain and those who have had more difficulty co-exist. In short, students will be expected to explain what it means to be an American, and how our nation has developed into a group of tightly knit individuals.

Success in this class is largely determined by a student's willingness to discuss governmental policy and present their views in a clear manner using many different mediums. This class will require students to work together in groups to help solve local governmental issues in a democratic way. Guest speakers will visit class and students will be expected to extract pertinent information from their lectures and record and submit that information for review.

Prerequisite(s): American History

Cultural Studies

Students will acquire knowledge and understanding of ethnic and cultural group beliefs. Students will gain an understanding of racial, ethnic, and cultural groups and their significance in U.S. society and throughout the world. Students will also learn a sense of responsibility to contribute to the development of understanding different cultures.

Prerequisite(s): None

Introduction to Psychology

This course is an opportunity for upper-class students to investigate human thoughts and behavior. Students will be able to identify with both research and applied psychologists and determine if a career in the social sciences would interest them. Beyond career opportunities students will learn key topics related to sexuality, development, thought processes, the unconscious, and explanations for many behaviors many people have difficulty understanding. Students in this class will be evaluated in a fashion similar to the way psychologists feel people learn most effectively, in short amounts and often. Also, students will be responsible to read the text material prior to discussion and then expand their understanding of the topics using other sources. After evaluation which usually incorporates multiple choice, true and false, and short answer questions we will revisit the material to increase understanding before moving on.

These methods and others will be further explained in the chapters on learning and retention.

Success in this class is largely determined by student interest which is almost always very high. Also, it is very important that student attendance and punctuality is excellent. This class moves more rapidly than many other social studies classes and one day missed can result in difficulty maintaining pace with other classmates. Lastly, this class requires a substantial amount of reading and vocabulary study. Please be prepared to spend significant time doing book research and be prepared to be academically challenged.

Prerequisite(s): None

World History

This course is an exploration through time and cultures.

Unit One - Students will investigate the first humans and earliest civilizations (Prehistory - 500). During this time five of the major world religions along with the classical age civilizations of China, India, Greece and Rome developed. These experiences will help students to understand future cooperation and clash between cultures.

Unit Two – Students will have an opportunity to study the powerful centers of civilization that came into existence during the era of regional civilizations (500 – 1500) not only in Europe and Asia, but in Africa and the Americas as well. In each of these civilizations patterns of widening connections, primarily through religion, warfare, and trade developed.

Unit Three – Students will explore and form opinions and understand the complexity of the Columbian exchange (1500 – present) thoroughly investigate the Columbian exchange and the interaction between civilizations. The transportation of goods and people across political and geographic borders will allow students to understand the principles of idea exchange.

Success in this class is largely determined by a student's ability to adopt a global vocabulary, identify geographic locations and their significance, and extract pertinent information from textual sources and discussion.

Prerequisite(s): American History

Technology

Introduction to Computer Science

Students in Introduction to Computer Science take a broad look at the world of electronic information, with a focus on the logical and mathematical skills that make one a practitioner, rather than an observer, of digital technology. A survey of computer topics are discussed, including the Internet, local area networks (LAN), binary data, file types, data storage media, computer hardware, digital graphics, and spreadsheets. Special emphasis is placed on helping students understand how people interact with computers at a level deeper than that experienced by everyday users. Programs are written in both Qbasic and Visual Basic, beginning with simple input/output code and progressing, by the end of the year, to advanced applications using techniques such as string parsing, nested loops, data arrays, Windows API graphics manipulations, and flow charts. Occasionally, students are expected to do some writing outside of class, but most work is completed during hands-on classroom sessions at the computer. Throughout these sessions, mathematical techniques are developed that facilitate the use of advanced applications such as game programming, 3-D graphics, binary sorts, and graphing of functions.

Prerequisite(s): concurrent with Algebra I

Computer and Internet Technology

First Semester

- 1) Keyboarding Technique
- 2) Computer Hardware
- 3) Data Storage Media
- 4) The Interaction of Software and Hardware
- 5) Word Processing
- 6) Electronic Data Files
- 7) The Internet
- 8) Search Engines
- 9) Large and Small Networks

Second Semester

- 10) Databases
- 11) Spreadsheets
- 12) Computer Multimedia
- 13) HTML and Website Design
- 14) Programming Languages
- 15) Programming in BASIC
- 16) Robotics Programming
- 17) Independent Project

Advanced Computer and Internet Technology

First Semester

- 1) Understanding Hardware and Software
- 2) Data Storage Formats
- 3) Forms, Controls, and Properties in Visual BASIC
- 4) Website Design and Implementation
- 5) Internet Protocol and Data Exchange

Second Semester

- 6) Global Positioning System (GPS)
- 7) Adding Graphics and Sound Files to Software
- 8) Sequential and Random Access Files
- 9) Advanced Visual Basic Programming
- 10) Advanced Robotics Programming
- 11) Independent Project

Michigan Virtual High School

Through Michigan Virtual High School, Northport students can dramatically increase their access to variety of elective offerings. MiVHS courses are planned and supported by Michigan certified teachers trained in distance learning. Students are in frequent communication with the on-line instructor and other on-line students. Students are supported locally by a Northport teacher. Enrolled students will be assigned a block in their schedule when they will work on their individual courses. Additional work may be required by the local instructor to assure adequate progress is being made during the semester. Students interested in MiVHS courses should carefully review the pre-requisites and discuss options and processes with the local instructor.

During the 2007-08 school year, the following courses will be available at Northport via MiVHS:

Anatomy and Physiology (A and B)	AP Biology (1A and 1B)
AP Chemistry (1A and 1B)	AP English Literature and Composition (1A and 1B)
AP Environmental Science (1A and 1B)	AP Macroeconomics
AP Microeconomics	AP Physics B (1A and 1B)
AP Psychology	AP Government and Politics
AP US History (1A and 1B)	Astronomy
Bioethics	Business Ethics
C++ Programming (1A and 1B)	Earth Science (A and B)
Entrepreneurship (A and B)	Environmental Science (A and B)
Forensic Science (introduction and advanced)	Global Issues
Human Space Exploration	Latin
Legal Issues	Native American History
Oceanography (A and B)	Personal Finance
Web Design Basics	

Prerequisites:

- *All potential students must have already taken the MEAP or MME test.*
NOTE: In the event that the MEAP/MME testing is no longer available to students during their sophomore year, the PLAN or PSAT will be substituted as a benchmark
- *Students must have received a 1 or 2 on the MEAP/MME in their area of enrollment, or have demonstrated academic success in non-core course selections.*
- *Students must have the capacity to work independently and successfully with technology and the internet.*
- *Students must be in the 11th or 12th grade.*
- *Students must receive administrative approval to enroll in MiVHS.*
- *Students must meet other course prerequisites specified by MiVHS for the particular course of enrollment.*

Senior Specials

Senior Seminar

This is a one semester course is designed to help students improve their performance on core content expectations. MEAP/MME testing will be the basis for determining the areas of focus for each student. Students who pass all portions of the MME exam will no be required to take this course. On-line tools will be used to advance skills and test-taking abilities.

Senior Project

The Senior Project is a long standing a proud tradition at Northport Public School. The purpose is to allow student to demonstrate their abilities to coordinate and apply he basic skills of their cumulative education while in the context of an authentic experience. The Senior Project is to demonstrate the highest standard of which students are capable of performing as a senior. In all phases, this is a student driven program. It is not a course, but an experience expected to be completed on a student's own time. The project consists of a persuasive essay, a product related to the essay that demonstrates talent and ability, and a community presentation which demonstrates communication skills. Students will receive one credit for successful completion of their project, which will be assessed by a staff committee. The Senior Project is required for graduation.