

*BANGOR HIGH SCHOOL*

*PROJECT TERM*

*BANGOR EXPLORES*

*2020-21 COURSE CATALOG*



# Project Term 2020-21

## Bangor Explores

Project Term is a five-week term for grades 5-12 that begins May 3, 2021 and ends on June 4, 2021. Project Term is an opportunity for students to explore areas of interest, engage in experiential learning, and to recover any lost credits or skill gaps from the school year. This structure also allows us to offer a rich variety of courses that are difficult to offer in a small school setting during the traditional year.

### *Open House:*

Bangor Creates will be held on June 3<sup>rd</sup> this year in order to display what students have accomplished during Project Term.

### *Important Dates:*

Parent Night Meeting: Virtual	Thursday, March 18, 2021 <i>(tentative)</i>
Registration Opens	Thursday, March 18, 2021 <i>(tentative)</i>
Registration Deadline	Friday, March 26, 2021 <i>(tentative)</i>
Project Term Begins	Monday, May 3, 2021
Last Day for Seniors	Friday, May 21, 2021
Bangor Creates/Project Term Open House	Thursday, June 3, 2021
Last Day of School	Friday, June 4, 2021

### *General Guidelines:*

- All students must attend Project Term. This final term is a part of our school year and regular attendance is expected; the attendance policy will not change from the regular school year.
- Students are expected to participate 100%. Students are required to meet all guidelines established by the teacher.
- Each course is being offered as credit/no credit. Students will accumulate partial credits each year for every course that count towards graduation requirements.

### *Course Registration:*

- Course choices will be prioritized by grade seniority and then by application date. **Turn in your registration ASAP to receive the highest priority of scheduling.**
- Fill out the entire schedule request form. Do not repeat any classes.
- Sign up for a variety of courses! This is your opportunity to explore topics you may not have encountered in the past.
- Be flexible. Make sure you sign up for a second, third, and fourth choice during each class period. You may not get your first choice; not selecting multiple choices may lead to you being placed in a course you are not interested in.
- Please be advised: Failure to complete the course registration by the deadline will result in a course schedule being selected for you.

# High School Course Descriptions

Teacher Name	Course Description	Grade Levels
<b>Health &amp; Wellness</b>		
<b>The Bicycle &amp; You: aka "Gone Biking"</b>		
Devers	Interested in bikes? First and foremost, you will learn how to work on bikes; everything from changing a tire to tune-ups to overhauling a bottom bracket. Yes, you can bring your bike in to work on, too. There will be bike history, learning how to write a proposal for a bike trail, and hopefully some warm weather riding if everyone has a bike and a helmet. If this sounds like you, then please join us!	9-12
Learning Objectives:	<ul style="list-style-type: none"> <li>• Students will study and learn the history of the bicycle, from the 19th century to the present</li> <li>• Students will view videos on bike repair and practice techniques themselves</li> <li>• Students will write two creative/descriptive pieces on purchasing a bike in earlier decades, using information from vintage catalogs</li> <li>• Students will learn safe riding procedures and practice them in real-life situations</li> <li>• Students will participate in group rides to build stamina and endurance</li> <li>• Students will explore the idea of a mountain bike trail at BHS and consult with school officials on possibilities while considering the needs of different groups</li> <li>• 9-10 WHST.2 Write informative/explanatory texts, including the narration of...technical processes</li> <li>• 9-10 WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</li> <li>• 9-10 WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	
SEL Goals:	<ul style="list-style-type: none"> <li>• Self-management, managing behaviors to meet one's goals (fitness)</li> <li>• Responsible decision-making, making constructive choices about personal behavior (bike safety)</li> </ul>	
Career Connection:	Bicycle Shop Owner [Small Business Entrepreneur], Bike Mechanic, Fitness Trainer	
<b>Fundamentals of Fishing</b>		
Glamzi	Have an interest in fishing? We will study the basics of fishing, including knot tying, casting, and other basics. We will record weather patterns and chart their effect on fish and their activity levels, and we will explore how weather changes can affect fish and how these changes change how we attempt to entice fish to bite. We will document our learning experience via pictures and video. We will then compose videos of our learning journey. These videos and charts will be presented during Bangor creates. The presentation and project completion skills learned during this class can be applied to many areas in the work environment. ***Students who are 17 and older must have a current fishing license***	9-12

Learning Objectives:	<ul style="list-style-type: none"> <li>• By the end of the Fundamentals of Fishing project, students will be able to: <ul style="list-style-type: none"> <li>○ Create graphs detailing weather patterns and their effect on fish behavior.</li> <li>○ Tie proper fishing knots, identify different types of fishing rods.</li> <li>○ Identify different types of fish habitat.</li> <li>○ Use correct safety techniques associated with fishing and boating.</li> <li>○ Properly clean and prepare fish for consumption.</li> </ul> </li> </ul>
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SEL Goals:	<ul style="list-style-type: none"> <li>• Setting personal and collective goals</li> <li>• Using planning and organizational skills</li> <li>• Students will learn mindfulness skills.</li> <li>• Students will build cultural competency skills.</li> </ul>
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Career Connection:	Biological Science Technician, Marine Habitat Resource Specialist, Biological Field Technician, Fisheries Biologist, Marine Scientist and Fisheries Research Specialist.
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**Fundamentals of Hunting**

Glamzi	<p>Have an interest in hunting? We will study the basics of hunting, including track identification, animal habits and habitats, and other basics. We will record weather patterns and chart their effect on animals and their activity levels. We will also explore how weather changes can affect animals and how these changes change how we attempt to harvest animals. Finally, we will document our learning experience via pictures and video and compose videos of our learning journey. These videos and charts will be presented during Bangor creates. The presentation and project completion skills learned during this class can be applied to many areas in the work environment.</p>	9-12
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Learning Objectives:	<ul style="list-style-type: none"> <li>• By the end of the Fundamentals of Hunting project, students will be able to: <ul style="list-style-type: none"> <li>○ create graphs detailing weather patterns and their effect on fish behavior.</li> <li>○ Identify different means of harvesting game.</li> <li>○ Identify different types of animal habitat.</li> </ul> </li> <li>• Use correct safety techniques associated with hunting.</li> <li>• Properly clean and prepare your harvest for consumption.</li> </ul>
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SEL Goals:	<ul style="list-style-type: none"> <li>• Setting personal and collective goals</li> <li>• Using planning and organizational skills</li> </ul>
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Career Connection:	Outfitter, Sales Person, Product Design and Development, Field Marketing Manager and Wildlife Conservationist.
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**Backyard Bonanza**

Gleason	<p>Each week students will explore a new backyard game that's fun for the whole family. You will learn the game set-up, rules and strategies for horse shoes, ladder ball, croquet, corn-hole and pitch. The culmination of this course is that students will create their own unique backyard game!</p>	9-12
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Learning Objectives:	<ul style="list-style-type: none"> <li>• HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</li> <li>• Students will develop hand-eye coordination.</li> <li>• Students will develop teamwork skills.</li> <li>• Students will develop communication skills.</li> </ul>
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- SEL Goals:
- Self-awareness: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.
  - Demonstrating honesty and integrity.
  - Developing interests and a sense of purpose.

Career Connection: Game Designer and Product Test Engineer

**Archery**

Piecyk Archery has a long history going back at least 5,000 years and students. Students will study the history and science of archery and target shooting. 9-12

- Learning Objectives:
- Physical Education (SHAPE America, 2013)
  - Social Studies(NSS-USH.5-12.1) (NSS-USH.5-12.1) (NSS.USH.5-12.7) Mathematics (NM-NUM.9-12.1) (NM-NUM.9-12.2)(NM-NUM.9-12.3) (NM-MEA.9-12.2) (NM-DATA.9-12.1) (NM-DATA.9-12.2) (NM-DATA.9-12.3) (NM-DATA.9-12.4) (NM-PROB.REP.PK-12.1)

- SEL Goals:
- Exhibiting self-discipline and self-motivation
  - Setting personal and collective goals
  - Developing interests and a sense of purpose

Career Connection: Coach, Sports Journalist, Entrepreneur, Sales Representative

**Wilderness Survival**

Meyers Students will learn how to survive in a wilderness environment or post-apocalyptic future with an emphasis on fire building, water filtration, shelter construction, tool construction and procuring food. 9-12

- Learning Objectives:
- Students will
- Create various devices or structures working together or individually.
  - Develop a deep appreciation and responsibility to protect the environment, ecosystems and nature.
  - Learn how to build a fire and the importance of oxygen and materials needed to start that fire.
  - Learn how to build and construct a survival shelter.
  - Learn how to weave pine needles and or paracord to make a bracelet or pine needle basket.
  - Learn how to start a friction fire.
  - Learn how to filter properly.
  - Learn the importance of teamwork, cooperation, grit, determination, and motivation to complete difficult tasks.

- SEL Goal(s):
- Personal Management:
    - Exhibiting self-discipline and self-motivation.
    - Developing interests and a sense of purpose.

Career Connection: Forestry, Carpenter, Water Quality Engineer, Construction, Engineer

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**#GirlsWhoLiftandGetFit**

Murdoch      Would you like to build your strength, endurance and your confidence? This is the class for you! Not only will you learn proper techniques in lifting weights, you will explore other ways to improve your lifestyle. This class will incorporate cardio, such as walking and/or running, to build not only strength but stamina. All are welcome. You do not have to be a "natural" athlete. The program will be adapted to each person's fitness level.      9-12

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S 3.1.5 - 3.1.8: Physical activity knowledge

- Learning Objectives:
- Describes how being physically active leads to a healthy body.
- K.MS.05.02 - 08.02: Feedback
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings.

S4.1.5 - 4.1.8: Responsibility

- Exhibits responsible personal and social behavior that respects self and others.

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Self-Awareness:

- Experiencing self-efficacy (an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments) Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

SEL Goal(s): Self-Management:

- Exhibiting self-discipline and self-motivation
- Identifying and using stress management strategies

Responsible Decision Making

- Identifying solutions for personal and social problems
- Reflecting on one's role to promote personal, family, and community well-being

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Career Connection: Athletic Trainer, Exercise and Sports Psychology, Performance Enhancement Specialist, Occupational and Recreational Therapist, Physical Fitness Teacher, Massage Therapist, Coach

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**Walking Class**

Peterson      The purpose of this class is to assist the student in the improvement of their cardiovascular fitness through walking.      9-12

- Learning Objectives:
- Walking for Fitness is designed to stress the importance of cardiovascular, muscular, and mental fitness development for maintaining a healthy lifestyle.
  - The course will help students acquire the knowledge, skills, and attitudes necessary for physical fitness through participation in a carefully monitored walking program..

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SEL Goals:      • Help improve self-esteem and reduce stress.

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Career Connection: Nutritionist, Health Coach, Corporate Wellness Consultant

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### Advanced P.E./Strength Training

This course will be an extension of physical education to provide an opportunity for older students to learn more about strength and conditioning by executing advanced lifting movements and intense conditioning workouts.

Saltzman

10-12

Learning Objectives:

- Nutrition and Physical Activity Core Concepts:
  - Describe the essential nutrients the body needs to stay healthy.
  - Describe guidelines to follow for healthy eating.
  - Analyze the benefits of healthy eating and being physically active.
- Describe the essential nutrients the body needs to stay healthy.
- Analyze the benefits of healthy eating and being physically active.
- Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.

SEL Goals:

- Organizational Skills

Career Connection:

Athletic Director, Coach, Physical Education Teacher, Sports Management, Strength and Conditioning Instructor.

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### Marine Corps History

Ever wondered about the Marine Corps? In this class you will learn the history of the Marine Corps from Commandants to drill movements and how they impacted Marine Corps. In addition to this, you will learn about the annual testing that is required and take part in some of these tests.

Saltzman

9-12

Learning Objectives:

- Students will be able to identify the core values by accurately describing each independent value and how it impacted the Marine Corps throughout history.
- Students will be able to identify technological advances and dates they were discovered that lead to the growth and effectiveness of the Marine Corps.
- Students will be able to identify the Marine Corps conflicts and explain the significance of these conflicts as they relate to the Marine Corps.
- Students will be able to identify key historical figures critical to the development of Marine Corps technologies and strategies.

SEL Goals:

- Following this class, students should understand how to successfully balance a lifestyle of physical fitness and constant learning, allowing them to maintain healthy lifestyles while finding ways to accomplish required tasks from work and, or school.

Career Connection:

Careers in the military, historian, history teacher, DOD related careers

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## SCIENCE & MATH

### Food Chemistry

Horton Do you have an interest in cooking and baking? We will look at the science behind cooking, experiment with changing recipes and learn some fundamentals of cooking. 9-12

- Learning Objectives:
- Plan and conduct investigations individually and collaboratively to produce data to serve as the basis for evidence, and in the design; decide on types, how much, and accuracy of data needed to produce reliable measurements and refine the design accordingly. HS-PS1-3
  - Learning how to make a reasoned judgment after analyzing information, data, and facts.

- SEL Goals:
- Using planning and organizational skills.

Career Connection: Culinary Artist, Analytical Chemist, Nutritionist

### What It's Made of

Gleason Students will explore a variety of household electronics and consumer products to see what's inside while learning the basics of recycling precious metals. The course will conclude with a field trip to the post-consumer recycling facility! 9-12

- Learning Objectives:
- WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - Students will learn how to disassemble and reassemble a personal computer (PC).
  - Students will develop hand-eye coordination using hand tools.

- SEL Goals:
- Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
  - Developing interests and a sense of purpose

Career Connection: Electronics Repair Technician

### Anatomy

Meyers Students will learn about human anatomy with an emphasis on dissection of squid, fish, sheep brain, sheep heart, and fetal pig. 9-12

- Learning Objectives:
- Students will be able to:
- Locate and identify anatomical structures.
  - Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations. 3. Work collaboratively to perform experiments. 4. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.



- SEL Goal(s):
- Recognizing how critical thinking skills are useful both inside and outside of school.
  - Developing interests and a sense of purpose.

Career Connection: Medical Field - Veterinarian - Sports Medicine

**Gardening & Composting**

Piecyk Students will study how to grow their own food in the numerous garden options. They will exam composting as a way to enrich the soil they need for their garden. 9-12

- Learning Objectives:
- Students will learn to identify biodegradable and non-biodegradable materials and gain a basic understanding of composting.
  - Students will also learn why certain plants, vegetables, fruits or herbs grow well in Michigan during specific times of year.

Students participating in a garden program will develop increased levels of self-understanding, interpersonal skills and cooperative skills and show improvements in pro-social behavior that is important to children being happy with themselves and with others. They will be:

- SEL Goals:
- Developing interests and a sense of purpose
  - Identifying and using stress management strategies
  - Exhibiting self-discipline and self-motivation
  - Setting personal and collective goals
  - Using planning and organizational skills

Career Connection: Environmental Engineer, Farm Manager, Soil Surveyor, Crop Specialist

**Forensic Science Labs**

Strong TV Shows have clouded the ideas of Forensic Science. They show elaborate labs and technology. In this course we will do lab work of real forensic scientists. Scientific principles and techniques will be shown through hands-on experiences. We will explore case studies from around the U.S. and the world. Labs will include fingerprint studies, blood, DNA, hair analysis to name a few. 9-12

- Learning Objectives:
- Using scientific inquiry and the Scientific Method to solve a crime.
- Developing observation skills.
- HS-ETS1-2
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

- SEL Goals:
- Recognizing how critical thinking skills are useful both inside and outside of school.
  - Learning how to make a reasoned judgment after analyzing information, data, and facts.

Career Connection: Forensic Science Technicians, DNA Analyst, Digital Forensics Experts and Forensic Computer Investigators, Pathologist, Toxicologist, Accountant, Engineer, Anthropologist, Odontologist, Psychologist, Arson Investigators

**SAT Prep**

9-12

Peterson

The SAT Prep course will concentrate on SAT reading, vocabulary and writing skills, and math practice. The course includes practice in taking the SAT test, as well as strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors / revision).

Students will be able to take the SAT with more confidence.

Learning Objectives:

- Test taking skills
- SAT reading, writing, and math concepts

SEL Goals:

- Having a growth mindset
- Setting personal and collective goals

Career Connection:

College Entrance

**Outdoor Science**

Students will learn about the surrounding schoolyard, through hands-on activities and experiments, about ecology, wildlife studies, botany, and geology. Some examples of our activities may include wild edible hikes, microscopic studies, mineralogy, plant identification, insect identification, flower dissection, water and soil testing, wildlife habitat, mapping activities. The class will promote exploration and curiosity of the natural world surrounding them. Students will be encouraged to embrace and develop respect for the natural world, and start developing into environmentally literate and responsible citizens.

Strong

9-12

Scientific, inquiry based research in a meaningful, real-life context creates hands-on learning with practical application and skill building. Students will:

Learning Objectives:

- Increase observation skills.
- Be able to identify various items in nature and make a detailed written description of flora, fauna and soil.
- Be able to create a self-guided tour of the school grounds.
- Demonstrating curiosity and open-mindedness.

SEL Goals:

- Recognizing how critical thinking skills are useful both inside and outside of school.

Career Connection:

Biologist, Botanist, Geologist, Nature conservation officer, Environmental Engineer

**ART & DESIGN**

**High School Band**

Doe

This will be a continuation of HS band as we prepare for end of the year concerts and festivals.

9-12

Learning Objectives:	<ul style="list-style-type: none"> <li>• Select varied musical works to present based on interest, knowledge, technical skill, and context. <ul style="list-style-type: none"> <li>○ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>○ Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>○ Performances make interpretive decisions based on their understanding of context and expressive intent.</li> </ul> </li> <li>• Evaluate and refine personal and ensemble performances, individually or in collaboration with others. <ul style="list-style-type: none"> <li>○ To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> </li> <li>• Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. <ul style="list-style-type: none"> <li>○ Musicians judge performance based on criteria that vary across time, place, and cultures.</li> </ul> </li> <li>• The context and how a work is presented influence the audience response.</li> </ul>
SEL Goal(s):	<ul style="list-style-type: none"> <li>• Recognizing strength in others.</li> </ul>
Career Connection:	Composer, Music Teacher, Instrument Designer and Repair Technician, Music Business, Sound Engineering, Performer, Music Producer, Music Therapist

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**HS Jazz Band**

Doe	This will be a continuation of HS Jazz band as we prepare for end of the year concerts and festivals.	9-12
Learning Objectives:	<ul style="list-style-type: none"> <li>• Select varied musical works to present based on interest, knowledge, technical skill, and context. <ul style="list-style-type: none"> <li>○ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>○ Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>○ Performances make interpretive decisions based on their understanding of context and expressive intent.</li> </ul> </li> <li>• Evaluate and refine personal and ensemble performances, individually or in collaboration with others. <ul style="list-style-type: none"> <li>○ To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> </li> <li>• Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. <ul style="list-style-type: none"> <li>○ Musicians judge performance based on criteria that vary across time, place, and cultures.</li> <li>○ The context and how a work is presented influence the audience response.</li> </ul> </li> </ul>	
SEL Goal(s):	<ul style="list-style-type: none"> <li>• Recognizing strength in others.</li> </ul>	
Career Connection:	Composer, Music Teacher, Instrument Designer and Repair Technician, Music Business, Sound Engineering, Performer, Music Producer, Music Therapist	

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### Landscape Painting

Jones

Have you always wanted to paint the beautiful scene from your favorite in the world? Discover your CREATIVE side in this course by using acrylics and watercolor to capture the pictures from your mind on paper and canvas.

9-12

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Learning Objectives:

- Apply organizational principles and methods to create innovative works of art and design products.
- Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.

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SEL Goal(s):

- Self-awareness: Having a growth mindset that fosters creativity

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Career Connection:

Artist, Creative Designer, Education

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### Here's Your Sign

Lennox

There's joy in gift-giving and gift-receiving, but personalized gifts are especially rewarding to both parties. The giver delights in the crafting process, and the receiver feels extra-appreciated knowing the time, effort, and care that went into the creation. In this project period, students will sand, stain, and paint personalized, pine-board signs to give away as gifts.

9-12

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Learning Objectives:

- Create artwork using materials and techniques with skill so that personal intentions are carried out.
- Apply organizational principles and methods to create innovative works of art and design products.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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SEL Goals:

- Understanding and expressing gratitude.

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Career Connection:

Product Design, Crafting & Entrepreneurship, Woodworking

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### Salvage Art

Nesbitt

Trash to Treasure. Students will work collaboratively and individually to create artworks from a range of recycled/repurposed materials and found objects. Students will explore and create several art forms including; Collage/Mixed Media, Jewelry, and Sculpture.

9-12

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Learning Objectives:

- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

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SEL Goal(s):

- Exhibiting self-discipline and self-motivation.
- Using planning and organizational skills.

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Career Connection:

Concept Artist, Environmental Scientist, Teacher, Entrepreneur

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### Ceramics

Neumann      This course will introduce students on how to build with clay. We will be going over the design elements of line, texture, and shape. Students will mainly be creating using slab, coil, and hand building methods. Students will also get a chance to use a wheel to throw. By the end of the project term, students will have produced multiple items they will be able to take home and keep forever.      9-12

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- Learning Objectives:
- ART.VA.III.8.1 Critically observe, describe, and analyze visual characteristics within works of art.
  - ART.VA.III.8.4 Effectively use critical thinking strategies to observe, compare, and contrast artworks.
  - ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out
  - ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.

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SEL Goal(s):      • Self-awareness: Developing interests and a sense of purpose.

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Career Connection:      Production Potter, Artist, Entrepreneur

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### Beginning Knitting

Peterson      This course is designed to teach beginners the basics of knitting and learning how art can be functional and environmentally sustainable. Whether you have just a little or no knowledge of knitting – this course is for you.      9-12

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- Learning Objectives:
- ART.VA.II.HS.2
- Create artwork using materials and techniques with skill so that personal intentions are carried out.

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SEL Goals:      • Self-awareness: Developing interests and a sense of purpose.

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Career Connection:      Philanthropy, Small Business Owner (Entrepreneur), Supplier to Small Businesses, Activist

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### Mask Making

Sargeant      Ever wonder how to make those wonderful theatre masks? Love the art of Venetian paper mache masks? Ever thought of working with leather to make a unique mask? In this class, you will learn to make masks with paper mache, fabric and leather. Study the use of masks in cultures and entertainment around the world and create something new. Stretch your creativity and craftiness.      9-12

Learning Objectives:	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the use of masks in different cultures and through history</li> <li>• Describe the different uses of masks</li> <li>• Use what they learn about masks to reflect on the ways that they wear masks in their own lives and the different faces they put on for themselves and others.</li> <li>• Create a series of masks that artistically represent their different faces and present them as part of a collaborative exhibition.</li> </ul> <p>National C3 Framework for Social Studies:</p> <ul style="list-style-type: none"> <li>• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> <li>• D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions</li> </ul> <p>National Core Arts Standards:</p> <ul style="list-style-type: none"> <li>• Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</li> <li>• Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</li> </ul> <p>Common Core State Standards—ELA-Literacy</p> <ul style="list-style-type: none"> <li>• W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>
SEL Goals:	<ul style="list-style-type: none"> <li>• Identifying personal, cultural and linguistic assets.</li> <li>• Integrating personal and social identities.</li> </ul>
Career Connection:	Sociologist, Anthropologist, Artist

<b>Digital Photography</b>		
Warmington	Students will use cameras to produce original images for the construction of multimedia presentations.	9-12
Learning Objectives:	<ul style="list-style-type: none"> <li>• Students will create one digital photography print that will be displayed in an art gallery.</li> </ul>	
SEL Goals:	<ul style="list-style-type: none"> <li>• Self-Awareness/Self Efficacy</li> </ul>	
Career Connection:	Journalist, Photographer	

<b>***Making Musicals; Onstage, Backstage and Everything In Between</b>		
Sargeant	<p>This class will introduce you to your inner Diva or Designer. You will learn everything it takes to produce and perform a Disney Musical like "The Little Mermaid Jr." or "Aladdin Jr." Students will learn everything from acting to costume design to lights and sound, then apply those skills either onstage or backstage to perform for an audience. High School theatre veterans will mentor the middle school students.</p> <p style="text-align: center;"><b>***THIS IS A DOUBLE BLOCK COURSE 2<sup>ND</sup> AND 3<sup>RD</sup> HOURS</b></p> <p style="text-align: center;"><b>*****TEACHER RECOMMENDATION REQUIRED*****</b></p>	9-12

Learning Objectives:	Students will be able to:
	<ul style="list-style-type: none"> <li>Mentor younger students in their area of expertise; acting, singing, dance, electrics or design.</li> <li>Guide and encourage younger students to excel in their role in the production.</li> </ul>
	<p>STANDARD 1: PERFORM</p> <ul style="list-style-type: none"> <li>ART.T.I.HS.1 Use the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).</li> </ul> <p>STANDARD 2: CREATE</p> <ul style="list-style-type: none"> <li>ART.T.II.HS.1 Collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</li> <li>ART.T.II.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup</li> <li>ART.T.II.HS.5 Design stage management, promotional, and business plans</li> </ul>
SEL Goals:	<p>RESPONSIBLE DECISION-MAKING</p> <ul style="list-style-type: none"> <li>Demonstrating curiosity and open-mindedness</li> </ul> <p>RELATIONSHIP SKILLS</p> <ul style="list-style-type: none"> <li>Seeking or offering support and help when needed</li> </ul>
	<p>Career Connection: Acting, Directing, Theatre Design, Technical Theatre, Public Speaking, Mentoring</p>

**LANGUAGE & COMMUNICATION**

<b>Intercultural Communication</b>		
Jones	<p>Do you want to learn more about other cultures? Why do some cultures kiss or spit to greet you and others shake hands? This class will discover differences in communication, gestures and traditions WORLD WIDE! The class will also discuss these differences and how they influence our understanding of others. Uncover ideas to handle differences and conflict in real life situations. Examine and discuss illustrations of how different cultures perceive the world. This class will help gain a better understanding of these differences, and in doing so improves our ability to react to certain behaviors that might have once seemed strange.</p>	9-12
Learning Objectives:	<ul style="list-style-type: none"> <li>Express social science ideas clearly in written, spoken, and graphic forms.</li> <li>Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</li> </ul>	
SEL Goal(s):	<ul style="list-style-type: none"> <li>Social awareness: Identifying the perspectives of others to recognize strengths in myself and others.</li> </ul>	
Career Connection:	Business Communication, International Communication, Anthropologist, Social Worker	

<b>Design Your Own Dystopia</b>		
Lennox	<p>Do you love dystopian fiction? Thanks to Sir Thomas More we have a name for these fictitious settings, and authors continue to delight us with imagined societies that claim to be perfect but are clearly oppressive. Dystopian readers take joy in the art of breaking down the rules and finding those secret imperfections. In this project period, we'll look at dystopian fiction and design dystopian societies with our own rules. Students will have some freedom of expression and may choose to write, build, digitize, or verbalize a dystopian society of their own imagination.</p>	9-12

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Explore social and global issues through the application of the creative process.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SEL Goals: • Identifying diverse social norms, including unjust ones.

Career Author, Activist, Journalist, Researcher

Connection:

### Creative Writing

Neumann Narrative writing, storytelling, creative essays, slam poetry, and all the fun parts of English we at times don't get to enjoy. This class is for those who enjoy writing and are interested in strengthening their skills and learning how to take their writing to the next level. 9-12

CCSS.ELA-LITERACY.W.9-10.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Learning Objectives: CCSS.ELA-LITERACY.W.9-10.6

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- SEL Goal(s):
- Identifying one's emotions.
  - Linking feelings, values, and thoughts.

Career Writer, Therapist, Author

Connection:

## SOCIAL SCIENCE

### History Goes to the Movies

Devers Where history meets the movies! Learn the historical details behind the movie scenes. We will watch films, discuss films, and learn how to write film reviews. Think "Monty Python and the Holy Grail", "Gandhi", "Hidden Figures", "42", "Apollo 13", "Lawrence of Arabia", and more. 9-12



- Students will watch films carefully to understand historical content, asking questions as needed
  - Students will discuss major themes and historical content of each film viewed
  - Students will read and analyze professional examples of film reviews
  - Students will write a film review for each film they view
- Learning Objectives:
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - WHST.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

SEL Goal(s): • Self-management - Managing behaviors to achieve one's goals

Career Connection: Film Studies (Academic Post-Secondary), Historian, Film Critic/Reviewer, Journalist

**Peer Mentoring/Tutoring**

Students will have the opportunity to mentor and/or tutor students in a variety of courses including credit recovery and project courses. Peer mentors/tutors provide and help to integrate effective learning and study strategies for students, while at the same time helping to clarify and/or reinforce course content, assignments and material. Students will also learn leadership skills from a staff member and have the opportunity to acquire community service hours.

Various

**\*\*\*STAFF MEMBER RECOMMENDATION REQUIRED\*\*\***

- Michigan Student Leadership State Curricular Standards:
  - Student will communicate effectively in small and large groups.
  - Student will listen effectively
  - Student will apply understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
  - Student will participate in service-learning projects

Learning Objectives:

SEL Goal(s): Relationship skills: Seeking or offering support and help when needed.

Career Connection: Tutor, Teacher, Educator, Manager

**CREDIT RECOVERY/ACADEMIC SUPPORT**

**I-Search: Competency Based Credit Recovery**

Do you have a question that you wish you could have answered? Would you like to plan a backpacking trip across Europe? Do you want to explore different career options? Do you want to know more about space? During this course, you will get to find the answer to your question. You will not only search for the answer and share your findings, but you will also share the story of the search in the form of an I-search paper. The journey to find your answer will end with a time of written reflection of all that you have learned as you searched for the answer to your question.

**\*\*This course will offer credit for English 10 & Geometry A**

Huizenga 10

**Academic Support**

Murdoch This is a class limited to students with an IEP who need additional assistance with credit recovery. 9-10

<b>Academic Support</b>		
Warmington	This is a class limited to students with an IEP who need additional assistance with credit recovery.	11-12
<b>EL Support</b>		
Horton	This class will provide English Language supports for students EL students needing assistance with credit recovery.	9-12
<b>Math Credit Recovery</b>		
TBD	All core Math courses will have offerings in credit recovery.	9-12
<b>ELA Credit Recovery</b>		
TBD	All core ELA courses will have offerings in credit recovery.	9-12
<b>Science Credit Recovery</b>		
TBD	All core Science courses will have offerings in credit recovery.	9-12
<b>Social Studies Credit Recovery</b>		
TBD	All core Social Studies courses will have offerings in credit recovery.	9-12