SPARTA HIGH SCHOOL



2026-2027
COURSE DESCRIPTION GUIDE



Dear Students and Parents/Guardians,

Please review this course description guide, as you refine your Educational Development Plan (EDP) and continue your academic career at Sparta High School. This resource provides information regarding your graduation requirements and preparation for post-graduation opportunities (college/vocational programs and career pathways).

When exploring in-demand careers to discover the degrees and/or credentials needed to pursue them, students can start their journey using Pathfinder (Pathfinder.MiTalent.org), Michigan's online career exploration tool. Pathfinder and its accompanying resource toolkit, which includes many post-graduation opportunities, uses current information related to employment and the workforce, as well as data about the relationship between education and training programs, to help students learn about career paths and jobs in the State. Careful planning by you and your parents/guardians, coupled with the guidance of experienced counselors and teachers, will positively influence your academic success.

Sparta High School's administration and faculty focus on providing students with a quality education to help them prepare for their future endeavors. Students have the opportunity to take a variety of courses that are challenging, meaningful and within the scope of preparing them for their career goals. Therefore, please utilize this resource to take advantage of the time you have to make quality educational decisions.

A comprehensive high school experience includes involvement in extracurricular activities and community volunteering experiences. It is to your benefit to be involved in athletics, clubs, service groups and school-to-career options. Being involved in such school and community affiliated programs will provide leadership opportunities, expand your skills and assist in creating lifelong friendships.

We will continue to support you, as you work toward a level of excellence that allows you to meet your future post-secondary and career goals. If you have any questions, please feel free to contact us at (616) 887-8213, option 4.

Sincerely,

Mrs. Teresa Converse
School Counselor / Students with Last Names A – K

Mr. Jacob Ray
School Counselor / Students with Last Names L – Z

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GENERAL INFORMATION

SCHOOL COUNSELING DEPARTMENT

Students are assigned to a school counselor by last name.

Mrs. Teresa Converse	**Last name starting with A - K**
Mr. Jacob Ray	**Last name starting with L - Z**

The Sparta High School counselors are masters-level professionals who are trained to support the academic, career and personal/social needs of our students. These school counselors graduated from accredited school counseling degree programs and are certified by the State of Michigan and follow the standards of practice of the American School Counselor Association (ASCA). School counselors offer various services that are organized under the ASCA domains - Academic Achievement, Career/Post-Secondary Preparation and Personal/Social Wellness.

Academic Achievement

School counselors emphasize a balanced and challenging educational program that relates to each student's individual 4-year Educational Development Plan (EDP), including but not limited to scheduling course selections, study skills, credit recuperation, dual/concurrent enrollment and standardized test preparation.

Career/Post-Secondary Preparation

While school counselors help students make connections between their current academic learning and future options, they help them with career exploration and job outlook projections, 2-year and 4-year college applications, scholarships, the FAFSA (Free Application for Federal Student Aid), workforce certification, vocational post-secondary planning and military information. This curriculum is delivered through in-person, individualized, small and/or large group meetings.

Personal/Social Wellness

School counselors provide support services to assist students with communication and social skills, peer relationships, the development of positive coping strategies, decision-making and problem-solving skills, conflict resolution, as well as providing counseling referrals as requested.

Confidentiality Disclosure

Sparta High School counselors follow the ethical standards of the American School Counseling Association and the American Counseling Association, which is inclusive of confidentiality of the counselor/counselee relationship. School counselors respect the rights and responsibilities of parents/guardians for their teen(s) and try to establish a cooperative relationship with parents/guardians in the best interest of their teen(s). Michigan law requires counselors to report to the following to the appropriate parties if there is:

1. suspicion of child abuse and/or neglect.
2. indications that the student may be a danger to himself/herself or others.

When working with students, counselors utilize the "What is said in the room stays in the room unless…" model.

1. The student tells a school counselor to tell someone.
2. The school counselor believes the student may be a danger to himself/herself or others. (Example: suicide ideation, safety concerns, etc.).
3. The school counselor becomes aware of or suspects child abuse or neglect
4. The school counselor is ordered by the court to disclose information.

GRADING

1. Students and parents are encouraged to check PowerSchool several times a week. Parents are encouraged to create a PowerSchool account to receive daily/weekly updates via email.

2. Good faith effort behavior includes:

- Student attempts all homework assignments in a timely manner (at quality standards).
- Student actively participates in class.
- Student arrives to class on time and is prepared (Chromebook/notebook/textbook/pencil/etc.).
- Student pursues help outside of class. For example: Meets with his/her teacher before school, after school, during lunch and/or during the Focus period.

3. Grades will be updated on a regular basis, and students will be notified by their teacher and on PowerSchool, if they fall below 60%.
4. Lists of students with low grades (below 60%) will be submitted each Monday, to be used by the teachers, counselors and the athletic department.
5. When a student earns a low grade for a particular standard or unit, parental contact (verbally or written) will be made and documented by the teacher.
6. All semester work must be completed by the end of the semester. See each teacher's syllabus for specific deadlines regarding assignments, projects, quizzes, tests, etc.
7. An Educational Plan may be initiated by the classroom teacher to provide academic, behavioral or social support for a student. All plans are coordinated through the guidance office. All Educational Plans (I.E.P.'s, 504's etc.) may incorporate alternative policies.
8. Two or more low grades on the weekly low-grade list leads to an athlete's ineligibility (after the warning period).
9. To be eligible for honor roll privileges, students may not have a **W**, **WF**, **NC** or **I** on their transcript.
10. To graduate with academic honors, students must not have a **W**, **WF**, **NC** or **I** on their transcript. Semester grades are computed by teachers. A student may earn .50 credit each semester-long course taken, (with the exception of Focus, which is .25 credit per semester). Only credit (CR) or no credit (NC) is issued for Focus/Seminar and summer school courses. Grades on a report card represent the cumulative percentage of courses taken. Each semester, the final grade in a course becomes a part of a student's permanent high school record. The following chart depicts the value of each grade used in computing each student's grade point average (GPA).

GRADING CRITERIA

Teachers compute semester grades. This includes grades earned within the semester time frame, along with a student's grade on each semester exam. Each final semester grade becomes part of a student's permanent school record. The value of each grade is as follows:

A	=	4.000	D+	=	1.333
A-	=	3.667	D	=	1.000
B+	=	3.333	D-	=	.667
B	=	3.000	F	=	.000
B-	=	2.667	I/W/WF	=	.000
C+	=	2.333	NC	=	No Credit/No GPA value
C	=	2.000	CR	=	Credit Only/No GPA value
C-	=	1.667			

Students who successfully complete courses designated as Advanced Placement (AP) or honors (H) receive an additional weight applied to their grade point average.

SCHEDULE CHANGES

After the scheduling process is completed, schedule changes <u>will not</u> be permitted, except in the most extenuating circumstances.

1. A student may not change a class on the first **2 days of school or semester**.
2. Any course officially dropped on or before the eighth day of the beginning of a semester will be dropped without record. Students must see their guidance counselor if a change is necessary.
3. Courses dropped after the designated drop/add period ends will be recorded with a final grade of a **"W"** (withdrawn) or a **"WF"** (withdrawn with an F letter grade) on the student's permanent record and adversely impact their grade point average. Students requesting a change after this date are to meet with their guidance counselor in the School Counseling Department <u>and</u> complete the necessary paperwork. A **"W"** or a **"WF"** will also make a student ineligible for the semester honor roll and ineligible for graduation with academic honors.

Note: The master schedule is created to meet the academic needs of the entire student body, and it offers students the opportunity to satisfy all graduation requirements. With this understanding, we make every effort to provide students with the courses they requested during the scheduling process. If the student has a complete schedule which includes six (6) courses plus one (1) Focus per semester, although not necessarily the teachers or hours he/she would prefer, we consider this to be the student's final schedule. Additional adjustments to the schedule, specifically involving teacher requests and/or lunch hour preferences cause an imbalance to teacher assignments and the master schedule. For this reason, requests for particular instructors or lunch hour changes cannot be accommodated.

If your student's schedule reflects one of the conflicts listed below, he/she should submit a Virtual Yellow Slip to meet with a school counselor. On the first day of school, teachers will review this process with all students. The link to the Virtual Yellow Slip will be on each teacher's Schoology web page.

1. The student is enrolled in less than six (6) classes plus one (1) Focus period each semester.
2. The student has more than six (6) classes plus one (1) Focus period each semester.
3. The student is enrolled in two classes during the same period of the day.
4. The student is scheduled for a class in which he/she previously earned credit.

SUMMER SCHOOL

Sparta High School's summer school program is designed to support students who are interested in taking additional coursework or recovering lost credit. Students who lose a credit or portion of a credit may need to attend summer school at their own cost, in order to remain on pace to graduate.

STATE OF MICHIGAN AND SPARTA HIGH SCHOOL GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND BEYOND

The high school's graduation requirements are aligned with the Michigan Merit Curriculum, which was approved by the Michigan Legislature in 2017. Requirements are designed to adequately prepare students for the Scholastic Aptitude Test (SAT), ACT WorkKeys and Michigan Student Test of Educational Process (M-STEP). Students must earn a minimum of 24 credits to earn a diploma at Sparta High School. Students must meet all requirements for a diploma prior to the day of graduation practice, in order to participate in the commencement ceremonies. This includes satisfying all course requirements, satisfying all student debt and serving all disciplinary action. Participation in commencement ceremonies is a privilege, not a right.

SUBJECT AREA	DESCRIPTION	PERSONAL CURRICULUM (PC) MODIFICATIONS AND ADDITIONAL INFORMATION
English (4 credits)	• 1 credit in English 9 • 1 credit in English 10 • 1 credit in English 11 • 1 credit in English 12	• English must be taken each year of high school. • No modification except for students with an IEP and for transfer students who completed 2 years of high school.
Mathematics (4 credits)	• 1 credit in Algebra I • 1 credit in Geometry • 1 credit in Algebra II • 1 credit in a math or math-related course (The fourth math or math-related course is required in the final year of high school) *Beginning with the Class of 2028, students must earn a ½ credit in a personal finance-related course.	• Math must be taken each year of high school. • 1 credit of State content standards for math may be modified to ½ credit, as long as the modification continues to provide State content standards. • Complete a math or math-related course in the final 2 years of high school. • Additional modifications allowed for students with an IEP and transfer students who completed 2 years of high school.
Science (3 credits)	• 1 credit in Biology • 1 credit in Physical Science, Environmental Science or AP Environmental Science • 1 credit in Honors Chemistry, Honors Physics or Anatomy/Physiology	• No modification except for students with an IEP and for transfer students who completed 2 years of high school.
Social Studies (3 credits)	• 1 credit in World History • 1 credit in U.S. History • ½ credit in Civics or 1 credit in AP Government • ½ credit in Economics	• No modification of Civics or AP Government. • No modification until 2 credits of social studies are completed. • Exchange 1 credit of social studies (not Civics or AP Government) for an additional credit in English, math, science, world language or formal CTE program. • Modifications allowed (not Civics or AP Government) for students with an IEP and transfer students who completed 2 years of high school.

Physical Education (1/2 credit) and Health (1/2 credit)	● ½ credit in Physical Education ● ½ credit in Health *Note: 2 semesters of Fall Band credit will satisfy the ½ credit Physical Education requirement.	● ½ credit of Physical Education can be exchanged for additional credit in English, math, science, world language or formal CTE program. ● Additional modifications in Physical Education allowed for students with an IEP and transfer students who have completed 2 years of high school. ● No modification of Health.
Visual, Performing, Applied Arts (1 credit)	● 1 credit in Visual, Performing and Applied Arts (VPAA)	● Exchange 1 VPAA credit for an additional credit in English, math, science, world language (2nd year) or formal CTE program. ● Additional modifications allowed for students with an IEP and transfer students who completed 2 years of high school.
World Language (2 credits in the same world language)	● 2 credits in the SAME world language o Some or all credit may be earned through the 7-12 world language program. o 2nd credit may be earned through the completion of a Career Tech. Ed. Program. o Students in the Class of 2019 and beyond: 2nd credit may be earned by completing 1 additional credit in the visual, performing or applied arts (VPAA).	● No modification except for students with an IEP and for transfer students who completed 2 years of high school.
Online Learning Experience	● Course or integrated learning experience	● No modification.
Electives (6 credits)	● 6 credits in elective courses	● No modification.

*Students with an IEP may qualify for a Personal Curriculum which modifies the proficiency.
*Additional modifications may apply to transfer students who have completed two years of high school.

HIGH SCHOOL GRADUATION REQUIREMENT FOR WORLD LANGUAGE

Requirement

The State Board of Education requires all students, beginning with the Class of 2016, to complete two credits of the SAME world language other than English prior to graduation or demonstrate a two-year equivalent proficiency. Students are required to:

1. Demonstrate holistic proficiency at the Novice High-level on the ACTFL Proficiency Scale;
2. Demonstrate basic knowledge of the relationships among the practices, products, and perspectives of the culture in which the language is used;
3. Gain cultural knowledge as well as knowledge in other curricular areas using the world language;
4. Demonstrate an understanding of the nature of language and culture through comparisons of the language and culture studied and their own; and
5. Use the language both within and beyond the school setting.

MEETING THE WORLD LANGUAGE REQUIREMENT AND VERIFYING PROFICIENCY

Sparta Area Schools uses the following criteria to determine credit toward the world language and proficiency requirement:

Two Credits

Students may earn the two (2) world language credits by successfully by:

1. Earning two (2) credits in the SAME world language at the high school (grades 9-12); or
2. Completing 7th and 8th grade high school equivalency Spanish courses with passing a final percentage each semester; or
3. Completing the 8th grade high school equivalency Spanish course with a passing final percentage each semester and then passing Spanish II at the high school with passing percentages each semester; or
4. Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses or other life experiences). Formal documentation of equivalent proficiency (60% or above) is required. (Novice High-level is equivalent to two (2) credits or two (2) semesters in a foreign school).
5. Providing formal documentation of proficiency (60% or above) developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences.

Language Options

Students may fulfill the world language requirement using any of the following language options:

1. Languages that are both written and spoken (e.g. Spanish and French)
2. Languages that are no longer spoken (e.g. Latin)
3. Other languages as available (e.g., American Sign Language, Arabic, Japanese, Mandarin)

Testing Out World Language Assessment
Sparta Area Schools is required to provide an opportunity for students wishing to "test out" of the world language requirement. Please refer to district policy or contact the high school counseling office for more information.

MICHIGAN SEAL OF BILITERACY

The Michigan Seal of Biliteracy has been created to recognize students that have shown dedication to the study of world languages and/or embraced their native and heritage languages. The Seal of Biliteracy will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may also serve as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement. Students who earn a score of four (4) or higher on either an AP or state specified equivalency exam would be eligible for the Seal, which would be added to the students' transcript. Pursuit of the Seal of Biliteracy must be communicated to the student's high school counselor no later than mid-September of his/her senior year.

GRADUATING FROM SPARTA HIGH SCHOOL

1. Graduation from Sparta High School implies that students have satisfactorily completed approved courses of study and passed any assessments and/or other requirements established by the school district.
2. It is the responsibility of the building principal and district to maintain a record system that adequately provides the information necessary to assure that the above policy is enforced.
3. Only approved courses will be accepted for graduation. Coursework taken anywhere but at Sparta High School must be approved in advance by the principal and/or a school counselor.
4. Prior credit earned from accredited schools is transferable, with the following exceptions: doctrinal religion courses, driver's education and service activities.
5. Students enrolling in summer school for credit must have prior approval from one of our high school's counselors.
6. A student may repeat a course that he/she has taken and passed. Although both grades will be recorded on the student's transcript, only the higher grade will be used in computing the grade point average (GPA). Credit may not be issued twice for the same course.
7. Each graduating class (**2027, 2028, 2029 and 2030**) must earn a minimum of 24 credits, with specific departmental requirements to be attained. Requirements must be met to earn a diploma from Sparta High School. Students lacking the specified number of credits to earn a diploma at the time of graduation will not be permitted to participate in commencement exercises. Students may still attend summer school to earn credits toward their diploma by the end of the summer, as long as all the necessary credits are earned by the last day of summer school in August of the students' graduating class.
8. Recognizing that a small percentage of students may be unable to meet certain Michigan Merit Curriculum requirements, a personal curriculum can be developed. "The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC (Michigan Merit Curriculum) requirements and students who need to individualize learning requirements to meet these requirements." For more information: Personal Curriculum: Parent and Educator Guide. Please see your counselor for additional information.
9. The high school guidance department will provide information and counseling for all students to develop a schedule of courses that will meet requirements for colleges, vocational schools or any post-high school programs selected by the student and his/her parents/guardians.

GRADUATION POLICY FOR TRANSFER STUDENTS

1. Any student who attends Sparta High School during his/her entire senior year may be eligible to graduate from this school, as long as he or she fulfills our high school's graduation requirements.
2. A student who attends Sparta High School only for the last semester of his/her senior year may be eligible to graduate from this school, as long as he or she fulfills the graduation requirements of our high school.

SELECTING COURSES

Sparta High School's Board of Education established the following guidelines regarding a student's course load:

1. Students in all grades are to be scheduled in six (6) classes plus a Focus period per semester.
2. Requests for an exception to number one (1) will be examined on a case-by-case basis, taking into consideration what the student's parent, counselor and building principal believe is in the student's best educational interest.

3. A college preparatory curriculum consists of a minimum of four academic courses. Academic courses include English, mathematics, science, social studies and world language. The more selective college the student has in mind, the more rigorous the academic load should be, both in course rigor and in the number of courses selected.

Reminder: The master schedule is created to meet the academic needs of the entire student body, and it offers students the opportunity to satisfy all graduation requirements. With this understanding, we make every effort to provide students with the courses they requested during the scheduling process. If the student has a complete schedule which includes six (6) courses plus one (1) Focus per semester, although not necessarily the teachers or hours he/she would prefer, we consider this to be the student's final schedule. Additional adjustments to the schedule, specifically involving teacher requests and/or lunch hour preferences cause an imbalance to teacher assignments and the master schedule. For this reason, requests for particular instructors or lunch hour changes cannot be accommodated, as they do not address an inherent conflict in the student's schedule.

If your student's schedule reflects one of the conflicts listed below, he/she should meet with a counselor during the schedule change period prior to the first day of school.

1. The student is enrolled in less than six (6) classes plus one (1) Focus period each semester.
2. The student has more than six (6) classes plus one (1) Focus period each semester.
3. The student is enrolled in two classes during the same period of the day.
4. The student is scheduled for a class in which he/she previously earned credit.

ADVANCED PLACEMENT COURSES

The Advanced Placement program, sponsored by the College Board, is offered by most high schools. Honors level courses taken early on in high school prepare students for the rigor of the AP courses. In this exciting college preparatory program, students typically enroll in AP courses in grades 9, 10, 11 and 12. Curriculum is integrated from grade to grade, culminating in an opportunity to receive college credit, after successfully completing an exam at the end of the AP course.

Because the AP program is designed to prepare students for college level work, classes progress at a faster pace. The knowledge and skills needed are more complex and are at a higher level of difficulty than commonly required in regular classes. Homework is frequent and demanding; most assigned reading and writing is completed outside of class, which will include weekends and holidays. Summer reading is required in most classes. Parents and students are encouraged to review all course requirements listed in the course description guide and speak with the instructor prior to enrolling.

ADVANCED PLACEMENT ONLINE COURSES

AP online courses are opportunities for students to take college level courses via the Internet. Students must meet prerequisites. Earning an B+ or better in the previous course, teacher approval and attendance are all considered. Students who tend to do well in AP online courses are those who are self-directed, self-motivated and can manage their time effectively to meet deadlines.

DUAL ENROLLMENT

Students are eligible to apply for Dual Enrollment upon meeting the requirements as set forth in the Rules and Regulations of Board of Education Policy. Prior to registration at any of the local colleges, consultation with the student's counselor is necessary, as the counselor's recommendation is required prior to enrollment. This shall apply to students who meet all of the following criteria:

1. Must be classified as a 9th, 10th, 11th or 12th grader.
2. Must be enrolled full-time with at least one high school class per semester.
3. Must only be in high school for four years.
4. Must have a qualifying score on the State of Michigan assessment in subject being taken or enroll in a computer science, world language or fine arts course.
5. Must not be a foreign exchange student.
6. Must not have taken more than 10 total Dual Enrollment classes in high school.
7. If the student first enrolls in grade 9, the student may not enroll in more than two Dual Enrollment courses for the first three (3) years he/she participates and not more than four (4) in the fourth year of participation.
8. If the student first enrolls in grade 10, the student may not enroll in more than two Dual Enrollment courses for the first year he/she participates and not more than four (4) courses in the second and third academic years.

9. If the student first enrolls in grade 11 or 12, he/she may not take more than six (6) Dual Enrollment courses during those academic years and may not take more than a maximum of ten (10) courses between both of those years.

The standardized testing guidelines are listed below in the most current copy of the **Dual Enrollment Readiness Qualifying Assessments and Scores 2025-2026 Chart**. They depict the required standardized test scores that students must earn on a particular assessment to be eligible to dual enroll. Please note that these are baseline scores and are subject to change, specific to the institution of higher education (college/university) in which a student may seek dual enrollment.

Dual Enrollment Readiness Qualifying Assessments and Scores

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	**22**
ACT	Reading	Reading	**21**
ACT	Science	Science	**24**
ACT	English	English	**18**
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	**410**
PSAT 8/9	Mathematics	Mathematics	**450**
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	**430**
PSAT 10	Mathematics	Mathematics	**480**
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	**460**
PSAT/NMSQT 11	Mathematics	Mathematics	**510**
SAT	Critical Reading	Evidence-Based Reading and Writing	**480**
SAT	Mathematics	Mathematics	**530**
AP**	Various subject areas	May qualify for credit and allow for higher level classes	**Check with IHE**
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	**Check with IHE**
IB**	Various subject areas	May qualify for credit and allow for higher level classes	**Check with IHE**
ACCUPLACER **	**Various subject areas**	**May qualify for credit and allow for higher level classes**	**Check with IHE**

**There are no state-approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

Revised 2/18/25

According to the State of Michigan, a post-secondary course must meet all of the following criteria:

1. The course must be academic in nature or applicable to career preparation.
2. The course is offered for credit (not remedial or non-credit bearing) at a university, community college or independent non-profit degree granting college/university.
3. The course must be at least three (3) college credits.
4. The course must not be a craft, hobby, physical education, recreational, theology, divinity or religious course.
5. The course is not offered as part of the high school curriculum or is unavailable to the eligible student due to a scheduling conflict beyond the student's control.
6. 50% or more of the course must fall within the school district's academic year. For seniors, the last day of the course must end no later than the final day of senior exams.
7. The course does not give the student more than full-time enrollment, unless the family/student bears the cost of additional courses.

Students successfully completing the requirements of an elective course offered by an accredited post-secondary institution may receive high school credit only, or college credit and high school credit, providing all guidelines have been met. These elective courses shall not include courses in English, math, science, social studies, physical education and health that are required by the State of Michigan as graduation requirements (Cf. 7630), unless waived by the high school principal and school counselor. The school will only pay the tuition and textbook fees for Dual Enrollment courses for students who are enrolled full-time with no more than six (6) classes per semester (up to 1/12 of the State's foundation allowance). The course shall be counted as one of the six (6) classes. Students may take Dual Enrollment courses beyond their full-time program; however, the cost of such coursework shall be paid by the family/student. **Students who do not successfully complete a course will be required to reimburse the district for the cost of the course.**

ONLINE COURSES

Sparta High School strongly believes that face-to-face classroom instruction in our building provides the best learning environment and is the best practice in preparing students for college and/or vocational instruction. If the opportunity

exists for students to enroll in a face-to-face course offered at the high school, the student is strongly encouraged to do so. Section 21f of the Michigan School Code allows students to enroll in up to two online courses per semester.

Sparta High School believes that a student should only choose an online course if:

1. A desired course is not offered by our high school.
2. A student's course schedule presents a conflict that prevents the student from enrolling in a face-to-face course offered at our high school. An online course should not be chosen if Sparta High School offers it and the course can be scheduled in the student's daily schedule.

In addition, a student may not enroll in an online course if:

1. The course is not offered for credit.
2. The student previously gained credit in the course.
3. The course is inconsistent with the student's graduation requirements or post-secondary plans.
4. The student does not possess the prerequisite knowledge and skills to be successful in the course.
5. The student demonstrated failure in previous online coursework.
6. The course is of insufficient quality or rigor, as determined by the district.
7. The cost of the course exceeds 1/12 of the district's foundation allowance.

STATEWIDE ONLINE COURSE CATALOG AND SUBJECT AI ACCESSIBILITY

The majority of our online courses are listed in Sparta High School's Course Description Guide. The Statewide Online Course Catalog, maintained by Michigan Virtual University, contains the syllabi for online courses offered by any Michigan district and Michigan Virtual School. The Statewide Online Course Catalog can be accessed at https://micourses.org/. Some high school online courses are also offered through Subject AI and may be found on our Online Student Contract Form. The courses in Subject AI tend to be used for credit recuperation purposes. Any online course in which a student chooses to enroll must be offered for credit, consistent with graduation requirements, taught by a Michigan certified teacher, of sufficient quality and/or rigor and within the cost guidelines established in Section 21f of the Michigan School Code. If not, Sparta High School may deny the student/parent request to enroll in an online course.

ONLINE REQUIREMENTS

Online learning presents challenges that are different from the face-to-face classroom experience. This form of learning requires a high degree of self-discipline and motivation; the ability to keep up with ongoing and sometimes very demanding expectations without the constraints of a fixed time and place setting. Students need to have the ability to handle isolation that may occur from this form of individual learning.

To be successful in an online class, a student must be self-motivated with a strong sense of direction, have the ability to set goals and possess the perseverance to follow through. A successful online student will work independently, stay on task and maintain a regular schedule of logging on and keeping up with readings, course assignments, homework and other expectations. The content of online courses is generally as rigorous as that found in a face-to-face classroom course. An online class is different, not necessarily easier or harder, and the added factor of self-motivation and self-discipline may cause additional challenges for a student.

LIMITS

A student may take up to two online classes per semester for a total of eight (8) credits in the four (4) years of high school unless enrolled in our Online program..

COST

If Sparta High School approves a student to enroll in an online course, the course must be one of the student's six (6) required classes per semester. The district will pay for the cost of the course up to 1/12 of the State's foundation allowance. The student/parent will bear the cost of any online course that is taken as an additional course and/or if a student does not earn a passing percentage (60% or better) and the corresponding credit.

TESTING OUT POLICY

In compliance with the Michigan School Code, Sparta High School will allow students to "test out" of a subject area for credit. The assessment will provide a student with an opportunity to thoroughly demonstrate that he or she meets and/or exceeds the content expectations associated with the subject credit area. Because some final exams do not serve as

comprehensive measures of content and mastery of skills as expressed in the Michigan School Code, students may be required to demonstrate a reasonable degree of mastery through either a written examination, written papers, projects and/or other comparable forms.

The following statements will apply to the testing out process:

1. This policy applies equally to all students.
2. Course advancement or credit will only be granted for a 77% or better. If there is no final exam, credit will be earned by exhibiting mastery through the basic assessment used in the course, which may consist of performance papers, projects and/or presentations.
3. When testing out of a subject area, the credit earned will count toward required credit for graduation. Successful completion of the testing out provision will also count toward fulfillment of a requirement for a subject area or a course sequence. No weighting will be applied to a course from which the student has tested out.
4. When testing out of State-approved Algebra 1 or Geometry in the summer prior to entering high school, this testing out provision will count toward a high school graduation requirement credit. If a passing score is earned by a student on the Algebra 1 or Geometry testing out assessment, the student will receive graduation requirement credit upon enrolling in the high school. However, the student is still required to take a (specified) math course each year in high school.
5. Per Michigan's School Code, no letter grade will appear on the student's transcript. Credits earned through testing out will not be included in a computation of the student's grade point average. A "CR" will be recorded on the transcript indicating that credit was earned
6. Once credit is earned through the testing out process, a student may not receive credit thereafter for a course lower in course sequence related to the same subject area.
7. A student may test out of a course from which he/she has been dropped for non-attendance; however, the failing grade earned from the dropped course will remain on the student's transcript.
8. A student may not earn credit in the testing out process for a Visual, Performing and Applied Arts requirement.
9. The principal and/or school counselor will establish reasonable times when testing out is available.

TIMELINE FOR TESTING OUT

January - April:	Communication will be shared with parents and students via newsletters and school announcements, regarding the testing out options.
First Friday in May:	The deadline to submit the Request for Testing Out form to the high school counseling office is the first Friday in May. Students may obtain a copy of the course syllabus, which provides the subject area content expectations and a description of what will serve as demonstration of "mastery" of the course outcomes. A copy of the course syllabus may be picked up per the student's request in the high school guidance office during this time period. Because the testing out process is meant to provide students with an opportunity to thoroughly demonstrate that they meet and/or exceed the content expectations associated with the subject credit area, no study guides or forms of review are provided.
May 2027/June (TBA): (Tentative pre-arranged Spanish tests only)	Assessments for Spanish 1 and 2 and/or 3 courses will be administered. Additional details will be provided soon. **Prior to this month, please confirm with our office secretary, Mrs. Pfeffer, that you plan to participate in our testing out process for Spanish.**
May 2027/June (TBA): (Tentative - all other pre-arranged tests)	Assessments for all other courses will be administered this month. Additional details will be provided soon. **Prior to this month, please confirm with our office secretary, Mrs. Pfeffer, that you plan to participate in our testing out process for a specific subject.**

COLLEGIATE ATHLETIC RESOURCES

NCAA CLEARINGHOUSE: DIVISION I AND DIVISION II ACADEMIC REQUIREMENTS

Student-athletes interested in participating in collegiate athletics must meet the NCAA Clearinghouse standards and register with the NCAA Eligibility Center at **https://web3.ncaa.org/ecwr3/**. If they want to compete at this level, they should see their school counselor early in their high school career to ensure their academic path meets these standards.

To be eligible to play sports at an NCAA Division I or II school in the first year of college, a student- athlete must:

- Meet requirements for earning credit in core academic courses, a minimum GPA in those core courses
- Graduate from high school
- Register with the NCAA Eligibility Center (required fee, unless eligible for a fee waiver)
- Complete the amateurization form through the NCAA Eligibility

English	Social Studies	Mathematics
AP English Language and Composition AP English Literature and Composition English 12 Creative Writing/Reading English 9 English 10 English 11 Honors English 9 Honors English 10	AP European History AP Psychology AP U.S. Government AP U.S. History AP World History Behavioral Science Civics Economics U.S. History World History World Perspectives	Algebra I Algebra II Honors Algebra II Geometry Honors Geometry Pre-calculus AP Calculus AP Pre-calculus AP Statistics
Natural/Physical Science	**Additional Core Courses**	
Anatomy/Physiology AP Biology AP Environmental Science Biology Environmental Science Forensics A Forensics B Honors Biology Honors Chemistry Honors Physics Physical Science	AP Spanish Language and Culture Spanish I Spanish II Spanish III	

Our Three Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of fairness, competition and opportunity.

DIVISION	DIVISION I	DIVISION II MAKE IT YOURS	DIVISION III DISCOVER | DEVELOP | DEDICATE
ACTIVE SCHOOLS*	355 (32%)	293 (27%)	425 (39%)
MEDIAN UNDERGRADUATE ENROLLMENT	8,883	2,169	1,617
STUDENTS WHO ARE ATHLETES	1 in 23	1 in 7	1 in 5
AVERAGE NUMBER OF TEAMS PER SCHOOL	19	17	19
PERCENTAGE OF NCAA STUDENT-ATHLETES IN EACH DIVISION	37%	24%	38%
ATHLETICS SCHOLARSHIPS	Multiyear, cost-of-attendance athletics scholarships available. **59%** of athletes receive athletics aid.	Partial athletics scholarship model. **64%** of athletes receive athletics aid.	No athletics scholarships. **80%** of athletes receive nonathletics aid.
DID YOU KNOW?	Division I student-athletes graduate at a higher rate than the general student body.	Division II is the only division with schools in Alaska, Puerto Rico and Canada.	Division III's largest school has **28,692** undergraduates. *The smallest?* **270**.

*The number of schools for each division is current as of the 2024-25 academic year. All other figures are based on 2023-24 data. Percentages shown for schools and student-athletes represent numbers at active NCAA schools, so they do not add up to 100%.

How is each division governed?

NCAA schools develop and approve legislation for their own divisions. Groups of presidents and chancellors lead each division in the form of committees with regularly scheduled meetings. For more information, visit on.ncaa.com/governance.

What are the eligibility requirements in each division?

If you want to compete at an NCAA Division I or II school, you must meet academic and amateurism standards set by NCAA members. Academic and amateurism standards are outlined in this guide and can be found on each division's page on ncaa.org.

High School Timeline

9th GRADE REGISTER

- If you haven't yet, **register** for a free Profile Page account at **eligibilitycenter.org** for information on NCAA initial-eligibility requirements.
- Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/courselist** to ensure you're taking the right courses, and earn the best grades possible!

10th GRADE PLAN



- If you're being **actively recruited** by an NCAA Division I or II school, **transition** your Profile Page account to the right **certification account**.
- Monitor the **task list** and **sign up for text alerts** in your **Eligibility Center account** for next steps.
- Research the admission requirements for NCAA schools you're interested in attending.
- At the end of the school year, ask your high school counselor from each school you attended to upload your **official transcript** via the High School Portal.
- If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

11th GRADE STUDY



- Ensure your **sports participation** information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- Take **unofficial and official visits** to NCAA schools you're interested in attending and start applying early.
- At the end of the school year, ask your high school counselor from each school you attended to upload your **official transcript** via the High School Portal.

12th GRADE GRADUATE



- Be accepted to the NCAA school you plan to attend.
- Ensure your **sports participation** information is correct and **request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account.
- Complete your final NCAA-approved **core courses** as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your **final official transcript** with **proof of graduation** via the High School Portal.

Registration Checklist

Want to compete in NCAA sports? Register with the Eligibility Center at eligibilitycenter.org before the ninth grade (year nine of secondary school).

Which account type is right for you?

1. **Profile Page Account:** If you're a younger student or are not being recruited, are unsure in which division you want to compete, or are a domestic student who plans to compete at a Division III school, register for a free Profile Page account. Transition your account to a certification account once you start being actively recruited by an NCAA school.

2. **Academic and Amateurism Certification Account:** You must receive academic and amateurism certifications from the Eligibility Center to compete at a Division I or II school. You must complete the Academic and Amateurism Certification account registration (including payment or fee waiver) before you go on Division I official visits, sign an NLI, receive an athletics scholarship or compete at a Division I or II school.

3. **Amateurism-Only Certification Account:** If you're an international student-athlete (first-year enrollees and transfers) enrolling at a Division III school, you must register with an Amateurism-Only Certification account (or use an existing Academic and Amateurism Certification account, if you already have one) and receive your final amateurism certification before you can compete.

   This account may also be right for students transferring from a non-NCAA college or university to a Division I or II school who do not require an Eligibility Center academic certification. These students should check with the compliance office at the NCAA school they may attend to determine their required account type.

ELIGIBILITY CENTER ACCOUNT TYPES

In which division do you plan to compete?	Profile Page* Account	Academic and Amateurism Certification Account	Amateurism-Only Certification Account
Division I or II			
Before recruiting begins or middle school and younger students (domestic or international). Can be transitioned to the right certification account when needed.	✓		
High school student (domestic or international) enrolling for the first time at an NCAA school.		✓	
Transferring from a two- or four-year college or university. (Check with the compliance office at the school you may attend.)		✓ OR	✓
Division III			
Domestic high school student enrolling for the first time at a Division III school.	✓		
High school student with a permanent residence outside of the U.S.			✓
High school student who attended secondary or postsecondary school outside of the U.S. for any time (excluding U.S.-based students who study abroad).			✓
International high school student enrolling for the first time at a Division III school.			✓
High school student who was based and competed outside of the U.S. or participated on a sports team who was based and competed outside of the U.S.			✓
Transferring from a two- or four-year college or university; attended domestic high school(s) only.	✓		
Transferring from a two- or four-year college or university; attended at least one international high school. (U.S. territories are considered domestic.)			✓
Division Undecided/Unknown			
Never enrolled full time at a two- or four-year college or university. Best before recruiting begins or for middle school and younger students. Can be transitioned to the right certification account when needed.	✓		

Once you have determined the right account for you, visit eligibilitycenter.org to register. A list of information you will need to complete your account is outlined below. For a Profile Page account, allow 15 minutes to complete. For certification accounts, allow between 30 and 45 minutes to complete. If you need to exit and come back at a later time, you can save and exit once your account is created.

***Unsure which account type is right for you?** Start with our free Profile Page account, then check with the compliance office at the NCAA school you may attend. If you need assistance, contact the Eligibility Center's customer service team at 877-262-1492, Monday-Friday from 9 a.m. to 5 p.m. Eastern time. International students (including Quebec) should use the International Contact Form to submit questions.

ELIGIBILITY CENTER REGISTRATION ESSENTIALS

Below are some items you should have with you when creating an account at eligibilitycenter.org:

- ☐ **Valid Email**
  To register, you need a valid email address that you check regularly and will have access to ***after*** high school. The Eligibility Center uses email to update you about your account throughout the process. ***Note:*** If you have a sibling who previously registered, you will need to use a different email address than the one in your sibling's account.

- ☐ **Basic Student Personal Information**
  This includes information such as your name, gender, date of birth, primary and secondary contact information, address and mobile number.

- ☐ **Basic Student Education History**
  When registering, you will be required to provide details about all secondary and high schools and additional programs you attended in the U.S. and internationally. All schools, regardless of whether you received grades or credits must be included. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, the ninth-grade school should not be listed.

- ☐ **Student Sports Participation History**
  Select each sport you plan to participate in at an NCAA school. For certification accounts, you will be required to provide details on any expenses or awards you received, any teams you have practiced or played with or certain events in which you participated. You will also list any individuals who have advised you or marketed your skills in a particular sport. This information helps the Eligibility Center certify your amateur status once you request your final amateurism certification.

- ☐ **Payment (Certification Accounts Only)**
  Registration for a certification account is complete only after your registration fee is paid (or upon requesting a fee waiver, if eligible). You may pay online by debit, credit card or echeck. For an Academic and Amateurism Certification account, the fee for college-bound student-athletes attending a high school in the U.S., U.S. territories or Canada is $100; the fee for international students is $160. For students for which an Amateurism-Only Certification account is the right choice, the fee for all students is $70. Profile Page accounts do not have a fee.

  All fees are nonrefundable 30 days after the certification account fee is paid. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund. To receive a refund, you will need to complete and submit an NCAA refund form.

Unsure if you've already created an account?
Contact customer service at 877-262-1492, Monday-Friday from 9 a.m. to 5 p.m. Eastern time, before creating a new account to avoid duplicate account issues during recruiting.

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA ENGLISH, MATH OR SCIENCE	SOCIAL SCIENCE	ADDITIONAL Any area listed to the left or world language, comparative religion or philosophy
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Meet the 10/7 requirement by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester.

Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 5 | Semester 6 | Semester 7 | Semester 8

Before the start of your seventh semester, any core course needed to meet the 10/7 requirement can be replaced or repeated for a higher grade. Visit on.ncaa.com/10/7requirement to learn more.

After the start of your seventh semester, the Eligibility Center will use the best combination of core courses to meet the 10/7 requirement.

» Students with solely international academic credentials (including Canada) are not required to meet the 10/7 requirement.

4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
6. Receive academic and amateurism certifications from the Eligibility Center.

Example Schedule

How to Plan Your High School Courses to Meet the 16 Core-Course Requirement

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social science and/or additional	(1) Social science and/or additional	(1) Social science and/or additional	(1) Social science and/or additional
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

DIVISION II

MAKE IT YOURS

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA ENGLISH, MATH OR SCIENCE	SOCIAL SCIENCE	ADDITIONAL Any area listed to the left or world language, comparative religion or philosophy
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
4. Receive academic and amateurism certifications from the Eligibility Center.

What If I Don't Meet Division II Standards?

If you have not met all the Division II academic standards, you may not compete in your first year of full-time enrollment at a Division II school. However, you will be deemed a partial qualifier. All Division II partial qualifiers may practice and receive an athletics scholarship but may NOT compete during their first year of full-time enrollment.

Division II Worksheet

Use the Division II Worksheet to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the courses you have taken or plan to take.

ACADEMIC CERTIFICATION DECISIONS

Academic certifications are required for all college-bound student-athletes planning to compete at an NCAA Division II school. If you're being recruited by a Division II school, below are the most common decisions you may receive once a certification has been completed.

EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.



Division III Amateurism Standards

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play to maximize academic, co-curricular and extracurricular opportunities. While Division III schools do not offer athletics scholarships, 80% of Division III student-athletes receive some form of merit or need-based financial aid.

DIVISION III

DISCOVER | DEVELOP | DEDICATE

While Division III schools set their own academic standards on campus, the Eligibility Center certifies the amateur status of Division III international student-athletes (first-year enrollees and transfers). All other Division III student-athletes are certified on campus. Contact the Division III school you plan to attend for information about its academic requirements.

Student-athletes interested in participating in collegiate athletics must meet the NAIA Clearinghouse standards and register with the NAIA Eligibility Center at **https://play.mynaia.org**. For more details, access the Guide for the College-Bound Student Athlete using this **LINK**.

Do I meet the freshman eligibility requirements?

If you will graduate from a U.S. high school this spring and enroll in college this coming fall, the requirements are simple. An entering freshman must:

- Be a graduate of an accredited high school.
- Must graduate with a 2.3+ GPA or meet two of the three following requirements.

MUST MEET TWO OF THE THREE

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 18 on the ACT or 970 on the SAT	**Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale**	**Graduate in the top half of your high school class**
Tests must be taken on an international testing date prior to the start of the term in which you intend to participate in athletics and scores must be achieved on a single test date. The minimum SAT must be achieved on the Evidence-Based Reading & Writing and Math sections only; the Writing score cannot be used. Minimum score requirements for tests taken prior to May 1, 2019 varied. • For tests taken prior to March 1, 2016: 18 ACT, 860 SAT (reading, math) • For tests taken between March 1, 2016 and May 1, 2019: 16 ACT, 860 SAT (evidence-based reading & writing, math)	The NAIA accepts the grade point average determined by the high school, provided it is recorded and awarded in the same manner as for every other student at the school.	If a student's class rank does not appear on the transcript, a signed letter from the principal or headmaster, vice principal or guidance counselor written on the school's letterhead and with the school's official seal, stating the student's final class rank position or percent may be submitted. **Exception:** Completion of nine institutional credit hours prior to identification at any institution of higher education can be used if no class rank appears on the final official high school transcript. The credit hours must be completed with a grade of "C" or better.

Mid-Year Eligibility Opportunity. If you do not meet requirements for an entering freshman, you can satisfy one of the initial requirements in addition to earning 12 institutional credits hours with a grade of "C" or better during your first term of attendance at your NAIA school to be eligible.

Learning disabilities. Students with diagnosed learning disabilities, who do not meet the freshman eligibility requirements, may have their academic profiles reviewed reviewed by the NAIA Learning Disability Advisory Committee at the request of an NAIA institution. The LDAC will then provide recommendations to the National Eligibility Committee to assist with a final decision.

NAIA Eligibility Center at PlayNAIA.org determines eligibility of all first-time NAIA student-athletes

The NAIA Eligibility Center, at **PlayNAIA.org**, is responsible for determining the NAIA eligibility of first-time student-athletes. Students must receive an eligible decision by the NAIA Eligibility Center prior to competing for the first-time in the NAIA, and all NAIA schools are bound by the center's decisions.

Every student interested in playing sports at NAIA colleges for the first time needs to register online with the NAIA Eligibility Center and receive an eligible determination. This applies to high school seniors and transfers from both two- and four-year colleges.

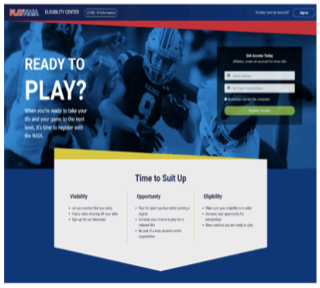
What information will I need to provide? You'll create a personal profile with the basic facts about your academic history and sports participation to date.

- You'll need your current contact information, previous residences and addresses, high schools attended and history of your sports participation during and after high school graduation.
- 9876 When you register for the ACT or SAT, include the NAIA Eligibility Center (9876) on the list of places test scores should be sent.
- Ask your high school counselors to send a final, official transcript that verifies high school graduation, class rank and cumulative grade point average to the eligibility center through the NAIA High School Portal.

What are the costs?

Registration costs for students are as follows:

- US/Canada high school: $100
- International: $160
- US/Canadian freshman break: $135
- US/Canadian break: $150



This is a one-time, nonrefundable registration fee and includes all services for the student type. Additional fees may be assessed if your student type changes.

The registration fee will be waived for U.S. students with demonstrated need. If you received a fee waiver for the ACT or SAT test or received federal free or reduced-cost lunch program, contact your high school counselor, who can provide confirmation of your eligibility for a fee waiver to the NAIA Eligibility Center. Fee waiver confirmations are required to be completed by high school counselors through the online **NAIA High School Portal** regardless of when you graduated high school.



Do I need to register with the NAIA Eligibility Center if I'm registering with the NCAA?

Yes, determining if you meet eligibility requirements for NAIA eligibility is separate from NCAA eligibility certification. The NAIA and NCAA are two separate associations, with two different sets of rules and certification processes.

Early decisions for high school seniors

Students, who have completed their junior year of high school and have at least a 3.0 GPA on a 4.0 scale (2.5 on a 4.0 scale midway through senior year) and the minimum test scores required, may obtain an eligibility determination before graduating from high school. Those students will need to request that their official transcripts after their junior year be sent to the NAIA Eligibility Center and contact ACT or SAT to have their test scores sent directly.

Register with the NAIA Eligibility Center at PlayNAIA.org.

NAIA Eligibility Center
Phone: 816.595.8300
Hours: Monday-Friday
8:30 a.m. to 5 p.m. Central
Contact Us

Address
NAIA Eligibility Center
120 W. 12th Street
Suite 700
Kansas City, Mo. 64105

Reminder: For detailed information about NAIA colleges, visit www.playnaia.org or the SHS Guidance Office. See below for NAIA colleges in Michigan:

- Aquinas College, Grand Rapids, MI
- Cleary University, Howell, MI
- Concordia University, Ann Arbor, MI
- Cornerstone University, Grand Rapids, MI
- Lawrence Technological University, MI
- Madonna University, Livonia, MI
- Rochester College, Rochester, MI
- Spring Arbor University, Spring Arbor, MI
- University of Michigan-Dearborn, Dearborn, MI

COURSE OFFERINGS BY DEPARTMENT

BUSINESS

ACCOUNTING I (video)
This yearlong course will cover the procedures needed to open a set of accounting books for a small business. Students will learn basic accounting principles, concepts to plan, as well as maintain personal budgets and business records. It involves recording, analyzing and interpreting financial information. May be considered as a fourth math credit, when taken during a student's senior year. A 60% or better must be earned to receive credit. Prerequisite: 3.0 GPA for grade 10 and/or previous math instructor's approval. Grades 10-12

ACCOUNTING II (video)
This yearlong course is a continuation of Accounting I. The emphasis will continue to be in financial accounting for the small business and personal accounting. It involves more in depth recording, analyzing and interpreting of financial information. A portion of this class will be devoted to completing an integrated accounting model. This course may be considered as a fourth math credit, when taken during a student's senior year. A 60% or better must be earned to receive credit. Prerequisite: Completion of Accounting I with an A- or better and/or permission from instructor. Grades 11-12

INTRODUCTION TO BUSINESS (video)
Every day, the media reports on business-related events, but without foundational business knowledge, it can be hard to grasp their real significance. This semester-long course introduces core business theory and applies it directly to current happenings in the world of commerce. Students will explore current product/service innovations and marketing trends, the factors that drive business decision-making, and how to identify market gaps and opportunities. The course also covers the fundamentals of the stock market and the forces that influence it, along with real-world case studies and global events that shape inflation and other macroeconomic conditions affecting businesses today.

A local lens is built into the course as well: students will investigate significant businesses in Sparta, Kent County, and across the State of Michigan, connecting classroom concepts to the local economy. Relevant business vocabulary is integrated throughout to support and reinforce these applied concepts. A 60% or better must be earned to receive credit. Prerequisite: 3.0 GPA for grade 10 and/or instructor's approval.Grades: 10–12

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION
In this yearlong college-level course, students will learn to harness the power of rhetoric (study and use language effectively, including but not limited to syntax, imitation, diction and tone), as they approach **non-fiction** texts from a wide range of time periods, styles, authors and subjects. It emphasizes the development of close reading strategies and teaches students effective writing and speaking skills. The framework builds from three essential types of writing, based on teacher-chosen memoirs and passages, as well as from student-chosen nonfiction texts. American non-fiction texts are used as the foundational pieces and are supplemented with world texts and visual texts. Students should anticipate a rigorous pace. They should possess the abilities to read accurately from a range of genres, discuss intelligently and listen carefully, write with clarity and have the willingness to write through multiple drafts, have a sense of responsibility regarding reading and writing assignments, and the maturity to accept and offer criticism constructively. It prepares students for the AP exam in May and for further study in English, writing, communication, creative writing, journalism, literature and composition. A 60% or better must be earned to receive credit. Prerequisite: Earned a B+ or better in the previous MMC required English course, teacher approval and attendance are all considered. Grades 11-12

AP ENGLISH LITERATURE AND COMPOSITION (video)
In this yearlong, college-level course, students learn to analyze and interpret literary texts through annotation of text details and inference, as well as analysis through the lenses of history, genre, theme, and literary criticism. Students read works of high literary merit from diverse periods, including novels, plays and poetry. Students participate in in-depth discussions and write copiously in a variety of ways. Students improve their writing through revision and their research and presentation skills through a final presentation. The course is designed to prepare students to take the College Board's AP exam for college credit and to succeed in future college courses. A 60% or better must be earned to receive credit. AP Literature can be taken as a required English class or as an elective. Prerequisite: Earned a B+ or better in the previous MMC required English course, teacher approval and attendance are all considered. Grades 11-12

CREATIVE WRITING AND READING

This semester-long course is designed to develop the student's writing technique, while planning original projects, from development through completion. The student learns to form and evaluate his/her own style of writing. The student will read and write short stories, poetry, creative nonfiction, and essays. The final product is a personal portfolio. Reading is emphasized as a major factor in writing. A 60% or better must be earned to receive credit. This course also satisfies a .5 credit of the Visual, Performing and Applied Arts/Fine Arts (VPAA) credit requirement of the Michigan Merit Curriculum for graduation. Grades 10-12

ENGLISH 9

This yearlong course fulfills the Michigan Merit Curriculum graduation requirement for ninth (9^{th}) grade as outlined in the Common Core State Standards. Students read a variety of genres, including short stories, a novel, and nonfiction. Students learn to apply literary terminology and write literary analyses. In addition, students learn grammar necessary for writing and editing, acquire college-ready vocabulary, and extend their speaking and listening skills. Students learn and apply research skills and become proficient at using MLA format and parenthetical notation. Students must earn a 60% or better to receive credit. Grade 9

ENGLISH 10

This yearlong course fulfills the Michigan Merit Curriculum graduation requirement for tenth (10th) grade as outlined in the Common Core State Standards. Students read selections from a variety of genres, including short story, novel, graphic novel and drama. Students learn to write well-organized literary analyses and to extend their in-depth analysis and discussion skills. Students learn and apply literary terminology and learn to plan effective presentations. In addition, students learn grammar necessary for writing and editing, acquire college-ready vocabulary, and analyze and write nonfiction. Students learn and apply research skills and become proficient at using MLA format and parenthetical notation. This is a required course that a student must earn a 60% or better to receive credit. Prerequisite: English 9 or Honors English 9.

ENGLISH 11

This yearlong course fulfills the Michigan Merit Curriculum graduation requirement for eleventh (11th) grade as outlined in the Common Core State Standards. Students read selections from a variety of genres, including novels and nonfiction. Students learn to write well-organized literary and rhetorical analyses and to extend their in-depth analysis and discussion skills. Students learn and apply literary terminology and learn to plan effective presentations. In addition, students learn grammar necessary for writing and editing, acquire college-ready vocabulary, and analyze and write nonfiction. Students learn and apply research skills and become proficient at using MLA format and parenthetical notation. This is a required course that a student must earn a 60% or better to receive credit. Prerequisite: English 10 or Honors English 10.

ENGLISH 12

This yearlong course fulfills the graduation requirement for twelfth (12th) grade as outlined in the Michigan Merit Curriculum and Common Core State Standards. College Prep English explores modern novels, essays, non-fiction, influential poetry, and focuses on reading improvement. This course also includes the senior capstone project, which involves an annotated bibliography, a research paper and a formal speech. Capstone is a major part of the student's senior English grade. Capstone topic choices are based on the student's anticipated future career or a social issue. English 12 also focuses on grammar and vocabulary development. This is a required course. Students must earn a 60% or better to receive credit. Prerequisite: English 11, AP Language and Composition or AP Literature and Composition. Grade 12.

ENGLISH LANGUAGE DEVELOPMENT 1

This course is designed for English language learning (ELL) students who are acquiring grade-level language and literacy skills. It mirrors the high school English 9 curriculum and includes a sheltered instruction delivery. The course focuses on reading, writing, vocabulary and grammar within the context of State curriculum and performance standards. It provides accommodations and modifications to grade-level curriculum, and utilizes strategies that benefit ELL students striving to gain the English language and literacy skills needed to be successful. A 60% or better must be earned to receive credit. Grade 9-12

ENGLISH LANGUAGE DEVELOPMENT 2

This course is designed for English language learning (ELL) students who are acquiring grade-level language and literacy skills. It mirrors the high school English 10 curriculum and includes a sheltered instruction delivery. The course focuses on reading, writing, vocabulary and grammar within the context of State curriculum and performance standards. It provides accommodations and modifications to grade-level curriculum, and utilizes strategies shown to benefit ELL students striving to gain English language and literacy skills needed to be successful. A 60% or better must be earned to receive credit. Grades 10

ENGLISH LANGUAGE DEVELOPMENT 3

This is a course designed for English language learning (ELL) students who are continuing to acquire grade-level language and literacy skills, and provides accommodations and modifications to the high school English 11 or 12 curriculum. It focuses on reading, writing, vocabulary and grammar within the context of State curriculum and performance standards. The course utilizes strategies shown to benefit ELL students striving to gain language and literacy skills needed to be successful in the English language. A 60% or better must be earned to receive credit. Grades 11-12

GRAND RAPIDS COMMUNITY COLLEGE (GRCC ENGLISH) EN 101 -

This semester-long GRCC English course fulfills the first half of the Michigan Merit Curriculum graduation requirement for 12th grade English. English 101 emphasizes critical thinking and writing, research skills and processes designed to acquaint students with writing across contexts. To understand the ways audience and purpose shape their texts, students practice writing for various rhetorical situations. Coursework includes a combination of academic essays and alternative texts intended to give students practice developing their identities as writers, conducting research and thinking about writing. The course ties together reading, writing, idea development and critical thinking, equipping students to navigate the complex web of voices competing for attention in the twenty-first century. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution and to take English 102. A 60% or better must be earned to receive high school credit. Prerequisite: 450 or higher on the SAT Evidence-Based Reading/Writing and school counselor approval (GRCC dual enrollment application process). Grade 12

GRAND RAPIDS COMMUNITY COLLEGE (GRCC ENGLISH) EN 102 -

This semester-long GRCC English course fulfills the second half of the Michigan Merit Curriculum graduation requirement for 12th grade English. English 102 emphasizes critical reading and analysis to hone the writing and thinking skills begun in English 101. Students engage with the ideas of others, using research as a process of discovery to deepen and refine their own thinking. Producing a variety of texts, students learn to communicate with precise and intentional language. Coursework includes writing-based projects that incorporate rhetorical analysis, information literacy, ambitious research and metacognition. The course empowers students to enter existing conversations in ways that are meaningful, ethical and informed. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisite: English 101 and school counselor approval (GRCC dual enrollment application process). Grade 12

GRAND RAPIDS COMMUNITY COLLEGE (GRCC) EN 118 - INTRODUCTION TO LITERATURE

This semester-long GRCC English course fulfills the second half of the Michigan Merit Curriculum graduation requirement for 12th grade English. It explores the style, elements, forms and themes contained in fiction, poetry, and drama. Students will learn approaches to critically discuss and analyze texts through a study of the three main literary genres written by a variety of authors, styles and time periods. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisite: 450 or higher on the SAT Evidence-Based Reading/Writing and school counselor approval (GRCC dual enrollment application process). Grade 12

GRAND RAPIDS COMMUNITY COLLEGE (GRCC) COM 131 - FUNDAMENTALS OF PUBLIC SPEAKING

In this semester-long GRCC communications elective course students research, develop, organize, and deliver informative, persuasive, and special occasion presentations. Students create and use key-word outlines to present speeches using an extemporaneous style delivery. To enhance speeches, students prepare and use a variety of presentational aids. Students listen to and evaluate their own and peers' speeches. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisite: Grade 11 or 12 school counselor approval (GRCC dual enrollment application process). Grade 12

GRAND RAPIDS COMMUNITY COLLEGE (GRCC) COM 135 - INTERPERSONAL COMMUNICATION

In this semester-long GRCC communications elective course students focus on the study and application of interpersonal communication concepts and techniques in all types of interpersonal relationships (family, friends, and workplace). Students learn and practice skills to improve their self-concept, self-disclosure, perception, verbal and non-verbal communication, listening, empathy, conflict management, and understanding of diverse perspectives. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisite: Grade 11 or 12 and school counselor approval (GRCC dual enrollment application process). Grade 12

GREEK MYTHOLOGY / CLASSICAL LITERATURE

In this semester-long elective course, students study the mythology and literature of the Ancient Greeks and their legacy in modern literature and culture. Students enhance their reading, research, writing, and discussion skills through projects on myths and classical writers, selections from works such as the *Iliad* and *Oedipus Rex*, comparisons to allusions in modern culture, and film analysis. Throughout the course students will create a website to share their learning. A 60% or better must be earned to receive credit. Grades 9-12

HONORS ENGLISH 9

This yearlong course fulfills the Michigan Merit Curriculum graduation requirement for ninth grade as outlined in the Common Core State Standards with an emphasis on preparing students for future high-level courses such as Advanced Placement courses. The course is tailored for accelerated readers and students able to commit time to additional reading and practicing in-depth close reading and analysis. Reading assignments consist of novels, short stories, poetry, non-fiction articles, and drama. Students learn grammar necessary for writing and editing, acquire college-ready vocabulary, and apply literary terminology. Students write literary analyses, a narrative, and a persuasive research paper that correctly utilizes MLA format and parenthetical notation. Students learn to plan effective presentations and participate in class discussions. This course is taken in place of English 9. This is a required course in which a student must earn 60% or better to receive credit. Prerequisite: Earned an A- or better in 8th grade English, teacher recommendation and attendance are all considered. Grade 9

HONORS ENGLISH 10

This yearlong course fulfills the graduation requirement for tenth grade as outlined in the Michigan Merit Curriculum. The course focuses on the areas of reading, writing, vocabulary, speaking, listening and research. It is designed for students who want to challenge themselves with a higher level of rigor in reading and writing. Readings are comprised of American novels, short stories, and poetry. Writing assignments include, but are not limited to, literary analyses, a research paper and timed writings. Students will be tested on all the English concepts applicable to the SAT State assessments and will also be expected to write using the SAT-like rubric. The intent of the course is to prepare students for AP Language and Composition. This is a required course that a student must earn a 60% or better to receive credit. Prerequisite: Prerequisite: Earned a B+ or better in the previous MMC required English course, specified PSAT scores, teacher approval and attendance are all considered. Grade 10

JOURNALISM (video)

This semester-long English elective is designed to foster growth in the areas of fundamental technical writing, with a focus on writing for publication in promotional material, brochures, newspapers, newsletters, press releases, websites and other periodicals. Students learn about research, writing to meet requirements, writing for publication, reporting, feature writing, copyediting, layout, design, production and distribution. Students will be writing in a technical style for news, feature editorials, sports, and arts and entertainment. They may serve on the staff (writer, photographer, editor) of the following publications: *The Lowdown*, *The Yost* (SHS Sports Newsletter) and *The Bell Ringer*. A 60% or better must be earned to receive credit. Prerequisite: English 9 and strong writing skills. This course also satisfies a .5 credit of the Visual, Performing and Applied Arts (VPAA) credit requirement of the Michigan Merit Curriculum for graduation. Grades 10-12

SPEECH AND COMMUNICATION (NOT OFFERED 2026-2027)

This semester-long course is offered to improve students' public speaking skills, communication skills and media literacy. Special emphasis will be directed toward public speaking, group discussion research and interpersonal communication. The course has been modeled around typical Communication 100 level courses at colleges. At least 4 formal speeches and several impromptu speeches are expected. A 60% or better must be earned to receive credit. Grades 10-12

NEWCOMER – ENGLISH LANGUAGE DEVELOPMENT

This is a course designed for English language learning (ELL) students who are new to the United States and/or who score "entering or beginning" on the WIDA language proficiency assessment. The course assists students in gaining proficiency in social, academic and the English language. Instruction will focus on reading, writing, speaking, listening and spelling, as well as creating cultural awareness to help students integrate into school and society. A 60% or better must be earned to receive credit. Grades 9-12

SPORTS IN LITERATURE (video)

In this semester-long English elective, the content of sports-related media will be utilized to understand cultural and historical implications. The course will include the study and application of various methods of literary interpretation and evaluation, to develop critical and analytical skills in the various genres of imaginative literature and media. A 60% or better must be earned to receive credit. Grades 10-12

HEALTH AND PHYSICAL EDUCATION

FITNESS

This semester-long course focuses on physical activities that carry over into adult life. The emphasis of this class will be achieving a goal-level of physical fitness. Students will design a comprehensive individual fitness program to be implemented in class. This routine will develop an understanding of the importance of fitness as a part of daily life. The program will be centered on flexibility, muscular strength and endurance, cardiovascular endurance and body composition. There is also an emphasis on the participation of lifetime activities which include but are not limited to golf, softball, basketball, volleyball, floor hockey, jogging, badminton, weight training, and aerobics. This course meets the Physical Education requirement for graduation. A 60% or better must be earned to receive credit. Grades 9-12

HEALTH

This semester-long course increases student knowledge about health-related issues. The course covers basic health, nutrition, fitness, sexuality, smoking, alcohol, drugs, CPR, stress management and long-term health planning. Each unit incorporates cognitive, affective and skill objectives into an activity-centered program. Students are involved in group discussions, lectures, guest speakers and videos, in order to learn to become informed health decision-makers. This course meets the Health Education requirement for graduation. A 60% or better must be earned to receive credit. Grades 9-12

WEIGHT TRAINING

This semester-long course provides students with the opportunity to develop a plan to help train for a particular sport using the weight room and other athletic facilities. It is designed to teach students about weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities, as they learn the basic fundamentals of weight, strength, aerobic and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students may take this class in the fall or spring. A 60% or better must be earned to receive credit. This course meets the Physical Education requirement for graduation. Grades 9-12

GRAND RAPID COMMUNITY COLLEGE (GRCC) EXS 184 - INTRODUCTION TO EXERCISE SCIENCE

This semester-long elective course is an introductory course for students considering or majoring in Exercise Science. Its purpose is to provide students with the foundational understanding and basic knowledge and skills required for an exercise specialist professional. This includes information about: Exercise Science as a field of study; sub-disciplines in Exercise Science; professional organizations and certifications; pre-exercise screening; wellness and health related fitness study and assessments; skill related fitness study and assessments; historical, sociological, and philosophical perspectives related to physical activity, fitness, exercise, and performance; career options in Exercise Science; and a review of the basic knowledge, skills, physical and foundational assessments, application, legal aspects, program building, critical thinking and abilities as they apply to exercise science disciplines. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisite: School counselor approval (GRCC dual enrollment application process). Grades 11-12.

MATHEMATICS

ACCOUNTING I (video)

This yearlong course covers the procedures needed to open a set of accounting books for a small business. Students will learn basic accounting principles and concepts to plan and maintain personal budgets and business records. It involves recording, analyzing and interpreting financial information. It will help students decide if they are interested in pursuing further training in the accounting field. This course may satisfy a fourth math credit, when taken during a student's senior year. A 60% or better must be earned to receive credit. Grades 10-12

ACCOUNTING II (video) (NOT OFFERED 2026-2027)

This yearlong course is a continuation of Accounting I. The emphasis continues to be in financial accounting for the small business and personal accounting. It involves more in depth recording, analyzing and interpreting of financial information. Students will also create an integrated accounting model. This course may satisfy a fourth math credit, when taken during a student's senior year. A 60% or better must be earned to receive credit. Prerequisite: Earned a B+ or better in Accounting I or permission from the instructor. Grades 11-12

ALGEBRA I

This yearlong course fulfills the graduation requirement for the first year of high school credit in mathematics as outlined in the Michigan Merit Curriculum. It is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills. Topics include families of functions; equations, inequalities, and word problems in one and two variables; graphs of functions; exponents and exponential functions; systems of equations and inequalities; quadratic models; and data exploration and problem solving. TI-83/84+ graphing calculators are used as a tool to assist in problem solving and to enhance the understanding of functions, graphs, equations, and inequalities. The goals of Algebra I are to develop the student's skills to prepare them to perform basic algebraic operations, solving linear equations, and applying algebraic concepts to problem solving. This is a required course that a student must earn a 60% or better to receive credit. Grade 9

ALGEBRA II

This yearlong course fulfills the graduation requirement for the third year of high school credit in mathematics as outlined in the Michigan Merit Curriculum. Students are allowed to investigate algebraic concepts and processes before being introduced to the formulas and symbolic representations. Topics for exploration will include linear, quadratic, exponential, logarithmic, rational and irrational functions. The student will expand their understanding of the number system to include complex numbers, and will also develop an understanding of the concepts of elementary trigonometry, elementary probability, and sequences and series. TI-83/84+ graphing calculators are used to assist in problem solving and to enhance the understanding of functions, graphs, equations and inequalities. This is a required course that a student must earn a 60% or better to receive credit. Prerequisite: Algebra 1 and Geometry. Grades 10-12

AP CALCULUS (AB) (video)

This is a yearlong, college-level course that includes the topics and applications of calculus traditionally taught in one semester of college calculus. This course explores the key concepts, methods and applications of single-variable calculus, functions, graphs, limits, derivatives, integrals and the Fundamental Theorem of Calculus. It is recommended for those students who have a definite interest in mathematics and/or their chosen career requires it. A 60% or better must be earned to receive credit. Prerequisite: Earned a B or better in the previous MMC required math course (Honors Algebra II or Pre-calculus) and teacher approval are required. Grades 10-12

AP CALCULUS (BC) ONLINE

This yearlong college-level course includes topics and applications of calculus traditionally taught in a second semester of college calculus. It is a continuation of AP Calculus (AB). Topics covered in depth include functions, graphs, limits, derivatives, integrals, the Fundamental Theorem of Calculus, polynomial approximations and series. Recommended for students who have a definite interest in mathematics and/or their chosen career require it. A 60% or better must be earned to receive credit. Prerequisite: Earned a B or better in AP Calculus (AB) and teacher approval are required. Grades 11-12

AP PRECALCULUS (video)

This is a yearlong college-level and preparatory course for AP Calculus. The course deepens students' understanding of algebra and extends their ability to apply algebra concepts at higher conceptual levels. Topics include functions, exponential and logarithmic functions, quadratic functions, polynomial functions, rational functions, difference quotients, trigonometric functions, vectors, matrices, systems of equations, sequences, series,

mathematical induction, polar coordinates, parameterizations and conic sections. TI-83/84+ graphing calculators are used as a tool to assist in problem solving and to enhance the understanding of functions, graphs, equations and inequalities. A 60% or better must be earned to receive credit. Prerequisite: Algebra II or Honors Algebra II. Grades 10-12

AP STATISTICS (video)

This is a yearlong college-level course that introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will explore data by describing patterns and departures from patterns, learn about sampling and experimentation, as they are conducted in studies, anticipate patterns (exploring random phenomena using probability and simulation) and learn about statistical inferences. Placement is recommended for college-bound students especially those going into the field of mathematics, physics, medicine, engineering, social science, business, computer science, education, psychology or any career requiring data analysis. A 60% or better must be earned to receive credit. Prerequisite: Earned a B or better in Algebra II or Honors Algebra II and teacher approval are required. Grades 11-12

FERRIS STATE UNIVERSITY: CONCURRENT ENROLLMENT REQUIREMENTS (NOT OFFERED 2024-2027)

- GPA: 2.5 or higher
- SAT Cut scores (English / Math): See below
- Other prerequisites: See below
- Note: Various colleges/universities may require a B+ or better in dual enrollment courses to be transferable. It is the student's responsibility to verify with the college/university in advance. At Ferris, students must earn a C or better to earn college credit at this post-secondary institution.

FERRIS ACCOUNTING - 200 PRINCIPLES OF ACCOUNTING (NOT OFFERED 2024-2027)

This semester-long course covers the principles of financial and managerial accounting for non-business students, including the framework that underlies financial and managerial accounting and how accounting information should be used by external as well as internal parties of an organization. Students are taught how to prepare, read, and analyze corporate financial statements. Additionally, students are taught the tools and techniques necessary for managerial planning, control, and decision making. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At Ferris specifically, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher. Ferris Math 114 or Math 115 or Math 117 and ISYS 104 or ISYS 105 or equivalent. Grade 12

FERRIS MATH 110 - FUNDAMENTALS OF ALGEBRA (NOT OFFERED 2024-2027 / SEE GRCC MATH 110)

A semester-long introductory course in algebra. Topics include solving linear equations and inequalities in one variable, graphing and writing linear equations in two variables, evaluating functions, the rules of integer exponents, simplifying and factoring polynomials, solving polynomial equations with factoring, simplifying rational expressions, and solving equations that contain rational expressions. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At Ferris specifically, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher, high school Algebra 1, Geometry and Algebra 2 with C average or better. Ferris Math 010 with grade of C- or better or 400 post 2016 SAT. Grades 11-12

FERRIS MATH 115 - INTERMEDIATE ALGEBRA (NOT OFFERED 2024-2027)

A semester-long study of complex fractions, first and second degree equations, inequalities, exponents and radicals. Introducing complex numbers, logarithms and systems of equations. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At Ferris specifically, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher, high school Algebra 1, Geometry and Algebra 2 with a B average or better. Ferris Math 109 with a grade of C- or better, or Math 110 with a grade of C or better, or 500 post 2016 SAT. Attendance and teacher input is considered. Grades 11-12

FERRIS MATH 120 - TRIGONOMETRY (NOT OFFERED 2024-2027)

This is a semester-long introductory course in plane trigonometry. Includes the trigonometric functions, their properties, solution of right and oblique triangles, radian measure, graphs, identities, trigonometry equations,

vectors, and applications. Related topics in Geometry included. Calculators with trigonometric functions required. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At Ferris specifically, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher, high school Algebra 1, Geometry and Algebra 2 with a C average or better. Ferris Math 114 with a grade of C or better, or Ferris Math 115 with a grade of C or better, or 580 post 2016 SAT. Grades 11-12

FERRIS MATH 125 - COLLEGE ALGEBRA (NOT OFFERED 2024-2027)

A semester-long college-level course continues the study of algebra from the material learned in Elementary and Intermediate Algebra. Topics include a more extensive look at solving linear and nonlinear equations and inequalities in one variable, graphs of circles, symmetry, functions (linear, polynomial, rational, exponential, and logarithmic), graphs of functions and their transformations, inverse functions, operations with functions, solving linear and nonlinear systems of equations and inequalities in two variables, sequences and summation notation. Applications will include the use of technology to determine regression models from bivariate data. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At Ferris specifically, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher, high school Algebra 1, Geometry and Algebra 2 with a B average or better. A C or better in Ferris Math 114, Math 115, or Math 116 or 580+ on the SAT - Math. Grades 11-12

FERRIS MATH 130 - ADV. ALGEBRA-ANALYTICAL TRIGONOMETRY (NOT OFFERED 2024-2027)

A semester-long course that includes quadratic equations, inequalities, straight lines, graphing equations, functions and inverse functions, exponential and logarithmic functions, trigonometry from an analytical point of view, sequences, mathematical induction, and the binomial theorem. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the transferable college credit. It is the student's responsibility to verify in advance. At Ferris, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher, high school Algebra 1, Geometry and Algebra 2 with a B average or better. Ferris Math 120 with a grade of C or better, or 580 post 2016 SAT. Attendance and teacher input is considered. Grades 12

FERRIS PERSONAL FINANCE - FINC 201 (NOT OFFERED 2024-2027)

A semester-long course introducing the knowledge and techniques associated with major financial planning problems encountered by individuals and families such as savings and investments, insurance, taxes, budgeting and major purchases, retirement and estate planning. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At Ferris, students must earn a C or better in this course to earn college credit at this post-secondary institution. Prerequisites: 2.5 GPA or higher, earned high school credit in Algebra 2. Attendance and teacher input is considered. Grades 12

GEOMETRY

This yearlong course fulfills the graduation requirement for the second year of mathematics as outlined in the Michigan Merit Curriculum. Students develop a logical system of thought, examine properties of geometric shapes and make conclusions about them using their logical system. It covers Euclidean geometry and some modern geometry using traditional tools (compass and straightedge). Analytic geometry is included to reinforce previously learned algebra skills. The early part of the course has students investigating geometric phenomena and making conjectures about what they see. Students will also prove the conjectures they have observed. Topics may include: similar and congruent figures, angles, geometric proofs, conjectures, counter examples, if-then statements, inductive and deductive reasoning, valid and invalid reasoning, postulates and proof, coordinate geometry, transformational geometry and special right triangles. This is a required course. A 60% or better must be earned to receive credit. Prerequisite: Algebra I. Grades 9-10

GRAND RAPIDS COMMUNITY COLLEGE (GRCC) (FORMERLY MATH 110) MTH 122 - COLLEGE ALGEBRA

This semester-long introductory college algebra course is designed for students whose major and career interests do not require any mathematics above the level of College Algebra. Topics include graphing data, solving equations and inequalities, functions, combinations of functions, polynomial, rational, power, exponential and logarithmic functions, systems of equations, matrices, sequences and series. Use of current

technology is incorporated. Various colleges may require students to earn a B+ or better to receive the potential transferable college credit. It is the student's responsibility to verify in advance. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisites: Algebra 1, Geometry and Algebra 2 with a C or better and ALEKS Math Placement Test score of a 46 or better. School counselor approval (GRCC dual enrollment application process). Grades 11-12

GRAND RAPID COMMUNITY COLLEGE (GRCC) (FORMERLY MATH 215) MTH 215 - STATISTICS

This semester-long college statistics course is designed for students needing an introductory (not calculus-based) statistics course. Topics include descriptive statistics, probability distributions, estimation, sampling distributions, hypothesis testing, regression and correlation, chi-square tests and analysis of variance. In addition, students will solve applied problems by completing required computer assignments using statistical computing software and graphing calculators. Applications apply to all fields including education, social sciences, business, engineering, medicine and the sciences. At GRCC specifically, students must earn a C or higher in this course to earn college credit at this post-secondary institution. A 60% or better must be earned to receive high school credit. Prerequisites: Algebra 1, Geometry and Algebra 2 with a C or better, ALEKS Math Placement Test score of a 46 or better and a C or better in MATH 110. School counselor approval (GRCC dual enrollment application process). Grades 11-12

HONORS ALGEBRA I (NOT OFFERED 2024-2027)

This yearlong course is for highly motivated students who have previous exposure to algebra. It is designed to provide students with an in-depth level of instruction, an accelerated pace and a cooperative learning environment. The course prepares students for more advanced courses while they develop algebraic fluency, learn skills needed to solve equations and perform manipulations with numbers, variables, equations and inequalities. They also learn concepts central to the abstraction and generalization that is required in algebra and other mathematics courses. It guides students in the development of critical thinking skills and algebraic problem-solving skills, providing the foundation for real world problem-solving. Modeling and problem solving are at the heart of the curriculum. Students must earn a 60% or better to receive credit. Prerequisite: Earned a B or better in 8th grade math, specified PSAT test scores, teacher recommendation and attendance are all considered. Grade 9

HONORS ALGEBRA II

This yearlong course is designed to advance your skills in Algebra and equip you to utilize these skills in solving real-world problems. The pace of this course will be much faster than the traditional Algebra II course. This will allow us to expand upon the topics including but not limited to linear, quadratic, exponential, logarithmic, rational, irrational functions, the number system involving complex numbers, along with trigonometry, probability, and sequences and series. In addition, there will be a few topics included from pre-calculus so students have the option to proceed directly to AP Calculus. This is a required course that a student must earn a 60% or better to receive credit. Prerequisite: Earned a B or better in Geometry or Honors Geometry, specified PSAT test scores, teacher recommendation and attendance are all considered. Grades 10-12

HONORS GEOMETRY

This yearlong course will begin to use more precise definitions and develop careful proofs. The activities used in the classroom address a variety of learning styles and encourage students to make connections between geometry and the real world. The problem solving and geometry reasoning skills gained in this course will be needed in other required mathematics and science courses and in future career opportunities. This is a required course that a student must earn a 60% or better to receive credit. Prerequisite: Earned a B or better in Algebra I or Honors Algebra I, specified PSAT test scores, teacher recommendation and attendance are all considered. Grades 9-10

INTERMEDIATE ALGEBRA (video)

This is a yearlong course that is designed to reinforce and increase student's understanding of Algebra. This course is not recommended for traditional college-bound students who will major or minor in a subject requiring a strong background in mathematics. This course is credit equivalent to Algebra II. Topics for exploration will include families of functions, matrices and their applications, study of statistics, linear algebra and basic trigonometry. A variety of teaching methods will be used including constructivist principles, group work, projects and presentations. TI-83/84+ graphing calculators are used to assist in problem solving and to enhance the understanding of mathematics. Students must earn a 60% or better to receive the corresponding credit. Prerequisite Geometry and math instructor approval. Grades 11-12

PERSONAL FINANCE AND STATISTICS (video)
This yearlong course teaches students about financial responsibility and decision making, in regards to the following: income, careers, planning and money management, credit versus debt, taxes, risk management, insurance, banking, saving and investments. Everyday statistics will include topics such as finding measures of center and variation, data collection and analysis, and making and interpreting graphs. A 60% or better must be earned to receive credit. Grade 12

MUSIC/PERFORMING ARTS

Each of the following semester-long music courses satisfy .5 credit of the Visual, Performing and Applied Arts/Fine Arts (VPAA) credit requirement of the Michigan Merit Curriculum and for graduation. Note: Students who successfully complete 2 semesters of **FALL BAND** will successfully complete their .5 credit of Physical Education requirement toward graduation.

ADVANCED THEATER
This semester-long elective course will build upon the skills learned in Theater. Students will participate in an in-depth exploration of theater. Acting methods and theories will be explored, as well as directing techniques and script writing. Activities such as scene work, one acts, original works and contemporary theater will be the focus of the class. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. A 60% or better must be earned to receive credit. Prerequisite: Earned credit in Theater and teacher recommendation. Grades 9-12

CHOIR
In this semester-long course, members will learn the fundamentals of vocal technique, music literacy, sight singing and ensemble musicianship through a variety of musical styles. Students will be prepared for concerts and will be guided by the Sparta Area Schools Music Curriculum, as well as National Standards for Music Education to instill a sound musical education. Requirements include concerts and singing for sporting events. The final grade for this course will be determined by concert performance, daily participation, and theory worksheets. A 60% or better must be earned to receive the corresponding credit. Grades 9-12

FALL (MARCHING) BAND (1ST SEMESTER ONLY)
This semester-long course includes participating in our MCBA Competitive Marching Band from June through early November, and our winter Symphonic Band for mid-November and December. Fall Band is a prerequisite for Symphonic Band, which meets during 2nd Semester. The Marching Band portion of this class begins in April with Drumline, Front Ensemble and Color Guard workshops/auditions. It continues in June with once per week evening rehearsals for all instruments through the summer, including a required Band Camp during late July/early August.

During the daily class period, band members will rehearse both indoors and outdoors from August through early November. During the school year, additional Monday evening rehearsals for all instruments take place from 6pm-9pm at the HS stadium, with percussion and color guard also rehearsing on Tuesday evenings from 6pm-9pm. The Marching Band performs at all home football games, the Homecoming Parade, and at 5-6 Scholastic and MCBA Marching Band Competitions throughout the fall season. In mid-November, the class shifts to Symphonic Band to prepare for our winter holiday concert. Students will continue to build upon the musical skills learned in marching band through the performance of holiday music. A 60% or better must be earned to receive credit. Prerequisites: Turning in a signed Marching Band Contract, 8th grade band experience, successful audition, or approval by the instructor. Grades 9-12

JAZZ BAND (offered as a FOCUS class)
In this 9-week course, students will explore concepts in jazz literature including, but not limited to, jazz theory, improvisation, jazz history, and jazz listening. Prior music experience is required and the course will be open to any typical concert instrument as well as guitar, bass guitar, and piano. Grades 9-12. *This class is 9 weeks long and **does not** satisfy the VPAA credit requirement toward graduation.*

SYMPHONIC BAND (2ND SEMESTER ONLY)
Symphonic Band is an ensemble for intermediate and advanced wind and percussion musicians. The course focuses on developing musical excellence through the performance of a diverse repertoire, including classical, contemporary, and popular music. Students will refine their technical skills, independent musicianship, and ensemble skills while working collaboratively to create effective musical performances. A 60% or better must be earned to receive the corresponding credit. Grades 9-12

THEATER
This semester-long elective course provides an introduction to acting and theater. The main emphasis is on production and presentation of plays. Students will study acting and the history of theater through the use of improvisation, monologue and scene work, as well as participate in activities to enhance their daily participation skills and self-confidence. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. A 60% or better must be earned to receive credit. Grades 9-12

WIND ENSEMBLE (2ND SEMESTER ONLY - NOT OFFERED AFTER 2024)
Wind Ensemble is one of two high school band classes offered during 2nd semester. It is a select band of our top musicians in the Sparta band program, generally performing music with only 1-2 students per part. Auditions are available for any current band students, and are generally held in the spring of the previous year. Additionally, the band director may place students in Wind Ensemble without an audition to achieve the desired instrumentation. In this semester-long course, band members will learn and perform a variety of different styles of music, building upon the skills learned in Concert Band and Fall Band. Students will participate in daily rehearsals and perform at several concerts during 2nd semester, including MSBOA Band and Orchestra Festival, Solo and Ensemble Festival, honors bands, and our Spring Concert in May. Wind Ensemble is recommended for freshmen who believe that 8th Grade Band was not sufficiently challenging, 10th-12th graders who are ready for music that is more challenging than that typically performed by Concert Band, or students who performed in Wind Ensemble the previous year. Students will be regularly assessed during class on their mastery of our concert music. A 60% or better must be earned to receive the corresponding credit. Prerequisite: Audition or Teacher approval. Grades 9-12

SCIENCE

AGRISCIENCE
In every agriscience course, each student will continue their training in record keeping, through the development of a Supervised Agricultural Experience Program or SAE and be provided an opportunity to participate in leadership and skill contests. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. Students will be encouraged to participate in the Sparta FFA Chapter of the National FFA Organization. The FFA is an organization developed solely for students of Agricultural Education classes. Sparta FFA pays all dues for every student in the class and the details of FFA will be discussed further in class. All students must first complete both plant and animal science before moving on to other agriscience courses, due to State funding restrictions. Passing Animal Science and Plant Science with a C or above makes a student a “completer” in career and technical education (CTE). Being a completer potentially allows a student to earn 6 FREE college credits at Michigan State University (MSU), if he/she goes on to earn the MSU AgiScience Degree.

- **ANIMAL SCIENCE A & B (ZOOLOGY)**
  In this year long course, the major focus of Animal Science is to expose students to experiences in various animal science concepts with exciting “hands on” activities, projects, and problems. The student will develop a basic understanding of the role of livestock in agriculture (U.S. and global). The course will introduce basic concepts and principles of animal nutrition, growth, health, behavior, reproduction, and genetics, as well as practical commercial applications; such as ration formulation, disease prevention, artificial insemination, genetic selection, and crossbreeding systems. Labs will provide opportunities to gain practical knowledge and to better understand the lecture material. Although 60% or better must be earned to receive the corresponding high school credit, passing Animal Science, as well as Plant Science with a C or above makes a student a “completer” in career and technical education (CTE). Being a completer allows a student to earn 6 FREE college credits at Michigan State University (MSU), if he/she goes on to earn the MSU AgiScience degree. Students will also learn about and participate in the FFA and FFA activities. Grades 9-12

- **PLANT SCIENCE A & B (BOTANY)**
  In this yearlong course, Plant Science provides students with a comprehensive foundation in plant science, focusing on key concepts that are essential for careers in agronomy, horticulture, and agriculture. Through hands-on activities, projects, and real-world problem-solving, students will explore plant science topics such as plant anatomy, physiology, classification, and the fundamentals of production and harvesting. Students will begin with a general discussion of plants and their relationship and importance to our environment. Students will discuss the use of pesticides and their importance in agriculture (handling, application, and State and federal regulations). Students will have the opportunity for field trips and experiences outside of the classroom. Students will discuss the horticulture industry and its importance to our economy as well as career opportunities available in these industries. Although 60% or better must be earned to receive the

corresponding high school credit, passing Plant Science, as well as AnimalScience with a C or above makes a student a "completer" in career and technical education (CTE). Being a completer allows a student to earn 6 FREE college credits at Michigan State University (MSU), if he/she goes on to earn the MSU AgriScience degree. Students will also learn about and participate in the FFA and FFA activities
Prerequisite: Biology. Grades 9 -12

- **FFA LEADERSHIP (FFA FOCUS)**
  This yearlong class will be required for FFA elected board members and FFA membership is required in this class. If you plan to participate in leadership and skill contests with FFA this class is required. The students will develop leadership, teamwork, communication and record keeping skills. The students will discover the value of the agricultural industry and its impact on the individual, the local, and the global economy. Lessons throughout the course will provide an overview of the field of written spoken and electronic communications with a foundation in agriculture. Communication and teamwork skills will be developed as students research and prepare for FFA leadership contests including Public Speaking, Demonstration, Parliamentary Procedure and Agricultural Issues. A 60% or better must be earned to receive high school credit.
  Prerequisite: FFA instructor's approval. Grades 9-12

ANATOMY & PHYSIOLOGY

This yearlong course is designed to provide students an in-depth instruction in the organization, structures, and functions of the human body. Students will learn the terminology, anatomy and physiology and pathology of each body system and how they interrelate to maintain homeostasis. Through the dissection of a cat and other vertebrate organs, students will learn the structure and function of the parts of the human body along with its systems. Students engage in investigations to understand and explain the behavior of the human body in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real world applications. A 60% or better must be earned to receive the corresponding credit. Prerequisite: Earned a B or better in Biology or Honors Biology and/or teacher's approval. Grades 10-12

AP BIOLOGY (video)

This yearlong, college-level course is designed to prepare students to take the AP exam in May. Topics include biochemistry, cell structure and function, cell energy, cellular reproduction and communication, heredity, molecular genetics, evolution, and ecology. A 60% or better must be earned to receive the corresponding credit. Prerequisite: Biology/Honors Biology or Chemistry/Honors Chemistry (can be concurrent). Grades 10-12

AP ENVIRONMENTAL SCIENCE

This yearlong, college-level course covers all of the material outlined by the College Board to prepare students to pass the AP exam. It is designed to acquaint students with the physical, ecological, social and political principles of environmental science. The scientific method is used to analyze and understand the inter-relationships between humans and the natural environment. It shows how ecological realities and the material desire of humans often clash, leading to environmental degradation and pollution. It covers the following topics: earth's systems, human population dynamics, natural resources, environmental quality, global changes, and environment and society. A 60% or better must be earned to receive the corresponding credit. Prerequisite: One year of high school lab science courses and Algebra I. Grades 10-12

BIOLOGY

In this yearlong course, students will demonstrate a thorough understanding of the essential and core content expectations of biology as defined by the State of Michigan. Biology is the study of living things: plants, animals and microorganisms. The focus of this course is to provide students with an understanding of how living things perform basic functions and to show the connection between biology and their lives. This is a required course that a student must earn a 60% or better to receive the corresponding credit. Grades 9-10

ENVIRONMENTAL SCIENCE

This yearlong course teaches students about the importance of ecosystems, biodiversity and natural resources. Factors that cause pollution, loss of biodiversity and resource depletion within ecosystems are also introduced. Students will learn how the land, forests, soil, water, energy and resources are impacted by societies and policies. A 60% or better must be earned to receive credit. Grades 11-12

FORENSIC SCIENCE A (video - same for A & B)

This is a semester-long course introducing students to the application of science to law. Students study crime scene investigation. Emphasis is on physical science applications, which include crime scene analysis (procedures and evidence collection) and reconstruction, glass, hair and fiber analysis, blood spatter, chromatography, handwriting, legal issues involved with evidence storage and collection, etc. In order to merge theory with practice, a hands-on

approach will be taken in presentation of all course materials. Students are expected to participate in all laboratories and attend classroom field trips. A 60% or better must be earned to receive credit. Prerequisite: Biology. Grades 10-12

FORENSIC SCIENCE B (video - same for A & B)

This is a semester-long course that will introduce students to the application of science to law. The primary focus of study is crime scene investigation. In this course, the instructor will emphasize biology-based applications, which include cause of death, including conducting an autopsy on a pig (not a dissection), fingerprints, serology (blood components, DNA evidence analysis, other body fluids), anthropology, entomology, etc. In order to merge theory with practice, a hands-on approach will be taken in presentation of all course materials. Students are expected to participate in all laboratories and attend classroom field trips. A 60% or better must be earned to receive credit. Prerequisite: Biology. Grades 10-12

HONORS CHEMISTRY

This a yearlong course focusing on the same topics as chemistry but goes into the subject matter in depth. Additional topics include an introduction to organic chemistry and polymers. This course is ideal for students planning to go into medicine, nursing, biology, chemistry or engineering. Mathematical applications will be required. A 60% or better must be earned to receive credit. Prerequisite: Biology and Geometry/Honors Geometry. Concurrent: Algebra 2/Honors Algebra 2. Grades 10-12

HONORS PHYSICS (video)

This yearlong science course is for students interested in pursuing a career in science, technology, engineering and/or math. It consists of two main concepts - mechanics (the study of motion) and energy (including waves and electricity). It focuses on the study of matter and energy and how they interrelate. The course includes many topics that are part of the basis physics course but goes further in depth into these topics. A 60% or better must be earned to receive credit. Prerequisite: Biology/Honors Biology and Geometry/Honors Geometry. Concurrent: Algebra 2/Honors Algebra 2. Grades 11-12

PHYSICAL SCIENCE

This NGSS aligned curriculum is designed to support high school physical science students in developing an understanding of the forces and energy involved in atomic and molecular interactions. The year-long Interactions curriculum develops and uses models at the atomic molecular scale and flow of energy and cycles of matter to explain observed phenomena.These goals support students in building a foundation that prepares them for explaining and making predictions about important phenomena in all science disciplines. The curriculum consists of four units that focus on answering a driving question designed to engage students in the learning goal and help them relate and build connections among ideas developed throughout the unit. Each unit is made up of a series of investigations, which in turn consists of several activities. A 60% or better must be earned to receive credit. Grades 9-10

SCIENCE OLYMPIAD A/B (video)

This elective course is an applied (hands-on) science and technology class that may be taken for one or two semesters. Topics include anatomy, astronomy, chemistry, genetics, mechanical engineering, physics and earth and physical sciences. During the second semester, it includes a nation-wide event that challenges students to compete in tests and projects about pre-specified science topics. Students are required to attend and compete in the Regional Michigan Science Olympiad tournament held at Grand Valley State University on a Saturday in March. Involvement in the events will necessitate presentations, cooperative and solo projects, problem solving and academic rigor. The second part of the class will focus on furthering education and study in the science and technology field. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. A 60% or better must be earned to receive credit. Grades 9-12

THE SCIENCE OF COOKING

In this semester-long elective science course, students will be introduced to different food preparation techniques from around the world and the science behind them (along with sampling our delicious creations!!!). Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Health and Biology, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers will be explored and food will be enjoyed. A 60% or better must be earned to receive credit. Grades 10-12

SOCIAL STUDIES

AP EUROPEAN HISTORY (video)

This is a yearlong, college-level elective course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The primary goal is to achieve success on the AP exam offered in May. The course is specifically designed to provide students with an in-depth study of European history from the 15th century through modern day. In addition to course content, this course emphasizes historical debate and will enhance analytical reading and essay-writing skills. A 60% or better must be earned to receive credit. Prerequisite: U.S. History or AP U.S. History. Grades 10-12

AP U.S. GOVERNMENT

This is a yearlong, college-level course designed for students to study the structure and operations of the U.S. government and the behavior of the electorate and politicians, and gain the analytic perspective necessary to critically evaluate political information, hypotheses, concepts, opinions, and processes. Along the way, students will develop the skills needed to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. This course prepares students for the AP exam and for further study in political science, law, education, business, and history. A 60% or better must be earned to receive credit. Prerequisite: U.S. History or AP U.S. History. Grades 11-12

AP MACROECONOMICS (ONLINE)

This is a semester-long college-level course through Michigan Virtual that teaches students how to identify trends in our economy and how to use those trends to develop performance measures and predictors of how our economy will grow or decline, examines how individuals, institutions and influences affect your own economic status, and how these factors can change your life through employment rates, inflation, government spending, taxes, and production. It prepares students for the AP exam and for further study in business, history and political science. A 60% or better must be earned to receive credit. Prerequisite: Algebra II and Economics. Grades 11-12

AP MICROECONOMICS (ONLINE)

This is a semester-long college-level course through Michigan Virtual, in which students learn how to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under different economic conditions. Students will study the economical way of thinking, understand the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions and the role of government in promoting a healthy economy. It also prepares students for the AP exam and for further study in business, history, and political science. A 60% or better must be earned to receive credit. Prerequisite: Algebra II and Economics. Grades 11-12

AP PSYCHOLOGY (NOT OFFERED 2026-2027)

This yearlong college-level course provides an overview of current psychological research methods and theories. Students study core psychological concepts, such as the brain and sense functions, learn to gauge human reactions, gather information and form meaningful syntheses. Students will also investigate relevant concepts like study skills and information retention. It prepares students for the AP exam and for further studies in psychology and life sciences. A 60% or better must be earned to receive credit. Prerequisite: Earned an A- or better in Behavioral Science and/or teacher approval. Grades 11-12

AP U.S. HISTORY

This is a yearlong college-level course designed for the self-motivated student. The scope of this course covers time periods between the Pre-Columbian societies through twentieth-century U.S. history. It is rigorous by nature with an emphasis on reading analysis and class discussion. Students learn to assess historical materials and their relevance to a given problem, along with their reliability and importance. They learn to weigh the evidence and interpretations presented in historical scholarship. The format of this course includes but is not limited to lecture, article and book critiques, class discussion, presentations and essay writing. Students learn to think as historians do, and the course will prepare them for the college academic experience. A 60% or better must be earned to receive credit. Prerequisite: Earned a B+ or better in World History, teacher recommendation and attendance are all considered. Grades 10-12

AP WORLD HISTORY

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides 6 themes that students explore throughout the course in order to make connections among historical developments in different times and places:

humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. A 60% or better must be earned to receive credit. Prerequisite: Earned an A- or better previous history course, teacher recommendation and attendance are all considered. Grades 9-12

BEHAVIORAL SCIENCE: AN INTRODUCTION TO PSYCHOLOGY

This semester-long course provides a broad overview of psychology. Beginning with a review of the primary psychological approaches, the course then focuses on the subjects of biopsychology, personality, clinical psychology and human development. Students learn to better understand themselves and others, as well as gain an understanding of the field of psychology. A 60% or better must be earned to receive credit. Prerequisite for 10th grade students: 3.5 GPA or higher. Grades 10-12

CIVICS / HONORS CIVICS

This is a semester-long course focusing on forms of government, origins of U.S. democracy, legislative, executive and judicial branches, limits of government power, U.S. foreign policy and citizenship. Students can elect to enroll in Honors Civics and earn a .5 weight to their grade. It is designed for students who want to challenge themselves with a higher level of rigor in researching, reading, writing, speaking and community involvement. Writing assignments include but are not limited to research papers and essays on social issues. Students will also be required to select, read and report on a book relative to this course. Students will be required to complete work outside of class including volunteering, job shadowing and interviewing adults in various positions of authority. A 60% or better must be earned to receive credit. Prerequisite: U.S. History or AP U.S. History. Grades 11-12

ECONOMICS / HONORS ECONOMICS

This is a semester-long course focusing on microeconomics, markets, supply, demand, macroeconomics, national economy, monetary and fiscal policy, and the global economy. A student can also elect to enroll in Honors Economics to earn a .5 weight to their grade. It is designed for students who want to challenge themselves with a higher level of rigor in researching, reading, writing, speaking and community involvement. Writing assignments include but are not limited to research papers and essays on social issues. Students will also be required to select, read and report on a book relative to the topics covered in this course. Students will be required to complete work outside of class including volunteering, job shadowing and interviewing adults in various positions of authority. A 60% or better must be earned to receive credit. Prerequisite: U.S. History or AP U.S. History. Grades 11-12

U.S. HISTORY

This yearlong course covers American History from the 1870s to the present, including geographical themes. Major turning points will be examined. Various themes will be emphasized, including historical significance and evolution of the U.S. Constitution and Bill of Rights, expanding role of the federal government, continuing tension between the individual and the state as well as between minority and majority power, emergence of the modern capitalistic economy, impact of technology on society and culture, changes in ethnic composition of American society, movement toward equal rights for all and the role of the U.S. as a major world power. Students will examine American politics, culture, the arts, education, social addictions, mass media and notable personalities of the time. This is a required course for Grade 10. A 60% or better must be earned to receive credit. Prerequisite: World History. Grade 10

WORLD HISTORY

This yearlong course is a global analysis of world history, geography and issues of the Middle East, Asia, Russia, Africa, Europe and the Americas. Topics studied in the context of each Global Age include: cultural achievements, the rise and fall of civilizations and empires, political systems, social change, technological advances and world religions that cover eras from 300 C.E./A.D. to the present. This is a required course for grade 9. A 60% or better must be earned to receive credit. Grade 9

WORLD PERSPECTIVES

This semester-long course is based on the discovery of the origins of current world crises. Through an analysis of historical, political and economic aspects related to specific world conflicts and world issues, students will acquire an understanding of the nature of the issue and propose solutions. Topics might include the Middle East, Korea, AIDS-HIV, sub-Saharan poverty, nuclear proliferation and radicalism. A 60% or better must be earned to receive credit. Grades 11-12

TECHNOLOGY

Each of the following technology courses, except for the AP online courses, satisfy a portion of the Visual, Performing and Applied Arts credit requirement of the Michigan Merit Curriculum. Note: Successfully earning

60% or better and the corresponding credit in Computers for Success must be achieved before taking any additional computer courses.

AP COMPUTER SCIENCE (OL) (NOT OFFERED 2026-2027)

This college-level, yearlong computer science course covers the applications of computing within the context of programming methodology, problem solving skills, algorithm development and analysis, programming design data structures, case studies, and hardware and software technologies. The computer language that will be used is Java, which is a free download for either a Macintosh or a Windows platform. A 60% or better must be earned to receive credit. Prerequisites: Computers for Success, Programming 1 and Algebra II. Grades 11-12

AP COMPUTER SCIENCE PRINCIPLES (IN PERSON)

AP Computer Science Principles is a year-long course that introduces students to the breadth of the field of computer science. It may be offered in-person or through Michigan Virtual. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems. They will incorporate new knowledge into programs and use data to discover new knowledge. Students will also explain how computing innovations and computer systems including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Prerequisite: Algebra 1 and Computers For Success. Grades 10-12

COMPUTERS FOR SUCCESS

In this semester-long elective course, students will build a solid foundation with today's technology. Students will learn how to use the Google Suite of tools as a valuable option in the classroom and later in the workplace. Various other topics will be highlighted, like digital photography, students will learn how to take and edit digital photos and videos with Photoshop and Adobe Premiere Pro and cyber security. A variety of Web 2.0 tools will be explored. In addition, students will use the skills developed in this class to give presentations and create projects both in this class and for other classes. A 60% or better must be earned to take additional computer courses. Grades 9-12

AP CYBER SECURITY 1 (Networking-based) (OFFERED 2027-2028) (video)

Cybersecurity is an in-demand, high-growth field with entry-level jobs that pay well that students can enter with or without a college degree. AP Cyber Security 1 is a yearlong course focused on computer hardware and networking fundamentals, the basis for cyber security. This course weaves networking concepts with hands-on problem-solving activities to increase understanding of network hardware, configuration and protocols to enable reliable and accurate transmission of data around the world. AP Cyber Security 1 prepares students to take the AP test and earn college credit. This course also prepares students to take the Comp TIA certification test. Prerequisite: Computers For Success or AP Computer Science Principles. A 60% or better must be earned to receive credit. Grades 10-12

AP CYBER SECURITY 2 (CYBERSECURITY FUNDAMENTALS) - (OFFERED 2027-2028)

AP Cybersecurity 2: Cybersecurity Fundamentals is a full-year course covering foundational cybersecurity concepts and skills and is equivalent to a college-level Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols. Prerequisite: Computers for Success or AP Computer Science Principles. A 60% or better must be earned to receive credit. Grades 10-12

INTRODUCTION TO SCREENWRITING / FILMMAKING

This is a semester-long writing and video editing focused class that implements skills from short story writing in the English language, and editing basics from Premiere Pro. Students will create story-driven videos that start as storyboards and script drafts. Scriptwriting and formatting techniques will also be covered, as well as a look into the professional movie-making industry. A 60% or better must be earned to receive credit. Grades 9-12

PROGRAMMING 1 (video) (NOT OFFERED 2026-2027)

This year-long course is for students interested in learning how to write a computer program. Students will be introduced to a programming language and write several programs and create projects using the programming language. A 60% or better must be earned to receive credit. The computer language used will be a current language that is used in the technology industry. Prerequisite: Computers for Success. Grades 10-12

SPARTAN NEWS
In this semester-long course, students produce Spartan News each day using digital video cameras, video, audio and graphic computer software. The class is limited to a specified number of students per semester. A 60% or better must be earned to receive credit. Prerequisites: Computers for Success, Web Multimedia and computer teacher's recommendation required. Grades 10-12

UI DESIGN (FORMERLY APP DESIGN AND GRAPHIC COMMUNICATION)
This course introduces students to the exciting world of user-interface design. Blending technology with creativity, students will be able to create digital experiences that are visually appealing and easy to use. Students will explore fundamentals of app design and website design, while applying these skills to real world UI projects. Students will build interactive websites, design user-friendly apps and work on creative team projects. A 60% or better must be earned to receive credit. Prerequisites: Computers for Success. Grades 9-12

WEB MULTIMEDIA AND ADVANCED WEB MULTIMEDIA
This semester-long course focuses on the creation of animation and dynamic interactive media for web and multimedia applications. Students will learn how to animate objects, create symbols, and assemble motion tweens. Students will capture, compress, edit, and manipulate video and sound using a personal computer. Assembly techniques including media management, editing tools, titles, and motion control, transitions and filters, and special effects are explored. Students must earn credit in Web Multimedia before taking Advanced Web Multimedia. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success. Grades 9-12

WEBSITE DESIGN (video)
This semester-long course introduces students to many of the basic concepts, issues and techniques related to designing, developing and deploying websites. During the course, students will learn about web design, HTML, PHP, MySQL and Cascading Style Sheets (CSS). Students will learn how to create sites both manually and through the use of website development software. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success. Grades 9-12

VISUAL, PERFORMING AND APPLIED ARTS (VPAA)

Each semester-long course satisfies .50 credit of the Visual, Performing and Applied Arts/Fine Arts (VPAA) credit requirement of the Michigan Merit Curriculum and for graduation.

ADVANCED THEATER
This semester-long English elective course will continue to build on the skills learned in Drama. The course allows students to participate in an in-depth exploration of theater. Acting methods and theories will be explored, as well as directing techniques and script writing. Activities such as scene work, one acts, original works and contemporary theater will be the focus of the class. A 60% or better must be earned to receive credit. Prerequisite: Earned credit in Drama and teacher recommendation. Grades 9-12

AP COMPUTER SCIENCE (OL)
This college-level, yearlong computer science course through Michigan Virtual covers the applications of computing within the context of programming methodology, problem solving skills, algorithm development and analysis, programming design data structures, case studies, and hardware and software technologies. The computer language that will be used is Java, which is a free download for either a Macintosh or a Windows platform. A 60% or better must be earned to receive credit. Prerequisites: Computers for Success, Programming 1, Algebra II and computer instructor's approval. Grades 11-12

AP COMPUTER SCIENCE PRINCIPLES (OL)
Computer Science Principles (CSP) is a yearlong, entry-level course that introduces high school students to the foundations of modern computing. It may be offered in-person or through Michigan Virtual. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. A 60% or better must be earned to receive credit. Prerequisite: Algebra 1 and Computers for Success. Grades 10-12

APP DESIGN (video) - (NOT OFFERED 2026-2027)
In this semester-long course, we use apps in almost everything we do every day. Have you wondered how they work? Are there things you do in your life that could be easier with an app? In this class, we will learn how to write apps you can use. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success. Grades 9-12

ART I
This is a semester-long transitional course for students who are at varying levels of experience. A variety of techniques and art media are utilized to expand the student's confidence and experience base, which include but are not limited to 2-D and 3-D art in drawing, painting, collage, sculpture, etc. A 60% or better must be earned to receive credit. Grades 9-12

ART II
This semester-long course is designed to develop technical and problem solving skills in art. Projects are based on either a specific technique or the style that a famous artist used. Media/techniques include charcoal, block printing, pastels, fabric collage, acrylic/tempera paint and pottery. Basic materials are supplied. Individual projects may incur some additional cost. A 60% or better must be earned to receive credit. Prerequisite: Art I and teacher recommendation. Grades 9-12

ART III
In this semester-long course, talented art students with the desire to expand their knowledge and experience base will enjoy this semester-long course. The use of advanced media will be introduced, along with mixed media techniques. Working independently and creative solutions are major components of this course. Basic materials are supplied. Individual projects may incur some additional cost. A 60% or better must be earned to receive credit. Prerequisite: Art II and teacher recommendation. Grades 10-12

ART IV
This is a semester-long course designed for the serious student who may be considering an art related career. It includes challenging projects and some teaming. Abstract thinking and self-motivation are crucial for student success. Basic materials are supplied. Individual projects may incur some additional cost. A 60% or better must be earned to receive credit. Prerequisite: Art III and teacher recommendation. Grades 10-12

ART V
This is a semester-long course in which students have expressed enjoyment working with the diverse project media and freedom of creativity. Basic materials are supplied. Individual projects will incur some additional cost. A 60% or better must be earned to receive credit. Prerequisite: Art IV and teacher recommendation. Grades 11-12

ART VI
This semester-long course is taken during the current advanced art period or as a directed study with teacher approval. It entails challenging project topics beyond the scope of previous art courses. Students who successfully demonstrated the ability to work independently and problem solve with a variety of media/techniques will have the opportunity to expand their knowledge and experience. Students must be self-directed and self-motivated. Basic materials are supplied. Individual projects will incur some additional cost. A 60% or better must be earned to receive credit. Prerequisite: Art V and teacher recommendation. Grades 11-12

ART VII
This semester-long course is taken during the current advanced art period or as a directed study with teacher approval. It is the capstone art course. Students will be required to submit a personalized curriculum proposal to the instructor in advance, outlining the topics and techniques they wish to pursue during the class. It is truly an "independent study" course based on the interests of the individual advanced art student who has demonstrated strong problem solving abilities and self-directed work habits. Basic materials are supplied. Individual projects will incur some additional cost. A 60% or better must be earned to receive credit. Prerequisite: Art VI and teacher recommendation. Grade 12

CAREER INTERN PROGRAM (video)
This semester-long course provides students with an opportunity to earn credit, while they are employed on a part-time basis. It is a structured program for self-motivated juniors and/or seniors to associate with business and professional personnel for a full semester. This program consists of learning about organization and management, professional meetings, various occupations, application of communication and interpersonal skills, research and intricacies of the business, and an industrial and/or professional setting to which the intern is assigned. A 60% or better must be earned to receive credit. Prerequisite: Instructor’s approval. Grades 11-12

CHOIR
In this semester-long course, members will learn the fundamentals of vocal technique, music literacy, sight singing and ensemble musicianship through a variety of musical styles. Students will perform for two concerts each semester in addition to learning concepts of music theory, ear-training, and music history to guide their performance. A 60% or better must be earned to receive the corresponding credit. Grades 9-12

COMPUTERS FOR SUCCESS

In this semester-long course, students will build a solid foundation with today's technology. Microsoft Office 2016 will be used to focus on Word, Excel, PowerPoint and Access. Students will learn how to take and edit digital photos and videos with Photoshop and Windows Movie Maker. Various Web 2.0 tools will also be explored. In addition, students will use the skills developed in this class to give presentations and create projects. A 60% or better must be earned to take additional computer courses. Grades 9-12

FALL (MARCHING) BAND - 1ST SEMESTER ONLY

This semester-long course includes participating in our MCBA Competitive Marching Band from June through early November, and our massed Winter Symphonic Band for mid-November and December. Fall Band is a prerequisite for Symphonic Band, which both meet during 2nd Semester. The Marching Band portion of this class begins in April with Drumline, Front Ensemble, and Color Guard workshops/auditions and continues in June with once per week evening rehearsals for all instruments through the summer, including a required Band Camp during late July/early August.

During the daily class period, band members will rehearse both indoors and outdoors from August through early November. During the school year, additional Monday evening rehearsals for all instruments take place from 6pm-9pm at the HS stadium, with percussion and color guard also rehearsing on Tuesday evenings from 6pm-9pm. The Marching Band performs at all home football games, the Homecoming Parade, and at 5-6 Scholastic and MCBA Marching Band Competitions throughout the fall season. In mid-November, the class shifts to Symphonic Band to prepare for our winter holiday concert. Students will continue to build upon the musical skills learned in marching band through the performance of holiday music. A 60% or better must be earned to receive credit. Prerequisites: Turning in a signed Marching Band Contract, 8th grade band experience, successful audition, or approval by the instructor. Grades 9-12

GRAPHIC COMMUNICATIONS (NOT OFFERED 2026-2027)

This semester-long course is designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. Students will incorporate principles in design and layout of publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Instructional strategies may include computer/technology applications, demonstrations, collaborative instruction, problem solving and critical thinking activities and simulations. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success. Grades 9-12

INTRODUCTION TO SCREENWRITING/FILMMAKING

This is a semester-long writing and video editing focused class that implements skills from short story writing in the English language, and editing basics from Premiere Pro. Students will create story-driven videos that start as storyboards and script drafts. Scriptwriting and formatting techniques will also be covered, as well as a look into the professional movie-making industry. A 60% or better must be earned to receive credit. Grades 9-12

JOURNALISM

This semester-long course is designed to foster growth in the areas of fundamental journalism with focuses on writing for newspapers, newsletters, press releases, web sites and other periodicals. Students will learn about reporting, feature writing, copyediting, layout, design, production and distribution. Students will be writing in a journalistic style for news, feature, editorials, sports, and arts and entertainment. All students will serve on the staff (writer, photographer, editor) of one or more of the following publications: *The LoDown*, *The Yost* (SHS Sports Newsletter), and *The Bell Ringer*. This course may be taken for multiple semesters. A 60% or better must be earned to receive credit. Prerequisite: English 9 and strong writing skills. Grades 10-12

KENT CAREER TECH CENTER (KCTC)

KCTC's programs are one and two years in length. Students may earn up to 2.5 credits per year. The district provides transportation to and from KCTC. Because applications generally exceed the number of openings, students' interests, aptitude, behavior and school attendance are factors in the selection process. Counselors are kept informed of all the latest developments at KCTC and should be consulted for further information. See the School-to-Career section of the SHS Course Description Guide for a listing of programs offered. As of 2015, all KCTC programs satisfy the Visual, Performing and Applied Arts credit requirement. A 60% or better must be earned to receive the corresponding high school credit. Prerequisites: KCTC visit and submission of KCTC Enrollment Request Form by early March deadline. Other KCTC application requirements may apply prior to March. See your school counselor for details. Grades 11-12

MEDIA PRODUCTIONS

Students need the computer instructor's prior approval to enroll into the semester-long course. Students

study key elements of digital media, such as graphics, animation, and digital audio/video; as well as tools used to create digital media applications/presentations. In addition, they will also learn design principles and technical skills needed to develop dynamic, interactive digital media presentations and products. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success and instructor approval. Grades 10-12

MUSIC APPRECIATION

In this semester-long class, we will look at how music and society have shaped each other in the United States. We will listen to, discuss, and break down songs from many different music genres (hip hop, rock, country, jazz, etc.) and look at their historical significance. We will discuss what makes each type of music different from others, and what common threads may tie them together. Grading will be based on participation in class discussion, projects, quizzes, and tests. The only homework you will have on a regular basis will be to listen to music and be prepared to discuss it with the class the following day. If you like music and/or social studies, this will be a fun class for you! A 60% or better must be earned to receive credit. Grades 9-12

PHOTOGRAPHY (CELL PHONE)

This is a semester-long course that focuses on helping students better understand the fundamentals of photography and post-processing. Units have been carefully structured around various genres of photography (e.g. Portrait, Landscape, Black & White, Minimalism, etc.) and also include exposure to influential photographers throughout history. In order to help students improve both the quality and creativity of their photos, there are in-class critiques, so students who enroll in this course should be comfortable with others viewing and discussing their photos. Also, please note that all students are expected to complete at least two formal presentations during the semester. Requirement: Students must have a cell phone that can connect to Wi-Fi and has available storage for photos. 60% or better must be earned to receive credit. Grades 9-12

PROGRAMMING (video) (NOT OFFERED 2026-2027)

This year-long course is for students interested in learning how to write a computer program. Students will be introduced to a programming language and write several programs and create projects using the programming language. The computer language used will be a current language that is used in the technology industry. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success. Grades 9-12

SCIENCE OLYMPIAD (video)

This semester-long course consists of two parts: Science Olympiad for the first several weeks and an applied science and technology class for the rest of the semester. It is a nation-wide event that challenges students to compete in tests and projects about pre-specified science topics. Topics include astronomy, physics, biology, chemistry, anatomy, and earth and physical sciences. Students are required to attend and compete in the Regional Michigan Science Olympiad tournament held at Grand Valley State University on a Saturday in March. Involvement will include presentations, cooperative and solo projects, problem solving and academic rigor. The second part of the class will focus on furthering education and study in the science and technology field. A 60% or better must be earned to receive credit. Grades 9-12

SPARTAN NEWS

Students produce Spartan News each day using digital video cameras, video, audio and graphic computer software. The class is limited to a specified number of students per semester. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success, Web Multimedia and computer teacher's recommendation. Grades 10-12

SYMPHONIC BAND

Symphonic Band is an ensemble for intermediate and advanced wind and percussion musicians. The course focuses on developing musical excellence through the performance of a diverse repertoire, including classical, contemporary, and popular music. Students will refine their technical skills, independent musicianship, and ensemble skills while working collaboratively to create effective musical performances. A 60% or better must be earned to receive the corresponding credit. Grades 9-12

THEATER

This semester-long elective course will give the introduction to acting as well as to familiarize the student with techniques of stage production. The main emphasis is on production and presentation of plays. Students will study acting through the use of improvisation, monolog and scene work, as well as activities created to enhance their daily participation skills and self-confidence. A 60% or better must be earned to receive credit. Grades 9-12

WEB MULTIMEDIA OR ADVANCED WEB MULTIMEDIA

This semester-long course stresses creation of animation and dynamic interactive media for web and multimedia applications. Students will learn how to animate objects, create symbols, and assemble motion tweens. Students will capture, compress, edit, and manipulate video and sound using a personal computer. Assembly techniques including media management, editing tools, titles, and motion control, transitions and filters, and special effects are explored. Students must earn credit in Web Multimedia before taking Advanced Web Multimedia. A 60% or better must be earned to receive credit. Prerequisite: Computers for Success. Grades 9-12

YEARBOOK

In this semester-long course, students are responsible for designing and producing the Sparta High School yearbook. Students will experience layout, design, work with local businesses, advertising, marketing, writing, reporting and photography. The yearbook is predominantly created on the computer. Students are required to be available after school for this course. A 60% or better must be earned to receive credit. Prerequisite: Teacher recommendations. Grades 10-12

WORLD LANGUAGE

SPANISH I

In this yearlong course, students will acquire and use the Spanish language and learn about the cultures and practices of Spanish-speaking countries. Students will communicate in Spanish utilizing the basic present and future tenses. Reading, writing, speaking, and listening skills will be developed through the completion of various daily activities, projects, presentations, skits, and a final summative exam. This course satisfies the first credit of the Michigan Merit Curriculum World Language requirement. A 60% or better must be earned to receive credit. Grades 9-12

SPANISH II

This yearlong course is a continuation of Spanish I. Students will improve their communication skills by reading, writing, listening, and speaking in Spanish. There will be a focus on continued vocabulary development and use of various grammatical concepts, especially the past tense. Students will also explore a variety of cultural phenomena associated with the Spanish speaking world and participate in activities such as projects, presentations, and skits. This course satisfies the second credit of the Michigan Merit Curriculum World Language requirement. A 60% or better must be earned to receive credit. Grades 9-12

SPANISH III

This yearlong course is for students who excelled in Spanish I and Spanish II and have an interest in further developing their ability to communicate in Spanish using a variety of tenses and moods and are interested in knowing more about the Spanish speaking world. It reinforces and builds upon students' vocabulary and grammatical knowledge and incorporates a variety of reading, writing, listening and speaking opportunities. A special emphasis is given to interacting with authentic Spanish language sources and media. A 60% or better must be earned to receive credit. Prerequisite: Spanish II. Grades 9-12

AP SPANISH LANGUAGE AND CULTURE

This yearlong elective course is equivalent to an intermediate level college course in Spanish and will be taught exclusively in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore products, practices, and perspectives related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. A 60% or better must be earned to receive credit. Prerequisite: Spanish III with teacher recommendation. Grades 10-12

OTHER ACADEMIC OPPORTUNITIES

MICHIGAN VIRTUAL COURSES (MV ONLINE)

Course guide: https://tinyurl.com/SpartaOnline20 and descriptions https://michiganvirtual.org/courses/students/. Administrative approval may be required. A 60% or better must be earned to receive credit. Grades 9-12

SCHOOL-TO-CAREER

CAD CAREER EXPLORATION (NOT OFFERED 2026-2027)

CAD Career exploration will allow students to identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and

employability skills. This class will help students learn to work with employers, improve time management skills and learn employability skills that employers are looking for today. Students will log 70 hours of work experience (paid or unpaid) under direct supervision of an approved adult. Students will create a resume and complete a final evaluation both written and with their employer.

CAREER INTERN PROGRAM (video)

This semester-long course provides students with an opportunity to earn credit, while they are employed on a part-time basis. It is a structured program for self-motivated juniors and/or seniors to associate with business and professional personnel for a full semester. This program consists of learning about organization and management, professional meetings, various occupations, application of communication and interpersonal skills, research, and the intricacies of the business, industrial and/or professional setting to which the intern is assigned. This course fulfills .5 of the 1.0 required Visual, Performing and Applied Arts credit needed for graduation. A 60% or better must be earned to receive credit. Prerequisite: Instructor's approval. Grades 11-12

CAREER PLANNING (ONLINE)

This semester-long course through Michigan Virtual introduces students to the working world, while helping the student to develop knowledge and insight necessary to compete in today's challenging job market. The course helps students investigate careers as they apply to personal interests and abilities. A 60% or better must be earned to receive credit. Grades 10-12

COLLEGE PLANNING / SAT (NOT OFFERED 2025-2027)

This fall semester course is designed to foster growth in the areas of math, science, English and reading comprehension to help students perform at their optimum level on the SAT. College planning, financial aid, scheduling and college expectations are also focused upon. It is a process that involves researching potential colleges, creating a list of best-fit schools, selecting classes that align with your academic goals, staying on top of admissions-related deadlines and delving into scholarship opportunities. A 60% or better must be earned to receive credit. Grade 11

DUAL ENROLLMENT (FALL AND/OR WINTER)

Students can take a course at a local college and earn both high school and college credit. Students must meet all prerequisite requirements. More specific information is available in the SHS Dual Enrollment Packet, as well as the student handbook about the enrollment process and drop/add information, which is different from the high school's drop/add dates and process. Students and parents must sign a dual enrollment contract, Signature Approval Form and agree to the terms and conditions, which may include paying for the course(s) if credit is not earned. Students will also need to complete an online dual enrollment form with their school counselor. Transportation is the responsibility of the student/family. Students who are intrinsically motivated, independent workers, organized, have strong communication and time management skills to meet definitive deadlines, tend to be successful in dual enrollment courses. Dual enrollment students' responsibilities include but are not limited to reading and being responsible for understanding/following through with the policies/requirements communicated by their college professor(s), his/her syllabi, the college itself and other college course(s) materials, emailing/communicating with their professor(s) throughout each week per that instructor's syllabus, engaging with the curriculum in their class, tracking and submitting assignments/assessments on or before due dates, asking for help, attending professors' office hours as needed (through virtual and/or in-person appointments), utilizing the college's tutoring services as needed, etc. A 60% or better must be earned to receive high school credit. Various colleges may require students to earn a B or better to earn the potential transferable dual enrollment college credit. It is the student's responsibility to verify the grading provisions with the college(s) ahead of time and where credits may/may not transfer to their college of interest. Grades 9-12

EXPERIENTIAL LEARNING/TEACHER ACADEMY

This semester-long course introduces high school students to the teaching profession and other educational careers. It provides students with classroom and field experience in other school buildings with a teacher of their choice. Students will also learn about classroom management, behavioral psychology, brain research, college preparation and developmental differences in children. It is highly recommended for students interested in education or other fields working directly with children. Good attendance (90% or better) and exceptional positive behavior are required. For Experiential Learning 3, teacher and counselor approval is required, exceptional positive behavior in Experiential Learning 1 and 2, and the student must change school buildings for a new experience. A 60% or better must be earned to receive a passing grade and the corresponding credit. Grades 11-12 In 2025-2026, students completing both semesters with a B or better were eligible for college credit through GVSU.

KENT CAREER TECHNICAL CENTER (KCTC)

The Kent Career Tech Center (KCTC), located at 1655 East Beltline NE, is an educational service of the Kent Intermediate School District. KCTC enrolls more than 2,000 students from over 60 public and private high schools each year. This center provides students with quality training in over 20 career and technical programs, including core technical training, academic integration and alignment with post-secondary education. It is available to a limited number of high school juniors and seniors who want to pursue in-depth training in one of the many occupational areas offered at this facility. A student's total number of credits earned, grade point average, attendance and behavior are all a part of the criteria for admissions to KCTC. As of 2015, all programs satisfy the Visual, Performing and Applied Arts credit requirement. A 60% or better must be earned to receive credit. All programs, except for Launch U, are solely available for upperclassmen. Grades 11-12

Programs at KCTC are grouped together in clusters of common occupational groups. It serves the functions of a career exploration experience, multiple occupational preparations, job entry preparation and/or a prelude to higher education. Classes are designed around work environments and emulate real-world applications. Upon completion of their training, students are assisted by counselors and work-based learning coordinators in finding employment and in exploring further educational opportunities. Students interested in attending KCTC should see their high school counselor for more information. KCTC highly recommends that prospective students attend a visit prior to enrollment. Exploration of KCTC is most beneficial during the student's 10th grade year.

- ✔ Classes meet 5 days per week throughout the school year
  1st session: 6:55 a.m. – 9:05 a.m. **3rd session:** 12 p.m. – 2:15 p.m.
- ✔ Students earn up to 2.5 credits per year for successfully completing course requirements. Most programs offer articulated and direct college credit as well.
- ✔ No tuition is charged.
- ✔ Round trip bus transportation between the high school and KCTC will be available, barring any unforeseen circumstances for main campus 1st and 3rd session programs.
- ✔ See below for program options. For more information, visit: www.thetechcenter.org

Arts and Communications
- Graphic Communications
- 3D Animation and Design

Business, Management, Marketing & Technology
- Design & Marketing
- Entrepreneurship & Marketing
- Cyber Security & Networking

Engineering/Manufacturing & Industrial Technology
- Applied Construction Technology
- Auto Collision Repair
- Automotive Technology
- Diesel & Equipment Technology
- Engineering & Architectural Design
- General Aviation
- Heating, Ventilation, Air Conditioning & Refrigeration (HVACR)
- Mechatronics
- Precision Machining Technology
- Welding

Health Sciences
- Health Career Foundations
- Phlebotomy Lab Technician
- EMT
- Medical Assistant
- Nurse Tech
- Pharmacy Tech

Human Services
- Criminal Justice
- Hospitality/Culinary Arts
- Teacher Academy

Natural Resources and Agriscience
- Sustainable Agriscience and Animal Science

LAUNCH U (GRCC - EARLY MIDDLE COLLEGE) PROGRAM

Launch U is a specialized early middle college (EMC) program. Students can earn their high school diploma and a General Associate degree or a specialty associate degree in Mechanical Design or Computer Support Specialist, in just one year beyond high school.

Launch U is a demanding but rewarding program in which 9th grade students enroll for the program that begins in their 10th grade year. Students take high school classes at their regular high school in 9th grade and attend college courses at Kent ISD during grades 10-12. The college courses are taught by GRCC instructors. During 10th-12th grades, students are transported to the Kent ISD with the KCTC 3rd session students for their Launch U classes. Then, in their 13th year, students attend college courses full-time on GRCC's campus. Students are responsible

for their own transportation to GRCC. For more details, please visit: https://www.kentisd.org/students/launchu/.

SPECIAL EDUCATION

Students receiving special education services are placed in courses according to their Individualized Education Plan (IEP). Services are available to students until exited from the Special Education Program, graduation or age twenty-six. They are assigned to a special education teacher's caseload and services are provided with a range of options based needs outlined in his/her specified IEP. Special education classes that parallel the general education curriculum may be offered in some academic areas.

COMMUNITY BASED INSTRUCTION (CBI)

This semester-long course is designed to develop problem solving and work-related behavior skills in community job sites. This work-based/vocational training program provides community-based placements including the on-the-job training and support. Students learn, explore, develop and utilize occupational skills in a vocational setting. A 60% or better must be earned to receive credit. Grades 9-10

MiCI PROGRAM

The Mildly Cognitively Impaired (MiCI) classroom is designed to meet educational needs of special education students. Students work through a series of objectives linked to extended grade level content expectations and daily living skills for transition to post-secondary goals. The curriculum focuses on school and community-based instruction to facilitate the learning of vocational, language, social, leisure and daily activities. Academic skills are taught to the appropriate and functional levels for the individual student. Instruction is provided in two ways: (1) Self-contained, in which students spend their entire day with MiCI classroom staff or (2) Still attend MiCI self-contained classes but are also mainstreamed for one to three hours per day as part of their program. Students are assigned to the MiCI classroom in accordance with their IEP. This is a non-credit bearing program. Since the focus is not on the Michigan Merit Curriculum requirements for a high school diploma in Michigan, students earn a Certificate of Completion. They participate in the high school graduation ceremony. Grades 9-12

MoCI PROGRAM

The Moderately Cognitively Impaired (MoCI) classroom is designed to meet the educational needs of special education students. The curriculum focuses on school and community-based instruction to facilitate the learning of vocational, language, social, leisure and daily activities. Instruction is provided in a self-contained classroom but students will have pre-vocational and vocational experiences outside of the classroom. Students work through a series of objectives that are linked to extended grade level content expectations and daily living skills for transition to post-secondary goals. They also receive instruction through the use of a life-centered curriculum. Students are assigned to the MoCI classroom in accordance with their IEP. Since the focus is not on the Michigan Merit Curriculum requirements for a high school diploma in Michigan, students earn a Certificate of Completion. They participate in the high school graduation ceremony. Grades 9-12

SELF-DETERMINATION LAB

In this yearlong course, special education staff will support students with an IEP in their core academic areas and reinforce life skills including independence, self-advocacy, goal setting, prioritizing, time management and more. A 60% or better must be earned to receive credit. Grades 9-12