



**Monday, May 9, 2022  
REGULAR MEETING**

**YCS Board of Education Meeting | YCS Central Office | 1885 Packard Road | Ypsilanti, MI 48197 |  
734.221.1230  
6:30 p.m.**

**1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President**

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A. Roll Call of Board of Education Members

**2. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President**

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A. Pledge of Allegiance

**3. ACCEPTANCE OF AGENDA**

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A. Acceptance of Agenda

**4. ACHIEVEMENTS, AWARDS & RECOGNITION**

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- A. Ford Early Learning Center Points of Pride
- B. Adoption of the Resolution for Student Appreciation 2022
- C. Adoption of the Resolution for Staff Appreciation 2022

**5. PRESENTATIONS**

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- A. Three Year Budget Projection Presentation - Priya Nayak
- B. FTE Staffing Projection and Talent Management Report - Sue McCarty

**6. PUBLIC COMMENTS #1**

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A. Guidelines for Public Comment

**7. CONSENT AGENDA**

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A. Consent Agenda

**8. ACTION ITEM: Student Affairs**

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- A. Acceptance of Field Trip Request: Erickson Elementary 5th Grader to Greenfield Village
- B. Approval of Apex Learning Quote - Carlos Lopez

**9. ACTION ITEMS: Business and Finance**

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- A. Audio Expansion Project - Solomon Zheng
- B. District Audio Upgrade - Cabling for Willow Run Middle School - Solomon Zheng
- C. Washtenaw ISD Budget Resolution/Support for Budget, 2022/23

**10. ACTION ITEM: Other**

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A. Adoption of Resolution Opposing "Let MI Kids Learn" Voucher Initiatives

B. Approval of the 2022-23 YCS Course Catalog

**11. PUBLIC COMMENTS #2**

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A. Guidelines for Public Comment

**12. DISCUSSION**

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A. Board of Education Subcommittee Reports

**13. BOARD/SUPERINTENDENT COMMENTS**

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A. Board/Superintendent Comments

**14. ADJOURNMENT OF MEETING**

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A. Adjournment of Meeting

## **Ford Early Learning Center 7 Points of Pride 2021-2022**

**1- Ford ELC Parent: Kissmree Reeves** - I made a decision to transfer my daughter to Henry Ford Elementary School in October 2021 and I must say that was the best decision that I could have ever made. From the first day I met Mr. Young, Ms. Battle and the rest of the team at Henry Ford I knew that my daughter Kennedy-Olivia would be in good hands. They have been patient with Kennedy-Olivia and have been willing to work with her needs. I feel that the Henry Ford team has uplifted my daughter and make her work hard to be her best. I would definitely recommend to anyone enrolling and entrusting their child in the hands of Mr. Young and his team at Henry Ford!

**2 - Spanish Immersion** - Ford Early Learning Center has been home to a unique program at YCS. The Kindergarten Spanish Immersion program instructs students in 90% Spanish throughout the school day. Our students are speaking, reading, and writing in Spanish each day, and are eager to share their learning with anyone that is ready to listen. Due to its success, we are expanding Spanish Immersion to preschool and 1st grade in the 2022-2023 school year.

**3 - Suzuki Violin Classes: Clarissa Prohaska (Music Teacher)** - We are thrilled to share the news of our new YCS Suzuki Violin Program at Ford ELC. Suzuki is a type of violin method, books, and philosophy developed by Japanese violinist, Shin'ichi Suzuki. The Suzuki method was created to help young children learn the violin and develop a good character. Suzuki was famously quoted as saying "beautiful tone, beautiful heart." Through a lottery process, twenty kindergarten and first grade students from Ford were selected to participate in the program. Students are playing violin three days a week.

**4 - Math Jeopardy Competition: Debra Wilbanks (Title I Teacher)** - The Ford EIC First Graders had a Math Jeopardy Competition among the four 1st Grade classes. We concentrated on the areas of Geometry, Number and Operations, Operations and Algebraic Thinking, Math Vocabulary, and Measurement and Data. Students were divided into teams and worked together to figure out the answer to each question. We emphasized the skill of demonstrating good sportsmanship while playing the game and of being gracious whether they won or lost at the end of the game. Our Ford 1st Graders learned a lot about math as well as how to work as a team and have fun!

**5 - Sight Word Challenge: Sandra Bogoski (Title I Teacher)** - Ford Early Learning Center will be having a sight word/high frequency word Olympics! We are getting our brains in shape and well trained so we can read our words quickly and correctly. Students who read their words can earn a ribbon, a bronze medal, a silver medal, or earn the gold medal depending on how many words they can read quickly and correctly! This challenge is designed to get students and parents excited about learning!

**6 - BTN Committee Teams** - The Ford BTN Committee Teams consist of 6 teams that meet on a monthly basis. Each team tracks data and sets goals to ensure that all areas of the school are engaged in continuous improvement. The teams concentrate on the following areas: instructional improvement, attendance, climate and culture, community partnerships, family

## **Ford Early Learning Center**

### **7 Points of Pride 2021-2022**

engagement, and MTSS. Quarterly data meetings take place to communicate the progress of our school.

**7 - Ford Preschool: Heather Berg (Family Support Specialist)** - Our Ford Preschool staff has made strides through the pandemic to ensure that our students and families received support connected from our community. Our dedication, commitment, and love for the career path that we have chosen is visible throughout our hallways, classroom walls, and the warm greetings we exchange each morning with our students as we welcome them to Ford each day. In working with community support we were able to enhance our preschool curriculum this year by partnering with the Sweet Dreamzz Pajama Program, Bob-a-loo healthy movement program, and The Michigan State Extension program, to name a few.

Our program is so important to our community because we are the start of the education process for many of our YCS families. We set the foundation for their involvement. We build the trust needed for families to become invested, supportive, and an active partner in the most important part of a child's developmental life. This educational partnership will follow our students and families for a lifetime.

I believe in the strength, love, and support, our Ford staff. Our vision is to keep enhancing our building networks with the continued support of our community, creating strong partnerships with our families, and striving to make each one of our students feel that they are Ford, and they belong. Ford preschool program is a hidden gem.



**RESOLUTION OF STUDENT APPRECIATION WEEK**

***April 25 - May 1, 2022***

*Ypsilanti Community Schools (MI)*

A meeting of the Board of Education of the District was held at 1885 Packard R. for the **Ypsilanti Community Schools** located in **Ypsilanti, MI 48197**, on the **9th day of May, 2022** at **6:30 p.m.**

The meeting was called to order by **Dr. Celeste Hawkins, President.**

The following Resolution was offered by Member J. Townsend and supported by Member M. Schindler.

**WHEREAS,**

1. April is an exciting time of year for students of all ages, with students preparing for finals, and our younger students readying themselves for end of the year activities; and,
2. The last few months of the school year are a time of important changes and transitions, as students prepare to advance a grade or graduate; and,
3. During student appreciation week, we should take time to recognize all the hard work that Michigan students have put into their studies, extracurricular activities, and communities throughout this academic year; and,
4. Michigan students all deserve a world class education, resources to help them face unique challenges, and opportunities to pursue their dreams and find success; and,
5. We appreciate the Whitmer administration who worked hard to expand opportunities for Michigan's students, and has made the largest education investment in state history to close the funding gap between schools, support student mental health, expand access to preschool programs for 22,000 more 4-year-olds, and fully fund Michigan Reconnect to provide tuition-free education or skills training to Michiganders 25 and older; and,
6. Although we celebrate them all year, the week of April 25 - May 1, we celebrate and honor all our students, wish them the best with their final exams and assignments, and recommit ourselves to investing in their future.

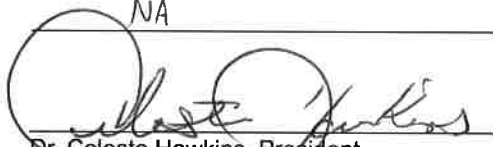
**NOW THEREFORE BE IT RESOLVED**, that the Ypsilanti Community Schools Board of Education proclaims April 25 – May 1, 2022 as Student Appreciation Week in Michigan.

**BE IT FURTHER RESOLVED** that the Ypsilanti Community Schools Board of Education strongly encourages all members of our community to join in personally expressing appreciation to our students for their hard work and diligence.

**AYE:** Celeste Hawkins, Sharon Lee, Maria Goodrich, Gillian Gainsley, Yvonne Fields, Meredith Schindler, Jeannice Townsend

**NAY:**

NA

  
 Dr. Celeste Hawkins, President  
 Board of Education  
 Ypsilanti Community Schools

  
 Alena Zachery-Ross  
 Superintendent  
 Ypsilanti Community Schools



**RESOLUTION OF STAFF APPRECIATION**

**School Principal Day: Saturday, May 1, 2022**  
**Teacher/Staff Appreciation Week: May 2 - 6, 2022**  
**School Lunch Hero Day: Friday, May 6, 2022**  
**School Nurse Day: May 11, 2022**

*Ypsilanti Community Schools (MI)*

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The meeting was called to order by **Dr. Celeste Hawkins, President.**

The following Resolution was offered by Member M. Goodrich and supported by Member S. Lee.

**WHEREAS,**

1. During this unprecedented time, Ypsilanti Community Schools principals/teachers/staff/school lunch staff/school nurses continue to change the lives of children every day. Their immense work and impact moves us beyond words; and
2. With a world pandemic/health crisis continuing, YCS principals/teachers/staff/school lunch staff/school nurses have done even more to continue education with in-person learning and virtual classrooms; all to ensure every student has the tools they need to reach their full potential; and
3. YCS administrators/teachers/staff/school lunch staff/school nurses fill many roles as listeners, explorers, role models, motivators and mentors; and
4. YCS administrators/teachers/staff/school lunch staff/school nurses continue to influence us long after our school days are only memories; and
5. The administrators/teachers/staff/school lunch staff/school nurses of Ypsilanti Community Schools spend countless hours preparing lessons, supporting and guiding staff, preparing healthy meals, evaluating progress, counseling and coaching students and performing community service; and
6. Our school district recognizes and supports its administrators/teachers/staff/school lunch staff/school nurses in educating the children of this great learning community.

**NOW THEREFORE BE IT RESOLVED**, that the Ypsilanti Community Schools Board of Education proclaims May 1, 2022 to be SCHOOL PRINCIPAL DAY, May 2 - 6, 2022 to be TEACHER/STAFF APPRECIATION WEEK, May 6, 2022 to be SCHOOL LUNCH HERO DAY, and May 11, 2022 to be SCHOOL NURSE DAY; and

**BE IT FURTHER RESOLVED** that the Ypsilanti Community Schools Board of Education strongly encourages all members of our community to join in personally expressing appreciation to our principals/teachers/staff/school lunch staff/school nurses for their dedication and devotion to their work.

**AYE:** Celeste Hawkins, Sharon Lee, Maria Goodrich, Gillian Gainsley, Yvonne Fields, Meredith Schindler, Jeanice Townsend

**NAY:** NA

Dr. Celeste Hawkins, President  
Board of Education  
Ypsilanti Community Schools

Alena Zachery-Ross  
Superintendent  
Ypsilanti Community Schools



# 2022-2025 Budget Projection

**-Priya Nayak, Director of Business and Finance**

**May 9, 2022**



# Budget Projection Process

- Analyze Funding Sources
  - Local
    - Local Revenue - 18 Mills
  - State
    - Foundation Allowance
    - State Aid Categoricals
      - 31A, Sec 41, etc...
  - Federal
    - ESSER - One time Funding
    - Annual Funding - Title I, II, etc..
  - Incoming Transfers
    - ACT 18 Payments
- Enrollment Projection
- Helps with Revenue Projections
- District Needs
  - Staffing Requirements
  - Per Building Needs
  - Historical Annual Expenses
- Helps with Expense Projections





# ESSER II, II Funds Approved

2021 - 2022 ESSER II Approved Funds - \$9,424,164  
2021 - 2022 ESSER III Approved Funds - \$14,110,223

**Total Funds Approved - \$23,534,387**

## **20% - Addressing Learning Loss**

Set Aside for Summer School / GLC - \$ 4,706,877

## **Operational Debt Pay Down:**

Schneider Electric Lease - \$ 3,150,000

Revenue Refinance Bond - \$ 7,035,000

## **Staff Retention:**

Salary and Step increase / Bargaining units - \$ 3,197,396

Longevity - \$ 229,515

Cash-in-Lieu - \$ 188,265

## **District Needs due to COVID**

Audio Upgrade - \$ 1,538,284

Video Upgrade - \$ 1,429,704

**Remaining Funds available - \$2,059,346**



# ESSER II, II Funds Approved

Remaining Funds available - \$2,059,346

District Priority : COVID Stipend

## Administrative Proposal - \$1,750 / staff + Benefits to be paid on May 31 Payroll

- county wide on an average \$1,500 -  
Only to instructional and administrative staff
- Will cost \$2,014,285 including benefits for everyone who works for the district.

## Union Proposal Recalculated with \$2,000 / staff :

- Including Benefits will cost the district - \$2,211,316
- Administration - recalculated union Proposal and proposed to run this payment as bonus stipend
- Will Cost \$1,991,586

## Union New Proposal: \$2,500 / Staff

- Including Benefits will cost the district -  
**\$2,802,010**
  - Difference between Administrative Proposal and Union Proposal - **(\$590,694)**
- Process as Bonus Payment - **\$2,523,585**
  - Difference between Administrative Proposal and Union Proposal from Union - **(\$531,999)**



# Assumptions behind the Enrollment Projections

- Grade Level Cohort - moving forward
- Number of kids enrolled in kindergarten based on the data in the past as well as birth trend data in Washtenaw County
- Number of kids enrolled in special education stays same or grows



# Estimated Elementary Enrollment Data

Grade Level	MSDS Data 2022 Spring	2022 Fall Projection	2023 Fall Projection	2024 Fall Projection	2025 Fall Projection
K	317	327	305	285	265
1	278	317	327	305	285
2	288	278	317	327	305
3	251	288	278	317	327
4	209	251	288	278	317
5	243	209	251	288	278
<b>Total</b>	<b>1585</b>	<b>1670</b>	<b>1766</b>	<b>1800</b>	<b>1777</b>

\*Enrollments are estimated projections based on the assumptions



# Estimated Middle School Enrollment Data

Grade Level	MSDS Data 2022 Spring	2022 Fall Projection	2023 Fall Projection	2024 Fall Projection	2025 Fall Projection
6	230	243	209	251	288
7	226	230	243	209	251
8	239	226	230	243	209
<b>Total Middle School Count</b>	<b>696</b>	<b>700</b>	<b>683</b>	<b>703</b>	<b>748</b>

\*Enrollments are estimated projections based on the assumptions



# Estimated High School Enrollment Data

Grade Level	MSDS Data 2022 Spring	2022 Fall Projection	2023 Fall Projection	2024 Fall Projection	2025 Fall Projection
9	282	239	226	230	243
10	331	282	239	226	230
11	293	331	282	239	226
12	336	293	331	282	239
<b>Total High School Count</b>	<b>1241</b>	<b>1145</b>	<b>1078</b>	<b>978</b>	<b>939</b>
<b>Special Ed Count</b>	142	142	142	142	142
<b>Total Student Count</b>	<b>3,663</b>	<b>3,656</b>	<b>3,668</b>	<b>3,623</b>	<b>3,606</b>

\*Enrollments are estimated projections based on the assumptions



# Assumptions behind the Revenue Projections

- Based on the enrollment count projection
- Based on receiving 18 mills from local revenue
- Foundation allowance - \$8,700\*
- Based on continuing to receive the similar categoricals and 31A funding
- Based on receiving the similar grant funding in Title I, II, III, IV, etc...
- Based on SEEK and LEAP funding
- Based on receiving the similar ACT 18, HeadStart, IDEA, GSRP, etc... grant funding from WISD



# Revenue Projection (Estimation)

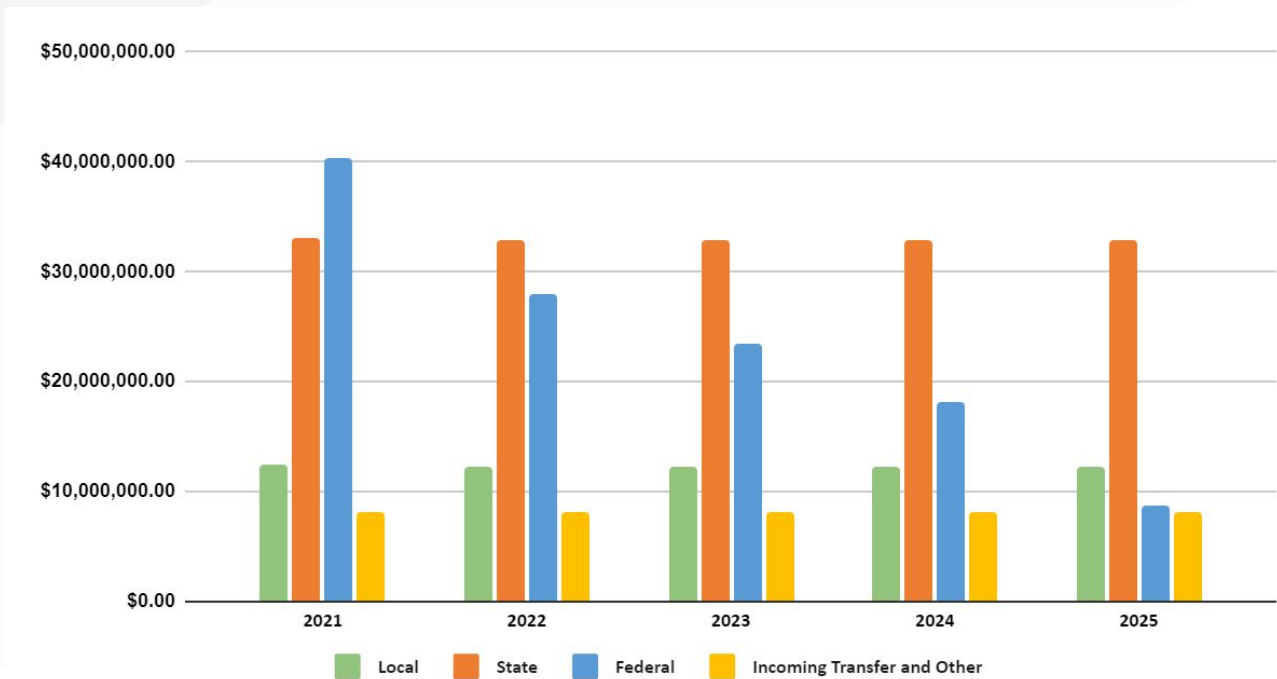
	2021 Amended Budget	2022	2023	2024	2025
Local	\$ 12,392,118.00	\$ 12,242,118.00	\$ 12,242,118.00	\$ 12,242,118.00	\$ 12,242,118.00
State	\$ 33,098,504.00	\$ 32,782,930.00	\$ 32,782,930.00	\$ 32,782,930.00	\$ 32,782,930.00
Federal~	\$ 40,302,213.00	\$ 28,052,583.00	\$ 23,366,524.00	\$ 18,109,273.00	\$ 8,755,810.00
Incoming Transfer and Other	\$ 8,053,354.00	\$ 8,053,354.00	\$ 8,053,354.00	\$ 8,053,354.00	\$ 8,053,354.00
<b>Total</b>	<b>\$ 93,846,189.00</b>	<b>\$ 81,130,985.00</b>	<b>\$ 76,444,926.00</b>	<b>\$ 71,187,675.00</b>	<b>\$ 61,834,212.00</b>

~One Time additional Federal funding of ESSER I, II, III as well as SEEK and LEAP grant for next three years.





# Revenue Projection (Estimation)



\*Revenue Projections are estimated projections based on the assumptions



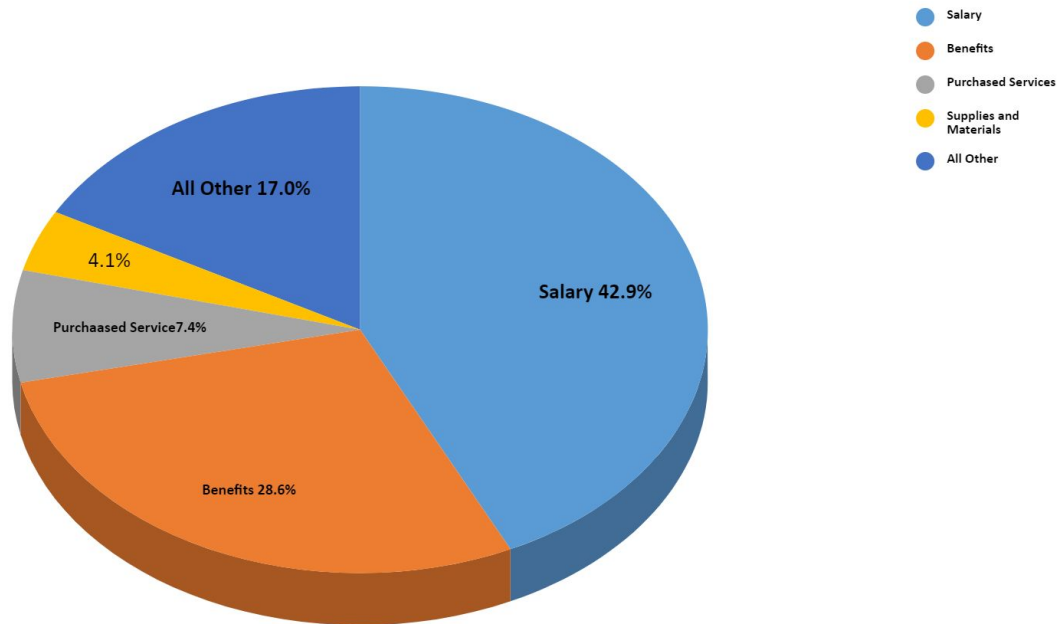
# Assumptions behind the Expense Projections

- Continue to employ the staff based on each school needs
- Post pandemic needs of each school
- Medical benefit costs increasing on an average of 3%
- Cost increase in purchasing services as well as other categorical expenses



# Estimated Expense Projection

Expense Projection for 2022 - 2025



\*Expense Projections are estimated projections based on the assumptions



# Summary

- In addition to our regular annual funding, YCS has received multiple federal grants like ESSER I, II, III, SEEK, LEAP, etc...
- Each grant will be expensed fully based on the criteria allowed by MDE during the span of the grant period.
- Keeping track of each grant as well as addressing the needs of the district and each individual school.



**What Questions might you have?**



#ycswhereyoubelong

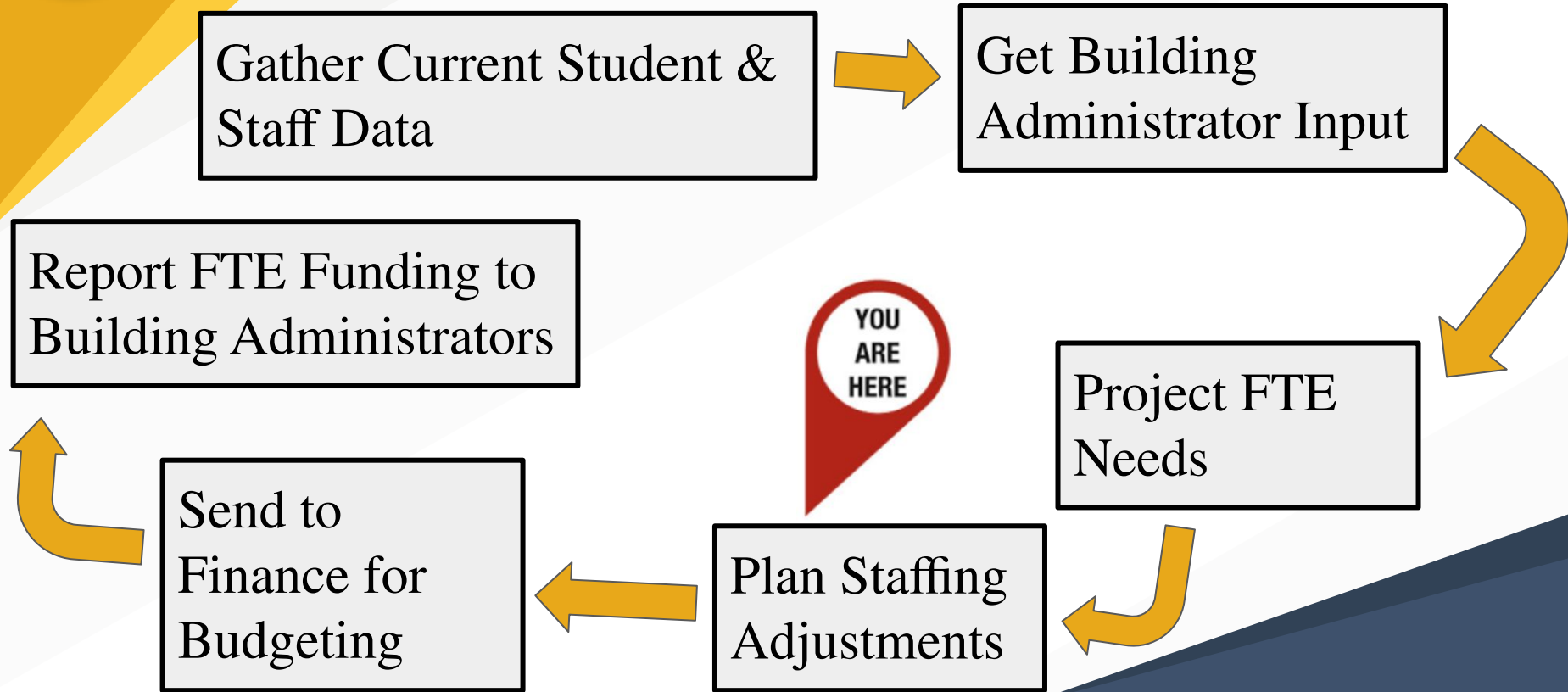
**Ypsilanti**  
**Community**  
**Schools**  
**IS HIRING**

[www.ycschools.us/employment](http://www.ycschools.us/employment)

# FTE Staffing Projections by Building 2022-23



# What is the purpose of the FTE Staffing Projections?





# How are the Projections FTEs Calculated?

Data is gathered from multiple sources:

- Student counts from PowerSchool
- Input from building administrators
- FTEs from the previous school year





# What is considered for Final Recommendation?

- Student needs are the first consideration
- Individualized Education Plans (IEP) requirements
- Title I Reading, Math, Behavior Specialists, etc.
- Teacher Certification required especially for secondary levels where staff must be certified by subject i.e., Math, Science, Social Studies and English
- Staff to Student Ratio per the Collective Bargaining Agreement
- Budget



# Beatty ELC

NAME OF SCHOOL: Beatty Early Learning Center

Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/ Library/Band/ Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
PreK/Headstart	112	128	16 (8 FTE)	-	SPED - 0.1 FTE	-
-	-	-	-	-	SpED SSW - 0.5 FTE	-
-	-	-	-	-	Family Services - 4 FTE	-
-	-	-	-	-	Coaches - 1.1 FTE	-
-	-	-	-	-	SLP - 1 FTE	-
-	-	-	-	-	OT/PT/AT - 0.96 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 0.2 FTE	-
-	-	-	-	-	Associate Teacher - 8 FTE	-
<b>Total</b>	<b>112</b>	<b>128</b>	<b>128 (8 FTE)</b>	<b>-</b>	<b>16.11 FTE</b>	<b>24.11 FTE</b>



# Ford ELC

NAME OF SCHOOL: Ford Early Learning Center						
Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
PreK/Headstart	130	128	16 (8 FTE)	Art - 1 FTE	SPED - 1.6 FTE	-
TK	20	20	20 (1 FTE)	Music - 1 FTE	SSW SPED - 1.1 FTE	-
K	74	110	25 (5 FTE)	Science - 1 FTE	SSW 31a - 0.5 FTE	-
1	75	74	28 (4 FTE)	PE - 1 FTE	Family Services - 2 FTE	-
-	-	-	-	Spanish Immersion - 2 FTE	Coaches 2.1 FTE	-
-	-	-	-	Library - 0.5 FTE	Title 1 - 2 FTE	-
-	-	-	-	-	Liaison - 0.2 FTE	-
-	-	-	-	-	ELL - 0.5 FTE	-
-	-	-	-	-	SLP - 1.5 FTE	-
-	-	-	-	-	OT/PT/AT - 0.76 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 0.5 FTE	-
-	-	-	-	-	Associate Teacher - 8 FTE	-
<b>Total</b>	<b>299</b>	<b>332</b>	<b>332 (18 FTE)</b>	<b>6.5 FTE</b>	<b>21.01 FTE</b>	<b>45.51 FTE</b>



# Perry ELC

NAME OF SCHOOL: Perry Early Learning Center						
Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
PreK/Headstart	105	112	16 (7 FTE)	Art - 1 FTE	SPED - 2.1 FTE	-
TK	40	40	20 (2 FTE)	Music - 1 FTE	SSW 31a - 1 FTE	-
K	108	65	25 (7 FTE)	Science - 1 FTE	SSW SPED - 0.5 FTE	-
1	112	108	28 (6 FTE)	PE - 1 FTE	Family Services - 2 FTE	-
-	-	-	-	Library - 0.5 FTE	Coaches 2.1 FTE	-
-	-	-	-	-	ASD + Support - 1.4 FTE	-
-	-	-	-	-	Liaison - 0.5 FTE	-
-	-	-	-	-	ELL - 1 FTE	-
-	-	-	-	-	Title 1 - 2 FTE	-
-	-	-	-	-	SLP - 3 FTE	-
-	-	-	-	-	OT/PT/AT - 1.56 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 1 FTE	-
-	-	-	-	-	Associate Teacher - 7 FTE	-
<b>Total</b>	<b>365</b>	<b>325</b>	<b>325 (22 FTE)</b>	<b>4.5 FTE</b>	<b>25.41 FTE</b>	<b>51.91 FTE</b>



# Erickson Elementary

NAME OF SCHOOL: Erickson Elementary

Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/ Library/Band/ Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
1	26	28	28 (1 FTE)	Art - 1 FTE	SPED - 4.6 FTE	-
2	80	88	28 (4 FTE)	Music - 1 FTE	SSW 31a - 1 FTE	-
3	54	80	32 (3 FTE)	Library - 0.5 FTE	SSW SPED - 1.1 FTE	-
4	47	54	32 (3 FTE)	PE - 1 FTE	Coaches 2.1 FTE	-
5	55	47	32 (3 FTE)	Science - 1 FTE	Liaison - 0.2 FTE	-
-	-	-	-	-	ELL - 0.5 FTE	-
-	-	-	-	-	Title 1 - 2 FTE	-
-	-	-	-	-	SLP - 1.5 FTE	-
-	-	-	-	-	OT/PT/AT - 1.26 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 0.4 FTE	-
<b>Total</b>	<b>262</b>	<b>297</b>	<b>297 (14 FTE)</b>	<b>4.5 FTE</b>	<b>14.91 FTE</b>	<b>33.41 FTE</b>



# Estabrook Elementary

NAME OF SCHOOL: Estabrook Elementary						
Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
PreK (ECSE)	12	12	12 (1 FTE)	Art - 1 FTE	SPED - 5.3 FTE	-
2	76	62	28 (3 FTE)	Music - 1 FTE	SSW 31a - 1 FTE	-
3	58	76	32 (3 FTE)	Science - 1 FTE	SSW SPED - 1 FTE	-
4	54	58	32 (3 FTE)	PE - 0.5 FTE	Coaches - 3.1 FTE	-
5	70	54	32 (3 FTE)	Library - 0.5 FTE	Title 1 - 2 FTE	-
-	-	-	-	-	ASD + Support - 1.4 FTE	-
-	-	-	-	-	Behavior - 1 FTE	-
-	-	-	-	-	Liaison - 0.2 FTE	-
-	-	-	-	-	ELL - 1 FTE	-
-	-	-	-	-	SLP - 2 FTE	-
-	-	-	-	-	OT/PT/AT - 1.36 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 1 FTE	-
<b>Total</b>	<b>258</b>	<b>262</b>	<b>262 (13 FTE)</b>	<b>4 FTE</b>	<b>20.61 FTE</b>	<b>37.61 FTE</b>





# Holmes Elementary

NAME OF SCHOOL: Holmes Elementary

Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
2	64	63	28 (3 FTE)	Art - 1 FTE	SPED - 3.1 FTE	-
3	85	64	32 (2 FTE)	Music - 1 FTE	SSW 31a - 1 FTE	-
4	50	85	32 (3 FTE)	Library - 0.5 FTE	SSW SPED - 1 FTE	-
5	43	50	32 (2 FTE)	PE - 0.5 FTE	Coaches - 2.1 FTE	-
-	-	-	-	Science - 1 FTE	ASD + Support - 1.4 FTE	-
-	-	-	-	-	Liaison - 0.2 FTE	-
-	-	-	-	-	ELL - 0.5 FTE	-
-	-	-	-	-	Title 1 - 2 FTE	-
-	-	-	-	-	SLP - 1 FTE	-
-	-	-	-	-	OT/PT/AT - 1.26 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 0.5 FTE	-
<b>Total</b>	<b>242</b>	<b>262</b>	<b>262 (10 FTE)</b>	<b>4 FTE</b>	<b>14.31 FTE</b>	<b>28.31 FTE</b>



# Ypsilanti International Elementary School

NAME OF SCHOOL: Ypsilanti International Elementary School

Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
TK	-	20	20 (1 FTE)	Art - 1 FTE	SPED - 2.1 FTE	-
K	70	50	25 (3 FTE)	Music - 1 FTE	SSW 31a - 1 FTE	-
1	46	70	28 (3 FTE)	Library - 0.5 FTE	SSW SPED - 0.5 FTE	-
2	61	46	28 (3 FTE)	PE - 1 FTE	Coaches - 2.1 FTE	-
3	45	61	32 (3 FTE)	Spanish - 1 FTE	ASD + Support - 1.4 FTE	-
4	48	45	32 (3 FTE)	Science - 1 FTE	Liaison - 0.2 FTE	-
5	53	48	32 (3 FTE)	-	ELL - 0.5 FTE	-
-	-	-	-	-	Title 1 - 2 FTE	-
-	-	-	-	-	SLP - 0.5 FTE	-
-	-	-	-	-	OT/PT/AT - 0.76 FTE	-
-	-	-	-	-	Psych - 0.25 FTE	-
-	-	-	-	-	Nurse - 0.3 FTE	-
<b>Total</b>	<b>323</b>	<b>340</b>	<b>340 (19 FTE)</b>	<b>5.5 FTE</b>	<b>12.61 FTE</b>	<b>37.11 FTE</b>





# Ypsilanti Connected Community School

NAME OF SCHOOL: YC2S						
Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
K	32	32	25 (2 FTE)	Art - 1 FTE	SPED - 3.9 FTE	-
1	25	32	28 (2 FTE)	PE/Health - 1 FTE	SSW 31a - 1 FTE	-
2	27	25	28 (1 FTE)	STEM - 1 FTE	SSW SPED - 1 FTE	-
3	35	27	32 (1 FTE)	-	Coaches - 2.1 FTE	-
4	27	35	32 (2 FTE)	-	Title 1 - 1 FTE	-
5	43	27	32 (1 FTE)	-	Liaison - 0.3 FTE	-
6	47	43	32 (~2 FTE)	-	SLP - 1 FTE	-
7	41	47	32 (~2 FTE)	-	OT/PT/AT - 0.56 FTE	-
8	42	41	32 (~2 FTE)	-	Psych - 0.25 FTE	-
-	-	-	-	-	-	-
Math	-	-	1 FTE	-	-	-
ELA	-	-	1 FTE	-	-	-
Science	-	-	1 FTE	-	-	-
Social Studies	-	-	1 FTE	-	-	-
<b>Total</b>	<b>319</b>	<b>309</b>	<b>309 (13 FTE)</b>	<b>3.0 FTE</b>	<b>11.11 FTE</b>	<b>27.11 FTE</b>



# Ypsilanti Community Middle School

NAME OF SCHOOL: YCMS						
Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/Library/Band/Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
6	133	168	32 (~6 FTE)	Art - 1 FTE	SPED - 7.1 FTE	-
7	138	133	32 (~5 FTE)	Band - 1 FTE	SSW 31a - 1 FTE	-
8	140	138	32 (~5 FTE)	Choir - 1 FTE	SSW SPED - 2.1 FTE	-
-	-	-	-	PE/Health - 1 FTE	Coaches - 4.1 FTE	-
Math	-	-	3 FTE	Spanish - 1 FTE	ASD + Support - 1.4 FTE	-
ELA	-	-	3 FTE	STEM - 1 FTE	Behavior - 1 FTE	-
Science	-	-	3 FTE	Technology - 1 FTE	Liaison - 0.5 FTE	-
Social Studies	-	-	3 FTE	Library/Literacy - 0.5 FTE	ELL - 1 FTE	-
Enrichment	-	-	3 FTE	Counselor - 1 FTE	Title 1 - 2 FTE	-
-	-	-	-	-	SLP - 1.5 FTE	-
-	-	-	-	-	OT/PT/AT - 0.56 FTE	-
-	-	-	-	-	Psych - 1 FTE	-
-	-	-	-	-	Nurse - 1 FTE	-
<b>Total</b>	<b>411</b>	<b>439</b>	<b>439 (15 FTE)</b>	<b>8.5 FTE</b>	<b>24.26 FTE</b>	<b>47.76 FTE</b>



# ACCE

NAME OF SCHOOL: ACCE

Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/ Library/Band/ Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
9	34	32	16 (~2 FTE)	Art - 1 FTE	SPED - 2.1 FTE	-
10	43	34	16 (~3 FTE)	PE/Health - 1 FTE	SSW 31a 1 FTE	-
11	42	43	16 (~3 FTE)	Spanish - 1 FTE	SSW SPED - 1.1 FTE	-
12	94	42	16 (~3 FTE)	Counselor - 1 FTE	Coaches - 2.1 FTE	-
-	-	-	-	Library/Literacy - 0.5 FTE	Title 1 - 1 FTE	-
Math	-	-	2 FTE	AVA Program - 1 FTE	Behavior - 1 FTE	-
ELA	-	-	2 FTE	-	Liaison - 0.3 FTE	-
Science	-	-	2 FTE	-	SLP - 0.2 FTE	-
Social Studies	-	-	2 FTE	-	OT/PT/AT - 0.26 FTE	-
-	-	-	-	-	Psych - 0.34 FTE	-
<b>Total</b>	<b>213</b>	<b>151</b>	<b>151 (8 FTE)</b>	<b>5.5 FTE</b>	<b>9.4 FTE</b>	<b>22.9 FTE</b>



# Ypsilanti Community High School

NAME OF SCHOOL: YCHS AC Tech and STEM

Grade	2021-22 Current Student Enrollment	District 2022-23 Projected Student Enrollment	CBA Teacher Student FTE (Max)	Specials/Electives (Art/Music/PE/ Library/Band/ Tech/Choice)	Interventions (Sp Ed/ELL/ED)	Final 2022-23 FTE Recommendations
9	132	150	32 (~5 FTE)	Art - 1 FTE	SPED - 10.1 FTE	-
10	152	132	32 (~5 FTE)	Band - 1 FTE	SSW 31a - 2 FTE	-
11	112	152	32 (~5 FTE)	Choir - 1 FTE	SSW SPED - 4.1 FTE	-
12	128	112	32 (~4 FTE)	PE/Health - 2 FTE	Coaches - 4.1 FTE	-
-	-	-	-	Spanish - 2 FTE	Title 1 - 1 FTE	-
Math	-	-	8 FTE	TV Production - 1 FTE	Liaison - 0.4 FTE	-
ELA	-	-	7 FTE	Business - 2.5 FTE	ELL - 2 FTE	-
Science	-	-	5 FTE	College & Career - 1 FTE	SLP - 0.8 FTE	-
Social Studies	-	-	3 FTE	Counselor - 4 FTE	OT/PT/AT - 0.76 FTE	-
-	-	-	-	CTE/CNA/RCTC - 3.5 FTE	Psych - 0.66 FTE	-
-	-	-	-	Manufacturing - 1 FTE	-	-
-	-	-	-	Library / Literacy - 1 FTE	-	-
<b>Total</b>	<b>524</b>	<b>546</b>	<b>546 (23 FTE)</b>	<b>21 FTE</b>	<b>25.92 FTE</b>	<b>69.92 FTE</b>



**What Questions might you have?**

## **REGULAR MEETING (Monday, April 11, 2022)**

Generated by Julie Haines on Tuesday, April 19, 2022

### **Members present**

Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

### **Members absent**

Meredith Schindler

### **Meeting called to order at 6:33 PM**

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

Action: A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

3. ACCEPTANCE OF AMENDED AGENDA

Action: A. Acceptance of Amended Agenda

... MOVE THAT the Board of Education accept the amended agenda, as presented.

Motion by Sharon Lee, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

4. ACHIEVEMENTS, AWARDS & RECOGNITION

Information, Recognition: A. Perry Early Learning Center Points of Pride

The YCS Board of Education would like to reinstitute a practice that has been on hold since the start of the pandemic: the reading of our school's points of pride. Today we will start with Perry Early Learning Center.

[Click here to view the Perry Points of Pride.](#)

5. PUBLIC COMMENTS #1

Information: A. Guidelines for Public Comment

**Public Comment Protocol** | Pursuant to Board of Education Policy 0167.3

\*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

\*Please limit statements to three (3) minutes duration.

\*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

\*Remarks shall be made in a respectful and professional manner.

6. REQUEST FOR CLOSED SESSION

Action: A. Request for Closed Session- Pursuant to Sections 8(f) of the Open Meetings Act to review and consider the content of an application for employment

The Board of Education will be going into closed session pursuant to Section 8(f) of the Open Meetings Act to review and consider the content of an application for employment.

The board moved into closed session at 6:45 p.m.

... MOVE THAT the Board of Education go into closed session pursuant to Section 8(f) of the Open Meetings Act to review and consider the content of an application for employment.

Motion by Gillian Ream Gainsley, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

7. REQUEST TO RETURN TO OPEN SESSION

Procedural: A. Reconvene to Open Session

The Board of Education will return to Open Session.

The board moved into open session at 7:03 p.m.

8. REQUEST FOR CLOSED SESSION

Action: A. Closed Session – Pursuant to Section 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute

The Board of Education will be going into closed session pursuant to sections 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute.

The board moved into closed session at 7:04 p.m.

... MOVE THAT the Board of Education go into closed session pursuant Section 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute.



Motion by Sharon Lee, second by Gillian Ream Gainsley.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

#### 9. REQUEST TO RETURN TO OPEN SESSION

Procedural: A. Reconvene to Open Session

The Board of Education will return to Open Session.

The board moved into open session at 9:10 p.m. followed by a 5 minute recess.

#### 10. PRESENTATION

Presentation: A. Explanation of Millage Ballot Wording - Priya Nayak

Ms. Priya Nayak, the Ypsilanti Community Schools' director of business service and finance, will give a presentation on the upcoming Operating Millage renewal on the ballot.

[Click here to view the presentation.](#)

#### 11. ACTION ITEM: Student Affairs

Action, Procedural: A. Acceptance of Field Trip Request: YCHS/RCTC Culinary, April 2022 (Houston, Texas)

This proposal comes from Chef Aaron Gaertner, CTE Instructor & ProStart Instructor. Students will compete against their peers from all over the United States and, with hard work, win prizes and scholarships, with the winning team getting a full-ride scholarship to Sullivan University, the National Center for Hospitality Studies in Louisville, Kentucky. Go Grizzlies!

[Click here to view the field trip request.](#)

... MOVE THAT the Board of Education approve the overnight field trip of the Ypsilanti Community High School/Culinary program to Houston, Texas, in April 2022 for the NASA Hunch Culinary Challenge National Championship.

Motion by Sharon Lee, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

#### 12. CONSENT AGENDA

Action (Consent), Minutes, Report: A. Consent Agenda

Seeking Board approval of the presented meeting minutes and personnel matters; see attachments below.

... MOVE THAT the Board of Education approve the: 1) March 14, 2022, Regular Board Meeting Minutes 2) Personnel matters as per the presented list dated 4/7/22; New Hires, Resignations, and Retirements.

... MOVE THAT the Board of Education approve the:

1) [March 14, 2022, Regular Board Meeting Minutes](#)

2) [Personnel matters](#) as per the presented list dated 4/7/22; New Hires, Resignations, and Retirements.

Motion by Gillian Ream Gainsley, second by Maria Goodrich.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

#### 13. DISCUSSIONS

Discussion: A. Second Reading of NEOLA Policy Updates - Vol. 36, No. 1

*Re: NEOLA of Michigan Local Templates/Policy Updates - Vol. 36, No. 1 - September 2021*

The Board of Education shall adopt bylaws and policies for the organization and operation of this Board and the District. The Policy subcommittee has recently reviewed the following, and has now submitted these to begin the approval process.

#### 14. BOARD OF EDUCATION WORKSHOP

Discussion: A. Facilities

YCS Facilities and Operations Director, Aaron Rose, will facilitate a workshop on facilities.

[Click here to see the agenda for this workshop.](#)

Aaron Rose: George School or ACCE has a low occupancy and the HVAC system needs a pretty costly overhaul. We are working with a DTE engineer to complete audits in all the school buildings starting with ACCE.

#### 15. ACTION ITEM: Neola Policy Updates

Action: A. Adoption of the NEOLA Policy Updates

*Re: NEOLA of Michigan Local Templates/Policy Updates - Vol. 36, No. 1 - September 2021*

The Board of Education shall adopt bylaws and policies for the organization and operation of this Board and the District. The Policy subcommittee reviewed the NEOLA policies and the Board had its first reading at its previous board meeting. The second reading occurred earlier in the meeting and pending no additional changes or discussion required, the board will consider adopting the policies.

...MOVE THAT the board of education adopt the NEOLA policy updates, as presented: Vol. 36, No. 1 - September 2021.

Motion by Maria Goodrich, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

16. ACTION ITEM: Human Resources

Action: A. Potential New Hire: Approval of Employment

The Board will consider the request and determine the employment opportunity.

... MOVE THAT the Board of Education approve the district's employment request.

Motion by Gillian Ream Gainsley, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

17. ACTION ITEMS: Business and Finance

Action: A. Acceptance of YCS Paving Project for Ford Early Learning Center and Holmes Elementary School

We are seeking approval for the paving projects at Ford Early Learning Center and Holmes Elementary School using Best Paving. The proposal includes both the bus loop and parking lot at Holmes (excludes the driveway from Peabody to the staff lot on the East side of the building) and the West parking lot and bus loop at Ford (excludes the East staff parking lot). The total cost of the project is \$319,000.00.

Click [here](#) to view the proposal.

Click [here](#) to view the paving maps.

...MOVE THAT the Board of Education accept, as presented, the Best Paving Proposal for Ford Early Learning Center and Holmes Elementary School's paving project in the amount of \$319,000.00.

Motion by Yvonne Fields, second by Maria Goodrich.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: B. Acceptance of the AE Asset Build

This request is the final component to the Asset Essentials platform. We have a work order system that allows end users to communicate issues that require the attention of the YCS facilities department. We are asking for your approval of this proposal for data entry. The proposal details all the equipment and related assets that should be entered into our database to support the information collection process required to make data informed decisions. Dude Solutions is excited about providing YCS with online tools that will help us save money, increase efficiency and improve services. Equipment Inventory Data Gathering is performed through the conduction of staff interviews and physical onsite data gathering. This will provide an "Equipment Inventory." By leveraging DSI's Equipment Inventory Data Gathering service, DSI clients are able to track work related to individual assets and make better data driven decisions related to those items.

Click [here](#) to view the proposal.

...MOVE THAT the Board of Education accept, as presented, the Dude Solutions Proposal for the final component for the district inventory project in the amount of \$81,494.00.

Motion by Maria Goodrich, second by Sharon Lee.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: C. Acceptance of the District Wide Video Upgrade

Projectors throughout the district have been experiencing burnout over the last several years. These projectors have a limited lifespan due to the excessive heat that builds up. Addition, the projectors are currently models that have been discontinued and we rely on third party vendors to supply replacement bulbs and parts, which increases the cost of ownership.

To address all of these concerns we want to reimagine all district spaces that currently utilize projectors and reassess what type of device would be a best fit for the district. The majority of classrooms and meeting spaces will have interactive flat panel displays installed while a small number of open spaces will have either mobile interactive flat panel displays or long throw projectors. This will greatly decrease the electrical cost to the district as well since panels will consume much less power.

Documentation

Quote for Interactive Flat Panels

Interactive Flat Panels: \$1,230,592.00 (304 spaces)

Mobile Interactive Flat Panels: \$30,086.00 (7 spaces)

Quote for Long Throw Projectors

Long Throw Projectors: \$127,512.00 (22 spaces)

Optional Audio Setup: \$1,887.00 (per room)

Total Cost to the District: \$1,429,704 (includes option audio setup, or \$1,388,190 without)

...MOVE THAT the Board of Education accept, as presented, Data Image quote for interactive flat panels and long throw projectors in the amount of \$1,429,704.00.

Motion by Yvonne Fields, second by Gillian Ream Gainsley.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: D. Acceptance of the Security Camera Upgrade for WR Complex and Chapelle

The YCS technology department is working on finishing up the security camera upgrade with Convergent, which has been taking place in the district for about a year now. This final estimate covers the following areas: WRMS, Transportation and Resiliency Center, and Chapelle. It includes: cameras, warranty, additional supporting items, and labor and is estimated at \$278,500.15.

...MOVE THAT the Board of Education accept, as presented, the Convergent quote for the security camera upgrade for WR Complex and Chapelle project in the amount of \$278,500.15.

Motion by Maria Goodrich, second by Yvonne Fields.

Final Resolution: Motion Carries



Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: E. Donation: 4 Musical Instruments to the YCHS Band Program

Community member, William Crosby, donated 4 instruments to the YCHS band program, included a tuba, 2 trombones, and a trumpet with the approximate value of \$1200. Thank you so much, Mr. Crosby, for your thoughtfulness and your generous donation! We are stronger together.

...MOVE THAT the Board of Education accept a donation of 4 instruments to the YCHS band program with the approximate value of \$1200.

Motion by Maria Goodrich, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: F. Donation: Books for our Second Graders

The Second Graders at Erickson Elementary, Estabrook Elementary, Holmes Elementary, and Ypsilanti International Elementary, along with teachers and the media centers, will each receive the book, "The Planet We Live On," written by Shanda Trent. Randy and Shanda Trent are donating the books worth approximately \$3400. Thank you so much, Randy and Shanda, for your generous donation. We are excited for the students to have the books in time to celebrate Earth Day on April 22nd.

...MOVE THAT the Board of Education accept a book donation for our second graders of the book "The Plant We Live On" with the approximate value of \$3400.

Motion by Gillian Ream Gainsley, second by Sharon Lee.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

## 18. PUBLIC COMMENTS #2

Information: A. Guidelines for Public Comment

**Public Comment Protocol** | Pursuant to Board of Education Policy 0167.3

\*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

\*Please limit statements to three (3) minutes duration.

\*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

\*Remarks shall be made in a respectful and professional manner.

## 19. DISCUSSION

Discussion: A. Board of Education Subcommittee Reports

**Trustee Goodrich:** So I just wanted to share publicly the results of last month's organizational meeting of the Washtenaw Area School Boards and we have a new slate of officers. Our officers for the next year: our Past President is Michael McVey of Saline, President is Jessica Kelly of Ann Arbor, Vice President is Thomas Rollins of Lincoln Consolidated, Legislative Relations Network is Kirsten Frait of Milan and Secretary/Treasurer is M. Jeanice Townsend YCS.

**Trustee Gainsley:** The Facilities and Operations Committee did meet and had a conversation about quite a few of the items that we have already discussed during this meeting. One of them being the changes to the George School and the high energy costs there and some concerns about the age of that building. Some tenant concerns across the district, and that is the update because a lot of it has been shared with the entire board during this meeting.

## 20. BOARD/SUPERINTENDENT COMMENTS

**Trustee Townsend:** Everyone is invited to the Easter Egg Hunt this Saturday at Perry Early Learning Center at 10:00 a.m. It is hosted by a number of different sponsors including the African American Organizations of Washtenaw Count and Friends. There will be games, prizes, food, drink, face painting, music, and more. Please come out.

**Trustee Gainsley:** We are excited about Grizzly Learning Camp. It will be from June 20 - August 11. Registration will open soon. Is the 2022-23 school calendar on the website?

**Dr. Hawkins:** We are gathering information to find out if the board can do a regular meeting at 5:30 p.m. on May 17th and then the board workshop at 6:30 p.m.

We had a discussion and it was determined that we will cancel the regular board meeting on May 16th and have a regular board meeting on May 17th at 5:30 p.m. followed by a board workshop at 6:30 p.m.

**Dr. Zachery-Ross:** I sent the information from the RCTC students about their NASA Hunch Challenge including their recipes, research paper, and video. Thank you, Ms. Nayak, for the clarifying presentation on the upcoming millage proposal. We are heading into the election season. I was fortunate to see Dr. Hawkins and Trustee Townsend represent the district well at the Power, Pearls, and Presence Everywhere virtual panel and discussion hosted by the members of Delta Sigma Theta Sorority, Inc. It was a moment to be proud, to talk about how to become elected, to clarify information from those who are interested in seeking office. Just the fact that our board members continue to lead the way. There were board members from other districts but we had two board members there and that made me really proud. I just want to thank you both for sharing and answering with clear, concise answers for people thinking about running for this important office and how our board members take the role very seriously. Just a reminder that this Friday students have a half day because of professional development. There's no school on Monday, for students and staff. It's a comp day and is on our calendar for staff staying late for parent-teacher conferences. With state testing for elementary and secondary, this week into next it is important that students come to school this week. It's important that students come to participate in the testing. We know that is sometimes challenging for our students and just know that Monday they can rest. I thank our amazing teachers, staff, everybody because we say everyone here are educators in their own right, in their own way and we know that as we end the school year strong, we need every single one of them to join with us to support our students. We need to rebuild the stamina to make it to June. There is time between the end of school and Grizzly Learning Camp to get recharged. We're excited about Grizzly Learning Camp from June 20 August 11 and being able to stay engaged. So, we invite you to participate. There

are wonderful opportunities as we look forward to them participating. We will be utilizing Perry and the Willow Run campus so that's gonna be exciting and our high school. There is wonderful planning happening behind the scenes for our students. We will have that application coming out soon. The application has the parent deciding on which sessions and we're going to accept all who applied, we just need to know what sessions for the staff, so we can have our food ready, transportation ready, and so please when we get that application out turn it on, so we can make the plans and be prepared for our amazing scholars to come and experience another wonderful Grizzly Learning Camp.

**Dr. Hawkins:** Next Wednesday, I will be putting on a career day. Ms. Cash and Ms. Willis have been wonderful to work with. They and some of our school of social work interns are making it possible to have this career day for our students, so we will have a business leaders to talk about careers. We will have the first part in the afternoon at the middle school and then the evening will be at the high school. There will be food. I want to give a shout out to my wonderful EMU interns. And lastly, I just want to say thank you to Ms. Haines and Ms. Houston and her team for making sure the board has some lovely snacks for this evening.

21. ADJOURNMENT OF MEETING  
Meeting adjourned at 10:12 p.m.

## **SPECIAL MEETING Student Discipline Hearing, Student #2022.413A (Wednesday, April 13, 2022)**

Generated by Julie Haines on Friday, April 29, 2022

The Special Meeting of the Ypsilanti Community Schools Board of Education was called to order by Vice President Lee, in absence of Board President Dr. Hawkins at 5:36 p.m.

### **Members present**

Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Yvonne Fields

### **Members absent**

Dr Celeste Hawkins, Jeanice Townsend, Meredith Schindler

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Sharon Lee, Vice President

Action: A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Sharon Lee, Vice President

3. ACCEPTANCE OF AGENDA

Action: A. Acceptance of Agenda

Motion by Yvonne Fields, second by Maria Goodrich

Final Resolution: Motion Carries

Aye: Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Yvonne Fields

4. PUBLIC COMMENTS #1

Information: A. Guidelines for Public Comment

**Public Comment Protocol** | Pursuant to Board of Education Policy 0167.3

\*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

\*Please limit statements to three (3) minutes duration.

\*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

\*Remarks shall be made in a respectful and professional manner.

There were no public comments.

5. STUDENT DISCIPLINE HEARING

Procedural: A. Student Discipline Hearing - Student #2022.413A

6. REQUEST FOR CLOSED SESSION

Action: A. Closed Session – Pursuant to Section 8(b) of the Open Meetings Act to consider a student disciplinary matter

The Board of Education will be going into closed session pursuant to sections 8(h) of the Open Meetings Act to consider a student disciplinary matter, pursuant to the request of the parent.

The meeting went into closed session at 5:39 p.m.

... MOVE THAT the Board of Education go into closed session under Section 8(b) of the Open Meetings Act to consider a student disciplinary matter, pursuant to the request of the parent.

Motion by Maria Goodrich, second by Gillian Gainsley

Final Resolution: Motion Carries

Aye: Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Yvonne Fields

7. RETURN TO OPEN SESSION

Procedural: A. Reconvene to Open Session

The Board of Education will return to Open Session.

The meeting came back into open session at 6:48 p.m.

8. STUDENT DISCIPLINE RESOLUTION

Action: A. Student Discipline Resolution - Student #2022.413A

The Board of Education is scheduled to conduct a student discipline hearing at this meeting. The purpose of the hearing will be to determine if the student mentioned above will be expelled from school due to the alleged violation(s). The Board of Education is the only body empowered to expel students from Ypsilanti Community Schools.

The Board will be presented with evidence of the charges by the building administration. The student and a parent will be offered time to present and offer input. The Board will be presented with closing statements from the building administration, the student, and the parent. Recommendations/requests will be presented to the Board.

After Board review, the Board of Education will determine whether or not to expel the student from Ypsilanti Community Schools and adopt the Board Resolution of Discipline.

Motion by Gillian Gainsley, second by Yvonne Fields

Final Resolution: Motion Carries

Aye: Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Yvonne Fields

9. BOARD/SUPERINTENDENT COMMENTS

There were no board/superintendent comments.

10. ADJOURNMENT OF MEETING

The meeting adjourned at 6:53 p.m.

## **SPECIAL MEETING Student Discipline Hearing, Student #2022.413B (Wednesday, April 13, 2022)**

Generated by Julie Haines on Friday, April 29, 2022

The Special Meeting of the Ypsilanti Community Schools Board of Education was called to order by Vice President Lee, in absence of Board President Dr. Hawkins at 6:54 p.m.

### **Members present**

Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Meredith Schindler

### **Members absent**

Dr Celeste Hawkins, Jeanice Townsend, Yvonne Fields

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Sharon Lee, Vice President

Action: A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Sharon Lee, Vice President

3. ACCEPTANCE OF AGENDA

Action: A. Acceptance of Agenda

Motion by Maria goodrich, second by Meredith Schindler

Final Resolution: Motion Carries

Aye: Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Meredith Schindler

4. PUBLIC COMMENTS #1

Information: A. Guidelines for Public Comment

**Public Comment Protocol** | Pursuant to Board of Education Policy 0167.3

\*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

\*Please limit statements to three (3) minutes duration.

\*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

\*Remarks shall be made in a respectful and professional manner.

There were no public comments.

5. STUDENT DISCIPLINE HEARING

Procedural: A. Student Discipline Hearing - Student #2022.413B

6. REQUEST FOR CLOSED SESSION

Action: A. Closed Session – Pursuant to Section 8(b) of the Open Meetings Act to consider a student disciplinary matter

The Board of Education will be going into closed session pursuant to sections 8(h) of the Open Meetings Act to consider a student disciplinary matter, pursuant to the request of the parent.

The meeting went into closed session at 6:57 p.m.

... MOVE THAT the Board of Education go into closed session under Section 8(b) of the Open Meetings Act to consider a student disciplinary matter, pursuant to the request of the parent.

Motion by Gillian Gainsley, second by Maria Goodrich

Final Resolution: Motion Carries

Aye: Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Meredith Schindler

7. RETURN TO OPEN SESSION

Procedural: A. Reconvene to Open Session

The Board of Education will return to Open Session.

The meeting came back into open session at 7:45 p.m.

8. STUDENT DISCIPLINE RESOLUTION

Action: A. Student Discipline Resolution - Student #2022.413B

The Board of Education is scheduled to conduct a student discipline hearing at this meeting. The purpose of the hearing will be to determine if the student mentioned above will be expelled from school due to the alleged violation(s). The Board of Education is the only body empowered to expel students from Ypsilanti Community Schools.

The Board will be presented with evidence of the charges by the building administration. The student and a parent will be offered time to present and offer input. The Board will be presented with closing statements from the building administration, the student, and the parent. Recommendations/requests will be presented to the Board.

After Board review, the Board of Education will determine whether or not to expel the student from Ypsilanti Community Schools and adopt the Board Resolution of Discipline.

Motion by Maria Goodrich, second by Meredith Schindler

Final Resolution: Motion Carries

Aye: Gillian Ream Gainsley, Sharon Lee, Maria Goodrich, Meredith Schindler

9. BOARD/SUPERINTENDENT COMMENTS

There were no board/superintendent comments.

10. ADJOURNMENT OF MEETING

The meeting adjourned at 7:50 p.m.

Board of Education

Name	Location	Position
New Hire		
LaPointe, Madysen	Middle School	Social Studies
Resigned		
Masterson, Lisa	District	Nurse
	5/5/2022	

Note this list is subject to change. If there are any changes, an updated version will be shared before the board meeting.

Attach a list of the students involved or the potential students involved.

**Ypsilanti Community Schools**  
Field Trip Request Form

Request By: Nicole Kings School/Class: Ericksen - 5th  
 Request Date: 5/3/22 Trip Date: 5/27/22 Number of Students: 45 (approx.)  
 Trip Destination: Greenfield Village  
 Purpose of trip: To visit the various museums of Greenfield Village  
 Details about cost: We have earned a scholarship, so cost is covered 100%.  
 Account or funding source for trip: Henry Ford / Greenfield Village  
 Will subs be needed? NO Account for subs: —  
 How this trip fits with the curriculum: This trip connects to our FOSS engineering and design and HMH-Inventors.  
 Number of Staff/Chaperones: 10

Chaperone Name (If Available)	Relationship to Students	Phone Number
<u>Ms. Kings</u>	<u>Teacher</u>	<u>248-767-4630</u>
<u>Ms. Crowley</u>	<u>Teacher</u>	<u>734-834-6315</u>
<u>Ms. Weaver</u>	<u>Teacher</u>	<u>304-282-1415</u>

Specific learning objectives to be accomplished: Students will identify and provide examples of innovative inventions in the village.

Student outcomes and learning as a result of taking this trip: Students will explore and understand the process of thinking of, planning, and executing a successful invention.

Course/Class curriculum, big ideas, or essential questions enforced: This field trip connects to our HMH curriculum -> what kinds of circumstances push people to create new inventions?

Pre-Trip lessons/activities: We will be exploring the science & engineering curriculum. We will be exploring the different parts of the village virtually so students pick one place/person/invention to focus on.

Follow-Up lessons/activities to reinforce/extend learning: Students will follow up the exploring they did by researching further the person/place/invention they chose and writing about it.

I have utilized the guidelines in 2340A to plan, conduct, and evaluate the trip and, upon approval of the trip, I will obtain parental permission (2340 F2 or F2A) and use the Checklist for Trips (2340 F3)

**Field Trip Approval**

Trip Approved:  Not Approved:  Principal: [Signature] Date: 5/4/22

Trip Approved:  Not Approved:  Superintendent:  Date:

(over)





Date: 4/20/2022  
 Order Number: Q-436734  
 Revision: 1  
 Order Form Expiration Date: 10/2/2022

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com  
 Orders Under \$25,000.00 may pay by Credit Card:  
 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 133073  
 Customer Name: Ypsilanti Cmty School District  
 Billing Address: 1885 Packard Rd  
 Ypsilanti, MI 48197-1846

Products and Services

Ypsilanti Cmty School District

Products	Qty	License Start Date	License End Date	License Term (Months)
Apex Learning Courses: Unlimited enrollment subscription	400	10/3/2022	10/2/2025	36
<b>Ypsilanti Cmty School District Subtotal:</b>				<b>\$108,000.00</b>

<b>Subtotal:</b>	USD 108,000.00
<b>Estimated Tax:</b>	USD 0.00
<b>Total US Funds:</b>	USD 108,000.00

\*\* Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

Invoicing and Payment Terms

PO Due Date	Payment Due Date	Amount
Due at Time of Order	10/2/2022	USD 36,000.00
9/17/2023	10/2/2023	USD 36,000.00
9/17/2024	10/2/2024	USD 36,000.00
Total		USD 108,000.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a Purchase Order with this Order Form covering the initial portion of the amount and you will submit future Purchase Orders based on the Invoicing and Payment Terms table and timely make corresponding payment(s) for the remaining amount(s) owed.

Customer Contact for Future Purchase Orders:

Name: \_\_\_\_\_

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com





Date: 4/20/2022  
 Order Number: Q-436734  
 Revision: 1  
 Order Form Expiration Date: 10/2/2022

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to [orders@edmentum.com](mailto:orders@edmentum.com)  
 Orders Under \$25,000.00 may pay by Credit Card:  
 Call 214.294.9901 or e-mail [creditcardprocessing@edmentum.com](mailto:creditcardprocessing@edmentum.com)

Email Address: \_\_\_\_\_

**Acceptance**

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to [orders@edmentum.com](mailto:orders@edmentum.com).

**Customer Signature:**

Name (Printed or Typed): \_\_\_\_\_

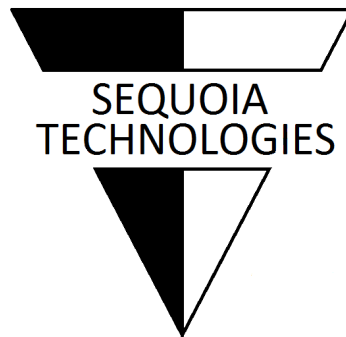
Title: \_\_\_\_\_

Date: \_\_\_\_\_

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)



# VSC – Ypsilanti School District PA Cabling – 422006 v.2



**04/06/22**

**By: Nate Latowski**

Proposal for the following scope of work for VSC to install Category 6 Cables to PA locations throughout Ypsilanti School District.

## **Base Bid – Scope of Work**

### **Category 6 Cabling Installation**

- Installation of (261) locations of 1 Category 6A cables to PA locations designated on drawing provided by Walt Kemmer on 4/1/22.
  - Each location will include (1) location of 1 Category 6 cable.
  - Cables will be terminated with a Category 6 jack and placed into a 2-position surface mount box above the ceiling.
  - Cables will be terminated onto 48 port Category 6 patch panels in the MDF or IDF closet, whichever may be closer.
  - All cables will be tested with a Fluke DSX 8000 and a digital copy of the test results will be provided at the conclusion of the project.
- Installation of (10) locations of 3 Category 6 cables to the main office of each school.
  - Each location will include (1) location of 3 Category 6 cables.
  - Cables will be terminated with a Category 6 jacks and placed into a 4-position surface mount box.
  - Cables will be terminated onto 48 port Category 6 patch panels in the MDF or IDF closet, whichever may be closer.

# VSC – Ypsilanti School District PA Cabling – 422006 v.2

- All cables will be tested with a Fluke DSX 8000 and a digital copy of the test results will be provided at the conclusion of the project.

## **Notes:**

No architectural, electrical, or mechanical work is provided as part of this proposal.

All work to be done during normal business hours (Mon-Fri, 7am-5pm) unless otherwise stated, and agreed upon.

A digital copy of the test results will be provided in PDF format at the conclusion of the project.

A digital copy of the As-Built Drawing will be provided at the conclusion of the drawing.

A 1' and 10' Category 6 Patch Cable will be provided for each cable installed (291 total)

All penetrations cabling ran through will be fire stopped.

Per drop pricing is assuming work to be done on an already scheduled trip to the site, specific trips for single adds will incur an additional \$150.00 travel charge

Patch Panel not included in per drop pricing

# VSC – Ypsilanti School District PA Cabling – 422006 v.2

## **Pricing Summary – Base Bid Total**

<b>Base Bid Labor</b>	<b>\$53,275.00</b>
<b>Base Bid Material</b>	<b><u>\$31,327.77</u></b>
<b>Total</b>	<b>\$84,602.77</b>

## ***Per School Pricing Breakdown***

Adams Elementary School	\$8,022.69
Administration Building	\$1,799.19
Auto Shop RCTC	\$1,325.69
East Middle School	\$9,331.81
Erickson Elementary School	\$8,183.19
Estabrook Elementary School	\$10,007.19
Forest George Special Education	\$7,907.19
Ypsilanti High School	\$20,136.44
Holmes Elementary	\$6,715.69
Perry CDC	\$11,173.69

## ***Per Drop/Patch Panel Pricing***

Single PA Category 6 Cable Drop	\$290.00
Three Category 6 Cable Drop	\$775.00
48 Port Category 6 Patch Panel	\$256.25

# VSC – Ypsilanti School District PA Cabling – 422006 v.2

## Optional Coring

Per Penetration/Sleeve/Firestop

\$50.00 per

**Terms: 50% Deposit / 50% Net 30**

\*Quote valid for 30 days

Customer Hereby authorizes and agrees to make timely payment for products and services rendered, including payments and deposits for partial shipments.

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Print)

# VSC – Ypsilanti School District PA Cabling – 422006 v.2

## Bill of Material

		<b>Category 6 Cabling Package</b>	
PureNet	U6500-004-PGN2	Category 6 250 MHz Plenum Cable - Green	71
Netkey	NK688MOR	Keystone Category 6 Orange Jack	291
Panduit	NK2BXWH-A	Surface Mount Box White 2 Position	261
Panduit	NK4BXWH-A	Surface Mount Box White 4 Position	30
Panduit	NK6PPG48Y	48 Port Category 6 Patch Panels	13
Sequoia	Misc One	Miscellaneous Mounting Materials	10
Custom	PC-6B00-01	Patch Cord Category 6 1' - Green	291
Custom	PC-6B00-10	Patch Cord Category 6 10' - Green	291



46725 Magellan Drive  
 Novi, MI 48377  
[www.ShopVSC.com](http://www.ShopVSC.com)  
 PHONE: 248-926-2540

**PROPOSAL**

VSC ESTIMATE	DATE
18376	4/21/2022

**BILL TO:**

**SHIP TO:**

Ypsilanti Public Schools  
 1885 Packard Road  
 Ypsilanti, MI 48197

P.O. NO.	TERMS	REP	ACCOUNT #	FOB	
	Net 15	VSC	81020	Destination	
ITEM	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL
LABOR-INSTALLATION-Sales	CAT Cabling Adams Elementary	1	ea	12,984.00	12,984.00
LABOR-INSTALLATION-Sales	CAT Cabling Administration Building	1	ea	2,375.00	2,375.00
LABOR-INSTALLATION-Sales	CAT Cabling RCTC	1	ea	1,615.00	1,615.00
LABOR-INSTALLATION-Sales	CAT Cabling East Middle School	1	ea	16,940.00	16,940.00
LABOR-INSTALLATION-Sales	CAT Cabling Erickson Elementary	1	ea	13,820.00	13,820.00
LABOR-INSTALLATION-Sales	CAT Cabling Estabrook Elementary	1	ea	17,358.00	17,358.00
LABOR-INSTALLATION-Sales	CAT Cabling Ypsilanti High School	1	ea	32,780.00	32,780.00
LABOR-INSTALLATION-Sales	CAT Cabling Holmes Elementary	1	ea	11,098.00	11,098.00
LABOR-INSTALLATION-Sales	CAT Cabling Perry CDC	1	ea	18,585.00	18,585.00
LABOR-INSTALLATION-Sales	CAT Cabling Willow Run Middle School	1	ea	20,230.00	20,230.00
	SUBTOTAL -----				147,785.00
	Reference quote 422006-v.3 from Sequoia Technologies (shared with Solomon Zheng). Quote and quantities based on drawings supplied and reviewed by customer. Forest George quantities used for Willow Run Middle School as no drawing was supplied or reviewed prior to quote.				
	Unit pricing as needed:				
LABOR-INSTALLATION-Sales	Dual PA category 6 Cable Drop into single locations	1	ea	575.00	575.00
LABOR-INSTALLATION-Sales	Three CAT 6 Cable Drop into single location	1	ea	890.00	890.00
LABOR-INSTALLATION-Sales	48 port Category 6 Patch Panel	1	ea	295.00	295.00
LABOR-INSTALLATION-Sales	10' Category 6 Patch Cable	1	ea	3.55	3.55
LABOR-INSTALLATION-Sales	Per Penetration/Sleeve/Firestop	1	ea	58.00	58.00
				<b>SUBTOTAL:</b>	\$149,606.55
				<b>SALES TAX:</b>	\$0.00
				<b>TOTAL:</b>	\$149,606.55



## APPENDIX A

Customer Name: Ypsilanti Community Schools

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Street Address: 1885 Packard Street

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City, State, Zip: Ypsilanti, MI 48197

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The Agreement referenced below by and between Sentinel Technologies, Inc., (Contractor) with principal offices at 2550 Warrenville Road, Downers Grove, Illinois 60515, and Ypsilanti Community Schools (Customer) with principal offices at 1885 Packard Street, Ypsilanti, MI 48197 is hereby appended to include the following:

Commencement Date

Agreement No. 002

Addendum No. 044-RS

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### Executive Summary

Ypsilanti Community Schools, located in Ypsilanti, Michigan, is preparing to re-open their Willow Run Middle School location and needs to provide wireless access points for staff and students. They have asked Sentinel Technologies, Inc. (Sentinel) to provide them with proposal for the following hardware, software, licenses and professional services.

#### **Meraki Wireless**

- Sentinel will be installing the following access points at locations provided by the district.
  - Required hardware and licensing:
    - (23) - Meraki MR57 Wi-Fi 6E Indoor AP.
    - (30) - Meraki MR Enterprise License, 10YR (7 Extra).
- Professional Services:
  - Sentinel will on-board the wireless access points into the Meraki Dashboard.
  - Sentinel will program the access points using the existing authentication methods.
  - Sentinel will physically install the access points in locations provided by the district.
  - **Note: No new Meraki wireless functionality will be implemented as part of this proposal.**
  - **Note: Sentinel assumes that any required structured cabling cable drops will be provided by others.**
  - **Note: Sentinel assumes that the district will provide POE+ switch ports for Access Points and IP Phones.**

#### **Professional Services**

- See Scope of Work Section.

It is the intent of this engagement that Sentinel will architect, design, and implement the project according to Sentinel established best practices and, in a manner, ready for production computing. During this project, knowledge transfer of general administration tasks, points of scale, and the environment will be provided to prepare the Customer staff moving forward after the engagement. The next section "Project Overview" highlights the main phases involved in this project. The "Scope of Work" section then lays out in further detail what is covered as part of this project. Finally, "Customer Responsibilities and Assumptions" details important assumptions Sentinel has made in discussion with the Ypsilanti Community Schools IT Team.

### Project Phases

#### **Phase 1 - Project Initiation Meeting**

Sentinel Project Management will coordinate a kick-off meeting to review and approve the Scope of Work provided to the Customer. Customer and Sentinel provided resources will be introduced and their relevant roles for the project discussed. Sentinel Project Management will then coordinate a time for a site visit by Sentinel Engineers in order to draft a blueprint of all proposed work which will be provided to the Customer. High level timelines for project milestones will also be identified and discussed.



## **Phase 2 - Analysis & Design**

Sentinel engineers will perform a high-level audit of the Customer's relevant infrastructure. The data collected from this audit will be used to generate a design for the implementation of the solution. Sentinel engineers will inform the Customer of any design requirements that will need to be completed by the Customer's IT staff prior to the start of the next phase (such as provisioning of storage space, acquisitions of licenses, and other essential design components not covered within this document). Upon acceptance of the work as detailed within the blueprint by the Customer, Sentinel engineers and project managers will then coordinate specific dates and times appropriate for accommodating the nature of the work involved (i.e. work which will require outages will be scheduled during appropriate maintenance windows).

## **Phase 3 - Staging**

During the staging phase, equipment will be unboxed, burned-in, configured and tested off-site before being repacked and delivered for onsite implementation. This ensures maximum efficiency and quality while minimizing the disruptions and impacts to the Customer's environment.

## **Phase 4 - Implementation**

Sentinel engineers will proceed with the implementation of all items specified within this Scope of Work and further detailed in the Customer approved Design Document.

## **Phase 5 - Post Support**

Sentinel engineers will be dedicated to being available for the resolution of any problems or issues that arise during the post support portion of the project.

## **Phase 6 - Project Completion**

Upon conclusion of all other phases of work Sentinel's engineers will provide the Customer with updated design documents for the project. Sentinel's project management team will then arrange for a meeting with the Customer to review the status of all project items. If no project items remain open Sentinel's project managers will request that the Customer sign off on the project, thus closing the project at that time.

## **Scope of Work**

### **Planning and Pre-Engagement Preparation**

- Identification of key Customer project team members with whom Sentinel will work to accomplish the tasks defined in this Scope.
- Review required hardware, software, networking and facilities required to successfully complete this engagement.

### **Analysis & Design**

#### **General**

- Analyze the current environment to make sure the environment is ready for infrastructure implementation based upon the assumptions laid out in the next section.
- Engage with the Customer team to brainstorm the technical requirements and use case design for the implementation.
- Develop specific requirements, design and use case specifications blueprint document based upon Customer discussion.

### **Implementation – Switching Infrastructure**

- Sentinel Engineers will work with the Ypsilanti Community Schools IT staff to setup the required programming on the existing switching infrastructure to support the new Meraki wireless access points as specified in the Implementation Blueprint.
- It is assumed that Ypsilanti Community Schools will provide Power Over Ethernet Plus capable switches for the operation of the Meraki access points.



### **Implementation – Meraki Access Points**

- Sentinel will onboard the wireless access points into the Meraki Dashboard.
- Sentinel will program the access points using the existing authentication methods.
- Sentinel will physically install the access points in locations provided by the district.

### **Acceptance Testing**

- Sentinel will provide acceptance testing as specified in the implementation blueprint.

### **Cutover / Migration Strategy**

Sentinel has provided Engineering and Project Management professional services to support a cutover/migration strategy. The project team will deploy the solution within an estimated twelve (12) cutover windows. Any additional cutovers, or phased installation work will be added into scope via the change order (PCR) process and may require additional professional services to complete.

### **Cutover Planning Services Provided by Sentinel**

Prior to any cutover, the Sentinel PM and Lead Engineer on the project will provide a “Solution Installation and Cutover Plan” which details the following:

- Start time and End time that is targeted for the maintenance window required for the cutover.
- Step by step plan for the work that is to be done prior to the installation, during the installation, and after the installation.
- Task ownership for each of the tasks identified.
- Task durations for each of the tasks identified.
- Back-out plan – along with a timeframe that identifies when we will initiate the back out plan.
- Test and Acceptance plans to be executed.

Once the cutover/installation plan has been created, the Sentinel Project Team and the Customer will meet to review and approve the plan. Prior to the cutover, a “go/no-go” call will take place to once again review the cutover plan and ensure that all stakeholders involved in the cutover are available, and all pre-cutover tasks have been completed successfully in preparation for the maintenance window. If a Customer requests to cancel and reschedule a cutover, rescheduling charges may apply. Any impact to Customer resource schedules as a result of a “no-go” call, will be Customer responsibility.

### **Documentation and Knowledge Transfer**

- Sentinel will provide documentation of the setup including a revised Sentinel design doc as well as any available vendor-created administrative and/or best practices guides.
- Note that knowledge transfers and functional overviews are not a substitute for formal vendor product Customer Education courses available. Sentinel strongly encourages attendance at Customer Education classes to gain further insight into the product architecture and its integration.

### **Project Management**

Sentinel will provide a project manager committed to the success of the project. The project manager will be responsible for:

- Complete success of the project.
- Optimal coordination of all resources.
- Guiding the Customer on aspects of the project they are required to perform.
- Tracking and reporting of progress.
- Management of agreed to budget issues.
- Management of expected timelines for implementation.
- Changes to the project and communications of changes in writing using a Project Change Form.
- Post installation document gathering, assembly and presentation.
- Post installation project completion agreement and signature.



Project management will ensure complete project success. Communication is the cornerstone of project management and the project manager will be the central communication mechanism for all parties. This will assure all relevant parties are informed about decisions that may affect the success of their component of the solution.

**Customer Responsibilities and Assumptions**

**General**

The following is a list of responsibilities and/or tasks that Sentinel assumes have been completed or reviewed by Ypsilanti Community Schools to the execution of the above-mentioned project. If additional responsibilities are uncovered during the project, Sentinel will make sure that Ypsilanti Community Schools is made aware of any issues promptly to determine resolution.

**Product Lead Times**

Depending on the technologies quoted, orders may be direct or through distribution. Lead times should be expected to be 8 weeks but can exceed 8 weeks. Should expedited equipment requirements arise, there could be an additional charge to source through a warehousing distribution partner.

**Site Readiness and Site Survey Requirement**

Every effort has been made to ensure that proper power cords and patch cables have been included to match your environment's infrastructure. The notes section of the Bill of Materials (BOM) explicitly states the quantity and type of cords quoted.

**Four options are available to ensure the accuracy of the selected items; please initial next to which method you agree to: (SELECT AND INITIAL ONLY ONE)**

**Note: In the absence of the Customer selecting one of the four options below, it is agreed that the contract will default to Option #1.**

**Initials**      **Option 1**  
\_\_\_\_\_ Customer waives the opportunity to complete a site/closet checklist, has reviewed the BOM and agrees to quantity, type and length of the power and patch cables provided. [Financial obligation for labor and materials for changes identified post order will be the Customer's responsibility]

\_\_\_\_\_ **Option 2**  
Customer has provided a site/closet review checklist document and confirms the quantity, type and length of the power and patch cables quoted. [Financial obligation for labor and materials for changes identified post order will be the Customer's responsibility, unless Sentinel provided the incorrect part based upon the provided checklist]

\_\_\_\_\_ **Option 3**  
Customer elects a "for charge" onsite survey of the facilities and closets to determine the quantity, type and length of the power and patch cables required. In addition, Sentinel will assess each closet's cooling and UPS readiness for the proposed equipment being provided. [Financial obligation for labor and materials for changes identified post order will be Sentinel's full responsibility, unless changes to the site have taken place subsequent to the site assessment]

\_\_\_\_\_ **Option 4**  
Not applicable. This SOW does not contain any work that would be performed in or impacted by the Customer's MDF, IDF or Data Center facilities.

**Permits & Access**

Unless otherwise agreed, all permits, variances, access to facilities, roof access, building warranty concerns or other site specific information and procedures are the responsibility of the Customer. Sentinel can assist as needed, but will need to be informed of any requirements prior to the site survey to consider these within the validation process.





### **Remote Support**

Sentinel's service estimate assumes remote access support through IP VPN or IP PPP connection. Without this access, additional services may be incurred for optimization and tuning required pre and post installation.

### **Travel Requirements and Cost**

Unless specified within the proposal, all travel expenses and time are not included. Travel time shall be invoiced at pre-negotiated rates and expenses plus per diem at actual costs.

### **Existing Hardware Compatibility & Firmware Updates**

Where Customer provides existing server or other hardware, it is assumed the Customer has verified all such hardware is compatible with the versions of the software specified within the scope. This includes relevant firmware updates. Sentinel will not be providing firmware updates to any servers as part of this Scope of Work.

### **3<sup>rd</sup> Party Integration**

Unless noted otherwise, Sentinel assumes no reliance on 3rd Party applications, connections or plug-ins to software deployments and updates as specified in this scope. If during Analysis and Planning any required 3rd Party integration is uncovered, additional hours may be incurred.

### **Fiber**

It is assumed that the Customer's existing fiber will support proposed transmission speeds (i.e. 1GB, 10GB, 40GB, etc.). Customer must ensure that the fiber optic cabling is within manufacturer tolerances for distance and loss in order to support the required transport speeds. In some cases, specialized equipment, such as attenuators and mode conditioning cables, may be required to properly support these speeds. This equipment will be at the expense of the Customer.

### **Optics (SFP, SFP+, GBIC, etc...)**

Every effort was made in the pre-sales process through white board sessions, BOM reviews and diagrams to identify any and all optics required. **OPTICS AS QUOTED AND SOLD ASSUME A STAND-ALONE SYSTEM UNLESS OTHERWISE NOTED.** Migration items and integration items to existing equipment, if not noted, are not included nor is time for the interconnection, planning or design of same. Should any question exist as to the total number, types and use of the optics, Sentinel can set up a design review and white board session prior to the order upon request.

### **Power, Racks & Cooling**

Like the optics, Sentinel has made a best effort to match any power requirements and answer any requests of the Customer related to equipment specifications, power cables included or other physical requirements. Any adjustments to fit in racks, connect to specific power terminal types, or secure electrician services to run a new service are beyond the fixed bid project price. Sentinel will respond to any inquiry and provide product literature. Any sizing charts provided are done so as a convenience to the Customer and DO NOT represent a commitment by Sentinel that, as sold, the equipment is ready for the Customer site. Sentinel offers Technology Area Design (TAD) consulting services should the Customer prefer a more formal and accurate solution.

### **Patch Cables / Cable Lengths**

In most cases the BOM includes any note(s) on cable lengths included. Without the design validation of a formal TAD engagement, only a best effort is made to match the site requirements. Any changes to the cord lengths, connectors or other site readiness items will be in addition to the solution once the order is placed with the manufacturer(s). Many of the vendors offer the ability to select the appropriate items prior to order, but will charge for any replacements needed after the order and this offer will be extended to the Customer through the Sentinel Project Change Request (PCR) process. Unless specified, Sentinel assumes the Customer will provide all patch cables needed and can provide the product literature on any devices upon request.

### **Labor Union Requirements**

Sentinel has NOT included any parameters for Union workers. Any requirement would require a subcontract arrangement to be determined up front and would increase the cost of deployment.

### **Patching and Equipment Cabling**

Sentinel assumes, unless noted here, that the Customer will patch in all equipment to the cabling plant within the facility. Sentinel can perform this connection service at an additional charge with an approved PCR.



**Pricing Summary**

**Meraki Access Points Implementation**  
**NASPO Contract NVP #AR3227**  
**Participating Addendum for MI #210000001333**

**Hardware and Software**

		<b>Extended Price</b>
Meraki Access Points	\$	28,303.00
<b>Hardware and Software Total</b>	<b>\$</b>	<b>28,303.00</b>

**TOTAL PROJECT** - Project Total Cost is based on the combined purchase of all Hardware/Software, Professional Services and Solution Maintenance from Sentinel as detailed in the attached Bill of Materials. Unbundling or materially reducing any of these essential elements of the solution may result in modifications to the cost of the remaining elements.

		<b>Extended Price</b>
Hardware and Software	\$	28,303.00
Professional Services	\$	3,150.00
<b>Project Total</b>	<b>\$</b>	<b>31,453.00</b>

**Estimated Shipping** **\$ 110.00**

\*Quote is valid until 05/21/2022

*Plus applicable tax, shipping & handling*

**Meraki Access Points**

Meraki Access Points				
Description	Qty	Unit Price	Ext Price	Special Notes
<b>Meraki Access Points and Licenses</b>				
Meraki MR57 Wi-Fi 6E Indoor AP	23	\$ 821.00	\$ 18,883.00	
Meraki MR Enterprise License, 10YR	30	\$ 314.00	\$ 9,420.00	
<b>Hardware and Software Sub-Total:</b>				<b>\$28,303.00</b>

**General Terms and Assumptions**

- With regard to any software licenses installed by Contractor as necessary to effectuate the provision of services under this Agreement, thus not within the scope of the deliverables, Customer is hereby prohibited from duplicating said software in any form or fashion and is further restricted from using the software beyond the intended scope set forth herein. Moreover, Customer is restricted from licensing, sublicensing or transferring said software to any third party (except to a related party) without the express permission of Contractor, under which circumstance the software shall stay under the control and auspices of the Contractor. In the event Customer loses or damages the software, a copy may be provided at a nominal charge. Contractor may, at its discretion, remove said software upon the completion of its provision of services. Alternatively, at the end of this engagement or the license period, whichever occurs first, Customer is required to either destroy or return all copies of said software to Contractor, as expressly directed by Contractor.



- The manufacturer/support provider has the right to inspect any products that have either never had support coverage or have not had support coverage for an extended period to determine their eligibility for maintenance/support. Devices subject to inspection will be flagged as such and are subject to a non-refundable inspection fee, which shall be the responsibility of Customer. Sentinel will work with the manufacturer/support provider on Customer's behalf until device eligibility is determined. Devices that do not pass the inspection will be ineligible for support.
- For products purchased pursuant to this agreement, Contractor agrees to provide storage at no additional charge for up to 90 days. If the storage period exceeds 90 days, Customer agrees to the following: a.) Customer will be responsible to pay a fee of 2% per month for storage of purchased products from that point forward, b.) Customer will be invoiced and will be responsible to pay the unpaid balance for any products purchased from Contractor that have not been paid in full and, c.) Ownership will transfer from Contractor to Customer.
- For all products purchased, it is assumed that prior to order execution with Contractor, Customer has reviewed, understood, and agreed to each manufacturer's respective terms and conditions governing the purchase of products, including, but not limited to, applicable warranties, order cancellation, and return policies. In the event of a return request, Sentinel may assist Customer by facilitating the request between Customer and the manufacturer. In addition, product return requests will be subject to Sentinel's own return policies, which may include restocking fees and/or shipping and handling costs.
- Under no circumstances will Customer have the right to withhold payment to Sentinel due to an alleged breach of any express or implied warranties with regard to the products purchased herein. Any such claim shall be handled directly between the manufacturer and Customer. If Contractor receives any financial relief or incentives intended for Customer as a result of a settlement between Customer and the manufacturer, Contractor agrees to pass through the incentives or financial relief to Customer.
- Sentinel makes no guarantees with respect to this product's compliance with any local, state, or federal privacy laws, including, but not limited to, the Biometric Information Privacy Act (BIPA) and the California Consumer Privacy Act (CCPA), and Customer shall maintain all responsibility and bear all liability with regard to its compliance with such in relation to its use of this product. Customer shall indemnify and hold harmless Sentinel from any third party claims to arise out of any privacy violations with regard to this product.
- Fixed Fee Services will be progress billed monthly based on percentage of completion. Generally, services for all non-business impacting tasks are quoted at a standard rate for labor from 9:00 a.m. – 5:00 p.m. If Customer requires, Contractor can perform some of these services outside of normal business hours at an overtime labor rate. Notwithstanding the above, services related to migrations, cutovers, or changes to critical core infrastructure are assumed to be performed outside of business hours and are included in the services pricing provided in this contract. For the fixed charges listed, the Contractor shall furnish all of the materials and perform all of the work shown on the drawings and/or described in the specifications entitled Appendix A, as annexed hereto as it pertains to work to be performed at designated Customer locations. Any alteration or deviation from the above specifications, including but not limited to any such alteration or deviation involving additional material and/or labor costs, will be executed only upon a written order for same, signed by Customer and Contractor, and if there is any charge for such alteration or deviation, the additional charge will be added to the contract price detailed above.



**Payment Terms**

**Hardware/Software:** For orders over \$100K, 50% at contract execution, balance upon shipment from manufacturer

**All Invoices:** Net 30

**\*This quote is valid until 05 / 21 / 2022.**

\*Regarding the resale of any products, pricing may be subject to a manufacturer price increase before the expiration date.

**CUSTOMER:**  
Ypsilanti Community Schools

**CONTRACTOR:**  
Sentinel Technologies, Inc.

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

P.O. #: \_\_\_\_\_



# WISD Programs and Budgets Review

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*including*

Local School District Services  
2022-23

presented  
April 2022

# Our Goal

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- Explain the mandated budget review process.
- Review your role in this process.
- Give you the information you need to carry out your role.
- Support you in your efforts.

# Mandated Budget Review (new)

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Section 624 of the Revised School Code, as amended, requires an ISD Board to have its proposed **General Fund** budget reviewed by its constituent districts each year.

# ISD Board

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***By May 1 of each year:***

The intermediate school board shall submit its proposed **General Fund** budget for the next school fiscal year to the board of each constituent district for review.

# Local Board

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***By June 1 of each year:***

- The local board will review the proposed ISD budget.
- Adopt a resolution expressing its support for or disapproval of the proposed ISD budget.
- Submit any **specific** budget objections and/or proposed changes to the ISD board.

# ISD Board

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If an intermediate school board receives any specific objections or proposed changes, the intermediate school board shall consider the proposed budget changes.

# Role of WASB Director

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- ***Now***
  - Serve as an ambassador.
  - Learn about ISD budget process.
  - Ask clarifying questions.
- ***After May 1 (with superintendent)***
  - Present information to your board.
  - Ask for help, if needed.
  - Answer questions from your board.
  - Submit resolution to WISD by June 1.
- ***Throughout the year***
  - Remain involved, stay informed.



# What is an ISD?

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- Regional education service agency
- Created by legislature in 1962
- Designed to be an intermediary between the Michigan Department of Education and local schools
- Composed of innovative professionals who focus on teaching and learning
- An organization that leads through service



# Role of WISD

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- Operates cooperative programs/delivers services for students in Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Ypsilanti Community
- Secures educational resources and shares them equitably
- Builds local capacity to improve student achievement
- Provides services to assure that each child learns
- Leadership role in building a Cradle to Career collaborative in Washtenaw County

# General Education Services

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**Technology &  
Data Support**

**Instructional  
Support**

**School &  
Community  
Partnerships**

**Grant-funded  
Programs &  
Services**

# Technology & Data Management



## Network Connectivity

- Physical Fiber Plant Support and Maintenance
- Core Network Infrastructure and Equipment
- Network Security Hardware and Support
- Internet Connectivity through utilizing E-rate Funds



## State Connections

- Data Hub Support (MiDataHub)
- Michigan State Education Network Connection (MISEN)



## Application Hosting Support

- Follett Destiny Library System
- PowerSchool
- New World
- PowerSchool Special Education Programs (PSSP)
- Coordinate Volume Purchase Savings (e.g. MVU Courses, Security Products)

# County Achievement Initiatives: Professional Learning Opportunities

There are three different pathways for educators to engage in professional learning.

## Learning Series

Responsive  
Leadership Series

Responsive Teachers  
Institute

Continuous  
Improvement Series

Cognitive Coaching

Book Studies

## Custom District Professional Learning

By district request  
on topic of need  
aligned to their SIP;  
(subject or grade  
level specific)

## Learning Networks

Assessment Literacy  
(10 years)

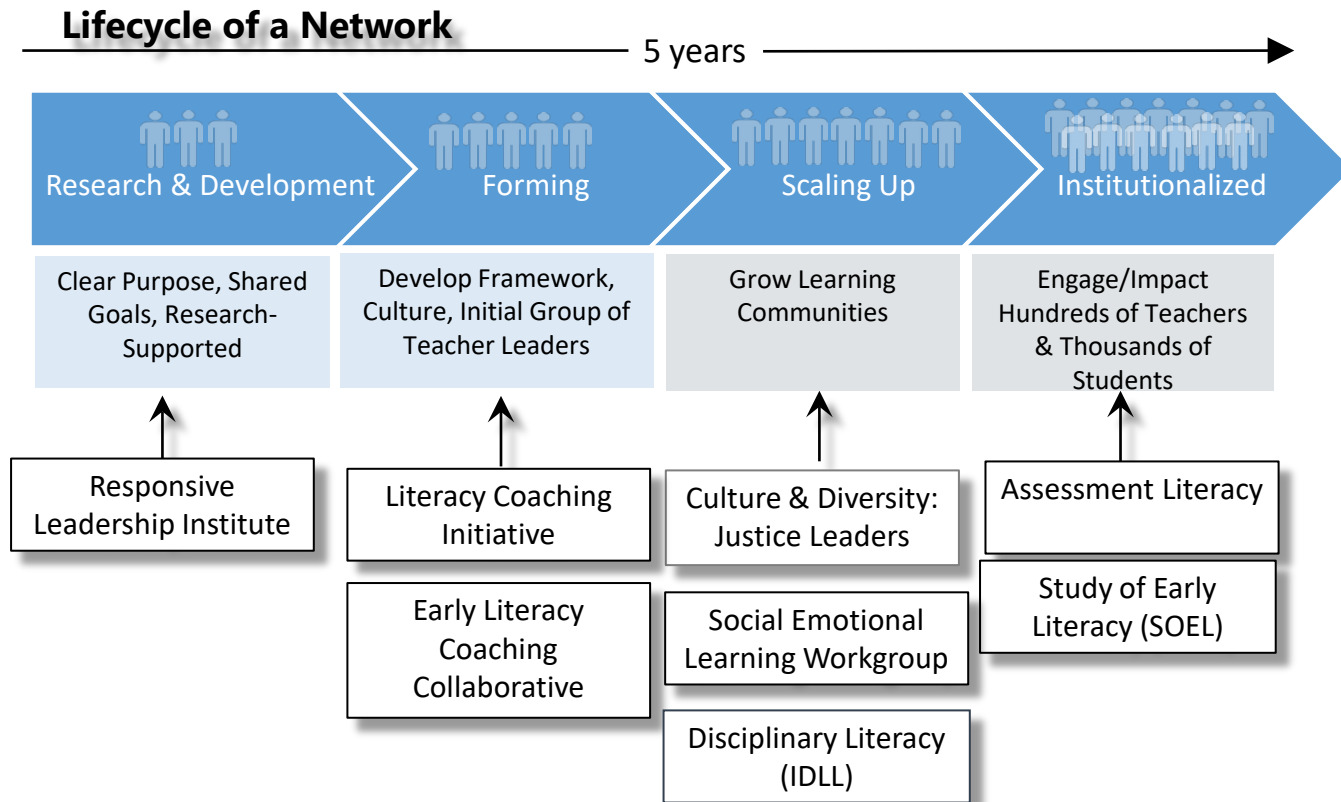
Study of Early  
Literacy  
(9 years)

Disciplinary Literacy  
(5 years)

Early Literacy  
Coaching  
Collaborative  
(2 years)

# County Achievement Initiatives: Teacher & Leader Networks

Multi-year approach to teacher and system learning focused on student outcomes



# Additional Instruction Supports

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## Technical Support

- Continuous Improvement
- Custom professional development
- Health Education

## Special Projects

- Senior Exit Survey
- Early literacy coach grant
- MiSTEM Regional network
- Early Math Essentials



# Equity, Inclusion and Social Justice: Focused Efforts

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## Justice Leaders



Professional learning series for educators

## Responsive Teaching & Leadership Institutes



Professional learning series for educators & leaders

## Ten80 Grant



Youth engineering program culminating in regional and national competitions

## Youth Council

High school youth-led and youth-focused group focused on issues of diversity



# Equity, Inclusion and Social Justice: Special Populations

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## Justice Involved Youth



Education services to youth involved in the juvenile justice system

## Education Project for Homeless Youth



Leadership with district liaisons & resource coordination

## Chronic Absenteeism



Case management with Washtenaw County Juvenile Court & district allies

## Trusted Parent Advisors

Empowering parents to organize in their communities





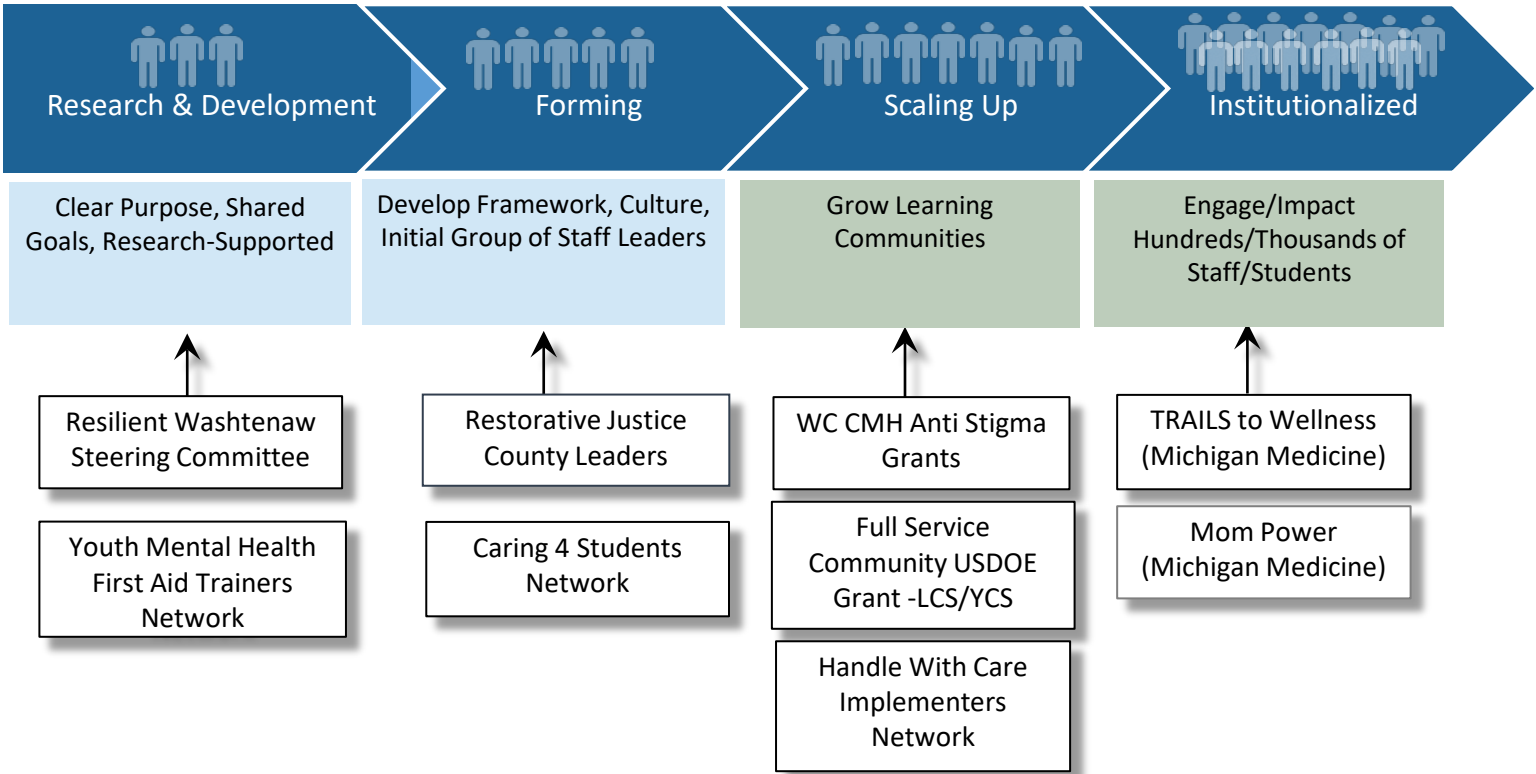


# Community School Partnerships: Mental Wellness/SEL Networks

Multi-year approach to staff and system learning focused on student wellbeing

## Lifecycle of a Network

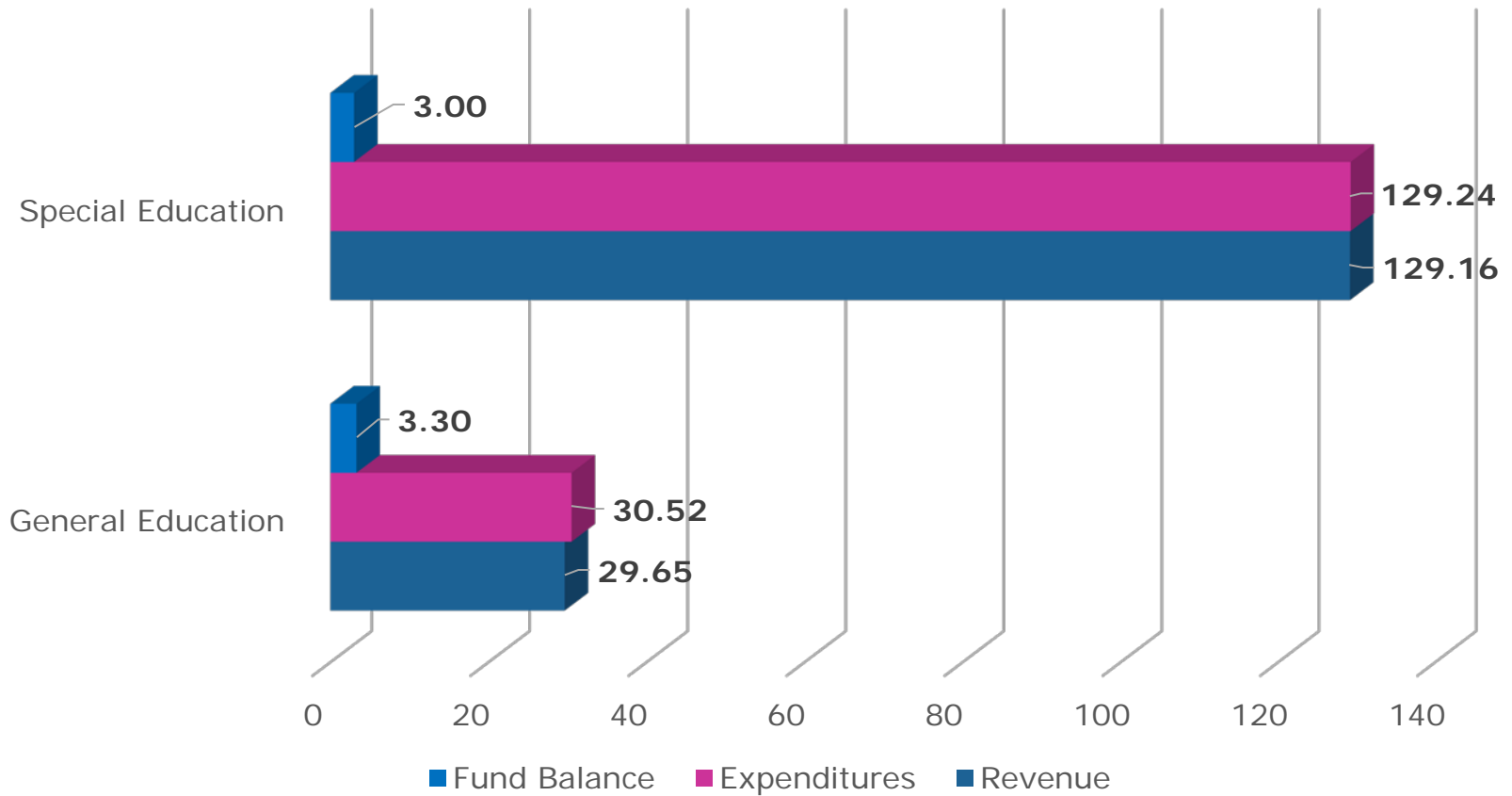
5 years



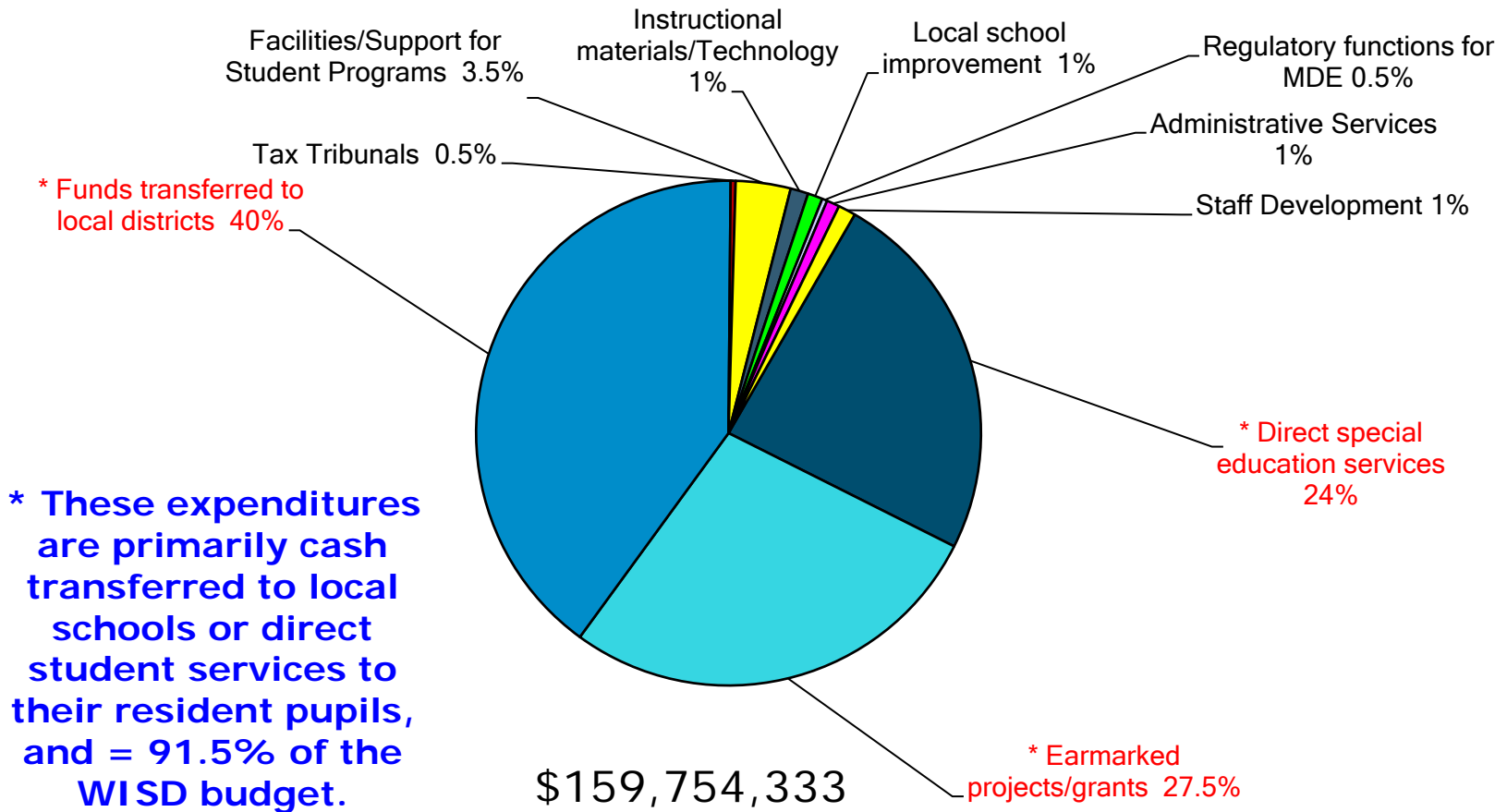
# 2022-23 WISD Budget

(In Millions)

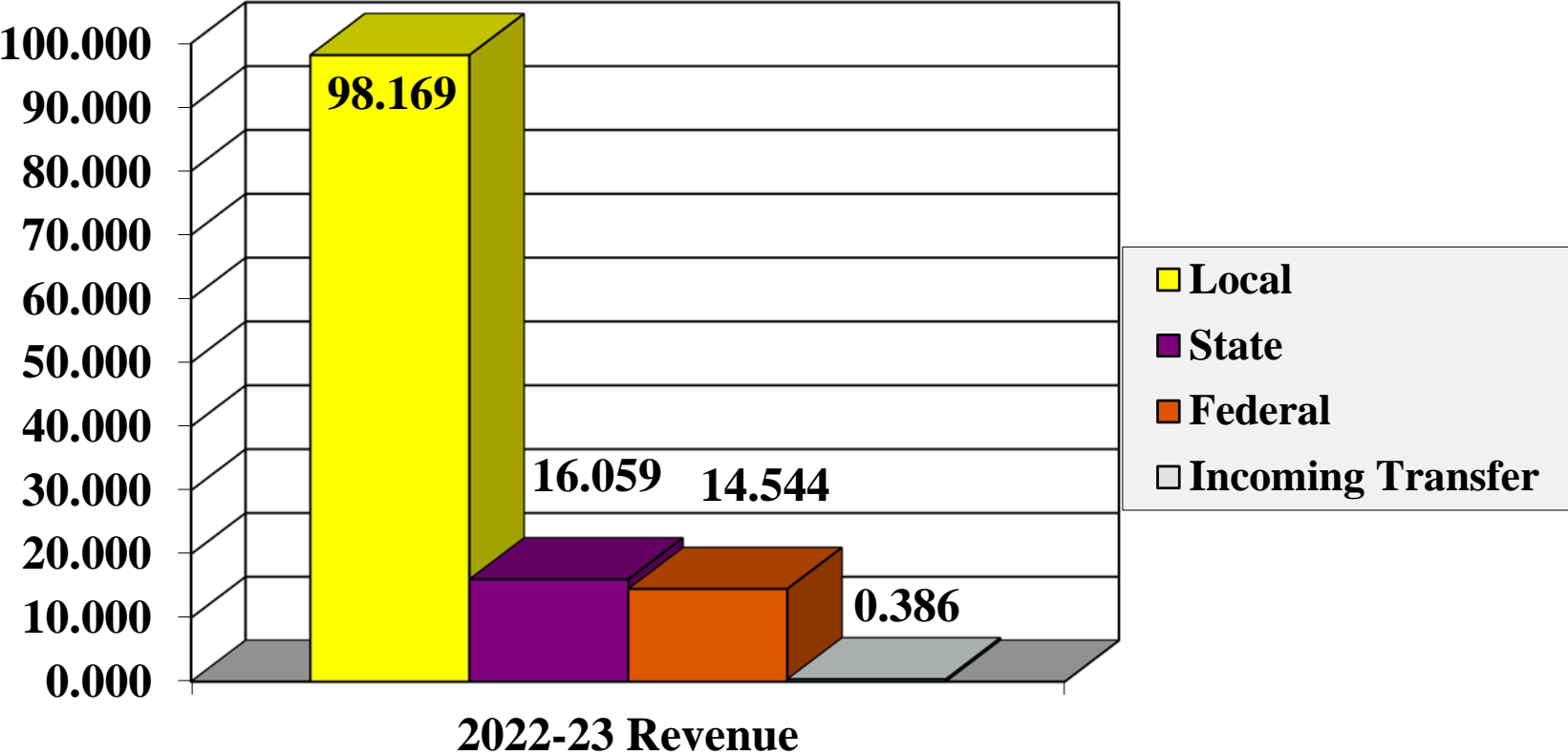
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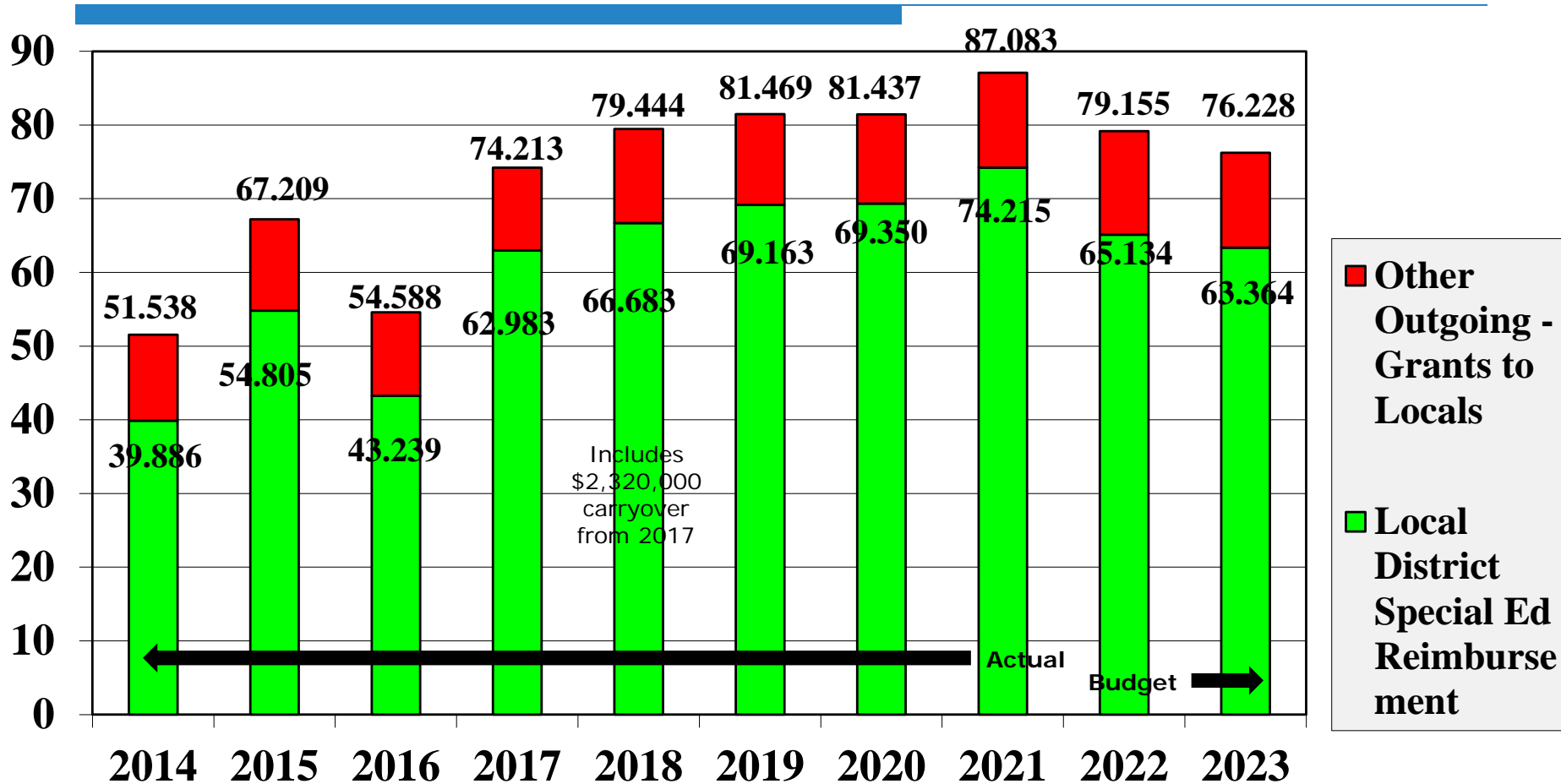
# WISD Expenditures 2022-23



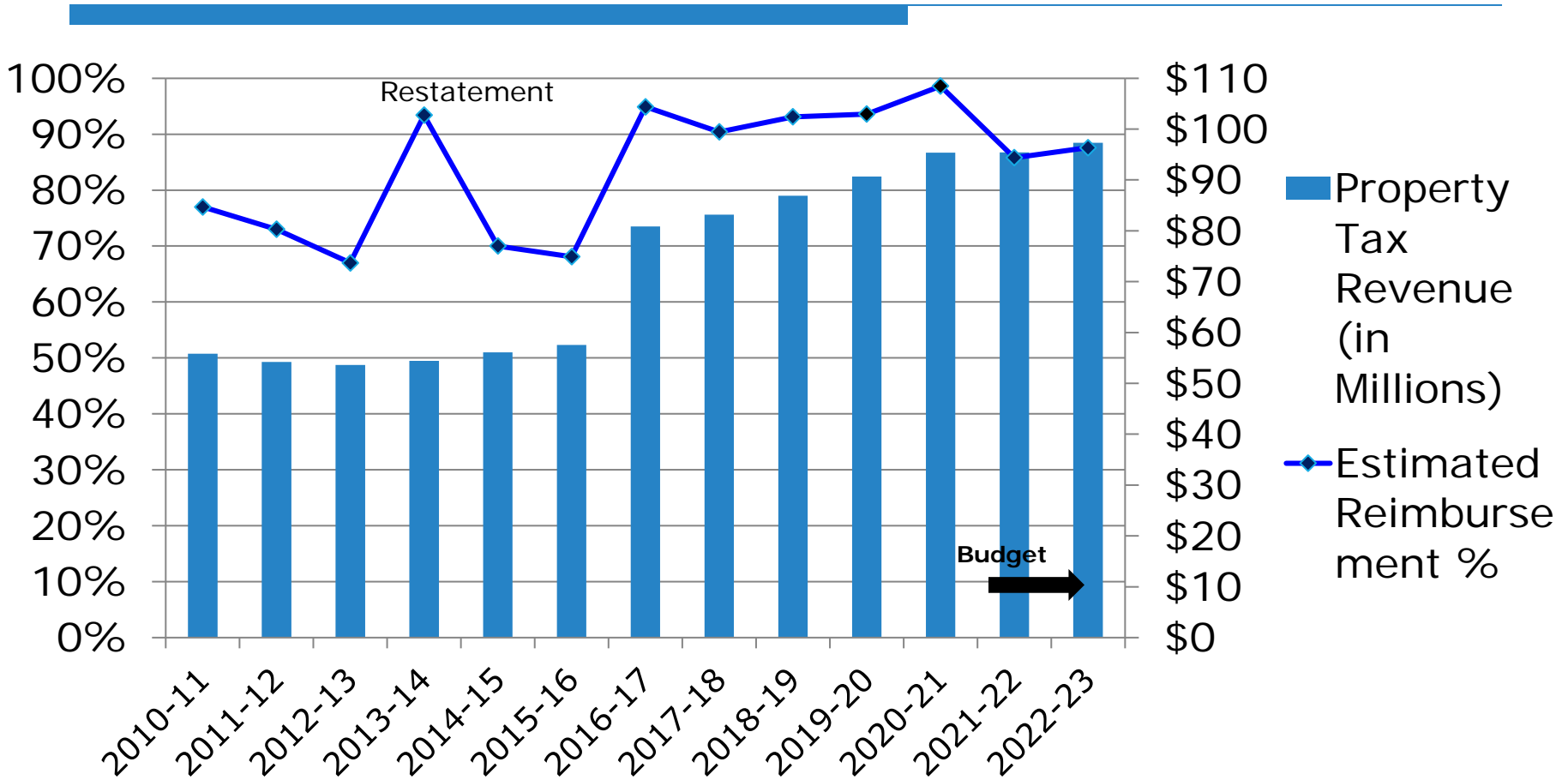
# Special Education Fund Revenue Sources (in Millions)



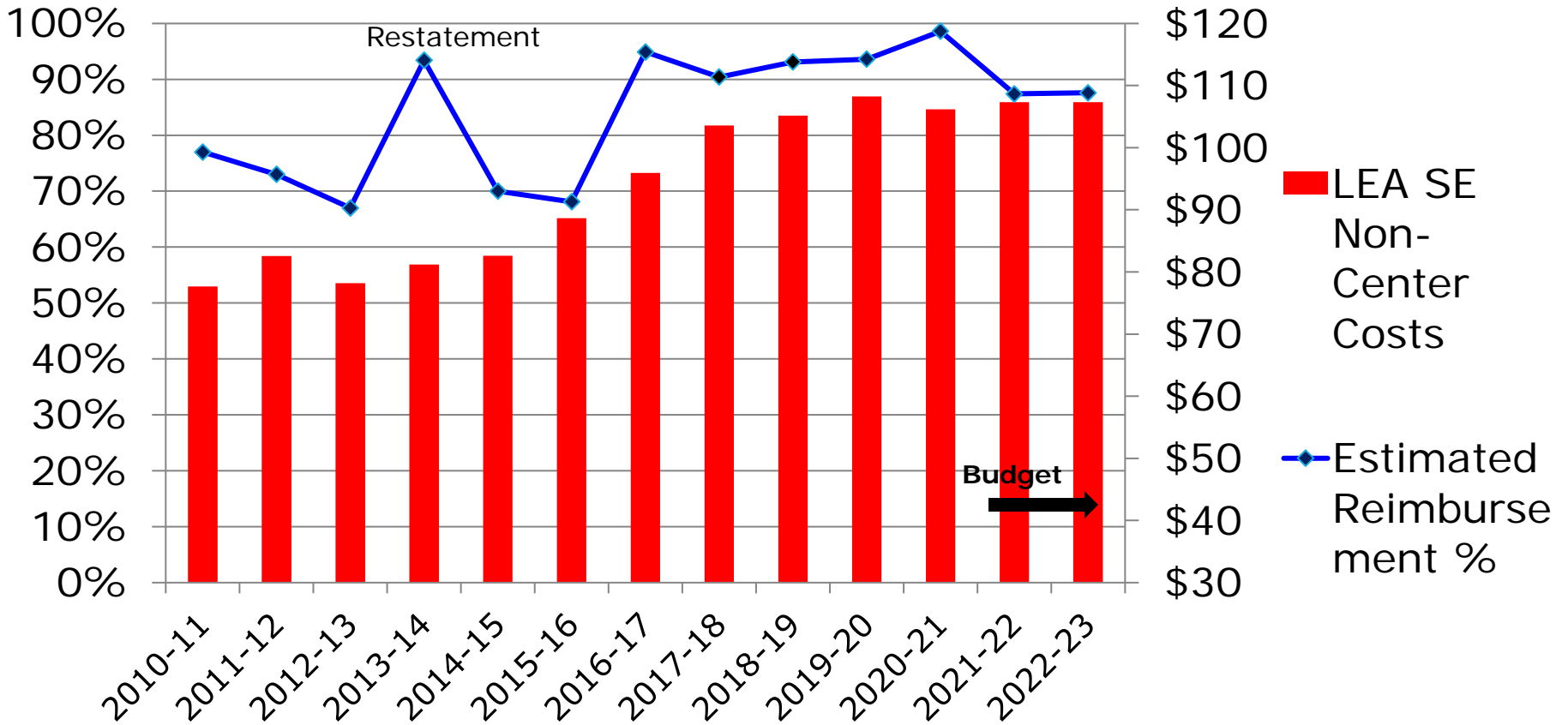
# Outgoing Transfer Special Education (in Millions)



# Special Education Reimbursement History/Projection



# Special Education Reimbursement & Cost History/Projection





# Special Education Fund Revenue Changes

- Net increase in property taxes of 2%
- Increased state revenue for ORS UAAL funding
- No increase budgeted for higher special education reimbursement from the state



# Special Education Fund Revenue Changes (Continued)

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- Assumes no federal grant carryover
- One-time IDEA American Rescue Plan grant will be used to partially fund a new centralized program for students on the autism spectrum with significant behavioral challenges, approximately \$2.4 million



# Special Ed Fund Expenditure Changes

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- Establish a new centralized program for students on the autism spectrum with significant behavioral challenges; estimated cost of \$3.4 million. To be funded in 2022-23 with a one-time IDEA American Rescue Plan grant of approximately \$2.4 million and the remainder from the local/state special education revenue
- Included \$750,000 for countywide professional development based on recommendation from Supts Association

# Special Ed Fund Expenditure Changes

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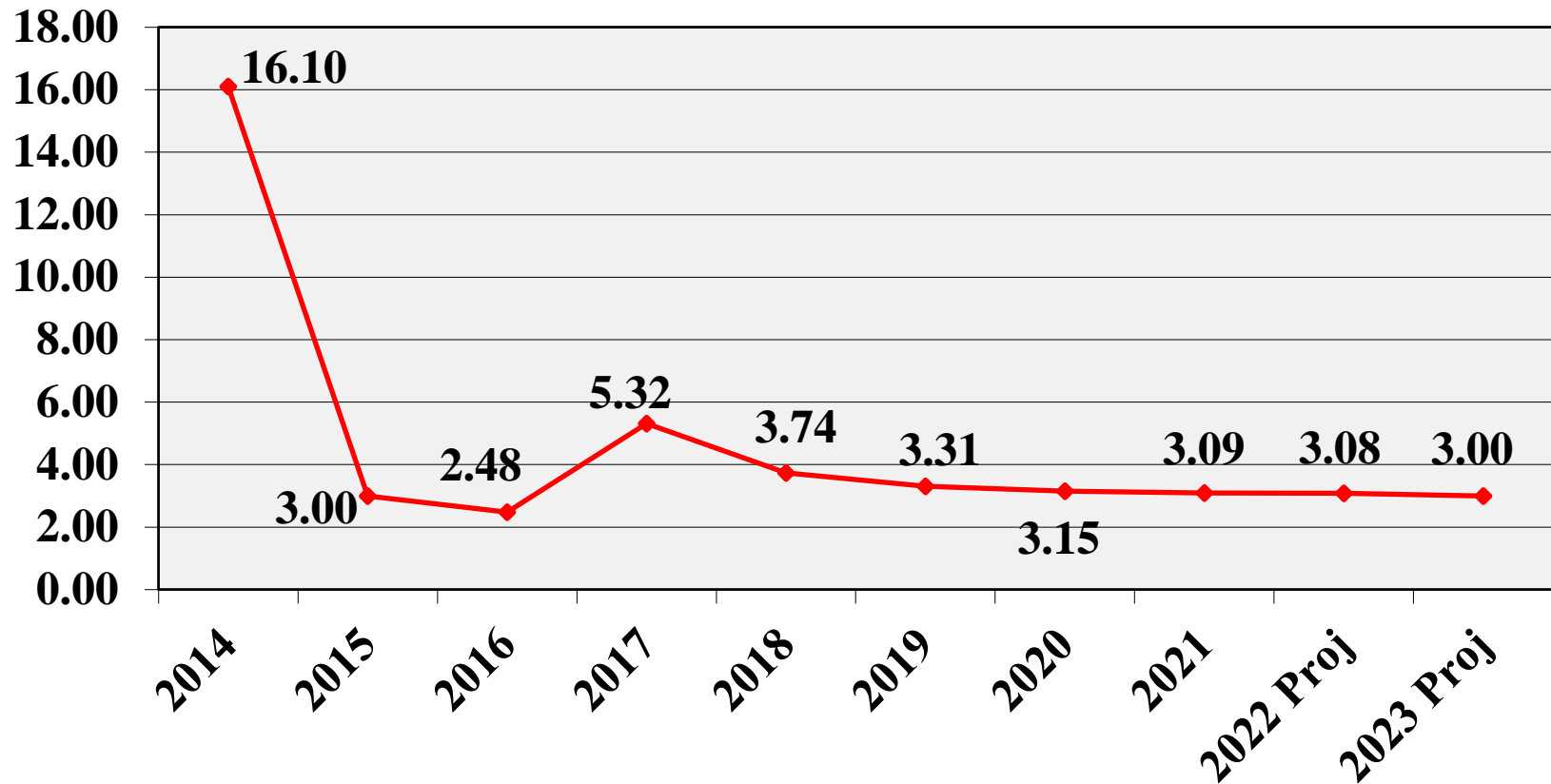
- Added approximately 3.5 FTE instructional and instructional support positions to meet behavioral, medical, and IEP needs
- Add 1 teacher consultant positions for LEA technical assistance training and monitoring
- Decrease 1 teaching assistant position due to reduced need in a program
- Transitioned interim superintendent position to permanent superintendent

# Special Ed Fund Expenditure Changes

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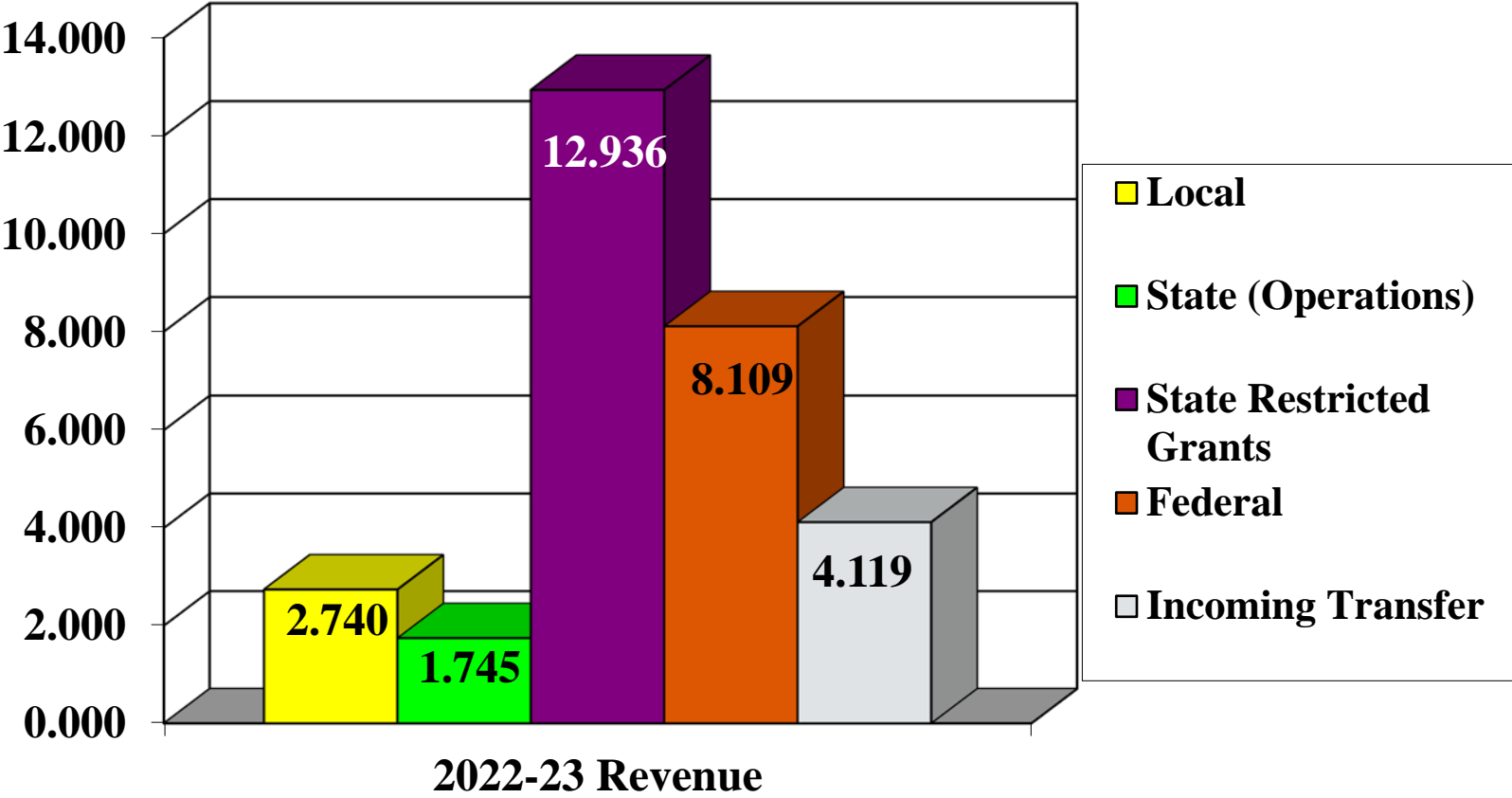
- Rent expense now budgeted as a “debt” payment
- Assumes vacancies filled
- Assumes step increases
- Includes 1.5% salary/wage increase – Based on bargaining agmt formulas
- Healthcare increase at 3.5%
- Local district reimbursement, net of tuition billings, is estimated at \$63.0 million; LEAs are budgeting based on \$62.7 million in 2021-22

# Fund Balance-Special Education (in Millions)



# General Fund Revenue Sources

(in Millions)



# General Fund Revenue Changes

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- Net increase in property taxes of 2%
- State Sec 81 ISD operations funding up 5%
- State grant revenue/exp down for elimination of statewide Kindergarten Readiness Assessment funding
- Budgeted for continued funding of the Health Resource Advocate grant
- Also assumes no grant revenue carried over to 2022-23 other than 31n



# General Fund Expenditure Changes

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- Expenditures lower due to grant changes noted on revenue slides
- Budgeted for continued funding of the Health Resource Advocate grant
- Fully staff/fund the Achievement Initiatives area. Reduce Curriculum/Instruction networks for substitute costs

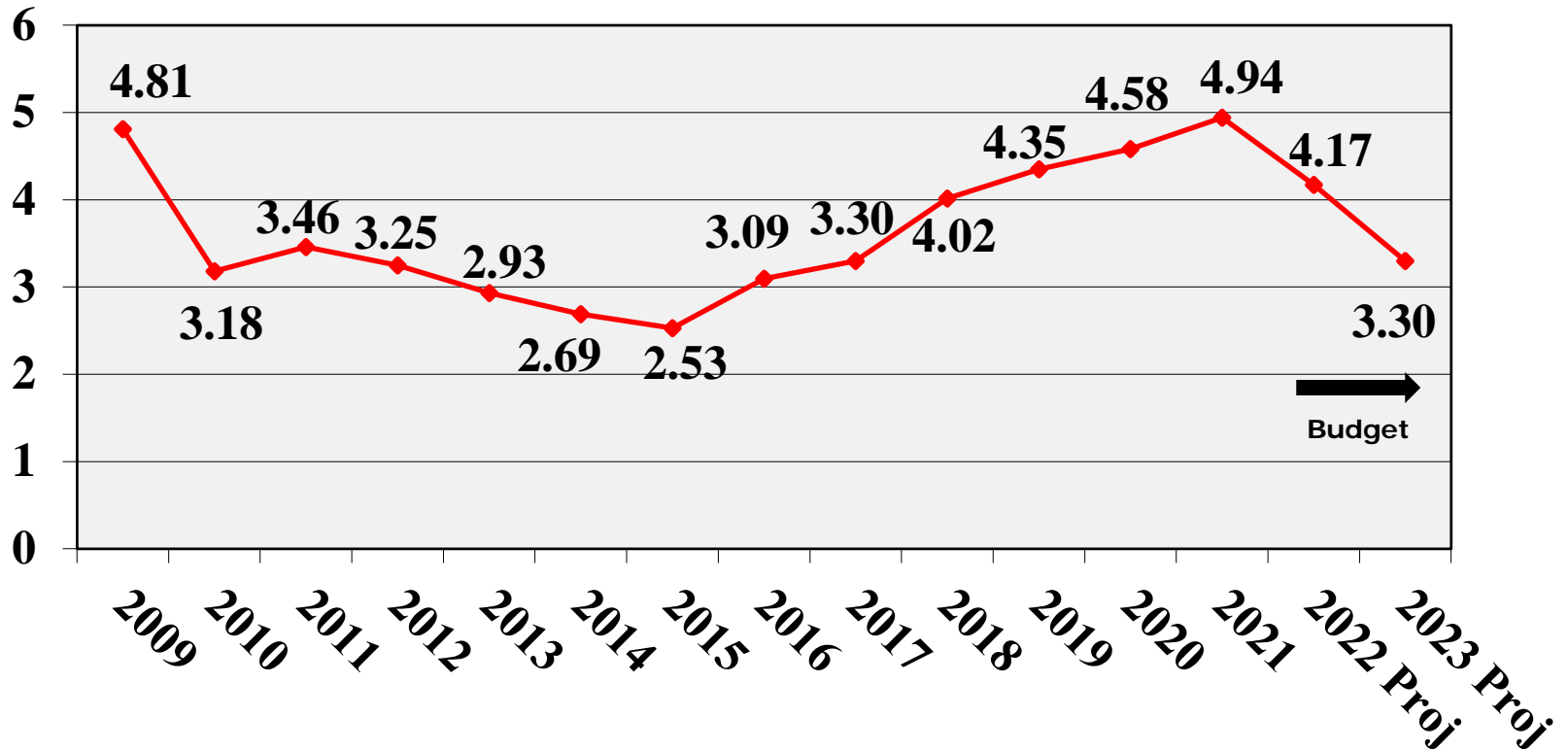
# General Fund Expenditure Changes

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- Transitioned interim superintendent position to permanent superintendent
- Assumes vacancies filled
- Assumes step increases
- Includes 1.5% salary/wage increase –  
Based on bargaining agmt formulas
- Healthcare increase at 3.5%

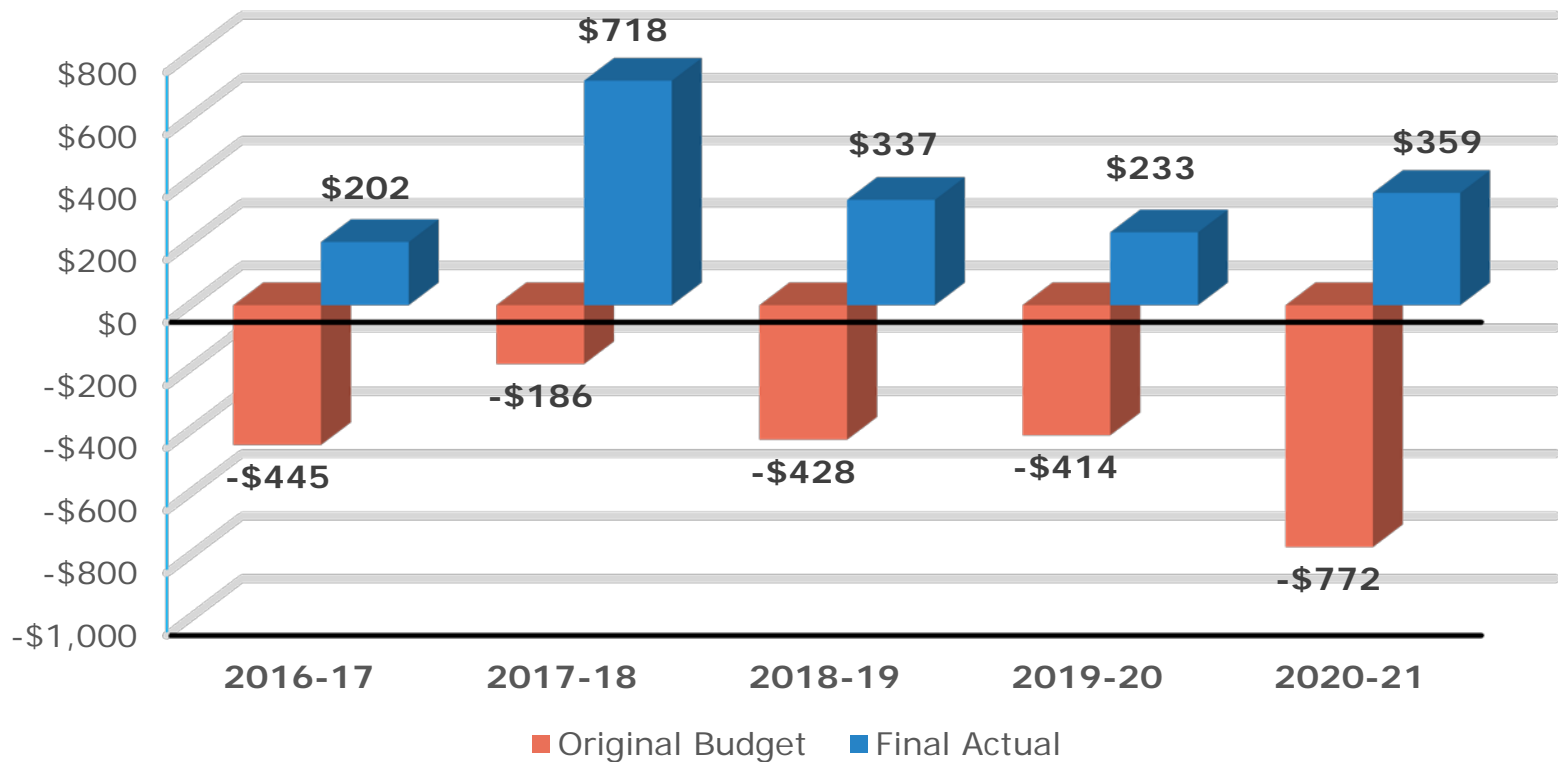
# Fund Balance General Education

(in Millions)



# Original Budget vs Final Actual Fund Balance History

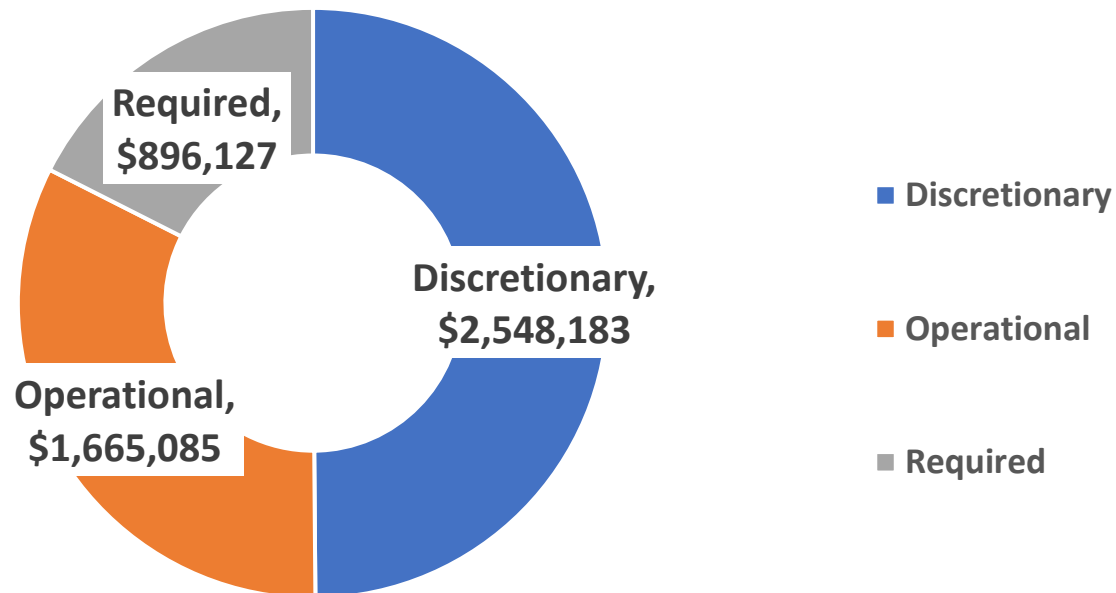
In Thousands



# Analysis of General Ed Fund Non-Project/Grant Expenditures

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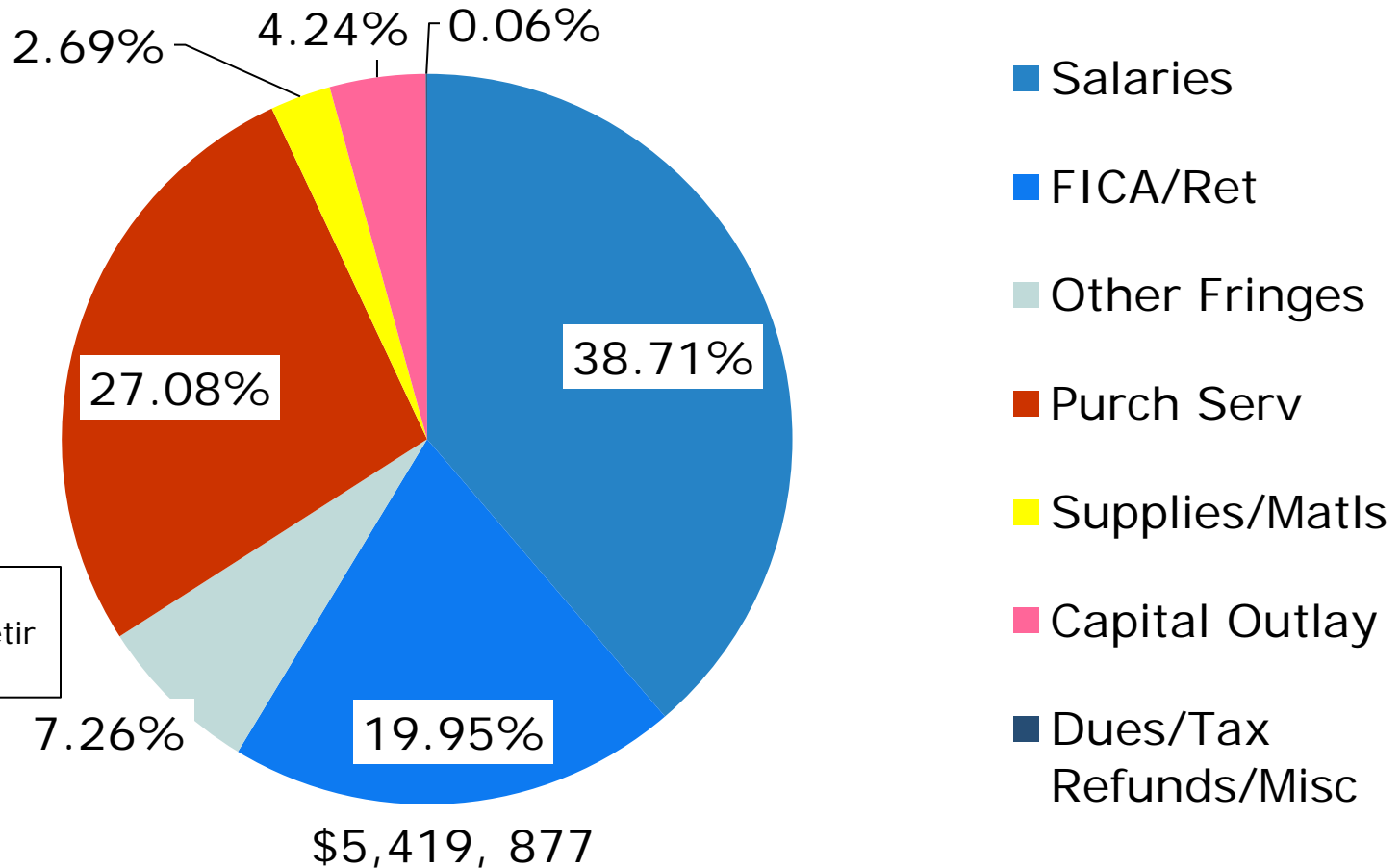
Total GE Reg Budget Expenditures  
(by Cost Category)



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Note: Amounts are shown net of related revenue

# General Ed Fund Expenditures (Excl Grants & Projects)



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# Thank you.



**GENERAL APPROPRIATIONS RESOLUTION  
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION  
WASHTENAW INTERMEDIATE SCHOOL DISTRICT  
GENERAL EDUCATION BUDGET 4/12/22**

**RESOLVED**, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2022-2023; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

**BE IT FURTHER RESOLVED**, that the total revenue, including a tax levy of **.0943 mills**, and unappropriated fund balance be available for appropriations in the **GENERAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2022-2023 as follows:

<b>REVENUES</b>	<u>Original</u>
Local Revenue	\$ 2,739,790
State Revenue	14,680,777
Federal Revenue	8,108,697
Incoming Transfers & Other Transactions	4,072,879
Fund Modifications	<u>46,088</u>
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 29,648,231
FUND BALANCE AS OF JULY 1ST	\$ 4,167,177
Less Appropriated Fund Balance	
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>\$ 4,167,177</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	\$ 33,815,408

**BE IT FURTHER RESOLVED**, that \$30,516,615 of the total available to appropriate in the **GENERAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

<b>EXPENDITURES</b>	
Basic Programs, Instruction	\$ 1,873,211
Added Needs, Instruction	57,953
Adult Continuing Education	279,348
Pupil Support	2,588,640
Instructional Support	4,728,924
General Administration	750,322
School Administration	13,065
Business Support	295,311
Operations/Maintenance	675,918
Transportation	94,141
Central Services	4,087,583
Other Support Services	119,894
Community Services	<u>1,653,846</u>
	\$ 17,218,156
Outgoing Transfers & Other Transactions	13,095,303
Other Financing Uses	203,156
Fund Modifications	-
TOTAL APPROPRIATED	<u>\$ 30,516,615</u>
FUND BALANCE ENDING JUNE 30TH	<u>\$ 3,298,793</u>



**WASHTENAW INTERMEDIATE SCHOOL DISTRICT  
GENERAL EDUCATION BUDGET COMPARISON  
2022-2023 BUDGET REVIEW**

<b>REVENUES</b>	2020-21 Actual Revenue & Expenses	2021-22 Amended 1/25/22 Budget	2022-2023 Projected Budget
Local Revenue 100	\$ 2,610,106	\$ 2,784,413	\$ 2,739,790
State Revenue 300	12,349,515	17,079,534	14,680,777
Federal Revenue 400	5,869,622	7,580,416	8,108,697
Incoming Transfers & Other Transactions 500	2,872,793	4,127,932	4,072,879
Fund Modifications 600	43,629	46,088	46,088
<b>TOTAL REVENUE AND INCOMING TRANSFERS</b>	<b>\$ 23,745,665</b>	<b>\$ 31,618,383</b>	<b>\$ 29,648,231</b>
<b>EXPENDITURES</b>			
Basic Programs, Instruction 110	\$ 1,413,671	\$ 1,922,605	\$ 1,873,211
Added Needs, Instruction 120	13,205	26,921	57,953
Adult and Continuing Education 130	225,392	95,563	279,348
Pupil Support 210	1,089,265	1,265,668	2,588,640
Instructional Support 220	5,066,735	6,880,474	4,728,924
General Administration 230	518,062	545,010	750,322
School Administration 240	43,348	9,231	13,065
Business Support 250	292,891	392,655	295,311
Operations/Maintenance 260	683,868	876,885	675,918
Transportation 270	40,611	103,654	94,141
Central Services 280	3,102,550	4,022,245	4,087,583
Other Support Services 290	-	115,963	119,894
Community Services 300	907,697	1,623,143	\$ 1,653,846
<b>TOTAL EXPENDITURES</b>	<b>\$ 13,397,295</b>	<b>\$ 17,880,017</b>	<b>\$ 17,218,156</b>
Outgoing Transfers & Other Transactions 400	9,989,468	14,514,922	13,095,303
Other financing uses	-	-	203,156
Fund Modifications 600	-	-	-
<b>TOTAL EXPENDITURES AND OTHER TRANSACTIONS</b>	<b>\$ 23,386,763</b>	<b>\$ 32,394,939</b>	<b>\$ 30,516,615</b>
<b>EXCESS REVENUE OR (EXPENDITURES)</b>	<b>\$ 358,902</b>	<b>\$ (776,556)</b>	<b>\$ (868,384)</b>
<b>FUND BALANCE AS OF JULY 1ST</b>	<b>4,584,831</b>	<b>\$ 4,943,733</b>	<b>\$ 4,167,177</b>
<b>FUND BALANCE ENDING JUNE 30TH</b>	<b>\$ 4,943,733</b>	<b>\$ 4,167,177</b>	<b>\$ 3,298,793</b>

General Education 2022-23	REGULAR BUDGET	1069 Norman REMC 2023	2251 Norman Mental Health and Support Services 2021	2253 Norman Mental Health and Support Services 2023	2259 Norman Mental Health and Support Services 2019	Updated 3313 Heaviland ADULT ED 2023
TITLES						
<b>REVENUES</b>						
Local Sources	\$ 1,846,064	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	2,716,577	-	817,800	57,347	127,566	2,228,718
Federal Sources		-	-	-	-	-
Incoming Transfers/Other	147,811	-	-	-	-	-
Fund Modifications	46,088	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 4,756,540</b>	<b>\$ -</b>	<b>\$ 817,800</b>	<b>\$ 57,347</b>	<b>\$ 127,566</b>	<b>\$ 2,228,718</b>
<b>EXPENDITURES</b>						
Basic Programs, Instruct. 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs, Instruct. 120	-	-	-	-	-	-
Adult Continuing Education 130	-	-	-	-	-	278,932
Pupil Support 210	187,973	-	209,132	57,347	127,566	49,639
Instructional Staff Support 220	1,724,168	3,400	84,465	-	-	17,176
General Administration 230	743,922	-	-	-	-	-
School Administration 240	-	-	-	-	-	-
Business Support 250	239,092	-	-	-	-	47,004
Operations /Maintenance 260	438,793	-	-	-	-	10,300
Transportation 270	69,027	-	-	-	-	-
Central Support 280	1,950,883	-	-	-	-	11,450
Other Support 290	119,894	-	-	-	-	-
Community Services 300	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 5,473,752</b>	<b>\$ 3,400</b>	<b>\$ 293,597</b>	<b>\$ 57,347</b>	<b>\$ 127,566</b>	<b>\$ 414,501</b>
Outgoing Transfers/Other 400	16,212	-	524,203	-	-	1,814,217
Other Financing Uses 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund Modifications 600	(70,087)	-	-	-	-	-
<b>TOTAL APPROPRIATED</b>	<b>\$ 5,419,877</b>	<b>\$ 3,400</b>	<b>\$ 817,800</b>	<b>\$ 57,347</b>	<b>\$ 127,566</b>	<b>\$ 2,228,718</b>
EXCESS REV/EXPENSE	\$ (663,337)	\$ (3,400)	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ 4,167,177	\$ -	\$ -	\$ -	\$ -	\$ -
<b>ENDING FUND BALANCE</b>	<b>\$ 3,503,840</b>	<b>\$ (3,400)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>









General Education 2022-23		9895 Heaviland Adjudicated Jail 2023	9990 COL Plan 2023	TOTALS
TITLES				
<b>REVENUES</b>				
Local Sources	\$ 56,000	\$ -	-	2,739,790
State Sources	-	-	-	14,680,777
Federal Sources	-	-	-	8,108,697
Incoming Transfers/Other	58,760	-	-	4,072,879
Fund Modifications	-	-	-	46,088
	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 114,760</b>	<b>\$ -</b>	<b>-</b>	<b>\$ 29,648,231</b>
<b>EXPENDITURES</b>				
Basic Programs, Instruct. 110	\$ -	\$ -	-	1,873,211
Added Needs, Instruct. 120	-	-	-	57,953
Adult Continuing Education 130	416	-	-	279,348
Pupil Support 210	72,534	-	-	2,588,640
Instructional Staff Support 220	27,724	-	-	4,728,924
General Administration 230	-	-	-	750,322
School Administration 240	13,065	-	-	13,065
Business Support 250	-	-	-	295,311
Operations /Maintenance 260	-	-	-	675,918
Transportation 270	-	-	-	94,141
Central Support 280	1,021	500	-	4,087,583
Other Support 290	-	-	-	119,894
Community Services 300	-	-	-	1,653,846
<b>TOTAL EXPENDITURES</b>	<b>\$ 114,760</b>	<b>\$ 500</b>	<b>500</b>	<b>17,218,156</b>
Outgoing Transfers/Other 400	-	-	-	13,095,303
Other Financing Uses 500	\$ -	\$ -	-	203,156
Fund Modifications 600	-	-	-	-
<b>TOTAL APPROPRIATED</b>	<b>\$ 114,760</b>	<b>\$ 500</b>	<b>500</b>	<b>\$ 30,516,615</b>
EXCESS REV/EXPENSE	\$ -	\$ (500)	(500)	\$ (868,384)
BEGINNING FUND BALANCE	\$ -	\$ -	-	4,167,177
ENDING FUND BALANCE	\$ -	\$ (500)	(500)	<b>\$ 3,298,793</b>

**GENERAL APPROPRIATIONS RESOLUTION  
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION  
WASHTENAW INTERMEDIATE SCHOOL DISTRICT  
SPECIAL EDUCATION BUDGET 4/12/22**

**RESOLVED**, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2022-2023; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

**BE IT FURTHER RESOLVED**, that the total revenue, including a tax levy of **5.1774 mills**, and unappropriated fund balance be available for appropriations in the **SPECIAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2022-2023 as follows:

<b>REVENUES</b>	<u>Original</u>
Local Revenue	\$ 98,168,899
State Revenue	16,058,727
Federal Revenue	14,544,408
Incoming Transfers & Other Transactions	249,637
Fund Modifications	<u>136,766</u>
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 129,158,437
FUND BALANCE AS OF JULY 1ST	\$ 3,079,281
Less Appropriated Fund Balance	
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>\$ 3,079,281</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	\$ 132,237,718

**BE IT FURTHER RESOLVED**, that \$129,237,718 of the total available to appropriate in the **SPECIAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

<b>EXPENDITURES</b>	
Basic Programs, Instruction	\$ -
Added Needs, Instruction	\$ 19,266,924
Pupil Support	\$ 18,551,282
Instructional Support	\$ 4,689,042
General Administration	\$ 317,037
School Administration	\$ 302,013
Business Support	\$ 1,754,317
Operations/Maintenance	\$ 2,725,853
Transportation	\$ 42,815
Central Services	\$ 3,656,975
Other Support Services	\$ 19,526
Community Services	<u>\$ 10,000</u>
	\$ 51,335,784
Outgoing Transfers & Other Transactions	76,268,902
Other Financing Uses	1,114,764
Fund Modifications	518,268
TOTAL APPROPRIATED	<u>\$ 129,237,718</u>
FUND BALANCE ENDING JUNE 30TH	<u><u>\$ 3,000,000</u></u>



**WASHTENAW INTERMEDIATE SCHOOL DISTRICT  
SPECIAL EDUCATION BUDGET COMPARISON  
2022-2023 BUDGET REVIEW/ADOPTION**

<b>REVENUES</b>	2020-21 Actual Revenue & Expenses	2021-22 Amended 1/25/2022 Budget	2022-23 Projected Budget
Local Revenue 100	\$ 95,871,762	\$ 96,761,816	\$ 98,168,899
State Revenue 300	16,321,990	15,865,000	16,058,727
Federal Revenue 400	12,356,730	12,691,530	14,544,408
Incoming Transfers & Other Transactions 500	170,157	222,261	249,637
Fund Modifications 600	229,050	136,766	136,766
<b>TOTAL REVENUE AND INCOMING TRANSFERS</b>	<b>\$ 124,949,689</b>	<b>\$ 125,677,373</b>	<b>\$ 129,158,437</b>
<b>EXPENDITURES</b>			
Basic Programs, Instruction 110	\$ -	\$ -	\$ -
Added Needs, Instruction 120	12,941,736	15,836,156	19,266,924
Pupil Support 210	14,175,948	16,530,334	18,551,282
Instructional Support 220	2,819,273	3,734,977	4,689,042
General Administration 230	195,849	252,873	317,037
School Administration 240	246,498	281,754	302,013
Business Support 250	1,283,885	1,767,027	1,754,317
Operations/Maintenance 260	3,284,229	4,096,797	2,725,853
Transportation 270	-	39,815	42,815
Central Services 280	2,447,788	3,348,931	3,656,975
Other Support Services 290	-	18,861	19,526
Community Services 300	10,606	10,000	10,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 37,405,812</b>	<b>\$ 45,917,525</b>	<b>\$ 51,335,784</b>
Outgoing Transfers & Other Transactions 400	87,095,927	79,252,299	76,268,902
Other Financing Uses 500	-	-	1,114,764
Fund Modifications 600	507,947	518,268	518,268
<b>TOTAL EXPENDITURES AND OTHER TRANSACTIONS</b>	<b>\$ 125,009,686</b>	<b>\$ 125,688,092</b>	<b>\$ 129,237,718</b>
<b>EXCESS REVENUE OR (EXPENDITURES)</b>	<b>\$ (59,997)</b>	<b>\$ (10,719)</b>	<b>\$ (79,281)</b>
<b>FUND BALANCE AS OF JULY 1ST</b>	<b>3,149,997</b>	<b>\$ 3,090,000</b>	<b>\$ 3,079,281</b>
<b>FUND BALANCE ENDING JUNE 30TH</b>	<b>\$ 3,090,000</b>	<b>\$ 3,079,281</b>	<b>\$ 3,000,000</b>

Special Education  
2022-2023

TITLES	REGULAR BUDGET	1034 Marcel Juv Dtn St Aid 2023	3263 Kruk Early on 54D Carry over 2023	4362 Vannatter IDEA ARP Flowthrough 2022	4372 Vannatter IDEA ARP Preschool 2022	6163 Vannatter Title I Part D 2023
<b>REVENUES</b>						
Local Sources 100	\$ 98,093,451	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources 300	14,444,284	1,355,700	258,743	-	-	-
Federal Sources 400	-	-	-	2,463,914	192,084	91,938
Incoming Transfers/Other 500	100,000	-	-	-	-	-
Fund Modifications 600	136,766	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 112,774,501</b>	<b>\$ 1,355,700</b>	<b>\$ 258,743</b>	<b>\$ 2,463,914</b>	<b>\$ 192,084</b>	<b>\$ 91,938</b>
<b>EXPENDITURES</b>						
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	16,602,554	-	-	2,261,002	-	-
Pupil Support 210	15,647,824	-	236,485	202,912	-	91,938
Instructional Staff 220	4,140,082	-	22,258	-	-	-
General Administration 230	317,037	-	-	-	-	-
School Administration 240	302,013	-	-	-	-	-
Business Support 250	1,754,317	-	-	-	-	-
Operations /Maintenance 260	2,720,853	-	-	-	-	-
Transportation 270	42,815	-	-	-	-	-
Central Support Services 280	3,563,145	-	-	-	-	-
Pupil Activites 290	19,526	-	-	-	-	-
Community Services 300	10,000	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 45,120,166</b>	<b>\$ -</b>	<b>\$ 258,743</b>	<b>\$ 2,463,914</b>	<b>\$ -</b>	<b>\$ 91,938</b>
Outgoing Transfers/Other 400	63,835,227	1,355,700	-	-	192,084	-
Other financing uses 500	1,114,764	-	-	-	-	-
Fund Modifications 600	441,876	-	-	-	-	-
<b>TOTAL APPROPRIATED</b>	<b>\$ 110,512,033</b>	<b>\$ 1,355,700</b>	<b>\$ 258,743</b>	<b>\$ 2,463,914</b>	<b>\$ 192,084</b>	<b>\$ 91,938</b>
EXCESS REV/EXPENSE	\$ 2,262,468	\$ -	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ 3,079,281	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	<b>\$ 5,341,749</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Special Education  
2022-2023

TITLES	7573 Kruk IDEA Early On 2023	8013 Vannatter IDEA Flowthrough 2023	8053 Vannatter IDEA Preschool 2023	8103 Vannatter START 2023	8113 Vannatter Se Supervision 2023	9829 Vannatter EMU Para 2023
<b>REVENUES</b>						
Local Sources 100	\$ -	\$ -	\$ -	\$ -	\$ -	24,725
State Sources 300	-	-	-	-	-	-
Federal Sources 400	306,804	10,998,792	292,534	27,900	170,442	-
Incoming Transfers/Other 500	-	-	-	-	-	-
Fund Modifications 600	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 306,804</b>	<b>\$ 10,998,792</b>	<b>\$ 292,534</b>	<b>\$ 27,900</b>	<b>\$ 170,442</b>	<b>\$ 24,725</b>
<b>EXPENDITURES</b>						
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	-
Added Needs 120	\$ -	\$ 176,776	\$ -	\$ -	\$ -	-
Pupil Support 210	181,687	165,417	-	-	90,462	-
Instructional Staff 220	119,117	-	-	27,900	-	328,962
General Administration 230	-	-	-	-	-	-
School Administration 240	-	-	-	-	-	-
Business Support 250	-	-	-	-	-	-
Operations /Maintenance 260	-	-	-	-	-	-
Transportation 270	-	-	-	-	-	-
Central Support Services 280	-	-	-	-	72,830	-
Pupil Activites 290	-	-	-	-	-	-
Community Services 300	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 300,804</b>	<b>\$ 342,193</b>	<b>\$ -</b>	<b>\$ 27,900</b>	<b>\$ 163,292</b>	<b>\$ 328,962</b>
Outgoing Transfers/Other 400	-	10,593,357	292,534	-	-	-
Other financing uses 500	-	-	-	-	-	-
Fund Modifications 600	6,000	63,242	-	-	7,150	-
<b>TOTAL APPROPRIATED</b>	<b>\$ 306,804</b>	<b>\$ 10,998,792</b>	<b>\$ 292,534</b>	<b>\$ 27,900</b>	<b>\$ 170,442</b>	<b>\$ 328,962</b>
EXCESS REV/EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	(304,237)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	-
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	<b>(304,237)</b>

Special Education  
2022-2023

TITLES	9835 Vannatter HP Donations	9840-015 Vannatter Nursing Services Milan & Lincoln	9840-021 Vannatter Psych Services Manchester	9840-021 Vannatter Psych Services Lincoln	9840-075 Vannatter Adaptive PE Ann Arbor	9840-061 Vannatter TC Svs WTMC	9840-196 Vannatter TC Svs Dexter TA
	2023						
<b>REVENUES</b>							
Local Sources 100	\$ 50,723	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources 300		-	-	-	-	-	-
Federal Sources 400	-	-	-	-	-	-	-
Incoming Transfers/Other 500	-	24,993	5,035	10,745	5,036	3,273	32,376
Fund Modifications 600	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 50,723</b>	<b>\$ 24,993</b>	<b>\$ 5,035</b>	<b>\$ 10,745</b>	<b>\$ 5,036</b>	<b>\$ 3,273</b>	<b>\$ 32,376</b>
<b>EXPENDITURES</b>							
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	226,592
Pupil Support 210	-	377,157	42,590	161,649	65,927	106,527	-
Instructional Staff 220	50,723	-	-	-	-	-	-
General Administration 230	-	-	-	-	-	-	-
School Administration 240	-	-	-	-	-	-	-
Business Support 250	-	-	-	-	-	-	-
Operations /Maintenance 260	-	-	-	-	-	-	-
Transportation 270	-	-	-	-	-	-	-
Central Support Services 280	-	-	-	-	-	-	-
Pupil Activites 290	-	-	-	-	-	-	-
Community Services 300	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 50,723</b>	<b>\$ 377,157</b>	<b>\$ 42,590</b>	<b>\$ 161,649</b>	<b>\$ 65,927</b>	<b>\$ 106,527</b>	<b>\$ 226,592</b>
Outgoing Transfers/Other 400	-	-	-	-	-	-	-
Other financing uses 500	-	-	-	-	-	-	-
Fund Modifications 600	-	-	-	-	-	-	-
<b>TOTAL APPROPRIATED</b>	<b>\$ 50,723</b>	<b>\$ 377,157</b>	<b>\$ 42,590</b>	<b>\$ 161,649</b>	<b>\$ 65,927</b>	<b>\$ 106,527</b>	<b>\$ 226,592</b>
EXCESS REV/EXPENSE	\$ -	\$ (352,164)	\$ (37,555)	\$ (150,904)	\$ (60,891)	\$ (103,254)	\$ (194,216)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	<b>\$ -</b>	<b>\$ (352,164)</b>	<b>\$ (37,555)</b>	<b>\$ (150,904)</b>	<b>\$ (60,891)</b>	<b>\$ (103,254)</b>	<b>\$ (194,216)</b>

Special Education  
2022-2023

TITLES	9850-061TC Vannatter Ancillary Svs WAVE	9855 Vannatter Ancillary Svs ECA	9859 Vannatter Ancillary Svs IB - WIHI	9895 Adjudicated Jail Vannatter 2023	9990 COL Plan 2023	TOTALS
<b>REVENUES</b>						
Local Sources 100	\$ -	\$ -	\$ -	\$ -	\$ -	98,168,899
State Sources 300	-	-	-	-	-	16,058,727
Federal Sources 400	-	-	-	-	-	14,544,408
Incoming Transfers/Other 500	44,430	10,589	13,160	-	-	249,637
Fund Modifications 600	-	-	-	-	-	136,766
<b>TOTAL REVENUES</b>	<b>\$ 44,430</b>	<b>\$ 10,589</b>	<b>\$ 13,160</b>	<b>\$ -</b>	<b>\$ -</b>	<b>129,158,437</b>
<b>EXPENDITURES</b>						
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	-
Added Needs 120	\$ -	\$ -	-	-	-	19,266,924
Pupil Support 210	582,756	159,571	172,612	265,768	-	18,551,282
Instructional Staff 220	-	-	-	-	-	4,689,042
General Administration 230	-	-	-	-	-	317,037
School Administration 240	-	-	-	-	-	302,013
Business Support 250	-	-	-	-	-	1,754,317
Operations /Maintenance 260	-	-	-	-	5,000	2,725,853
Transportation 270	-	-	-	-	-	42,815
Central Support Services 280	-	-	-	-	21,000	3,656,975
Pupil Activites 290	-	-	-	-	-	19,526
Community Services 300	-	-	-	-	-	10,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 582,756</b>	<b>\$ 159,571</b>	<b>\$ 172,612</b>	<b>\$ 265,768</b>	<b>\$ 26,000</b>	<b>51,335,784</b>
Outgoing Transfers/Other 400	-	-	-	-	-	76,268,902
Other financing uses 500	-	-	-	-	-	1,114,764
Fund Modifications 600	-	-	-	-	-	518,268
<b>TOTAL APPROPRIATED</b>	<b>\$ 582,756</b>	<b>\$ 159,571</b>	<b>\$ 172,612</b>	<b>\$ 265,768</b>	<b>\$ 26,000</b>	<b>129,237,718</b>
EXCESS REV/EXPENSE	\$ (538,326)	\$ (148,982)	\$ (159,452)	\$ (265,768)	\$ (26,000)	(79,281)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	3,079,281
ENDING FUND BALANCE	<b>\$ (538,326)</b>	<b>\$ (148,982)</b>	<b>\$ (159,452)</b>	<b>\$ (265,768)</b>	<b>\$ (26,000)</b>	<b>3,000,000</b>

ISD BUDGET RESOLUTION

Ypsilanti, Michigan (the "District")

A meeting of the board of education of the district was held in the Ypsilanti Administration Building in the District, on the 9<sup>th</sup> day of May, 2022, at 6:30 o'clock in the AM/PM

The meeting was called to order by Dr. Celeste Hawkins, President.

Present: Members Celeste Hawkins, Sharon Lee, Maria Goodrich, Gillian Gainsley, Yvonne Fields, Meredith Schindler, Jeanice Townsend

Absent: Members N/A

The following preamble and resolution were offered by Member Sharon Lee and supported by Member Maria Goodrich.

WHEREAS:

- 1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed general fund budget not later than May 1 of each year to the board of each constituent district for review; and
- 2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district general fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district general fund budget, and shall submit to the intermediate school district board any specific objections and proposed changes the constituent district board has to the general fund budget.

NOW, THEREFORE, BE IT RESOLVED THAT:

- 1. The board of education has received and reviewed the proposed intermediate school district general fund budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district general fund budget.
- 2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1, 2022.
- 3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.


Ayes: Members Celeste Hawkins, Sharon Lee, Maria Gowrich, Gillian Gainsley, Yvonne Fields,  
Meredith Schindler, Jeanice Townsend

Nays: Members N/A

Resolution declared adopted.

  
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of  
Ypsilanti, Michigan, hereby certifies that the foregoing is a true  
and complete copy of a resolution adopted by the Board of Education at a regular meeting held on  
May 9<sup>th</sup>, 2022, the original of which resolution is a part of the Board's minutes, and further  
certifies that the notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as  
amended.

  
Secretary, Board of Education



**RESOLUTION OPPOSING "LET MI KIDS LEARN" VOUCHER INITIATIVES**

*Ypsilanti Community Schools (MI)*

A meeting of the Board of Education of the District was held at 1885 Packard Rd. for the **Ypsilanti Community Schools** located in **Ypsilanti, MI 48197**, on the **9th day of May, 2022** at **6:30 p.m.**

The meeting was called to order by **Dr. Celeste Hawkins, President.**

The following Resolution was offered by Member J. Townsend and supported by Member S. Lee.

**WHEREAS,**

1. The Michigan Constitution states, "No public monies or property shall be appropriated or paid or any public credit utilized, by the legislature or any other political subdivision or agency of the state directly or indirectly to aid or maintain any private, denominational or other nonpublic, preelementary, elementary, or secondary school;" and
2. Vetoed House Bills 4504 and 4505, and vetoed Senate Bills 687 and 688 conferred an eventual \$1 billion per year in unconstitutional tax credits to be used for an unconstitutional, backdoor private school voucher program; and
3. Letters vetoing those bills pointedly stated, "Redirecting public school dollars for private gain is not only ineffective, it has been roundly rejected by Michigan voters, with more than 69% voting "no" on a proposal that would have allowed the use of tuition vouchers for nonpublic schools," and "Simply put, our schools cannot provide the high-quality education our kids deserve if we turn private schools into tax shelters for the wealthy;" and
4. In response to the vetoes, tuition voucher advocates have launched the "Let MI Kids Learn" and "Student Opportunity Scholarship" statutory initiatives to place those bills into law; and
5. Under Michigan law, the Legislature can bypass Michigan citizens' ability to vote on a statutory initiative that collects only 340,047 signatures from the more than 8 million registered voters.

**NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:**

1. That the Ypsilanti Community Schools Board of Education opposes the "Let MI Kids Learn" and "Student Opportunity Scholarship" statutory initiatives being solicited by the organization called "Let MI Kids Learn" and urges community members to decline to sign the petitions for the initiatives; and
2. That the Ypsilanti Community Schools Board of Education calls upon the Legislature to reject the statutory initiatives in the event they are presented to the Legislature; and
3. That the Ypsilanti Community Schools Board of Education calls upon the Legislature, in the event they do not reject the statutory initiatives, to refrain from voting on them, to allow the citizens of Michigan to vote on the matter; and
4. That a copy of this resolution be sent to: (1) all elected members of the Michigan House of Representatives and Michigan State Senate who represent the Ypsilanti Community School District, (2) the leadership of the Michigan House of Representatives and Michigan Senate, and (3) to the Michigan Association of School Boards.

Resolved and adopted this 9<sup>th</sup> day of May, 2022

Dr. Celeste Hawkins, President  
Board of Education  
Ypsilanti Community Schools

Alena Zachery-Ross  
Superintendent  
Ypsilanti Community Schools





# **Ypsilanti Community Schools**

## **K-12 Course Catalog**

### **2022-23**

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# Ypsilanti Community Schools

## K-5 Course Catalog

### Reading

#### Reading

**Course Number: RDG**

Reading courses develop students' readiness for language arts learning in **reading**, writing, listening, and speaking. This course includes activities related to phonics, phonemic awareness, and vocabulary. Content is age appropriate and conforms to any existing state standards for reading education.

#### Reading KG

**Course Number: RDGKG**

Language Arts (kindergarten) courses engage students in activities to develop their language arts skills (**reading**, writing, listening, and speaking). This course content emphasizes on storytelling or reading aloud and evoking a written, oral, or pictorial response. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

#### YC2S Reading KG

**Course Number: RDGKG**

Language Arts (kindergarten) courses engage students in activities to develop their language arts skills (**reading**, writing, listening, and speaking). This course content emphasizes on storytelling or reading aloud and evoking a written, oral, or pictorial response. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

#### Reading 1

**Course Number: RDG01**

Language Arts (grade 1) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course emphasizes recognition of and response to various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

#### YC2S Reading 1

**Course Number: RDG01**

Language Arts (grade 1) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course emphasizes recognition of and response

to various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Reading 2**

**Course Number: RDG02**

Language Arts (grade 2) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course builds on students' skills in independent reading and writing by increasing reading and writing fluency, vocabulary, and recognition of word and language patterns. They may also introduce or reinforce the rules of grammar. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards.

### **YC2S Reading 2**

**Course Number: RDG02**

Language Arts (grade 2) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course builds on students' skills in independent reading and writing by increasing reading and writing fluency, vocabulary, and recognition of word and language patterns. They may also introduce or reinforce the rules of grammar. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Reading 3**

**Course Number: RDG03**

Language Arts (grade 3) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course emphasizes independent reading and writing in a variety of assignments. Some emphasis may also be placed on presentation or oral communication skills. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

### **YC2S Reading 3**

**Course Number: RDG03**

Language Arts (grade 3) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course emphasizes independent reading and writing in a variety of assignments. Some emphasis may also be placed on presentation or oral communication skills. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Reading 4**

**Course Number: RDG04**

Language Arts (grade 4) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course emphasizes independent reading and writing in a variety of assignments and requires students to respond to different

material in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards.

#### **YC2S Reading 4**

**Course Number: RDG04**

Language Arts (grade 4) courses include the four aspects of language use: **reading**, writing, speaking, and listening. This course emphasizes independent reading and writing in a variety of assignments and requires students to respond to different material in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

#### **Reading 5**

**Course Number: RDG05**

Language Arts (grade 5) course includes the four aspects of language use: **reading**, writing, speaking, and listening. This course extends students' skills in composition, writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

#### **YC2S Reading 5**

**Course Number: RDG05**

Language Arts (grade 5) course includes the four aspects of language use: **reading**, writing, speaking, and listening. This course extends students' skills in composition, writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Writing**

#### **Writing**

**Course Number: WRI**

Writing courses develop students' readiness for language arts learning in reading, writing, listening, and speaking. This writing course develops students' readiness for language arts, particularly focusing on writing. This course includes activities related the writing process and development. Content is age appropriate and conforms to any existing state standards for writing education.

#### **Writing KG**

**Course Number: WRIKG**

Language Arts (kindergarten) courses engage students in activities to develop their language arts skills (reading, **writing**, listening, and speaking). This writing

(kindergarten) course engages students in activities to develop their writing skills. Course content may emphasize storytelling or personal expression. This course content emphasizes on storytelling or reading aloud and evoking a written, oral, or pictorial response. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

### **YC2S Writing KG**

**Course Number: WRIKG**

Language Arts (kindergarten) courses engage students in activities to develop their language arts skills (reading, **writing**, listening, and speaking). This writing (kindergarten) course engages students in activities to develop their writing skills. Course content may emphasize storytelling or personal expression. This course content emphasizes on storytelling or reading aloud and evoking a written, oral, or pictorial response. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Writing 1**

**Course Number: WRI01**

Language Arts (grade 1) courses include the four aspects of language use: reading, **writing**, speaking, and listening. This course emphasizes recognition of and response to various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

### **YC2S Writing 1**

**Course Number: WRI01**

Language Arts (grade 1) courses include the four aspects of language use: reading, **writing**, speaking, and listening. This course emphasizes recognition of and response to various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Writing 2**

**Course Number: WRI02**

Language Arts (grade 2) courses include the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 2) course focuses on writing skills and builds students' skills in independent writing by increasing writing fluency, vocabulary, and recognition of word and language patterns. This course builds on students' skills in independent reading and writing by increasing reading and writing fluency, vocabulary, and recognition of word and language patterns. They may also introduce or reinforce the rules of grammar. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards.

## **YC2S Writing 2**

**Course Number: WR102**

Language Arts (grade 2) courses include the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 2) course focuses on writing skills and builds students' skills in independent writing by increasing writing fluency, vocabulary, and recognition of word and language patterns. This course builds on students' skills in independent reading and writing by increasing reading and writing fluency, vocabulary, and recognition of word and language patterns. They may also introduce or reinforce the rules of grammar. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Writing 3**

**Course Number: WR103**

Language Arts (grade 3) courses include the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 3) course focuses on writing skills and emphasizes independent writing in a variety of assignments. This course emphasizes independent reading and writing in a variety of assignments. Some emphasis may also be placed on presentation or oral communication skills. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

## **YC2S Writing 3**

**Course Number: WR103**

Language Arts (grade 3) courses include the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 3) course focuses on writing skills and emphasizes independent writing in a variety of assignments. This course emphasizes independent reading and writing in a variety of assignments. Some emphasis may also be placed on presentation or oral communication skills. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Writing 4**

**Course Number: WR104**

Language Arts (grade 4) courses include the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 4) course focuses on writing skills and emphasizes independent writing in a variety of assignments and require students to respond to different materials in different ways. This course emphasizes independent reading and writing in a variety of assignments and requires students to respond to different material in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards



for grade 4 and our focus on the use of priority standards.

**YC2S Writing 4**

**Course Number: WRI04**

Language Arts (grade 4) courses include the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 4) course focuses on writing skills and emphasizes independent writing in a variety of assignments and require students to respond to different materials in different ways. This course emphasizes independent reading and writing in a variety of assignments and requires students to respond to different material in different ways. Grammar and usage of the English language may also be emphasized. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Writing 5**

**Course Number: WRI 05**

Language Arts (grade 5) course includes the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 5) course focuses on writing skills and may extend students' skills in writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in writing. This course extends students' skills in composition, writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

**YC2S Writing 5**

**Course Number: WRI 05**

Language Arts (grade 5) course includes the four aspects of language use: reading, **writing**, speaking, and listening. The writing (grade 5) course focuses on writing skills and may extend students' skills in writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in writing. This course extends students' skills in composition, writing for particular purposes or audiences, distinguishing meaning and literary functions in texts, and fluency in reading. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

# Mathematics

## **Mathematics**

**Course Number: MAT**

This mathematics course covers foundational skills and concepts related to mathematics. Content is age appropriate and conforms to any existing state standards for elementary education.

## **Mathematics KG**

**Course Number: MATKG**

The mathematics (kindergarten) course introduces and reinforces basic concepts of mathematics such as counting whole numbers and understanding patterns, time, and money. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

## **YC2S Mathematics KG**

**Course Number: MATKG**

The mathematics (kindergarten) course introduces and reinforces basic concepts of mathematics such as counting whole numbers and understanding patterns, time, and money. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Mathematics 1**

**Course Number: MAT01**

The mathematics (grade 1) course helps build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. This course requires students to develop their numerical fluency and to make calculation predictions. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

## **YC2S Mathematics 1**

**Course Number: MAT01**

The mathematics (grade 1) course helps build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. This course requires students to develop their numerical fluency and to make calculation predictions. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Mathematics 2**

**Course Number: MAT02**

The mathematics (grade 2) course continues to build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. This course requires students to develop their numerical fluency, particularly in addition and subtraction, and to solve problems using those operations as well as estimation. Specific content

depends upon state standards for grade 2 and our focus on the use of priority standards.

### **YC2S Mathematics 2**

**Course Number: MAT02**

The mathematics (grade 2) course continues to build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. This course requires students to develop their numerical fluency, particularly in addition and subtraction, and to solve problems using those operations as well as estimation. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Mathematics 3**

**Course Number: MAT03**

The mathematics (grade 3) course emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. This course requires students to improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole numbers and parts (quarters, thirds, halves), and estimation. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

### **YC2S Mathematics 3**

**Course Number: MAT03**

The mathematics (grade 3) course emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. This course requires students to improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole numbers and parts (quarters, thirds, halves), and estimation. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Mathematics 4**

**Course Number: MAT04**

This mathematics (grade 4) course emphasizes number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content includes activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present conclusions based on data. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards.

**YC2S Mathematics 4****Course Number: MAT04**

This mathematics (grade 4) course emphasizes number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content includes activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present conclusions based on data. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Mathematics 5****Course Number: MAT05**

The mathematics (grade 5) course emphasizes number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content includes activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present their mathematical reasoning. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

**YC2S Mathematics 5****Course Number: MAT05**

The mathematics (grade 5) course emphasizes number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content includes activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present their mathematical reasoning. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Science****Science****Course Number: SCI**

The science (pre-kindergarten) course covers foundational skills and concepts related to science, such as investigation and observation. Content is age-appropriate and conforms to any existing state standards and our focus on the use of priority standards.

**Science KG****Course Number: SCIKG**

The science (kindergarten) course encourages students to observe and describe properties of organisms, systems, and the environment. Students raise questions, identify patterns, and record observations. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

**YC2S Science KG****Course Number: SCIKG**

The science (kindergarten) course encourages students to observe and describe properties of organisms, systems, and the environment. Students raise questions, identify patterns, and record observations. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Science 1****Course Number: SCI01**

The science (grade 1) course allows students to identify interactions and patterns in objects and events and to record observations in written or visual form. Students investigate systems of living organisms and the environment. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

**YC2S Science 1****Course Number: SCI01**

The science (grade 1) course allows students to identify interactions and patterns in objects and events and to record observations in written or visual form. Students investigate systems of living organisms and the environment. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Science 2****Course Number: SCI02**

The science (grade 2) course continues to introduce students to basic scientific processes and principles. Course content includes identification of patterns, classification and sequencing, or manipulation of systems to observe interactions between parts and record the effects of change. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards.

**YC2S Science 2****Course Number: SCI02**

The science (grade 2) course continues to introduce students to basic scientific processes and principles. Course content includes identification of patterns, classification and sequencing, or manipulation of systems to observe interactions between parts and record the effects of change. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Science 3****Course Number: SCI03**

The science (grade 3) course involves observation, measurement, and description of

simple systems. Course content may include the scientific process; life and environmental science; and physical, earth, and space science. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

**YC2S Science 3**

**Course Number: SCI03**

The science (grade 3) course involves observation, measurement, and description of simple systems. Course content may include the scientific process; life and environmental science; and physical, earth, and space science. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Science 4**

**Course Number: SCI04**

The science (grade 4) course typically explores complex systems, such as plant and animal adaptation, forces and motion, and physical and chemical changes in matter, or content consistent with state academic standards. Students identify causes and effects of change, make predictions, and gather data from multiple sources. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards.

**YC2S Science 4**

**Course Number: SCI04**

The science (grade 4) course typically explores complex systems, such as plant and animal adaptation, forces and motion, and physical and chemical changes in matter, or content consistent with state academic standards. Students identify causes and effects of change, make predictions, and gather data from multiple sources. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Science 5**

**Course Number: SCI05**

The science (grade 5) course builds on the study of various systems. The course includes identification and description of cycles, comparisons of forms of matter and energy, forces, or content consistent with state academic standards. Students make comparisons and interpret and analyze information. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

**YC2S Science 5**

**Course Number: SCI05**

The science (grade 5) course builds on the study of various systems. The course includes identification and description of cycles, comparisons of forms of matter and energy, forces, or content consistent with state academic standards. Students make comparisons and interpret and analyze information. Specific content depends upon

state standards for grade 5 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Social Studies**

### **Social Studies**

**Course Number: SOC**

Social Studies (pre-kindergarten) courses provide a developmentally appropriate understanding of social studies concepts, helping students begin to develop an understanding of self and others; the concept of time (past and present events); and skills conducive to citizenship, such as group decision making. Content is age appropriate and conforms to any existing state standards and our focus on the use of priority standards.

### **Social Studies KG**

**Course Number: SOCKG**

Social Studies (kindergarten) courses generally provide initial foundations in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

### **YC2S Social Studies KG**

**Course Number: SOCKG**

Social Studies (kindergarten) courses generally provide initial foundations in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for kindergarten and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Social Studies 1**

**Course Number: SOC01**

The Social Studies (grade 1) course develops foundational skills in the social studies disciplines: history, geography, civics and government, and economics. These disciplines are often taught together and organized around a theme. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

### **YC2S Social Studies 1**

**Course Number: SOC01**

The Social Studies (grade 1) course develops foundational skills in the social studies disciplines: history, geography, civics and government, and economics. These disciplines are often taught together and organized around a theme. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Social Studies 2****Course Number: SOC02**

The Social Studies (grade 2) course helps our students' reach greater understanding of the social studies disciplines: history, geography, civics and government, and economics. Courses often offer study of these disciplines in an integrated fashion, through the context of a specific theme or discipline, such as state-based social studies or the history of a people. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards.

**YC2S Social Studies 2****Course Number: SOC02**

The Social Studies (grade 2) course helps our students' reach greater understanding of the social studies disciplines: history, geography, civics and government, and economics. Courses often offer study of these disciplines in an integrated fashion, through the context of a specific theme or discipline, such as state-based social studies or the history of a people. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Social Studies 3****Course Number: SOC03**

The Social Studies (grade 3) course builds on previous knowledge and introduce concepts in the social studies disciplines: history, geography, civics and government, and economics. Instruction of the disciplines is often integrated for instructional purposes. Students may study these disciplines through the context of a specific theme or discipline, such as state-based social studies or U.S. history. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

**YC2S Social Studies 3****Course Number: SOC03**

The Social Studies (grade 3) course builds on previous knowledge and introduce concepts in the social studies disciplines: history, geography, civics and government, and economics. Instruction of the disciplines is often integrated for instructional purposes. Students may study these disciplines through the context of a specific theme or discipline, such as state-based social studies or U.S. history. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Social Studies 4****Course Number: SOC04**

The Social Studies (grade 4) course continues to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses may take a more discipline-specific approach, such as concentrating on U.S. history, state-specific history, or civic engagement for periods of time. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards.



**YC2S Social Studies 4****Course Number: SOC04**

The Social Studies (grade 4) course continues to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses may take a more discipline-specific approach, such as concentrating on U.S. history, state-specific history, or civic engagement for periods of time. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Social Studies 5****Course Number: SOC05**

The Social Studies (grade 5) course continues to develop skills in history, geography, civics and government, and economics. These courses may be more discipline-specific (dividing up state history, U.S. history, geography, government, and so on). Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

**YC2S Social Studies 5****Course Number: SOC05**

The Social Studies (grade 5) course continues to develop skills in history, geography, civics and government, and economics. These courses may be more discipline-specific (dividing up state history, U.S. history, geography, government, and so on). Specific content depends upon state standards for grade 5 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## Music

**Music****Course Number: MUS**

The Music courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards and our focus on the use of priority standards.

**Music KG****Course Number: MUSKG**

The Music (kindergarten) course provides developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This specific course content conforms to any existing state standards for kindergarten and our focus on the use of priority standards.

**YCS2 Music KG****Course Number: MUSKG**

The Music (kindergarten) course provides developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This specific course content conforms to any existing state standards for kindergarten and our focus on the use of priority standards. We use the Quavers Music Curriculum.

**Music 1****Course Number: MUS01**

The Music (grade 1) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. The course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 1 and our focus on the use of priority standards.

**YC2S Music 1****Course Number: MUS01**

The Music (grade 1) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. The course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 1 and our focus on the use of priority standards. We use the Quavers Music Curriculum.

**Music 2****Course Number: MUS02**

The Music (grade 2) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. The course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 2 and our focus on the use of priority standards.

**YC2S Music 2****Course Number: MUS02**

The Music (grade 2) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. The course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the

ability to discern and critique. This specific course content conforms to any existing state standards for grade 2 and our focus on the use of priority standards. We use the Quavers Music Curriculum.

**Music 3**

**Course Number: MUS03**

The Music (grade 3) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 3 and our focus on the use of priority standards.

**YC2S Music 3**

**Course Number: MUS03**

The Music (grade 3) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 3 and our focus on the use of priority standards. We use the Quavers Music Curriculum.

**Music 4**

**Course Number: MUS04**

The Music (grade 4) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 4 and our focus on the use of priority standards.

**YC2S Music 4**

**Course Number: MUS04**

The Music (grade 4) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 4 and our focus on the use of priority standards. We use the Quavers Music Curriculum.

**Music 5****Course Number: MUS05**

The Music (grade 5) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. The course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 5 and our focus on the use of priority standards.

**YCS2 Music 5****Course Number: MUS05**

The Music (grade 5) course provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. The course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. This specific course content conforms to any existing state standards for grade 5 and our focus on the use of priority standards. We use the Quavers Music Curriculum.

## **Art Education**

**Art Education****Course Number: ART**

Art (pre-kindergarten) courses provide developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for pre-kindergarten.

**Art Education K****Course Number: ARTKG**

Art (kindergarten) courses provide developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for kindergarten.

**YC2S Art Education K****Course Number: ARTKG**

Art (kindergarten) courses provide developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for kindergarten.

**Art Education 1****Course Number: ART01**

Art (grade 1) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 1.

**YC2S Art Education 1****Course Number: ART01**

Art (grade 1) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 1.

**Art Education 2****Course Number: ART02**

Art (grade 2) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 2.

**YC2S Art Education 2****Course Number: ART02**

Art (grade 2) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like),

students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 2.

**Art Education 3**

**Course Number: ART03**

Art (grade 3) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 3.

**YC2S Art Education 3**

**Course Number: ART03**

Art (grade 3) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 3.

**Art Education 4**

**Course Number: ART04**

Art (grade 4) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their worldview, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 4.

**YC2S Art Education 4**

**Course Number: ART04**

Art (grade 4) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their worldview, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 4.

## **Art Education 5**

**Course Number: ART05**

Art (grade 5) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their worldview, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 5.

## **YC2S Art Education 5**

**Course Number: ART05**

Art (grade 5) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their worldview, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 5.

# **Physical Education**

## **Physical Education**

**Course Number: PE**

Our Physical Education courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon state standards and our focus on the use of priority standards.

## **Physical Education KG**

**Course Number: PEKG**

This Physical Education (kindergarten) course emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. The specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

## **YC2S Physical Education KG**

**Course Number: PEKG**

This Physical Education (kindergarten) course emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. The specific content depends upon state standards for kindergarten and our focus on the use of priority standards.

**Physical Education 1**

**Course Number: PE01**

This Physical Education (grade 1) course emphasizes knowledge and skills that lead to health, enjoyment, and social development through physical activity. This course content includes activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

**YCS2 Physical Education 1**

**Course Number: PE01**

This Physical Education (grade 1) course emphasizes knowledge and skills that lead to health, enjoyment, and social development through physical activity. This course content includes activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 1 and our focus on the use of priority standards.

**Physical Education 2**

**Course Number: PE02**

This Physical Education (grade 2) course emphasizes knowledge and skills that lead to health, enjoyment, and social development through physical activity. The course content includes activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards.

**YC2S Physical Education 2**

**Course Number: PE02**

This Physical Education (grade 2) course emphasizes knowledge and skills that lead to health, enjoyment, and social development through physical activity. The course content includes activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 2 and our focus on the use of priority standards.

**Physical Education 3**

**Course Number: PE03**

This Physical Education (grade 3) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance,



flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

**YC2S Physical Education 3**

**Course Number: PE03**

This Physical Education (grade 3) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 3 and our focus on the use of priority standards.

**Physical Education 4**

**Course Number: PE04**

This Physical Education (grade 4) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards.

**YC2S Physical Education 4**

**Course Number: PE04**

This Physical Education (grade 4) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 4 and our focus on the use of priority standards.

**Physical Education 5**

**Course Number: PE05**

This Physical Education (grade 5) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

**YC2S Physical Education 5**

**Course Number: PE05**

This Physical Education (grade 5) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus;

health education topics may also be included. Specific content depends upon state standards for grade 5 and our focus on the use of priority standards.

## **World Language Education**

### **Spanish**

**Course Number: SPA**

Spanish (pre-kindergarten) course engages students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in the Spanish language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for pre-kindergarten.

### **Spanish K**

**Course Number: SPAKDG**

Spanish (kindergarten) course engages students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in the Spanish language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for kindergarten.

### **YC2S Spanish K**

**Course Number: SPAKDG**

Spanish (kindergarten) course engages students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in the Spanish language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for kindergarten.

### **Spanish 1**

**Course Number: SPA01**

Spanish (grade 1) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. This course may emphasize recognition of written words, vocabulary, speech patterns, and grammar. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 1.

### **YC2S Spanish 1**

**Course Number: SPA01**

Spanish (grade 1) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. This course may emphasize recognition of written words, vocabulary, speech patterns, and grammar. Cultural aspects (major events, foods, art, and so on) of the people(s)

speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 1.

### **Spanish 2**

**Course Number: SPA02**

Spanish (grade 2) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar so that students become more independent communicators. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 2.

### **YC2S Spanish 2**

**Course Number: SPA02**

Spanish (grade 2) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar so that students become more independent communicators. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 2.

### **Spanish 3**

**Course Number: SPA03**

Spanish (grade 3) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar so that students become more independent communicators. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 3.

### **YC2S Spanish 3**

**Course Number: SPA03**

Spanish (grade 3) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. These courses may emphasize recognition of written words, vocabulary, speech patterns, and grammar so that students become more independent communicators. Cultural aspects (major events, foods, art, and so on) of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 3.

### **Spanish 4**

**Course Number: SPA04**

Spanish (grade 4) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 4.

**YC2S Spanish 4**

**Course Number: SPA04**

Spanish (grade 4) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 4.

**Spanish 5**

**Course Number: SPA05**

Spanish (grade 5) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 5.

**YC2S Spanish 5**

**Course Number: SPA05**

Spanish (grade 5) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 5.

## **Ypsilanti Community Schools**

# **6-8 Course Catalog**

### **English Language Arts**

#### **English Language Arts**

**Course Number: MS510371**

Our Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. These courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards and our focus on the use of priority standards.

#### **English Language Arts 6**

**Course Number: MS510341**

The English Language Arts (grade 6) course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. This course emphasizes the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

#### **YC2S English Language Arts 6**

**Course Number: MS510341**

The English Language Arts (grade 6) course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. This course emphasizes the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

#### **English Language Arts 7**

**Course Number: MS510351**

The English Language Arts (grade 7) course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Beyond emphasizing different uses for language, this course includes using language (particularly written text) to construct meaning and connections. Specific content

depends upon state standards for grade 7 and our focus on the use of priority standards.

**YC2S English Language Arts 7**

**Course Number: MS510351**

The English Language Arts (grade 7) course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Beyond emphasizing different uses for language, this course includes using language (particularly written text) to construct meaning and connections. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**English Language Arts 8**

**Course Number: MS510361**

The English Language Arts (grade 8) course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. This course use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**YC2S English Language Arts 8**

**Course Number: MS510361**

The English Language Arts (grade 8) course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. This course use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Mathematics**

**Mathematics**

**Course Number: MS520391**

The Mathematics courses emphasize skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards and our focus on the use of priority standards.

**Mathematics 6****Course Number: MS520361**

The Mathematics (grade 6) course emphasizes skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

**YC2S Mathematics 6****Course Number: MS520361**

The Mathematics (grade 6) course emphasizes skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Mathematics 7****Course Number: MS520371**

The Mathematics (grade 7) course emphasizes proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards.

**YC2S Mathematics 7****Course Number: MS520371**

The Mathematics (grade 7) course emphasizes proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

**Mathematics 8****Course Number: MS520381**

The Mathematics (grade 8) course emphasizes proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards.

**YC2S Mathematics 8****Course Number: MS520381**

The Mathematics (grade 8) course emphasizes proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. Specific content depends upon state standards

for grade 8 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Science**

### **Science**

**Course Number: MS532391**

The Science courses include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Science 6**

**Course Number: MS532361**

The Science (grade 6) course includes subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

### **YC2S Science 6**

**Course Number: MS532361**

The Science (grade 6) course includes subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Science 7**

**Course Number: MS532371**

The Science (grade 7) course builds on previous years of scientific inquiry and typically includes subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards.

### **YCS2 Science 7**

**Course Number: MS532371**

The Science (grade 7) course builds on previous years of scientific inquiry and typically includes subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards. We use the HMH Anywhere



curriculum.

### **Science 8**

**Course Number: MS532381**

The Science (grade 8) course includes subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards.

### **Science 8**

**Course Number: MS532381**

The Science (grade 8) course includes subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

## **Social Studies**

### **Social Studies**

**Course Number: MS544391**

The Social Studies courses provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. These courses often focus on the history, culture, and government of various specific world societies. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standards and our focus on the use of priority standards.

### **Social Studies 6**

**Course Number: MS544361**

The Social Studies (grade 6) course provides a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. This course focuses on the history, culture, and government of various specific world societies. Students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

### **YC2S Social Studies 6**

**Course Number: MS544361**

The Social Studies (grade 6) course provides a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. This course focuses on the history, culture, and government of various

specific world societies. Students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Social Studies 7**

**Course Number: MS544371**

The Social Studies (grade 7) course provides continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards.

### **YC2S Social Studies 7**

**Course Number: MS544371**

The Social Studies (grade 7) course provides continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **Social Studies 8**

**Course Number: MS544381**

The Social Studies (grade 8) course provides continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. This course focuses on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards. We use the HMH Anywhere curriculum.

### **YC2S Social Studies 8**

**Course Number: MS544381**

The Social Studies (grade 8) course provides continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. This course focuses on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards. We use the HMH Anywhere curriculum. We use the HMH Anywhere curriculum.

## **Physical Education**

### **Physical Education**

**Course Number: MS580391**

The Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social

development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards and our focus on the use of priority standards.

**Physical Education 6**

**Course Number: MS580361**

The Physical Education (grade 6) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

**YC2S Physical Education 6**

**Course Number: MS580361**

The Physical Education (grade 6) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6 and our focus on the use of priority standards.

**Physical Education 7**

**Course Number: MS580371**

The Physical Education (grade 7) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards.

**YC2S Physical Education 7**

**Course Number: MS580371**

The Physical Education (grade 7) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase

strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 7 and our focus on the use of priority standards.

**Physical Education 8**

**Course Number: MS580381**

The Physical Education (grade 8) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards.

**YC2S Physical Education 8**

**Course Number: MS580381**

The Physical Education (grade 8) course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 8 and our focus on the use of priority standards.

**Music**

**Music**

**Course Number: MS551391**

The Music (grades 6-8) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grades 6-8 and our focus on the use of priority standards.

**YC2S Music**

**Course Number: MS551391**

The Music (grades 6-8) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences

with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grades 6-8 and our focus on the use of priority standards. We use the Quavers Music curriculum.

## **Art**

### **Art**

**Course Number: MS55189**

The Art (grades 6-8) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their worldview, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grades 6-8 and our focus on the use of priority standards.

### **YC2S Art**

**Course Number: MS55189**

The Art (grades 6-8) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their worldview, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grades 6-8 and our focus on the use of priority standards.

## **Living Skills**

### **Living Skills**

**Course Number: MS722061**

The Living Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance,

taxation, and consumer protection may also be covered and our focus on the use of priority standards.

### **YC2S Living Skills**

**Course Number: MS722061**

The Living Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered and our focus on the use of priority standards.

### **STEM**

#### **STEM**

**Course Number: MS70000**

The STEM specific content courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty of STEM to investigate applications of the theme and our focus on the use of priority standards.

#### **YC2S STEM**

**Course Number: MS70000**

The STEM specific content courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty of STEM to investigate applications of the theme and our focus on the use of priority standards.

### **Health**

#### **Health**

**Course Number: MS80100**

The Health Education courses vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses also include brief studies of environmental health, personal development, and/or community resources and our focus on the use of priority standards.

**YC2S Health****Course Number: MS80100**

The Health Education courses vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses also include brief studies of environmental health, personal development, and/or community resources and our focus on the use of priority standards.

**Applied Engineering & Technology****Applied Engineering & Technology****Course Number: MSE101**

The Applied Engineering & Technology courses provide an opportunity to focus on one or more areas of industrial technology. Students apply technological processes to solve real engineering problems; develop the knowledge and skills to design, modify, use, and apply technology; and may also design and build prototypes and working models. Topics covered in the course include the nature of technology, use of technology, and design processes and our focus on the use of priority standards.

**YC2S Applied Engineering & Technology****Course Number: MSE101**

The Applied Engineering & Technology courses provide an opportunity to focus on one or more areas of industrial technology. Students apply technological processes to solve real engineering problems; develop the knowledge and skills to design, modify, use, and apply technology; and may also design and build prototypes and working models. Topics covered in the course include the nature of technology, use of technology, and design processes and our focus on the use of priority standards.

**Reading Intervention****Reading Intervention****Course Number: MS720031**

The Reading Intervention courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Reading Intervention courses often have a time-management focus, offering strategies for note taking or for understanding and evaluating the important points of a text and our focus on the use of priority standards.

**YC2S Reading Intervention****Course Number: MS720031**

The Reading Intervention courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include

works of nonfiction (including textbooks). Reading Intervention courses often have a time-management focus, offering strategies for note taking or for understanding and evaluating the important points of a text and our focus on the use of priority standards.

## **Technology**

### **Technology**

**Course Number: MS600031**

The Technology courses provide to students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheet, and presentation applications, but also may include the various uses of computers in modern society. Specific course content aligns with state standards to promote students' technological literacy and our focus on the use of priority standards.

### **YC2S Technology**

**Course Number: MS600031**

The Technology courses provide to students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheet, and presentation applications, but also may include the various uses of computers in modern society. Specific course content aligns with state standards to promote students' technological literacy and our focus on the use of priority standards.

## **Academic Enrichment**

### **Academic Enrichment**

**Course Number: MS720035**

The Academic Enrichment courses provide the assistance students need to successfully complete their coursework in different content areas. Students may receive help in one or several subjects and our focus on the use of priority standards.

### **YC2S Academic Enrichment**

**Course Number: MS720035**

The Academic Enrichment courses provide the assistance students need to successfully complete their coursework in different content areas. Students may receive help in one or several subjects and our focus on the use of priority standards.



## **Advisory**

### **Advisory**

**Course Number: MS720032**

Student Advisory provides the opportunity and time for students to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom. In Student Advisory, each student in the school is assigned a teacher or staff member who assists the student in achieving his or her academic and personal goals. Advisory usually has two distinct parts: an advisory class, similar to a homeroom, and one-to-one advisement to address personal issues. While their goals are similar, schools organize and implement their advisory programs in a variety of ways depending on the needs of the school community and our focus on the use of priority standards.

### **YC2S Advisory**

**Course Number: MS720032**

Student Advisory provides the opportunity and time for students to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom. In Student Advisory, each student in the school is assigned a teacher or staff member who assists the student in achieving his or her academic and personal goals. Advisory usually has two distinct parts: an advisory class, similar to a homeroom, and one-to-one advisement to address personal issues. While their goals are similar, schools organize and implement their advisory programs in a variety of ways depending on the needs of the school community and our focus on the use of priority standards.

## **World Languages**

### **Spanish Grade 6**

**Course Number:**

Spanish (grade 6) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied are typically included as topics of study. Specific content depends upon state standards for grade 6.

### **YC2S Spanish Grade 6**

**Course Number:**

Spanish (grade 6) course engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Cultural and/or historical aspects of the people(s) speaking the language(s) being studied

are typically included as topics of study. Specific content depends upon state standards for grade 6.

**Spanish Grade 7**

**Course Number:**

Spanish (grade 7) course emphasizes the language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Grammar and syntax, vocabulary, and applicable accents typically are studied so that students have the knowledge and ability to express themselves and understand others. Students usually explore the customs, history, and art forms of the people(s) whose language is being studied. Specific content depends upon state standards for grade 7.

**YC2S Spanish Grade 7**

**Course Number:**

Spanish (grade 7) course emphasizes the language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Grammar and syntax, vocabulary, and applicable accents typically are studied so that students have the knowledge and ability to express themselves and understand others. Students usually explore the customs, history, and art forms of the people(s) whose language is being studied. Specific content depends upon state standards for grade 7.

**Spanish Grade 8**

**Course Number:**

Spanish (grade 8) course emphasizes the language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Grammar and syntax, vocabulary, and applicable accents typically are studied so that students have the knowledge and ability to express themselves and understand others. Students usually explore the customs, history, and art forms of the people(s) whose language is being studied. Specific content depends upon state standards for grade 8.

**YC2S Spanish Grade 8**

**Course Number:**

Spanish (grade 8) course emphasizes the language arts skills (listening, speaking, reading, and writing) necessary to communicate in Spanish. Grammar and syntax, vocabulary, and applicable accents typically are studied so that students have the knowledge and ability to express themselves and understand others. Students usually explore the customs, history, and art forms of the people(s) whose language is being studied. Specific content depends upon state standards for grade 8.

# Ypsilanti Community Schools

## *9-12 YCHS ACTech/STEMM Course Catalog*

### **Mathematics Courses**

#### **Algebra 1 (0 credit)**

**Course Number: H0020520101**

Algebra I includes the study of properties and operations of the real number system; solving and graphing first degree equations and inequalities; translating word problems into equations; exponential growth and decay, systems of linear equations, introduction to statistics, operations with and factoring of polynomials; and introductions to graphs of quadratic equations.

#### **Algebra 1 A Honors (0.5 credit)**

**Course Number: 0205302H**

#### **Algebra 1 B Honors (0.5 credit)**

**Course Number: 0205402H**

Algebra I Honors includes the study of properties and operations of the real number system; solving and graphing first degree equations and inequalities; translating word problems into equations; exponential growth and decay, systems of linear equations, introduction to statistics, operations with and factoring of polynomials; and introductions to graphs of quadratic equations.

#### **Algebra 2 Honors A (0.5 credit)**

**Course Number: H0205601H**

#### **Algebra 2 Honors B (0.5 credit)**

**Course Number: H0205602H**

Algebra II Honors topics include a review of linear equations and inequalities; operations with rational and irrational expressions; transformations, factoring of rational expressions; quadratic equations; solving systems of linear and nonlinear equations; graphing of functions; properties of polynomial equations; and properties of radical functions, investigating exponential and logarithmic growth and decay, and further work into data analysis and statistics.

#### **Algebra II A (0.5 credit)**

**Course Number: H0205601**

#### **Algebra II B (0.5 credit)**

**Course Number: H0205612**

Algebra II topics include a review of linear equations and inequalities; operations with rational and irrational expressions; transformations, factoring of rational expressions; quadratic equations; solving systems of linear and nonlinear equations;

graphing of functions; properties of polynomial equations; and properties of radical functions, investigating exponential and logarithmic growth and decay, and further work into data analysis and statistics.

**Applied Algebra 2 A (0.5 credit)**

**Course Number: H02056018**

**Applied Algebra 2 B (0.5 credit)**

**Course Number: H02056019**

Applied Algebra II topics include a review of linear equations and inequalities; operations with rational and irrational expressions; transformations, factoring of rational expressions; quadratic equations; solving systems of linear and nonlinear equations; graphing of functions; properties of polynomial equations; and properties of radical functions, investigating exponential and logarithmic growth and decay, and further work into data analysis and statistics.

**Applied Consumer Math (0.5 credit)**

**Course Number: HRR1000**

Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

**Applied Geometry A & B (1.0 credit)**

**Course Number: H0207501**

Applied Geometry OL topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Geometry A (0.5 credit)**

**Course Number: H0207201**

**Geometry B (0.5 credit)**

**Course Number: H0207212**

Geometry topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Geometry B OL (0 credit)**

**Course Number: H0207212OL**

Geometry OL topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Geometry A (10<sup>th</sup>) (0.5 credit)**

**Course Number: H00207201**

**Geometry B (10<sup>th</sup>) (0.5 credit)**

**Course Number: H002072012**

Geometry 10<sup>th</sup> topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Geometry Honors A (10<sup>th</sup>) (0.5 credit)****Course Number: H00207202****Geometry Honors B (10<sup>th</sup>) (0.5 credit)****Course Number: H002072021**

Geometry Honors topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Pre-Calculus A (0.5 credit)****Course Number: H0211001****Pre-Calculus B (0.5 credit)****Course Number: H0211012**

Pre-Calculus combines the study of Trigonometry Functions, Analytic Geometry, and Math Analysis topics as preparation for Calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, inverses and graphs; trigonometric identities and equations; conic sections; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

**RR Algebra A (0.5 credit)****Course Number: H02052011****RR Algebra B (0.5 credit)****Course Number: H02052012**

RR Algebra I includes the study of properties and operations of the real number system; solving and graphing first degree equations and inequalities; translating word problems into equations; exponential growth and decay, systems of linear equations, introduction to statistics, operations with and factoring of polynomials; and introductions to graphs of quadratic equations.

**Math Support A (0.5 credit)****Course Number: H0299601**

This course will focus on mastery of the standards being taught in the regular math class. Opportunities will be provided for students to learn standards not previously mastered as identified through diagnostic assessment and progress monitoring. Opportunities will provide for students to preview math concepts that will be taught in the regular math class including pre-requisite skills and vocabulary. Students will also be engaged in *doing* mathematics, explaining their thinking, justifying their work, and using multiple representations of concepts to support their work in their regular math classes.

**Personal Finance (0.5 credit)****Course Number: H1205500**

Personal Finance applies these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

**Financial Literacy (0.5 credit)****Course Number: H0207411 & H0207412**

Financial Literacy includes the study of numeracy, financial literacy and vocabulary of Algebra I. Topics include numeracy using mathematical relationships to reason with numbers and numerical concepts, to think through the math logically, to have a

repertoire of strategies to solve problems, and to be able to apply the logic outside of classrooms.

## Science Courses

### **Earth Science A& B (1.0 credit)** **H0300102**

**Course Number: H0300101 &**

**Prerequisites - Must have completed Biology.** Earth Science offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, this course usually explores oceanography, geology, astronomy, meteorology, and geography.

### **Applied Biology A & B (1.0 credit)**

**Course Number: H00305100**

Applied Biology is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, ecology, general plant and animal physiology, and genetics.

### **Biology A (0.5 credit)**

**Course Number: H0305101**

### **Biology B (0.5 credit)**

**Course Number: H0305112**

Biology is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, ecology, general plant and animal physiology, and genetics.

### **Biology A Honors (0.5 credit)**

**Course Number: HH03051021**

### **Biology B Honors (0.5 credit)**

**Course Number: HH03051022**

Honors Biology is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, ecology, general plant and animal physiology, and genetics.

### **Chemistry A (0.5 credit)**

**Course Number: H0310101**

### **Chemistry B (0.5 credit)**

**Course Number: H0310112**

**Prerequisites- Must have completed Biology and be in at least 11th grade. Students should also have completed Algebra I.** Chemistry involves studying the composition, properties, and reactions of substances. This course typically explores such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions, atomic structure, and conservation of matter. Chemical formulas and equations and nuclear reactions are also studied.

### **Chemistry A - 10 (0.5 credit)**

**Course Number: H00310101**

### **Chemistry B - 10 (0.5 credit)**

**Course Number: H003101011**

**Prerequisites- Must have completed Biology and be in at least 11th grade. Students should also have completed Algebra I.** Chemistry for 10<sup>th</sup> graders involves studying the composition, properties, and reactions of substances. This course typically explores such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions, atomic structure, and conservation of matter. Chemical formulas and equations and nuclear reactions are also studied.

**Chemistry A Honors (0.5 credit)**

**Course Number: HH0310101**

**Chemistry B Honors (0.5 credit)**

**Course Number: HH0310112**

**Prerequisites- Must have completed Biology and be in at least 11th grade. Students should also have completed Algebra I.** Chemistry Honors involves studying the composition, properties, and reactions of substances. This course typically explores such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions, atomic structure, and conservation of matter. Chemical formulas and equations and nuclear reactions are also studied.

**Physics A (.5 Credits)**

**Course Number: H0315101**

**Physics B (.5 Credits)**

**Course Number: H0315102**

**Prerequisite: Completed Algebra I.** Physics involves the study of matter and energy and the interactions between them. This course will explore the topics of motion, forces, energy, and electricity. Students will apply scientific and engineering ideas to design, build, and refine a device that minimizes the force during a collision and a device that works within given constraints to convert one form of energy into another form of energy. The study of physics may also include the examination of waves, sound, light, and magnetism.

**Anatomy and Physiology A (.5 Credits)**

**Course Number: H0305301**

**Anatomy and Physiology B (.5 Credits)**

**Course Number: H0305312**

**Prerequisite: Have completed Biology**

Anatomy and Physiology presents the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

**Forensics A (0.5 credit)**

**Course Number: H1505501**

**Forensics B (0.5 credit)**

**Course Number: H1505512**

**Prerequisite: Have passed Biology and Chemistry-** Forensic science is a laboratory-based introduction to the analysis of crime scenes that explore the collecting and analyzing of physical evidence. This course will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Process skills will include comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading.

**Forensics A Honors (0.5 credit)**

**Course Number: H01505301**

**Forensics B Honors (0.5 credit)**

**Course Number: H015053011**

**Prerequisite: Have passed Biology and Chemistry-** Forensic Honors science is a laboratory-based introduction to the analysis of crime scenes that explore the collecting and analyzing of physical evidence. This course will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Process skills will include comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading.

**CSI – Fact or Fiction? (1.0 credit)**

**Course Number: H122151010**

**CSI (Elective: 1 semester; Meant for students who have not taken/will not be able to take Forensic Science due to Dual enrollment, RCTC, or credit recovery)**

CSI-Fact or Fiction is an introductory course into the world of criminal science. This course serves as an introductory course to forensics for people who can't take the full year course. In this class, we will briefly touch on all of the aspects to be covered in depth during senior year science. This class covers a wide range of the background material needed to be successful in forensics, such as the psychology, history, and math needed to be a successful forensic scientist. This will be done through literature studies, examining past criminal cases, and mathematical practice. In order to be successful in this class, students must have completed algebra, have some knowledge of geometry, and have completed freshman level history and English classes.

**Environmental Science B (0.5 credit)**

**Course Number: H0300312**

**Prerequisites- Must have completed Earth Science (B or higher), Algebra I (C or higher), and be at least in 11th grade.** Students will dive deeper into the Earth's four spheres (hydrosphere, atmosphere, biosphere, and geosphere) that they learned in Earth Science. During this course they will connect the four spheres to environmental problems/policies/factors to better understand anthropogenic and biogenic impacts on the planet.

## **Technology, Engineering, and Manufacturing Courses**

**Introduction to Engineering (0.5 credit)**

**Course Number: H2100100**

This course introduces students to the engineering design process and its use to address societal needs by creating products, systems, and processes in order to solve problems or improve life. Students will practice applying the aspects of the design process in a series of pre-engineering activities and projects.

**Engineering Applications (0.5 credit)**

**Course Number: H2100200**



Engineering Applications will provide students with an overview of the practical uses of a variety of engineering applications. Topics covered include computer programming, robotics, Computer Aided Design (CAD), and 3-D printing

**Advanced Engineering (0.5 credit)**

**Course Number: H2104901**

This course expands on the engineering design process and integrates technology-oriented applications. Students will design and manage projects to obtain an original solution to a valid open-ended problem by applying the engineering design process. Course topics include working in teams to define real-world problems, document and apply research, develop solutions, build and test prototypes, and communicate solutions.

**Creative Engineering (0.5 credit)**

**Course Number: H2100600**

**Prerequisites- Must have completed Introduction to Manufacturing**

In this course students will apply the design process from concept to creation through a variety of projects. Through this process students will also learn how to use many of the types of tools and equipment used in the industry today. Understanding by Design and Inquiry-based instruction will guide students in the design, construction, peer evaluation, re-design/testing and presentations of a number of real-world projects

**Introduction to Manufacturing Botany (0.5 credit) Course Number: H1300101**

This course introduces students to the various methods used to process and transform materials. Engineering principles will be used to explore aspects of technology, networking, modeling, maker studios, Six Sigma control techniques, and packaging. Topics that will be explored include the influence of the Industrial Revolution on manufacturing, prototyping, workshoping, and Green Design. The courses may also include an overview of management techniques in planning, organizing, and controlling various segments of the manufacturing process, including design, engineering, production, and marketing.

**Advanced Manufacturing (0.5 credit)**

**Course Number: H130030102 & H130030103**

**Prerequisites- Must have completed Introduction to Manufacturing**

This course introduces students to the various methods used to process and transform materials. Processing techniques covered usually include cutting, drilling, milling, assembling, and finishing. The courses may also include an overview of management techniques in planning, organizing, and controlling various segments of the manufacturing process, including design, engineering, production, and marketing.

**CAD and 3-D Printing (0.5 credits)**

**Course Number: H02110701**

**Computer Aided Design (CAD) and 3-D Printing -** In this course, students will expand their knowledge of the design process from concept to creation by learning

and applying aspects of CAD modeling. Using CAD software and reading technical drawings, they will design and assemble a wide range of parts that can be manufactured and 3D printed. Through explorative projects, students will imagine solutions to real-world problems and design products guided by their interests to create an interactive, collaborative, student-driven, learning environment.

**Robotics (0.5 credit)**

**Course Number: H2100901**

Using FIRST Principles, engaging our students in engineering principles to design and compete in various competitions. A variety of robotics-based projects will be used to show our students that science, technology, and problem solving are not only fun and rewarding, but are proven paths to successful careers and a bright future for us all.

**Coding and Animation (0.5 credit)**

**Course Number: H12221001**

Coding is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices

**English Language Arts Courses**

**English 9 A (0.5 credit)**

**Course Number: H0200101**

**English 9 B (0.5 credit)**

**Course Number: H0100112**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Through Into Literature, English 9 prepares students with a foundation in listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Students also make text to world connections through the selections and apply their ideas to their own life. Additionally, coursework prepares students for success on college entrance assessments such as the SAT and ACT. This course fulfills the requirements for one credit of ninth grade English for graduation.

**English 9 A Honors (0.5 credit)**

**Course Number: H0100102H**

**English 9 B Honors (0.5 credit)**

**Course Number: H01001022H**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Through Into Literature, English 9 prepares students with a foundation in listening, speaking,

reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Students also make text to world connections through the selections and apply their ideas to their own life. Additionally, coursework prepares students for success on college entrance assessments such as the SAT and ACT. This course fulfills the requirements for one credit of ninth grade English for graduation.

**English 10 A\_(0.5 credit)**

**Course Number: H0100201**

**English 10 B\_(0.5 credit)**

**Course Number: H0100212**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Building on the 9th grade curriculum, English 10 integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Additionally, coursework prepares students for success on college entrance assessments. This course fulfills the requirements for one credit of tenth grade English for graduation.

**English 10 A Honors (0.5 credit)**

**Course Number: H0100202H**

**English 10 B Honors (0.5 credit)**

**Course Number: H01002022H**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Building on the 9th grade curriculum, English 10 integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Additionally, coursework prepares students for success on college entrance assessments. This course fulfills the requirements for one credit of tenth grade English for graduation.

**English 11 A Honors (0.5 credit)**

**Course Number: H0100302H**

**English 11 B Honors (0.5 credit)**

**Course Number: H01003022H**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 11, students will build upon the language arts skills gained in 9<sup>th</sup> and 10<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college- and career-ready speaking and listening skills. Both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing, as we read with a focus on social justice, stewardship, and sustainability. Additionally, a portion of this class will be focused on preparing students for college entrance assessments. This course fulfills the requirements for one credit of eleventh grade English for graduation.

**English 11 A (0.5 credit)**

**Course Number: H0100301**

**English 11 B (0.5 credit)**

**Course Number: H0100312**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 11, students will build upon the language arts skills gained in 9<sup>th</sup> and 10<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college- and career-ready speaking and listening skills. Both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing, as we read with a focus on social justice, stewardship, and sustainability. Additionally, a portion of this class will be focused on preparing students for college entrance assessments. This course fulfills the requirements for one credit of eleventh grade English for graduation.

**English 12 A (0.5 credit)**

**Course Number: H0100401**

**English 12 B (0.5 credit)**

**Course Number: H0100412**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 12, students will build upon the language arts skills gained in 9<sup>th</sup> through 11<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college and career ready speaking and listening skills. Under the theme of British Literature, both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing. The course's units include, but are not limited to *Beowulf*, Shakespeare's *The Tragedy of Hamlet*, and an individualized Black History Month project. This course fulfills the requirements for one credit of twelfth grade English for graduation.

**English 12 A Honors (0.5 credit)****Course Number: H0100402H****English 12 B Honors (0.5 credit)****Course Number: H01004022H**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 12, students will build upon the language arts skills gained in 9<sup>th</sup> through 11<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college and career ready speaking and listening skills. Under the theme of British Literature, both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing. The course's units include, but are not limited to *Beowulf*, Shakespeare's *The Tragedy of Hamlet*, and an individualized Black History Month project. This course fulfills the requirements for one credit of twelfth grade English for graduation.

**Beginning ELD 1&2 (0.5 credit)****Course Number: H001100801**

Beginning ELD English is a full year, one credit course that fulfills one of the four English credits required to graduate from Ypsilanti Community High School. The Common Core State Standards and the national TESOL standards are the basis for lessons that increase competency in social and academic English vocabulary, reading, writing, speaking, and listening. Learning activities will focus on the wide range of standards-based concepts and skills with a focus on building English language skills. Reading strategies and culturally literary fiction and nonfiction are included. This course fulfills the requirements for one credit of English for graduation.

**Intermediate ELD 1 & 2 (0.5 credit)****Course Number: H001008011**

**Prerequisites- Must have successfully completed Beginning ELD English or by EL teacher recommendation.** Intermediate ELD English is a full year, one credit course that fulfills one of the four English credits required to graduate from Ypsilanti Community High School. The Common Core State Standards and the national TESOL standards are the basis for lessons that increase competency in social and academic English vocabulary, reading, writing, speaking, and listening. Learning activities will focus on the wide range of standards-based concepts and skills with a focus on building English language skills. Reading strategies and culturally literary fiction and nonfiction are included. This course fulfills the requirements for one credit of English for graduation.

**High ELD 1 & 2 (0.5 credit)****Course Number: H001008012**

**Prerequisites- Must have successfully completed Beginning ELD English or by EL teacher recommendation.** High ELD English is a full year, one credit course that fulfills one of the four English credits required to graduate from Ypsilanti Community High School. The Common Core State Standards and the national TESOL standards are the basis for lessons that increase competency in social and academic English vocabulary, reading, writing, speaking, and listening. Learning activities will

focus on the wide range of standards-based concepts and skills with a focus on building English language skills. Reading strategies and culturally literary fiction and nonfiction are included. This course fulfills the requirements for one credit of English for graduation.

**ELD English 11 (0.5 credit)**

**Course Number: H00199201**

**Prerequisites- Must have completed High Intermediate ELD English or by EL teacher recommendation.** YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. ELD English 11/12 utilizes this curriculum and integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Additionally, coursework prepares students for success on college entrance assessments. This course fulfills the requirements for one credit of English for graduation.

**ELD English 12 (0.5 credit)**

**Course Number: H001992012**

**Prerequisites- Must have completed High Intermediate ELD English or by EL teacher recommendation.** YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. ELD English 11/12 utilizes this curriculum and integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Additionally, coursework prepares students for success on college entrance assessments. This course fulfills the requirements for one credit of English for graduation.

**ELD Reading (0.5 credit)**

**Course Number: H001008013**

ELD Reading is a 0.5 credit course that fulfills credits required to graduate from Ypsilanti Community High School. The Common Core State Standards and the national TESOL standards are the basis for lessons that increase competency in social and academic English vocabulary, reading, writing, speaking, and listening. Learning activities will focus on the wide range of standards-based concepts and skills with a focus on building English language skills. Reading strategies and culturally literary fiction and nonfiction are included.

## **Business Courses**

### **YCS@Work (0.5 credit)**

**Course Number: H2299801**

YCS @Work is the Ypsilanti Community High School internal and external Internship Program that allows all our students who meet the eligibility requirements of being enrolled in the YCS @Work Class to obtain a work-site placement in the community after career-scope, soft skills and business foundation skills are assessed.

### **Business Entrepreneurs (0.5 credit)**

**Course Number: H1205101**

Business Entrepreneurs is the Ypsilanti Community High School Program that provides our students with the opportunity to develop their business ideas that impact YCHS and the community through acquiring and enhancing employability skills along with foundational business/marketing/hospitality skills through participation in programs such as YCS @ Work, DECA, Grizzly Store Retail Management, Fundraising, and developing student led signature projects: Shark Tank, Blaze the Stage, Grizzly Gear Monthly Raffle, Snack Shop, and Popcorn Sales.

## **Social Studies Courses**

### **African American History A (0.5 credit)**

**Course Number: H0406501**

This course will look at an often-overlooked, yet incredibly important, portion of American history. In section A of the course, we will examine early facts and concepts that center around the discovery of early man in Africa and the rise of advanced African civilizations to the years of slavery in the United States (including the origins of the slave trade; antebellum plantation-life for slaves, changes in American slavery patterns, etc.).

### **African American History B (0.5 credit)**

**Course Number: H0406502**

**(Offered Each Semester - 0.5 Credit Elective/Class can be taken out of sequence)** This course will look at an often-overlooked, yet incredibly important, portion of American history. In section B of the course we will look at cultural issues that face African Americans and ultimately society as a whole. The course will, however, primarily focus on the cultural strides (as well as continuing struggles) of African-Americans from the 1900s to the present day. Focus areas will include: Impact of the 13th Amendment, Jim Crow Laws; landmark Supreme Court cases; the struggle for school integration, War On Drugs, Mass Incarceration; Black Lives Matter Movement, the History of Blackface, and Colorism.

### **Economics (0.5 credit)**

**Course Number: H0420100**

The economics content is necessary for the understanding and analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

**Economics Honors (0.5 credit)****Course Number: H00420102**

The economics content is necessary for the understanding and analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

**Applied US Hist. A& B (0.5 credit)****Course Number: H00410300**

This course will examine the history of the United States from Industrialization through the Present. This course will involve a close examination of the implications and effects of the social, cultural, political, and economic developments that have shaped our nation's past including, but not limited to, the Progressive Era, the Great Depression, World War I and II, the Cold War, and the Civil Rights movements.

**Government (0.5 credit)****Course Number: H0415100**

Government is a required course for graduation and covers several aspects of government and will explore the origins of the American democratic system. In addition, students will learn how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

**Government Honors (0.5 credit)****Course Number: H04151021**

Government is a required course for graduation and covers several aspects of government and will explore the origins of the American democratic system. In addition, students will learn how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

**Sports History (0.5 credit)****Course Number: H0414900**

**(Offered Each Semester - 0.5 Credit Elective/Class can be taken out of sequence)** History of Sports will offer students an insight into America's rich history through the eyes of athletics. Throughout the semester students will learn the history of the development of sports as an American pastime as well as a way to overcome racial, ethnic, and socioeconomic barriers for individuals in all athletic



arenas. This sport will view the creation of America's favorite pastimes of football, baseball, basketball, and hockey from its creation to its modern day. It will also highlight sports' crucial roles in overcoming significant social barriers in society. In this course students will analyze primary and secondary sources as well as films and other sources in order to understand athletics impact on our society.

**United States Hist & Geog A (0.5 credit) Course Number: H0410101**

**United States Hist & Geog B (0.5 credit) Course Number: H0410112**

This course will examine the history of the United States from Industrialization through the Present. This course will involve a close examination of the implications and effects of the social, cultural, political, and economic developments that have shaped our nation's past including, but not limited to, the Progressive Era, the Great Depression, World War I and II, the Cold War, and the Civil Rights movements.

**United States Hist & Geog A Honors (0.5 credit) Course Number: HH04101021**

**United States Hist & Geog B Honors (0.5 credit) Course Number: HH04101022**

This course will examine the history of the United States from Industrialization through the Present. This course will involve a close examination of the implications and effects of the social, cultural, political, and economic developments that have shaped our nation's past including, but not limited to, the Progressive Era, the Great Depression, World War I and II, the Cold War, and the Civil Rights movements.

**World Hist & Geog A (0.5 credit) Course Number: H0405201**

**World Hist & Geog B (0.5 credit) Course Number: H0405212**

In this course we will trace major characteristics of human civilizations throughout the world, beginning with Ancient Greece and Rome, the Middle Ages, Scientific Revolution, the Renaissance and Reformation eras, the Enlightenment, as well as global interactions of the 16<sup>th</sup> century until the present by exploring the social, cultural, political, and economic developments throughout world civilizations. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems.

**World Hist & Geog Honors A (0.5 credit) Course Number: 0405202H**

**World Hist & Geog Honors B (0.5 credit) Course Number: 04052022H**

In this course we will trace major characteristics of human civilizations throughout the world, beginning with Ancient Greece and Rome, the Middle Ages, Scientific Revolution, the Renaissance and Reformation eras, the Enlightenment, as well as global interactions of the 16<sup>th</sup> century until the present by exploring the social, cultural, political, and economic developments throughout world civilizations. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems.

**Life Survival Skills (0.5 Credit Elective) Course Number: H122206011**

The content of this elective course is student guided and project based. Throughout the semester students learn necessary life skills including personal finance, personal fitness and mental health, basic use of hand tools, basic cooking skills and safety,

sewing and clothing repair, and car maintenance. Students are encouraged to pursue topics of interest within the curriculum. Lessons are taught both by the classroom teacher, as well as experts in the fields of interest for the class.

## **Physical Education Courses**

### **Physical Education (0.5 credit)**

**Course Number: H0803900**

Physical education gives students the ability to grow and develop the necessary motor skills to live healthy lives. The curriculum is designed around the Michigan Merit Curriculum and provides them with opportunities to develop social skills in group activities. This course also encourages students to set personal short term and long term goals based on their kinesthetic achievements. Emphasis is placed on individual and team sports, outdoor recreation, rhythmic/expressive movements and other health related fitness and conditioning activities that empowers the cardiovascular and muscular/skeletal system.

### **Health (0.5 credit)**

**Course Number: H0805100**

All students will demonstrate basic core concepts of nutrition and physical activity, social and emotional wellness, sexuality education and the prevention of HIV/AIDS and other communicable diseases. They will also develop skills to resist alcohol, tobacco and other drugs, as well as basic safety procedures needed to demonstrate overall wellness. Through hands on activities and project based learning, students will apply decision-making and social skills, set healthy life long goals and demonstrate healthy behaviors. Students will also be empowered to analyze diverse influences on their health and access valid health resources in their community.

### **LINK Health (0.5 credit)**

**Course Number: H00805401**

This course was developed for students with cognitive disabilities and/or a need for special education services. All students will demonstrate basic core concepts of nutrition and physical activity, social and emotional wellness, sexuality education and the prevention of HIV/AIDS and other communicable diseases. They will also develop skills to resist alcohol, tobacco and other drugs, as well as basic first aid/CPR and safety procedures needed to demonstrate overall wellness. Through hands on activities and project based learning, students will apply decision making and social skills, set healthy life long goals and demonstrate healthy behaviors. Students will also be empowered to analyze diverse influences on their health and access valid health resources in their community.

### **Link Health Mentor (0.5 credit)**

**Course Number: H00805101**

This course is for students who are interested in mentoring students with cognitive impairments in the Health classroom. Students will be expected to work side by side with their mentees, helping them complete tasks and assignments as well as building social skills. Mentors will also be expected to complete their own Health.

All students will demonstrate basic core concepts of nutrition and physical activity, social and emotional wellness, sexuality education and the prevention of HIV/AIDS and other communicable diseases. They will also develop skills to resist alcohol, tobacco and other drugs, as well as basic safety procedures needed to demonstrate overall wellness. Through hands on activities and project based learning, students will apply decision-making and social skills, set healthy life long goals and demonstrate healthy behaviors. Students will also be empowered to analyze diverse influences on their health and access valid health resources in their community.

**Link PE (0.5 credit)**

**Course Number: H0800701**

This course is an adapted physical education class designed for students with physical, cognitive and/or other disabilities. Students will be provided with a quality physical education with personal goals as it's focus. Students will be paired up with a student mentor to help build locomotor skills, social skills, and other athletic concepts. Classes will take place in the main gym, the indoor pool, outdoors and at the track.

**Link PE Mentor (0.5 credit)**

**Course Number: H00800101**

Students in this class will be peer mentors for students with physical, cognitive and/or other disabilities. Mentors will be paired up with a mentee to help develop locomotor skills as well as social skills. Mentors are expected to participate in every activity and demonstrate quality behavior for their mentees. Class will take place in the main gym, the pool, outside and at the track.

**Lifetime Fitness (Physical Education 11-12) (0.5 Credit) Course Number:**

Students will use their kinesthetic knowledge to set personal fitness goals, create fitness plans and learn innovative ways to lead a physically fit lifestyle. This course includes some topics related to cardiovascular endurance, rhythmic/expressive movement, individual/team sports, outdoor recreation, strength/conditioning, flexibility, and balance. Through teamwork as well as individual exercise, students will achieve overall wellness. This class is open to juniors and seniors.

**Team Sports (0.5 credit)**

**Course Number: H0800200**

Team Sports is a physical activity class that focuses on participation as it relates to cultural, ethnic, gender, and physical diversity in such sports as basketball, baseball, football, soccer, softball, speedball, dodgeball, ultimate Frisbee, volleyball or any game that incorporates teamness.

**Yoga, Dance & Aerobics (0.5 credit)**

**Course Number: H0504900**

This is an advanced class for students who already passed Physical Education with 75% or higher. It is intended for upper class-man as an advanced physical education elective. Students will be introduced to a variety of yoga styles, forms of dance and aerobic fitness components. Some yoga objectives implement personal health and wellness of the mind and body while integrating movement, meditation, and overall well-being. The dance component of this class offers a variety of rhythmic

movements with an emphasis on creative expression and artistic growth. Other fundamentals of this course include Zumba, stepping, core strengthening as well as a variety of dance methods and artistic forms of physical fitness.

**Weight Training (0.5 credit)**

**Course Number: H0800900**

This is an advanced class for students who already passed Physical Education with a 75% or higher. It is intended for upper class-man as an advanced physical education elective. This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, learn basic anatomy and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

**Personal Fitness (0.5 credit)**

**Course Number: H0804900**

Personal Fitness is focused on helping students build knowledge to adopt healthy fitness skills into their daily lives. Many different aspects of exercise will be implemented to help promote an active and healthy quality of life. Many daily activities include but are not limited to a variety of cardio, plyometrics, strength training and conditioning, aerobic, anaerobic exercises and many more. Students will be expected to participate and give their best effort on a daily basis. Students will improve their physical fitness, increase their heart rate and break a sweat.

**World Languages Courses**

**Spanish I A (0.5 credit)**

**Course Number: H0610101**

**Spanish I B (0.5 credit)**

**Course Number: H0610112**

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of a variety of activities, many of them participatory in nature. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

**Spanish II A (0.5 credit)**

**Course Number: H0610201**

**Spanish II B (0.5 credit)**

**Course Number: H0610212**

This course is a continuation of the objectives and skills presented in Spanish I. It is designed to present materials in such a way that the student will derive pleasure and satisfaction in acquiring the language skills through topic based curriculum and comprehensible input with exposure in all four areas of language acquisition: listening, speaking, reading, and writing. The course will focus on daily life, healthy living, personal information, and travel and leisure to progressively enable the students to increase communicative proficiency, vocabulary, and give exposure to various language structures to increase overall language proficiency. Students will be exposed to different cultural perspectives, customs, art, food, and music of the countries where Spanish is spoken.

### **Visual Arts Courses**

#### **3D Art (0.5 credit)**

**Course Number: H0050515901**

3D Art Design is a studio project orientated class exploring different media areas of 3 Dimensional and Graphic design. The emphasis of this course is to expose students to 3D art mediums and to build their creative skills through the elements and principles of design.

#### **ART I A (0.5 credit)**

**Course Number: HST610A**

This is a comprehensive course that provides students with the knowledge and opportunity to explore an art form and to create individual works of art. This course may also provide a discussion and exploration of career opportunities in the art world. It will cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are engaged to develop their own artistic styles. Although this course focuses on creation, they may also include the study of major artists, art movement, and styles.

#### **ART I B (0.5 credit)**

**Course Number: HUN600B**

This is a comprehensive course that provides students with the knowledge and opportunity to explore an art form and to create individual works of art. This course may also provide a discussion and exploration of career opportunities in the art world. It will cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are engaged to develop their own artistic styles. Although this course focuses on creation, they may also include the study of major artists, art movement, and styles.

#### **Community Art (0.5 credit)**

**Course Number: H0519900**

Community Art will explore the way in which art integrates itself into the community by way of murals, sculptures, and performance. This class will create art in the community using different mediums while understanding what community

art is already present. Particular attention will be paid to the different cultures and the rich community history of Ypsilanti.

**Drawing A (0.5 credit)**

**Course Number: H0515600**

**Drawing B (0.5 credit)**

**Course Number: H0515601**

Drawing is an art class that concentrates on developing the principles of design while utilizing the elements of art. The basic building blocks of shape and form are emphasized while exploring different styles and movements in art. Students will learn everything from drawing using the grid method to designing a comic strip. They will incorporate design elements such as shading, perspective, proportion, texture, and value in all of their works.

**Ceramics (0.5 credit)**

**Course Number: H0515900**

Pottery courses cover the same topics as Experiments in Art, but focuses on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

**Photography (0.5 credit)**

**Course Number: H0516701**

Photography is an intensive introduction to photography, concentrating on composition, photo fundamentals (ISO, shutter speed, f/stop) and camera operation. Areas of investigation include exposure control, online storage, curating and presenting. A significant amount of time will be spent researching and discussing contemporary photographers as well as photo history. The end of the term will yield a firm working knowledge of the photographic process and a familiarity with many of its applications. Expectations of work outside of class include photographing events, such as athletics and dances, and ongoing engagement with Google Drive to review photos.

**Commercial Photography (0.5 credit) Course Number: H122151011**

Commercial photography is a comprehensive look into the business of photography. A brief introduction to photography is given at the beginning of the semester followed by a thorough explanation and demonstration of the commercial studio equipment. No matter the subject, whether it is food, product or person, understanding and/or manipulating the light to achieve a desired look will be the outcome. Expectations of work outside of class include reaching out to and working with a business in the community to help market their product(s).

**Yearbook I A (0.5 credit)**

**Course Number: H1110401**

**Yearbook I B (0.5 credit)**

**Course Number: H1110412**

(Year Long Course - 1 Credit Required)

The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography,

design, graphics, finances, yearbook campaigns, advertising and distribution. The work done by the yearbook staff is a real-world experience that results in the current volume of our school's yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride. Mastery of the goals and objectives educate staff members in all areas of publication production. ***Students must commit to both semesters of the course before signing up for the class.***

### **Vocal Music Courses**

**Concert Choir A (0.5 credit)**

**Course Number: H0511001**

**Concert Choir B (0.5 credit)**

**Course Number: H0511012**

Concert Choir is the premier choir during the school day at YCHS. Open to men and women in 9<sup>th</sup> through 12<sup>th</sup> grades, Concert Choir members take their musical knowledge and singing ability to the next level. Members of Concert Choir will participate in festivals, competitions, and many extra-curricular community singing opportunities, including a yearly National Tour. In the past three years, the choir has toured Washington DC, New York City, and New Orleans. To remain in choir, students MUST participate and contribute to the rehearsal process.

### **Instrumental Music Courses**

**Keyboard/Piano (0.5 Credit)**

**Course Number: H0510700**

Piano class is offered to students in grades 9-12 of varying experience. Students may enroll in a piano class for multiple semesters. Students will progress from wherever they are, be it beginner or accomplished. Students will use sheet music to learn piano literature of many different genres; folk, classical, New Age, pop, etc. Students will have the opportunity to perform in a public piano recital. Students who are eligible for membership in the high school band must be: 1.) previously enrolled in band at the middle school level 2.) be recommended by one of the band directors 3.) have an interview and audition to get an accurate assessment of his/her musical skills for placement. Upon acceptance in the program, the parents will be notified of the policies and expectations of the band program. Generally, an ongoing observation will follow during the year to make sure the student is meeting the minimum requirements of the class.

**Symphonic Band A (0.5 credit)**

**Course Number: H0510601**

**Symphonic Band B (0.5 credit)**

**Course Number: H0510612**

**Prerequisite:** MS band participation or approval from the band director.

This class expands on middle school band curriculum and adds: style, interpretation, and improvisation.

This course is designed to teach self-discipline, teamwork and higher level thinking skills necessary to express one's self through music. It requires more of a commitment to excellence. It will include a balanced comprehensive study of music that develops skills in the psychomotor, cognitive and affective domain. Classroom

activities are designed to develop elements of musicianship, including tone production, technical skills, intonation, music reading skills and the integration to other applicable disciplines. A number of public performances at formal concerts and/or band contests serve as the culmination of classroom instruction and musical goals. After school rehearsals, performances and activities are part of the course grade. These activities are an integral element that support and extend learning in the classroom.

**Music Appreciation: Grades 9, 10, 11, 12  
(0.5 Credit)**

**Course Number: H0511800**

**Prerequisite:** None. This course teaches multiple aspects of music, including; basic elements of music, music analysis, beat making, movie music, music and instruments from other cultures, Classical music history, and Contemporary music history. This course contains multiple music based writing assignments, soundtrack creation, and music composition.

**Keyboard (0.5 credit)**

**Course Number: H0510700**

The beginner keyboard course lasts about 6-9 months, which includes basic fingering techniques, fundamental music theory, sight reading, basic chord progression, song application and ear training exposure.

**Communication and Theater Arts Courses**

**Drama I A (0.5 Credit)**

**Course Number: H0505101**

(Offered Each Semester - 0.5 Credit Elective/ prerequisite for those interested in Stage Performance)

A dramatic experience is intrinsic in human development. An introduction of dramatic games and exercises will be used as a way of sharpening imagination, building interpersonal relationships and most importantly strengthening individual identity.

**Stage Performance (0.5 Credit)**

**Course Number: SP10000**

(Offered Each Semester - 0.5 Credit Elective)

Stage Performance will give students an opportunity to take some of the tools learned in drama and combine them with theatre concepts that will allow students to perform. This class will create a platform for the student voice to be heard on issues youth face.

**Student Support Services Courses**

**Community Based Education (0.5 credit)**

**Course Number: H02225101**

This course applies and further develops transitional skills that can be applied to adult living. Community Based Education teaches the functional academic skills



needed to participate successfully in Community Based Education, which provides authentic learning experiences that can not be replicated or simulated in the school environment. This course is the application of learned skills, including traveling in the community and completing work experiences. This course is based on the Life Centered Education (LCE) curriculum from the national Council for Exceptional Children as well as a student's individual education plan (IEP) goals. This course has no prerequisites and can be taken multiple times. **Placement by IEP Team only**

**Community Living (0.5 credit)**

**Course Number: H2225112**

This course is to apply and further develop transitional and functional math skills that can be applied to adult living. Community Living teaches the functional academic skills needed to participate successfully in Community Based Education, which provides authentic learning experiences that can not be replicated or simulated in the school environment. This course is based on the Life Centered Education (LCE) curriculum from the national Council for Exceptional Children as well as a student's individual education plan (IEP) goals. This course has no prerequisites and can be taken multiple times. **Placement by IEP Team only**

**Employment Skills (0.5 Credit)**

**Course Number: 22152**

This course is to apply and further develop transitional and functional reading skills that can be applied to adult living. Employment Skills teaches the functional academic skills needed to participate successfully in Community Based Education, which provides authentic learning experiences that can not be replicated or simulated in the school environment. This course is based on the Life Centered Education (LCE) curriculum from the National Council for Exceptional Children as well as a student's individual education plan (IEP) goals. This course has no prerequisites and can be taken multiple times.

Placement by IEP Team only

**Work Habits (0.5 Credit)**

**Course Number: WRK01**

This course teaches functional vocational skills and habits in a school setting. Students complete school-based internships and work tasks. These skills are then applied in the Community Based Education classroom. This course can be taken in conjunction with Community Based Education. This course is a hands-on application of vocational skills that aligns with the Life Centered Education (LCE) curriculum from the National Council for Exceptional Children as well as a student's individual education plan (IEP) goals. This course has no prerequisites and can be taken multiple times.

Placement by IEP Team only

**Link Program (0.5 credit)**

**Course Number: H1999900**

The Link Program is a course offered to students for elective credit. The course will facilitate collaborative interaction between general education and special education students. General education students interested in learning about diverse learning

and communication styles will be introduced to students with a variety of disabilities. The students will work together in a variety of settings, and expand social networks for all students throughout the school. This section of the Link Program will focus on supporting students with special needs with the classroom setting.

**Link PE Mentor (0.5 credit)**

**Course Number: H00800101**

The Link PE Mentors is a course offered to students for elective credit. The course will facilitate collaborative interaction between general education and special education students. General education students interested in learning about diverse learning and communication styles will be introduced to students with a variety of disabilities. The students will work together in a variety of settings, and expand social networks for all students throughout the school. This section of the Link PE Mentors will focus on supporting students with special needs with the gym setting.

**Link Health Mentor (0.5 credit)**

**Course Number: H00805101**

The Link Health Mentors is a course offered to students for elective credit. The course will facilitate collaborative interaction between general education and special education students. General education students interested in learning about diverse learning and communication styles will be introduced to students with a variety of disabilities. The students will work together in a variety of settings, and expand social networks for all students throughout the school. This section of the Link Health Mentors will focus on supporting students with special needs with the health classroom setting.

**Applied Algebra I A & B (0.5 Credit)**

**Course Number: H02052011**

**Applied Geometry A & B (0.5 Credit)**

**Course Number: H0207501**

**Applied Algebra II A & B (0.5 Credit)**

**Course Number: H02056018**

Based on student needs, sections of Resource Room Algebra 1, Geometry, or Algebra 2 are taught. These math classes provide access to the general education curriculum at a pace to meet the individual students' needs. Students will receive direct instruction, whole and small group learning, online assistance and individualized homework. The resource room class is taught with the goal of returning a student to the general education classroom. **Placement by IEP Team only**

**Applied US History (1.0 Credit)**

**Course Number: H00410300**

Based on student needs, sections of Resource Room US History/Geography are taught. These social studies classes provide access to the general education curriculum at a pace to meet the individual students' needs. Students will receive direct instruction, whole and small group learning, online assistance and individualized homework. The resource room class is taught with the goal of returning a student to the general education classroom. **Placement by IEP Team only**

**Applied Biology (1.0 Credit)**

**Course Number: H00305100**

Based on student needs, sections of Resource Room Biology or a Science elective are taught. These Science classes provide access to the general education curriculum at a pace to meet the individual students' needs. Students will receive direct instruction, whole and small group learning, online assistance and individualized homework. The resource room class is taught with the goal of returning a student to the general education classroom. **Placement by IEP Team only**

**Academic Support 9 (0.5 credit)**

**Course Number: H22003019**

Academic Support is a class that provides extra support in any subject to students. This class will review concepts that were taught in the student's core content courses. Students work on organizational skills, work completion, and transitional goals. Students will also utilize this time to include any testing accommodations based on their individual plans. **Placement by IEP Team only**

**Academic Support 10 (0.5 credit)**

**Course Number: H022003011**

Academic Support is a class that provides extra support in any subject to students. This class will review concepts that were taught in the student's core content courses. Students work on organizational skills, work completion, and transitional goals. Students will also utilize this time to include any testing accommodations based on their individual plans. **Placement by IEP Team only**

**Academic Support 11 (0.5 credit)**

**Course Number: H022003012**

Academic Support is a class that provides extra support in any subject to students. This class will review concepts that were taught in the student's core content courses. Students work on organizational skills, work completion, and transitional goals. Students will also utilize this time to include any testing accommodations based on their individual plans. **Placement by IEP Team only**

**Academic Support 12 (0.5 credit)**

**Course Number: H022003013**

Academic Support is a class that provides extra support in any subject to students. This class will review concepts that were taught in the student's core content courses. Students work on organizational skills, work completion, and transitional goals. Students will also utilize this time to include any testing accommodations based on their individual plans. **Placement by IEP Team only**

**Life Survival Skills (0.5 credit)**

**Course Number: H122206011**

Life Skills (LS) classes are designed to meet the needs of students whose intellectual, developmental and academic levels are so delayed that participation in the general education program, even with modifications and accommodations is unfeasible.

**Special Preparation Courses**

**University Preparation for Dual Enrollment Eligibility:(0.5 Credit)**

**Course Number: H2200320**

This class is designed to prepare students to meet the special rigor of a college class offered at the high school level. In order to dual enroll in a college class while still enrolled at ACTech, students must achieve final grades of "B" or better in the university prep class. The class will focus on specific skills development for university success. These include meeting faculty and peer expectations, research paper writing, paraphrasing and summarizing, critical analysis, discussion, and fluency; lecture and note-taking skills, academic reading and writing, public speaking, vocabulary and grammar, and etiquette.

**College and Career Readiness/Support Courses****Strategic Reading (0.5 credit)****Course Number: H0106600**

The purpose of this course is to help students reach increased literacy skills through the use of whole group instruction, small group study, independent reading, interactive technology applications, and writing. The majority of work in this class is individualized for each student. Our goal is to increase strengths in reading and writing applications to promote advancement in student's post-secondary pathways.

**College Math Lab (0.5 Credit)****Course Number: H02999011**

The main purpose of this class is to ensure our dual enrolled (DE) students are prepared and able to successfully take college-level math classes. This may include working on Aleks modules to improve math assessment levels or receiving assistance in high school or college math classes. Secondly, it will be a time for DE students to update their Educational Development Plan (EDP) and any documentation needed for graduation requirements.

**College Lab ELA (0.5 credit)****Course Number: H0120301**

The main purpose of this class is to ensure our dual enrolled (DE) students are prepared and able to successfully take college-level math classes. This may include working on ELA modules to improve math assessment levels or receiving assistance in high school or college math classes. Secondly, it will be a time for DE students to update their Educational Development Plan (EDP) and any documentation needed for graduation requirements.

**College and Career Readiness (1.0 credit)****Course Number: H2215103**

**(Year Long Course - 1 Credit Required)** College and Career Readiness is designed for you, the student. It will help you begin to think about why you are here, where you are going, and how to make the best use of your time while transitioning to college, trade school, or your career. The course will challenge you both personally and academically. You will be asked to think critically, reflect on your opinions and experiences; and to articulate those opinions verbally through in-class discussions and written work. You will also be asked to present some of what you have learned and experienced to the class. A portion of this class is dedicated to identifying and completing the documents required to complete Senior Project Portfolio and

**Senior Defense Presentation** obligations as well as preparing each student for his or her education beyond high school.

## **Career and Technical Education Courses**

**Automotive Technology 2A (2.0 credit) Course Number: H20104012**

**Automotive Technology 2B (2.0 credit) Course Number: H20104013**

**Automotive Technology Credit: 2 year program (11th & 12th Grade)**

The Automotive Technology program is a NATEF Certified program designed to educate students to perform maintenance and light vehicle repair. The skill sets provide a learning experience and skillsets for a variety of jobs within the automotive industry, which are in high demand. This is accomplished with classroom instruction coupled with hands-on experience in the shop. Students will have access to shop cars and tools. Students will be exposed to ASE sections including: engine repair, suspension & steering, brakes, electrical/electronic systems, heating & air conditioning. Seniors that return for a second year will build upon the foundation by applying the logic to the systems and a deeper understanding of how the systems work together. Automotive Technology students can earn articulated credit with Washtenaw Community College or Baker College. The program provides an opportunity to participate in the Career Technical Student organizations such as Skills USA, where they may compete against other schools.

**Automotive Technology A (2.0 credit)**

**Course Number: H2010401**

**Automotive Technology B (2.0 credit)**

**Course Number: H2010412**

**Automotive Technology Credit: 2 year program (11th & 12th Grade)**

The Automotive Technology program is a NATEF Certified program designed to educate students to perform maintenance and light vehicle repair. The skill sets provide a learning experience and skillsets for a variety of jobs within the automotive industry, which are in high demand. This is accomplished with classroom instruction coupled with hands-on experience in the shop. Students will have access to shop cars and tools. Students will be exposed to ASE sections including: engine repair, suspension & steering, brakes, electrical/electronic systems, heating & air conditioning. Seniors that return for a second year will build upon the foundation by applying the logic to the systems and a deeper understanding of how the systems work together. Automotive Technology students can earn articulated credit with Washtenaw Community College or Baker College. The program provides an opportunity to participate in the Career Technical Student organizations such as Skills USA, where they may compete against other schools.

**Collision Repair Tech 2A (2.0 credit)**

**Course Number: H02010601**

**Collision Repair Tech 2 B (2.0 credit)**

**Course Number: H020106012**

**Collision Repair Technology Credit: 2 year program (11th & 12th Grade)**

RCTC Collision Repair Technology Is A NATEF certified training program. Students have the opportunity to develop their knowledge and skills through applied theory

and hands-on shop projects. The class is very hands-on with plenty of time spent in the lab repairing cars. Students will apply what they have learned in Auto Collision Repair on a daily basis. Students will have the ability to decide what area of auto collision repair they would like to pursue. Careers that students may enter include, but are not limited to: body repair technician, refinishing technician, automotive parts specialist, detail technician, damage estimator, collision repair mechanic, Structural Technician, and insurance adjuster. Careers in this field are in high demand. Students have the opportunity to participate In an internship and Work-Based Learning where they will work at a local shop, get paid, and receive credit for attending class, Students may earn a senior math credit as well as an applied arts credit. Students may also elect to go on to a post-secondary school or college to pursue further education. Students may earn articulated credit with Washtenaw Community College, or Baker College. Collision repair students will have the opportunity to participate in Career Technical Student organizations such as Skills USA, where they may compete against other Schools using their Technical training.

**Collision Repair Tech A (2.0 credit)**

**Course Number: H2011601**

**Collision Repair Tech B (2.0 credit)**

**Course Number: H2011612**

**Collision Repair Technology Credit: 2 year program (11th & 12th Grade) RCTC**

Collision Repair Technology Is A NATEF certified training program. Students have the opportunity to develop their knowledge and skills through applied theory and hands-on shop projects. The class is very hands-on with plenty of time spent in the lab repairing cars. Students will apply what they have learned in Auto Collision Repair on a daily basis. Students will have the ability to decide what area of auto collision repair they would like to pursue. Careers that students may enter include, but are not limited to: body repair technician, refinishing technician, automotive parts specialist, detail technician, damage estimator, collision repair mechanic, Structural Technician, and insurance adjuster. Careers in this field are in high demand. Students have the opportunity to participate in an internship and Work-Based Learning where they will work at a local shop, get paid, and receive credit for attending class, Students may earn a senior math credit as well as an applied arts credit. Students may also elect to go on to a post-secondary school or college to pursue further education. Students may earn articulated credit with Washtenaw Community College, or Baker College. Collision repair students will have the opportunity to participate in Career Technical Student organizations such as Skills USA, where they may compete against other Schools using their Technical training.

**Culinary Arts & Hosp Mgnt 2A(2.0 credit)**

**Course Number: H01605401**

**Culinary Arts & Hosp Mgnt 2B(2.0 credit)**

**Course Number: H016054012**

**Culinary Arts and Bakery Science**

**Credit: 2 year program (11th & 12th Grade) Course Number:**

Culinary Arts and Bakery Science is for the student who wants to study in the culinary arts, bakery science or hospitality industries. In this class, students have the

opportunity to explore the exciting and developing professions in the culinary industry and bakery science industries using the National Restaurant Association ProStart curriculum. Through the ProStart program, high school students can learn career-building skills and get a taste for success in an industry that is hungry for talent. The student will become acquainted with the best practices in all phases of the culinary and bakery industry. Upon completion of this course, students will have a working knowledge of:

- Preparing for a successful career in the hospitality industry
- Preparing and serving safe food
- Preventing accidents and injuries
- Kitchen basics
- Foodservice equipment
- Nutrition
- Culinary essential skills
- Bakery essential skills
- Pastry/dessert basics
- Cake decoration basic
- Menu planning
- World foods
- Salads and garnishes
- Culinary math and costing
- Fruits and vegetables
- Controlling foodservice cost
- Planning and producing events
- Knife skills

Students can earn up to 7 industry recognized certifications. Some of the certifications can be used to articulate college credit and all can be helpful in getting a high paying job or possible promotions in the students' current job. The certificates that can be earned are ServSafe Food Handlers, ServSafe Allergens, ServSafe Safe Alcohol Service, ServSafe Managers, ProStart Year 1, ProStart Year 2 and ProStart National Certificate of Achievement. Washtenaw Community College is a partner of RCTC Culinary Arts and Bakery Science and ProStart and therefore offers students up to 10 articulated college credits. Students must pass ProStart level 1 and 2 tests (years 1 and 2), then the ServSafe Managers test and have a B or better in RCTC to get these classes articulated. Juniors will be on the right track for these credits however 1st-year seniors will be able to earn the benefits as well. These are the classes that will be articulated.

- Sanitation and Hygiene 2cr
- Culinary Principals 3cr
- Baking Science 2cr
- Fundamentals of Bakery 3cr
- All 10 credits will apply to a culinary OR bakery degree.

Along with WCC many other colleges offer similar amounts of articulation. Just a few of the culinary schools and colleges are The Culinary Institute go Michigan, Lake

Michigan College. Northern Michigan University, The Culinary Institute of America, Johnson and Whales University, Sullivan University and many more.

**Culinary Arts & Hosp Mgnt A (2.0 credit)**

**Course Number: H1609801**

**Culinary Arts & Hosp Mgnt B (2.0 credit)**

**Course Number: H1609812**

**Culinary Arts and Bakery Science**

**Credit: 2 year program (11th & 12th Grade) Course Number:**

Culinary Arts and Bakery Science is for the student who wants to study in the culinary arts, bakery science or hospitality industries. In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry and bakery science industries using the National Restaurant Association ProStart curriculum. Through the ProStart program, high school students can learn career-building skills and get a taste for success in an industry that is hungry for talent. The student will become acquainted with the best practices in all phases of the culinary and bakery industry. Upon completion of this course, students will have a working knowledge of:

- Preparing for a successful career in the hospitality industry
- Preparing and serving safe food
- Preventing accidents and injuries
- Kitchen basics
- Foodservice equipment
- Nutrition
- Culinary essential skills
- Bakery essential skills
- Pastry/dessert basics
- Cake decoration basic
- Menu planning
- World foods
- Salads and garnishes
- Culinary math and costing
- Fruits and vegetables
- Controlling foodservice cost
- Planning and producing events
- Knife skills

Students can earn up to 7 industry recognized certifications. Some of the certifications can be used to articulate college credit and all can be helpful in getting a high paying job or possible promotions in the students' current job. The certificates that can be earned are ServSafe Food Handlers, ServSafe Allergens, ServSafe Safe Alcohol Service, ServSafe Managers, ProStart Year 1, ProStart Year 2 and ProStart National Certificate of Achievement. Washtenaw Community College is a partner of RCTC Culinary Arts and Bakery Science and ProStart and therefore offers students up to 10 articulated college credits. Students must pass ProStart level 1 and 2 tests (years 1 and 2), then the ServSafe Managers test and have a B or better in RCTC to get these classes articulated. Juniors will be on the right track for these credits however 1st-year seniors will be able to earn the benefits as well. These are the classes that will be articulated.



- Sanitation and Hygiene 2cr
- Culinary Principals 3cr
- Baking Science 2cr
- Fundamentals of Bakery 3cr
- All 10 credits will apply to a culinary OR bakery degree.

Along with WCC many other colleges offer similar amounts of articulation. Just a few of the culinary schools and colleges are The Culinary Institute go Michigan, Lake Michigan College. Northern Michigan University, The Culinary Institute of America, Johnson and Whales University, Sullivan University and many more.

## **Other Courses**

### **Exploratory Literature (0.5 credit)**

**Course Number: H010660201**

The purpose of the class to expose students to different genres, to review the various literary elements and text structures used by authors, and to encourage a life-long enjoyment of reading. The class begins with an introductory unit and whole class reading of an anchor fiction and anchor nonfiction text, during which time we'll review literary elements and text structures and model effective reading strategies.

### **Creative Writing (0.5 credit)**

**Course Number: H0110400**

Course Description: Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques, and skills are explored. Students submit their work to local and national magazines.

### **Read 180 A (0.5 credit)**

**Course Number: H0106701**

Read 180 is an intense, comprehensive reading intervention program used to increase students' reading levels. ... The program consists of whole and small group direct instruction, independent reading, writing practice, and computer-based individualized instruction.

### **Read 180 B (0.5 credit)**

**Course Number: H0106712**

Read 180 is an intense, comprehensive reading intervention program used to increase students' reading levels. ... The program consists of whole and small group direct instruction, independent reading, writing practice, and computer-based individualized instruction.

### **Employability Skills (0.5 credit)**

**Course Number 22152**

This course is designed to teach students how they can make a difference in the workplace based on their behavior. In addition, students will learn how to effectively address problems that might arise in the workplace. Central to any employee's growth is the understanding that he or she is part of a working community that includes employers, employees, and customers or clients. Special responsibilities

and commitments come with being employed. Each employee must learn to embrace these responsibilities if he or she is to succeed at work. On the practical level, employees need to know how to do well on the job and how to keep the job. Early training in building conscientious work habits will stand employees in good stead for the rest of their working lives. It also forges links between their willingness to accept responsibility for their actions and the rewards they get for developing a sense of responsibility.

**Social Justice (0.5 credit)**

**Course Number: H0410601**

Explores the concepts of justice, conflict and social change and examines the ways in which political, economic, media, education, and other institutions create challenges for justice. Also examines efforts to resist existing structural and institutional arrangements and encourage social change to better meet human needs.

**Advisory (0.5 credit)**

**Course Number: H2210601**

Student Advisory provides the opportunity and time for students to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom. In Student Advisory, each student in the school is assigned a teacher or staff member who assists the student in achieving his or her academic and personal goals. Advisory usually has two distinct parts: an advisory class, similar to a homeroom, and one-to-one advisement to address personal issues. While their goals are similar, schools organize and implement their advisory programs in a variety of ways depending on the needs of the school community and our focus on the use of priority standards.

**Credit Recovery (0.5 credit)**

**Course Number: H2200305**

Credit recovery is a term used to describe a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit.

**Washtenaw Community College Dual Enrollment Courses**

<a href="#"><u>DE WCC ACS 107 College Rdg. &amp; Study(1.0 credit)</u></a>	<b>Course Number: H2200307</b>
<a href="#"><u>DE WCC ACS 108 Crit. Rdg. &amp; Think (1.0 credit)</u></a>	<b>Course Number: H22003107</b>
<a href="#"><u>DE WCC ANI 145 Concept Dev. Anima (0.5 credit)</u></a>	<b>Course Number: H011051071</b>
<a href="#"><u>DE WCC ANI 155 Textures &amp; Studio Light (1.0 credit)</u></a>	<b>Course Number: H01105607</b>
<a href="#"><u>DE WCC ANT 201 Intro to Cult. Anthro. (1.0 credit)</u></a>	<b>Course Number: H0425207</b>
<a href="#"><u>DE WCC ART 101 Intro to Studio Art (1.0 credit)</u></a>	<b>Course Number: H0519907</b>
<a href="#"><u>DE WCC ART 108 Three D-Design (1.0 credit)</u></a>	<b>Course Number: H1115407</b>
<a href="#"><u>DE WCC ART 111 Basic Drawing I (1.0 credit)</u></a>	<b>Course Number: H0515607</b>
<a href="#"><u>DE WCC AST 111 General Astronomy (1.0 credit)</u></a>	<b>Course Number: H0300407</b>
<a href="#"><u>DE WCC BIO 101 Concepts of Bio &amp; Lab (1.0 credit)</u></a>	<b>Course Number: H035107</b>
<a href="#"><u>DE WCC BIO 107 Intro to Field Bio (1.0 credit)</u></a>	<b>Course Number: H0306307</b>
<a href="#"><u>DE WCC BIO 111 Anat/Phys-Norm (2.0 credits)</u></a>	<b>Course Number: H0305307</b>
<a href="#"><u>DE WCC BIO 162 Gen Bio II Cells/ Molecule(0.5 credit)</u></a>	<b>Course Number: H00306307</b>

<a href="#"><u>DE WCC BOS 101A Beg. Keyboarding (0.5 credit)</u></a>	Course Number: H1000807
<a href="#"><u>DE WCC BOS 101 B Beg. Keyboarding (0.5 credit)</u></a>	Course Number: H01000507
<a href="#"><u>DE WCC BOS 101 C Advan. Keyboarding (0.5 credit)</u></a>	Course Number: W1000507
<a href="#"><u>DE WCC CCP 122 Ess. Of Childcare I (1.5 credit)</u></a>	Course Number: H1905107
<a href="#"><u>DE WCC CCP 123 Ess. Early Cre + Edu 2 (1.0 credit)</u></a>	Course Number: H019052072
<a href="#"><u>DE WCC CCP 124 CDA Asses. Prep (0.5 credit)</u></a>	Course Number: H019052073
<a href="#"><u>DE WCC CCP 132 Child Dev. Practicum I (0.5 credit)</u></a>	Course Number: H11905207
<a href="#"><u>DE WCC CCP 133 Child Dev. Practicum II (0.5 credit)</u></a>	Course Number: H119052070
<a href="#"><u>DE WCC CEM 101 Intro. Chem &amp; Lab (1.0 credit)</u></a>	Course Number: H00310107
<a href="#"><u>DE WCC CEM 111 Gen Chem 1 w/Lab (1.0credit)</u></a>	Course Number: H0310107
<a href="#"><u>DE WCC CHN 111 First Yr Chinese I (1.5. credit)</u></a>	Course Number: H00640107
<a href="#"><u>DE WCC CIS 100 Intro Comp Prod Apps (1.0 credit)</u></a>	Course Number: H1000407
<a href="#"><u>DE WCC CJT 100 Intro to Crim Justice (1.0 credit)</u></a>	Course Number: H0416607
<a href="#"><u>DE WCC CJT 209 Criminal Law (1.0 credit)</u></a>	Course Number: H00416507
<a href="#"><u>DE WCC COM 101 Fund od Speaking (1.0 credit)</u></a>	Course Number: H0115107
<a href="#"><u>DE WCC COM 102 Interpers Comm (1.0 credit)</u></a>	Course Number: H01155076
<a href="#"><u>DE WCC COM 130 Intro to Mass Comm (1.0 credit)</u></a>	Course Number: H1100307
<a href="#"><u>DE WCC COM 150 Intro to Radio Product. (1.0 credit)</u></a>	Course Number: H1110307
<a href="#"><u>DE WCC COM 200 Family Comm(1.0 credit)</u></a>	Course Number: H01155072
<a href="#"><u>DE WCC CPS 120 Intro to Comp Sci (1.0 credit)</u></a>	Course Number: H1000207
<a href="#"><u>DE WCC CPS 161 Intro Prog / Java (0.5 credit)</u></a>	Course Number: H10015507
<a href="#"><u>DE WCC CPS 261 Adv. Java Concepts (1.0 credit)</u></a>	Course Number: H01015507
<a href="#"><u>DE WCC CPS 271 Object Features of C+ (1.0 credit)</u></a>	Course Number: H01015407
<a href="#"><u>DE WCC CPS 276 Web Prog/Apache (1.0 credit)</u></a>	Course Number: H01015607
<a href="#"><u>DE WCC CSS 200 Intro to Network Secur. (1.0 credit)</u></a>	Course Number: H01010807
<a href="#"><u>DE WCC DAN 111 Hip Hop Dance (1.0 credit)</u></a>	Course Number: H00504907
<a href="#"><u>DE WCC ECO Intro to Econ (1.0 credit)</u></a>	Course Number: H0420107
<a href="#"><u>DE WCC ECO 222 Princ of Econ II (1.0 credit)</u></a>	Course Number: H00420107
<a href="#"><u>DE WCC ENG 111 Comp I (1.0 credit)</u></a>	Course Number: H0110307
<a href="#"><u>DE WCC ENG 140 Horror and Sci Fict (1.0 credit)</u></a>	Course Number: H01066107
<a href="#"><u>DE WCC ENG 226 Comp II (1.0 credit)</u></a>	Course Number: H0114907
<a href="#"><u>DE WCC ENV 105 Intro to Env &amp; Soc (1.0 credit)</u></a>	Course Number: H0300307
<a href="#"><u>DE WCC FRN 111 First Yr French (2.0 credit)</u></a>	Course Number: H0612107
<a href="#"><u>DE WCC GDT 108 Photoshop Graphics (1.0 credit)</u></a>	Course Number: H01020207
<a href="#"><u>DE WCC GEO 101 World Region Geogra(1.0 credit)</u></a>	Course Number: H0405207
<a href="#"><u>DE WCC GLG 276 Principles of GIS (1.0 credit)</u></a>	Course Number: H00400207
<a href="#"><u>DE WCC GRM 111 First Yr. German I (1.0 credit)</u></a>	Course Number: H00620107
<a href="#"><u>DE WCC HSC 100 Basic Nursing Asst Skill (1.0 credit)</u></a>	Course Number: H14405107
<a href="#"><u>DE WCC HSC 101 Healthcare Term (0.5 credit)</u></a>	Course Number: H1415407
<a href="#"><u>DE WCC CPR/AED (0.5 credit)</u></a>	Course Number: H1429907
<a href="#"><u>DE WCC HST 108 Ancient &amp; Medieval World (1.0 credit)</u></a>	Course Number: H04060071
<a href="#"><u>DE WCC HST 150 Afric. Americ. Hist. (1.0 credit)</u></a>	Course Number: H0410907
<a href="#"><u>DE WCC HST 200 Michigan History (1.0 credit)</u></a>	Course Number: H0105507
<a href="#"><u>DE WCC HST 201 US to 1877 (1,0 credit)</u></a>	Course Number: H0410207
<a href="#"><u>DE WCC HST 230 Hist of the Holocaust (1.0 credit)</u></a>	Course Number: H00406507
<a href="#"><u>DE WCC HUM 101 Int Hum Ancient 1250 (1.0 credit)</u></a>	Course Number: H004060072
<a href="#"><u>DE WCC HUM 145 Compar Religions (1.0 credit)</u></a>	Course Number: H0700207
<a href="#"><u>DE WCC HUM 146 Mythology (1.0 credit)</u></a>	Course Number: H0799907
<a href="#"><u>DE WCC JRN 111 Intro to Journalism (1.0 credit)</u></a>	Course Number: H0115607
<a href="#"><u>DE WCC MEC 101 3D Model &amp; Blue Read (1.0 credit)</u></a>	Course Number: H12110807

<a href="#"><u>DE WCC MTH 125 Everyday College Math (1.0 credit)</u></a>	Course Number: H00215407
<a href="#"><u>DE WCC MTH 160 Basic Statistics (1.0 credit)</u></a>	Course Number: H0220107
<a href="#"><u>DE WCC MTH 169 Interm. Alg. (1.0 credit)</u></a>	Course Number: H0205707
<a href="#"><u>DE WCC MTH 180 Precalculus (1.0 credit)</u></a>	Course Number: H0211007
<a href="#"><u>DE WCC MTH 191 Calculus I (1.0 credit)</u></a>	Course Number: H0212107
<a href="#"><u>DE WCC MTH 192 Calculus II (1.0 credit)</u></a>	Course Number: H002121070
<a href="#"><u>DE WCC MUS 140 Music Theory I (1.0 credit)</u></a>	Course Number: H0511307
<a href="#"><u>DE WCC MUS 154 Functional Piano I (1.0 credit)</u></a>	Course Number: H00510707
<a href="#"><u>DE WCC NCT 101 Intro Comp Machine CNC I (1.0 credit)</u></a>	Course Number: H01320307
<a href="#"><u>DE WCC PEA 115 Health &amp; Fitness Exper (0.25 credit)</u></a>	Course Number: H0800507
<a href="#"><u>DE WCC PHL 101 Intro to Philosophy (1.0 credit)</u></a>	Course Number: H004306070
<a href="#"><u>DE WCC PHL 244 Ethic &amp; Legal/ Healthcare (1.0 credit)</u></a>	Course Number: H0430607
<a href="#"><u>DE WCC PHO 111 Photo I (1.0 credit)</u></a>	Course Number: H00516707
<a href="#"><u>DE WCC PLS 112 Intro to Amer Govn. (1.0 credit)</u></a>	Course Number: H0415107
<a href="#"><u>DE WCC PSY 100 Intro to Psych (1.0 credit)</u></a>	Course Number: H0425407
<a href="#"><u>DE WCC PSY 200 Child Psych (1.0 credit)</u></a>	Course Number: H042540702
<a href="#"><u>DE WCC SOC 100 Prin of Sociology (1.0 credit)</u></a>	Course Number: H0425807
<a href="#"><u>DE WCC SOC 202 Criminology (1.0 credit)</u></a>	Course Number: H01505107
<a href="#"><u>DE WCC SOC 205 Race &amp; Ethic Relat (1.0 credit)</u></a>	Course Number: H0410607
<a href="#"><u>DE WCC SPN 101 Beg Conversat. Spanish I (1.0 credit)</u></a>	Course Number: H00610107
<a href="#"><u>DE WCC SPN 111 First Yr. Span (1.5 credit)</u></a>	Course Number: H0610107
<a href="#"><u>DE WCC VID 203 Commercl Video Product (1.0 credit)</u></a>	Course Number: H01115307
<a href="#"><u>DE WCC VID 276 Video Graphics I (1.0 credit)</u></a>	Course Number: H01115507
<a href="#"><u>DE WCC YOG 101 Yoga I (1.0 credit)</u></a>	Course Number: H00801307
<a href="#"><u>WCC ABR 113 Estm. &amp; Shop Operations (1.0 credit)</u></a>	Course Number: H120117072
<a href="#"><u>WCC ABR 114 Applied Auto Body Welding (1.0 credit)</u></a>	Course Number: H120117073
<a href="#"><u>WCC ABR 123 Techn Auto Body Repair (1.0 credit)</u></a>	Course Number: H12011607
<a href="#"><u>WCC ABR 124 Techn Auto Refinish(1.0 credit)</u></a>	Course Number: H12011707
<a href="#"><u>WCC ACC 111 Principles of Account I (1.0 credit)</u></a>	Course Number: H11210407
<a href="#"><u>WCC ACS 151 Student Success in &amp; beyond (1.0 credit)</u></a>	Course Number: H0199207
<a href="#"><u>WCC ANI 150 3D Animation I: Modeling (1.0 credit)</u></a>	Course Number: H12110707
<a href="#"><u>WCC ANI 160 Fund of Movement &amp; Anim (1.0 credit)</u></a>	Course Number: H110202072
<a href="#"><u>WCC ANI 180 Intro to Game Level Design (1.0 credit)</u></a>	Course Number: H11020307
<a href="#"><u>WCC ANI 190 Hist of Game Design (1.0 credit)</u></a>	Course Number: H110204070
<a href="#"><u>WCC ART 114 Painting 1 (1.0 credit)</u></a>	Course Number: H10505707
<a href="#"><u>WCC ART 121 Ceramics 1 (1.0 credit)</u></a>	Course Number: H10505707
<a href="#"><u>WCC ART 121 Ceramics I (1.0 credit)</u></a>	Course Number: W10515907
<a href="#"><u>WCC ART 127 Life Drawing 1 (1.0 credit)</u></a>	Course Number: H05156071
<a href="#"><u>WCC ASV 130 Automotive Maintenance (1.0 credit)</u></a>	Course Number: H12010607
<a href="#"><u>WCC ASV 131Automotive Electrical (1.0 credit)</u></a>	Course Number: H12010507
<a href="#"><u>WCC ASV 132 Automotive Engines (1.0 credit)</u></a>	Course Number: H120106072
<a href="#"><u>WCC ASV 133 Automotive Fuel Systems (1.0 credit)</u></a>	Course Number: H120105072
<a href="#"><u>WCC ASV 134 (1.0 credit) Automotive Transmissions</u></a>	Course Number: H120105072
<a href="#"><u>WCC ASV 134 Automotive Transmission (1.0 credit)</u></a>	Course Number: H120105073
<a href="#"><u>WCC BIO 102 Human Bio &amp; Lab (1.0 credit)</u></a>	Course Number: H10305207
<a href="#"><u>WCC BIO 110 Intro to Exercise Science (1.0 credit)</u></a>	Course Number: H10801707
<a href="#"><u>WCC BIO 161 Gen Bio I Eco Evo &amp; Lab (1.0 credit)</u></a>	Course Number: H10306307
<a href="#"><u>WCC BIO 227 Bio of Animals &amp; Lab (1.0 credit)</u></a>	Course Number: H10306107
<a href="#"><u>WCC BMG 111 Business Law I (1.0 credit)</u></a>	Course Number: H11205407
<a href="#"><u>WCC BMG 140 Intro to Business (1.0 credit)</u></a>	Course Number: H11205107



<a href="#"><u>WCC BOS 106 Elect Planning, Sharing &amp; Or (1.0 credit)</u></a>	Course Number: H11209907
<a href="#"><u>WCC CHN 122 First Year Chinese II (1.5 credit)</u></a>	Course Number: H10640207
<a href="#"><u>WCC CIS 110 Intro Computer Info Systems (1.0 credit)</u></a>	Course Number: H11005507
<a href="#"><u>WCC CIS 121 Linux/UNIX I: Fundamentals (1.0 credit)</u></a>	Course Number: H110156070
<a href="#"><u>WCC CIS 221 Linux/UNIX Prog Scripts I (1.0 credit)</u></a>	Course Number: H11015607
<a href="#"><u>WCC CIS 282 Database Principles &amp; Applic (1.0 credit)</u></a>	Course Number: H1005307
<a href="#"><u>WCC CJT 111 Police/Comm Relations (1.0 credit)</u></a>	Course Number: H11505307
<a href="#"><u>WCC COM 142 Oral Interp of Lit (1.0 credit)</u></a>	Course Number: H10115507
<a href="#"><u>WCC COM 155 Scriptwriting/Broadcast Art (1.0 credit)</u></a>	Course Number: H1110371
<a href="#"><u>WCC COM 160 Voices &amp; Articulation (1.0 credit)</u></a>	Course Number: H11110507
<a href="#"><u>WCC COM 170 Advanced Radio Production (1.0 credit)</u></a>	Course Number: H111149071
<a href="#"><u>WCC COM 183 Persuasion (1.0 credit)</u></a>	Course Number: H10115307
<a href="#"><u>WCC COM 210 Nonverbal Communication (1.0 credit)</u></a>	Course Number: H0115507
<a href="#"><u>WCC 141 Intro Programming w/ Python (1.0 credit)</u></a>	Course Number: H11019907
<a href="#"><u>WCC CPS 171 Intr Prog with C++(1.0 credit)</u></a>	Course Number: H11015407
<a href="#"><u>WCC CPS 251 Android Program us. Java (1.0 credit)</u></a>	Course Number: H1015507
<a href="#"><u>WCC CPS 272 Data Structure C++ (1.0 credit)</u></a>	Course Number: H110154070
<a href="#"><u>WCC CPS 278 Java Server Programming (1.0 credit)</u></a>	Course Number: H110155071
<a href="#"><u>WCC CST 160 Computer Tech I (1.0 credit)</u></a>	Course Number: H11025107
<a href="#"><u>WCC CUL 104 Baking Science (0.5 credit)</u></a>	Course Number: H11605707
<a href="#"><u>WCC CUL 118 Culinary Nutrition (1.0 credit)</u></a>	Course Number: H116057072
<a href="#"><u>WCC CUL 141 Principles of Cost Control (1.0 credit)</u></a>	Course Number: H11605307
<a href="#"><u>WCC DRA 152 Acting I (1.0 credit)</u></a>	Course Number: H10505507
<a href="#"><u>WCC Dual Enrollment (0 credit)</u></a>	Course Number: HST900
<a href="#"><u>WCC ECO 211 Principles of Economics I (1.0 credit)</u></a>	Course Number: H10420107
<a href="#"><u>WCC ENG 170 Intro Lit: Short Story&amp;Novel (1.0 credit)</u></a>	Course Number: H10106507
<a href="#"><u>WCC ENG 270 Creative Writing I (1.0 credit)</u></a>	Course Number: H10110507
<a href="#"><u>WCC ENG 271 Creative Writing II (1.0 credit)</u></a>	Course Number: H101104072
<a href="#"><u>WCC ENV 101 Envir Sci 1 &amp; Lab (1.0 credit)</u></a>	Course Number: H10300307
<a href="#"><u>WCC ENV 199 Internship Educ. (1.0 credit)</u></a>	Course Number: H10399907
<a href="#"><u>WCC FLM 160 American Film (1.0 credit)</u></a>	Course Number: H10516807
<a href="#"><u>WCC FLP 101 Fluid Power Fundamentals 1 (1.0 credit)</u></a>	Course Number: H2100307
<a href="#"><u>WCC FLP 110 Fluid Power Fundamentals 2 (1.0 credit)</u></a>	Course Number: H2100407
<a href="#"><u>WCC FRN 122 First Yr. French II (1.0 credit)</u></a>	Course Number: H106121072
<a href="#"><u>WCC GDT 101 Hist of Graphic Design (1.0 credit)</u></a>	Course Number: H11020207
<a href="#"><u>WCC GDT 104 Intro to Graphic Design (1.0 credit)</u></a>	Course Number: H11115407
<a href="#"><u>WCC GLG 100 Intro to Earth Sci &amp; Lab (1.0 credit)</u></a>	Course Number: H10300207
<a href="#"><u>WCC GLG 114 (1.0 credit) Physical Geology &amp; Lab</u></a>	Course Number: H103002071
<a href="#"><u>WCC HSC 103 Healthcare Explorations (1.0 credit)</u></a>	Course Number: H11400107
<a href="#"><u>WCC HSC 138 Gen &amp; Therapeu Nutrition (1.0 credit)</u></a>	Course Number: H10805307
<a href="#"><u>WCC HSC 164 Foundations of Caregiving(1.0 credit)</u></a>	Course Number: H11415507
<a href="#"><u>WCC HST 123 The Twentieth Century (1.0 credit)</u></a>	Course Number: H10406307
<a href="#"><u>WCC HST 202 US Hist Since 1877 (1.0 credit)</u></a>	Course Number: H10414907
<a href="#"><u>WCC HST 220 Civil War Era, 1845-1877(1.0 credit)</u></a>	Course Number: H10409073
<a href="#"><u>WCC HST 225 WWII (1.0 credit)</u></a>	Course Number: H10406507
<a href="#"><u>WCC HSW 100 Intro Human Services (1.0 credit)</u></a>	Course Number: H11900107
<a href="#"><u>WCC HSW 100 Intro Human Services (1.0 credit)</u></a>	Course Number: H11900107
<a href="#"><u>WCC HUM 102 Intro Hum-Renais-19<sup>th</sup> (1.0 credit)</u></a>	Course Number: H045907
<a href="#"><u>WCC MTH 094 Pathways to Math Lit (1.0 credit)</u></a>	Course Number: H0020207
<a href="#"><u>WCC MTH 097 Foundations of Alg.(1.0 credit)</u></a>	Course Number: H0205807

<a href="#"><u>WCC MTH 176 College Alg (1.0 credit)</u></a>	Course Number: H00205607
<a href="#"><u>WCC MTH 178 Gen Trigonometry (1.0 credit)</u></a>	Course Number: H10210307
<a href="#"><u>WCC MTH 197 Linear Alg (1.0 credit)</u></a>	Course Number: H10211107
<a href="#"><u>WCC MTT 102 Machining for Tech (0.5 credit)</u></a>	Course Number: H11320407
<a href="#"><u>WCC NCT 110 Intro Comp Machining -CNC II (0.5 credit)</u></a>	Course Number: H11320307
<a href="#"><u>WCC PHL 205 Ethics (1.0 credit)</u></a>	Course Number: H104306071
<a href="#"><u>WCC PHL 250 Logic (1.0 credit)</u></a>	Course Number: H10430607
<a href="#"><u>WCC PHY 105 Conceptual Physics &amp; Lab(1.0 credit)</u></a>	Course Number: H10315107
<a href="#"><u>WCC PHY 111 Gen Physics I &amp; Lab (1.0 credit)</u></a>	Course Number: H103151072
<a href="#"><u>WCC PLS 241 Guns, God &amp; Ganja: US Fed (1.0 credit)</u></a>	Course Number: W104109071
<a href="#"><u>WCC PSY 206 Lifespan Dev Psych (1.0 credit)</u></a>	Course Number: H10425507
<a href="#"><u>WCC PSY 210 Beh Modification (1.0 credit)</u></a>	Course Number: H104255070
<a href="#"><u>WCC PSY 220 Human Dev *&amp; Learning (1.0 credit)</u></a>	Course Number: H104255073
<a href="#"><u>WCC PSY 240 Drugs, Society &amp; Human Beh (1.0 credit)</u></a>	Course Number: H104255071
<a href="#"><u>WCC PSY 257Abnormal Psych (1.0 credit)</u></a>	Course Number: H104255072
<a href="#"><u>WCC ROB 101 Robotics 1-1 (0.5 credit)</u></a>	Course Number: H2100907
<a href="#"><u>WCC ROB 101 Robotics 1-2 (0.5 credit)</u></a>	Course Number: H21009071
<a href="#"><u>WCC ROB 212 Robotics II (1.0 credit)</u></a>	Course Number: W121009072
<a href="#"><u>WCC SPN 201 Second Yr. Spanish I (1.0 credit)</u></a>	Course Number: H10610207
<a href="#"><u>WCC VID 255 Green Screen I (1.0 credit)</u></a>	Course Number: H11105607
<a href="#"><u>WCC VID 295 Portfolio &amp; Project Seminar (1.0 credit)</u></a>	Course Number: H11109907
<a href="#"><u>Certified Nursing Assist at WCC A (1.5 credit)</u></a>	Course Number: H1405101
<a href="#"><u>College Lab Math (0.25 credit)</u></a>	Course Number: H0299301

# Ypsilanti Community Schools

## 9-12 ACCE Course Catalog

### English Language Arts Courses

**English 9 A (0.5 Credits)**

**Course: H0100101**

**English 9 B (0.5 Credits)**

**Course: H0100112**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Through Into Literature, English 9 prepares students with a foundation in listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Students also make text to world connections through the selections and apply their ideas to their own life. Additionally, coursework prepares students for success on college entrance assessments such as the SAT and ACT. This course fulfills the requirements for one credit of ninth grade English for graduation.

**English 9 A OL (0.5 Credits)**

**Course: H0100101OL**

**English 9 B OL (0.5 Credits)**

**Course: H0100112OL**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Through Into Literature, English 9 prepares students with a foundation in listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Students also make text to world connections through the selections and apply their ideas to their own life. Additionally, coursework prepares students for success on college entrance assessments such as the SAT and ACT. This course fulfills the requirements for one credit of ninth grade English for graduation.

**English 10 A (0.5 Credits)**

**Course: H0100201**

**English 10 B (0.5 Credits)**

**Course: H0100212**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Building on the 9th grade curriculum, English 10 integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Additionally, coursework prepares students for success on college entrance assessments. This course fulfills the requirements for one credit of tenth grade English for graduation.

**English 10 A OL (0.5 Credits)**

**Course: H0100201OL**

**English 10 B OL (0.5 Credits)**

**Course: H0100212OL**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Building on the 9th grade curriculum, English 10 integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature may include biographies, autobiographies, essays, short stories, dramas, speeches, and novels. Students explore literature, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Additionally, coursework prepares students for success on college entrance assessments. This course fulfills the requirements for one credit of tenth grade English for graduation.

**English 11 A (0.5 Credits)**

**Course: H0100301**

**English 11 B (0.5 Credits)**

**Course: H0100312**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 11, students will build upon the language arts skills gained in 9<sup>th</sup> and 10<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college- and career-ready speaking and listening skills. Both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing, as we read with a focus on social justice, stewardship, and sustainability. Additionally, a portion of this class will be focused on preparing students for college entrance assessments. This course fulfills the requirements for one credit of eleventh grade English for graduation.

**English 11 A OL (0.5 Credits)**

**Course: H0100301OL**

**English 11 B OL (0.5 Credits)**

**Course: H0100312OL**



YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 11, students will build upon the language arts skills gained in 9<sup>th</sup> and 10<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college- and career-ready speaking and listening skills. Both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing, as we read with a focus on social justice, stewardship, and sustainability. Additionally, a portion of this class will be focused on preparing students for college entrance assessments. This course fulfills the requirements for one credit of eleventh grade English for graduation.

**English 12 A (0.5 Credits)**

**Course: H0100401**

**English 12 B (0.5 Credits)**

**Course: H0100412**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 12, students will build upon the language arts skills gained in 9<sup>th</sup> through 11<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college and career ready speaking and listening skills. Under the theme of British Literature, both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing. The course's units include, but are not limited to *Beowulf*, Shakespeare's *The Tragedy of Hamlet*, and an individualized Black History Month project. This course fulfills the requirements for one credit of twelfth grade English for graduation.

**English 12 A OL (0.5 Credits)**

**Course: H0100401OL**

**English 12 B OL (0.5 Credits)**

**Course: H0100412OL**

YCS partners with HMH (Houghton Mifflin Harcourt) to provide a rigorous and in-depth program of study designed to blend online and classroom learning for all K-12 students throughout our district using the Into Literature program. Throughout English 12, students will build upon the language arts skills gained in 9<sup>th</sup> through 11<sup>th</sup> grades to read and analyze both literary fiction and nonfiction and to write college-ready literary analysis and argument papers. Students will review and practice college and career ready speaking and listening skills. Under the theme of British Literature, both literary fiction and nonfiction will be introduced as vehicles for self-exploration and self-improvement, in conjunction with discussion and writing. The course's units include, but are not limited to *Beowulf*, Shakespeare's *The Tragedy of Hamlet*, and an individualized Black History Month project. This course fulfills the requirements for one credit of twelfth grade English for graduation.

**Drama A (0.5 Credit)****Course: Hun613A**

A dramatic experience is intrinsic in human development. An introduction of dramatic games and exercises will be used as a way of sharpening imagination, building interpersonal relationships and most importantly strengthening individual identity.

**Math Courses****Algebra I A (0.5 Credits)****Course: H0205201****Algebra I B (0.5 Credits)****Course: H0205212**

Algebra I includes the study of properties and operations of the real number system; solving and graphing first degree equations and inequalities; translating word problems into equations; exponential growth and decay, systems of linear equations, introduction to statistics, operations with and factoring of polynomials; and introductions to graphs of quadratic equations.

**Algebra I A OL (0.5 Credits)****Course: H0205201OL****Algebra I B OL (0.5 Credits)****Course: H0205210L**

Algebra I OL includes the study of properties and operations of the real number system; solving and graphing first degree equations and inequalities; translating word problems into equations; exponential growth and decay, systems of linear equations, introduction to statistics, operations with and factoring of polynomials; and introductions to graphs of quadratic equations.

**Algebra II A (0.5 Credits)****Course: H0205601****Algebra II B (0.5 Credits)****Course: H0205612**

Algebra II topics include a review of linear equations and inequalities; operations with rational and irrational expressions; transformations, factoring of rational expressions; quadratic equations; solving systems of linear and nonlinear equations; graphing of functions; properties of polynomial equations; and properties of radical functions, investigating exponential and logarithmic growth and decay, and further work into data analysis and statistics.

**Algebra II A OL (0.5 Credits)****Course: H0205601OL****Algebra II B OL (0.5 Credits)****Course: H0205612OL**

Algebra II OL topics include a review of linear equations and inequalities; operations with rational and irrational expressions; transformations, factoring of rational expressions; quadratic equations; solving systems of linear and nonlinear equations; graphing of functions; properties of polynomial equations; and properties of radical functions, investigating exponential and logarithmic growth and decay, and further work into data analysis and statistics.

**Geometry A (0.5 Credits)****Course: H0207201****Geometry B (0.5 Credits)****Course: H0207212**

Geometry topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Geometry A OL (0.5 Credits)** **Course: H02072010L**

**Geometry B OL (0.5 Credits)** **Course: H02072120L**

Geometry OL topics include transformations, concepts of congruence, similarity, angle relationships within parallel and perpendicular lines, proportions, rules of angle measurements of polygons, exploring dimensional measurement, area and volume of shapes, right triangle trigonometry, and data analysis and statistics.

**Consumer Math A OL (0.5 Credits)** **Course: H02157010L**

The purpose of this course is to focus on every day applications of basic math skills as they are applied to real life topics. Students will learn how to use basic math skills for situations such as buying a car, budgeting money, investing, paying taxes, etc.

**Consumer Math B OL (0.5 Credits)** **Course: H02157120L**

The purpose of this course is to focus on every day applications of basic math skills as they are applied to real life topics. Students will learn how to use basic math skills for situations such as buying a car, budgeting money, investing, paying taxes, etc.

**Financial Literacy A&B OL (1.0 Credit)** **Course: H02074110L**

Financial Literacy includes the study of numeracy, financial literacy and vocabulary of Algebra I. Topics include numeracy using mathematical relationships to reason with numbers and numerical concepts, to think through the math logically, to have a repertoire of strategies to solve problems, and to be able to apply the logic outside of classrooms.

## Science

**Earth Science A OL (0.5 Credits)** **Course: H03001010L**

**Earth Science B OL (0.5 Credits)** **Course: H03001120L**

Earth Science offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, this course usually explores oceanography, geology, astronomy, meteorology, and geography.

**Environmental Science A OL (0.5 Credits)** **Course: H03003010L**

**Environmental Science B OL (0.5 Credits)** **Course: H03003120L**

Students will dive deeper into the Earth's four spheres (hydrosphere, atmosphere, biosphere, and geosphere) that they learned in Earth Science. During this course they will connect the four spheres to environmental problems/policies/factors to better understand anthropogenic and biogenic impacts on the planet.

**Physics A (0.5 Credits)** **Course: H0315101**

**Physics B (0.5 Credits)** **Course: H0315112**

**Prerequisite: Completed Algebra I.** Physics involves the study of matter and energy and the interactions between them. This course will explore the topics of motion, forces, energy, and electricity. Students will apply scientific and engineering ideas to design, build, and refine a device that minimizes the force during a collision and a device that works within given constraints to convert one form of energy into another form of energy. The study of physics may also include the examination of waves, sound, light, and magnetism.

**Physics A OL (0.5 Credits)**

**Course: H03151010L**

**Physics B OL (0.5 Credits)**

**Course: H03151120L**

**Prerequisite: Completed Algebra I.** Physics OL involves the study of matter and energy and the interactions between them. This course will explore the topics of motion, forces, energy, and electricity. Students will apply scientific and engineering ideas to design, build, and refine a device that minimizes the force during a collision and a device that works within given constraints to convert one form of energy into another form of energy. The study of physics may also include the examination of waves, sound, light, and magnetism.

**Biology A (0.5 Credits)**

**Course: H0305101**

**Biology B (0.5 Credits)**

**Course: H0305112**

Biology is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, ecology, general plant and animal physiology, and genetics.

**Biology A OL (0.5 Credits)**

**Course: H03051010L**

**Biology B OL (0.5 Credits)**

**Course: H03051120L**

Biology OL is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, ecology, general plant and animal physiology, and genetics.

**Chemistry A (0.5 Credits)**

**Course: H0310101**

**Chemistry B (0.5 Credits)**

**Course: H0310112**

Chemistry involves studying the composition, properties, and reactions of substances. This course typically explores such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions, atomic structure, and conservation of matter. Chemical formulas and equations and nuclear reactions are also studied.

**Chemistry A OL (0.5 Credits)**

**Course: H03101010L**

**Chemistry B OL (0.5 Credits)**

**Course: H03101120L**

Chemistry OL involves studying the composition, properties, and reactions of substances. This course typically explores such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions, atomic structure,

and conservation of matter. Chemical formulas and equations and nuclear reactions are also studied.

## **Social Studies**

### **Economics (0.5 Credits)**

**Course: H0420100**

The economics content is necessary for the understanding and analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

### **Economics OL (0.5 Credits)**

**Course: H04201000L**

The Economics OL content is necessary for the understanding and analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

### **Government (0.5 Credits)**

**Course: H0415100**

Government is a required course for graduation and covers several aspects of government and will explore the origins of the American democratic system. In addition, students will learn how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

### **Government OL (0.5 Credits)**

**Course: H04151000L**

Government OL is a required course for graduation and covers several aspects of government and will explore the origins of the American democratic system. In addition, students will learn how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

**US History and Geography A (0.5 Credits)****Course: H0410101****US History and Geography B (0.5 Credits)****Course: H0410112OL**

This course will examine the history of the United States from Industrialization through the Present. This course will involve a close examination of the implications and effects of the social, cultural, political, and economic developments that have shaped our nation's past including, but not limited to, the Progressive Era, the Great Depression, World War I and II, the Cold War, and the Civil Rights movements.

**US History and Geography A OL (0.5 Credits)****Course: H0410101OL****US History and Geography B OL (0.5 Credits)****Course: H0410112**

This course will examine the history of the United States from Industrialization through the Present. This course will involve a close examination of the implications and effects of the social, cultural, political, and economic developments that have shaped our nation's past including, but not limited to, the Progressive Era, the Great Depression, World War I and II, the Cold War, and the Civil Rights movements.

**World History and Geography A (0.5 Credits)****Course: H0405201****World History and Geography B (0.5 Credits)****Course: H0405212**

In this course we will trace major characteristics of human civilizations throughout the world, beginning with Ancient Greece and Rome, the Middle Ages, Scientific Revolution, the Renaissance and Reformation eras, the Enlightenment, as well as global interactions of the 16<sup>th</sup> century until the present by exploring the social, cultural, political, and economic developments throughout world civilizations. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems.

**World History and Geography A OL (0.5 Credits)****Course: H0405201OL****World History and Geography B OL (0.5 Credits)****Course: H0405212OL**

In this course we will trace major characteristics of human civilizations throughout the world, beginning with Ancient Greece and Rome, the Middle Ages, Scientific Revolution, the Renaissance and Reformation eras, the Enlightenment, as well as global interactions of the 16<sup>th</sup> century until the present by exploring the social, cultural, political, and economic developments throughout world civilizations. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems.

**World Languages****Spanish I A (0.5 Credits)****Course: H0610101****Spanish I B (0.5 Credits)****Course: H0610112**

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible

input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of a variety of activities, many of them participatory in nature. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

**Spanish I A OL (0.5 Credits)**

**Course: H0610101OL**

**Spanish I B OL (0.5 Credits)**

**Course: H0610112OL**

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of a variety of activities, many of them participatory in nature. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

**Spanish II A (0.5 Credits)**

**Course: H0610201**

**Spanish II B (0.5 Credits)**

**Course: H0610212**

This course is a continuation of the objectives and skills presented in Spanish I. It is designed to present materials in such a way that the student will derive pleasure and satisfaction in acquiring the language skills through topic based curriculum and comprehensible input with exposure in all four areas of language acquisition: listening, speaking, reading, and writing. The course will focus on daily life, healthy living, personal information, and travel and leisure to progressively enable the students to increase communicative proficiency, vocabulary, and give exposure to various language structures to increase overall language proficiency. Students will be exposed to different cultural perspectives, customs, art, food, and music of the countries where Spanish is spoken.

**Spanish II A OL (0.5 Credits)**

**Course: H0610201OL**

**Spanish II B OL (0.5 Credits)**

**Course: H0610212OL**

This course is a continuation of the objectives and skills presented in Spanish I. It is designed to present materials in such a way that the student will derive pleasure and satisfaction in acquiring the language skills through topic based curriculum and comprehensible input with exposure in all four areas of language acquisition: listening, speaking, reading, and writing. The course will focus on daily life, healthy

living, personal information, and travel and leisure to progressively enable the students to increase communicative proficiency, vocabulary, and give exposure to various language structures to increase overall language proficiency. Students will be exposed to different cultural perspectives, customs, art, food, and music of the countries where Spanish is spoken.

**French 1 A OL (0.5 Credits)**

**Course: H106121**

This introductory course is designed for students with little or no previous study of French. Some students in class might have studied French in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of a variety of activities, many of them participatory in nature. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

**French 1 B OL (0.5 Credits)**

**Course: H106121011**

This introductory course is designed for students with little or no previous study of French. Some students in class might have studied French in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of a variety of activities, many of them participatory in nature. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

**Art**

**Art Appreciation OL (0.5 Credits)**

**Course: HST051510L**

Art Appreciation is a general introduction to the visual arts, media, techniques, and history. ... This course reviews two- and three-dimensional art forms, methods, and media; examines the visual elements and principles of design; and briefly surveys art styles from the prehistoric to the 20th Century.

**Art 1 A (0.5 Credits)**

**Course: HST610A**

**Art 1 B (0.5 Credits)**

**Course: HST610B**

This is a comprehensive course that provides students with the knowledge and opportunity to explore an art form and to create individual works of art. This course



may also provide a discussion and exploration of career opportunities in the art world. It will cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are engaged to develop their own artistic styles. Although this course focuses on creation, they may also include the study of major artists, art movement, and styles.

## **Music**

### **Music Appreciation OL (0.5 Credits)**

**Course: H05118000L**

Course Description: Music Appreciation introduces students to the discipline of music through listening, discussion, lectures, and analysis. The course traces the historical development of music with an emphasis on Western art music.

### **Spoken Word 2/Music Appreciation (0.5 Credits)**

**Course: H01157110**

Spoken Word and Slam Poetry is all about studying, writing, and performing in the exuberant, genre-defying, political, personal, raucous, and powerful performance poetry scene.

### **Spoken Word Poetry (0.5 Credits)**

**Course: H0115711**

There are elements of spoken word poetry that you need to include when you write: **Rhyme, rhythm** (breaks and beats), diction, parallel sentence structure. Elements of a successful presentation include: gesture, eye contact, intonation, expression, body language.

## **CTE**

### **Collision Repair Technology A (2.0 Credits)**

**Course: H2011601**

### **Collision Repair Technology B (2.0 Credits)**

**Course: H2011612**

RCTC Collision Repair Technology Is A NATEF certified training program. Students have the opportunity to develop their knowledge and skills through applied theory and hands-on shop projects. The class is very hands-on with plenty of time spent in the lab repairing cars. Students will apply what they have learned in Auto Collision Repair on a daily basis. Students will have the ability to decide what area of auto collision repair they would like to pursue. Careers that students may enter include, but are not limited to: body repair technician, refinishing technician, automotive parts specialist, detail technician, damage estimator, collision repair mechanic, Structural Technician, and insurance adjuster. Careers in this field are in high demand. Students have the opportunity to participate In an internship and Work-Based Learning where they will work at a local shop, get paid, and receive credit for attending class, Students may earn a senior math credit as well as an applied arts credit. Students may also elect to go on to a post-secondary school or college to pursue further education. Students may earn articulated credit with Washtenaw Community College, or Baker College. Collision repair students will

have the opportunity to participate in Career Technical Student organizations such as Skills USA, where they may compete against other Schools using their Technical training.

**Collision Repair Technology 2 A (2.0 Credits)**

**Course: H02010601**

**Collision Repair Technology 2 B (2.0 Credits)**

**Course: H02010601**

RCTC Collision Repair Technology Is A NATEF certified training program. Students have the opportunity to develop their knowledge and skills through applied theory and hands-on shop projects. The class is very hands-on with plenty of time spent in the lab repairing cars. Students will apply what they have learned in Auto Collision Repair on a daily basis. Students will have the ability to decide what area of auto collision repair they would like to pursue. Careers that students may enter include, but are not limited to: body repair technician, refinishing technician, automotive parts specialist, detail technician, damage estimator, collision repair mechanic, Structural Technician, and insurance adjuster. Careers in this field are in high demand. Students have the opportunity to participate In an internship and Work-Based Learning where they will work at a local shop, get paid, and receive credit for attending class, Students may earn a senior math credit as well as an applied arts credit. Students may also elect to go on to a post-secondary school or college to pursue further education. Students may earn articulated credit with Washtenaw Community College, or Baker College. Collision repair students will have the opportunity to participate in Career Technical Student organizations such as Skills USA, where they may compete against other Schools using their Technical training.

**Automotive Technology A (2.0 Credits)**

**Course: H2010401**

**Automotive Technology B (2.0 Credits)**

**Course: H020106012**

The Automotive Technology program is a NATEF Certified program designed to educate students to perform maintenance and light vehicle repair. The skill sets provide a learning experience and skillsets for a variety of jobs within the automotive industry, which are in high demand. This is accomplished with classroom instruction coupled with hands-on experience in the shop. Students will have access to shop cars and tools. Students will be exposed to ASE sections including: engine repair, suspension & steering, brakes, electrical/electronic systems, heating & air conditioning. Seniors that return for a second year will build upon the foundation by applying the logic to the systems and a deeper understanding of how the systems work together. Automotive Technology students can earn articulated credit with Washtenaw Community College or Baker College. The program provides an opportunity to participate in the Career Technical Student organizations such as Skills USA, where they may compete against other schools.

**Culinary Arts and Hospitality Mgmt. A (2.0 Credits) Course: H1609801**

**Culinary Arts and Hospitality Mgmt. B (2.0 Credits) Course: H1609812**

Culinary Arts and Bakery Science is for the student who wants to study in the culinary arts, bakery science or hospitality industries. In this class, students have the opportunity to explore the exciting and developing professions in the culinary

industry and bakery science industries using the National Restaurant Association ProStart curriculum. Through the ProStart program, high school students can learn career-building skills and get a taste for success in an industry that is hungry for talent. The student will become acquainted with the best practices in all phases of the culinary and bakery industry. Upon completion of this course, students will have a working knowledge of:

- Preparing for a successful career in the hospitality industry
- Preparing and serving safe food
- Preventing accidents and injuries
- Kitchen basics
- Foodservice equipment
- Nutrition
- Culinary essential skills
- Bakery essential skills
- Pastry/dessert basics
- Cake decoration basic
- Menu planning
- World foods
- Salads and garnishes
- Culinary math and costing
- Fruits and vegetables
- Controlling foodservice cost
- Planning and producing events
- Knife skills

Students can earn up to 7 industry recognized certifications. Some of the certifications can be used to articulate college credit and all can be helpful in getting a high paying job or possible promotions in the students' current job. The certificates that can be earned are ServSafe Food Handlers, ServSafe Allergens, ServSafe Safe Alcohol Service, ServSafe Managers, ProStart Year 1, ProStart Year 2 and ProStart National Certificate of Achievement. Washtenaw Community College is a partner of RCTC Culinary Arts and Bakery Science and ProStart and therefore offers students up to 10 articulated college credits. Students must pass ProStart level 1 and 2 tests (years 1 and 2), then the ServSafe Managers test and have a B or better in RCTC to get these classes articulated. Juniors will be on the right track for these credits however 1st-year seniors will be able to earn the benefits as well. These are the classes that will be articulated.

- Sanitation and Hygiene 2cr
- Culinary Principals 3cr
- Baking Science 2cr
- Fundamentals of Bakery 3cr
- All 10 credits will apply to a culinary OR bakery degree.

Along with WCC many other colleges offer similar amounts of articulation. Just a few of the culinary schools and colleges are The Culinary Institute go Michigan, Lake

Michigan College. Northern Michigan University, The Culinary Institute of America, Johnson and Whales University, Sullivan University and many more.

## **Physical Education**

### **Physical Education (0.5 Credits)**

**Course: H0803900**

Physical Education gives students the ability to grow and develop the necessary motor skills to live healthy lives. The curriculum is designed around the Michigan Merit Curriculum and provides them with opportunities to develop social skills in group activities. This course also encourages students to set personal short term and long term goals based on their kinesthetic achievements. Emphasis is placed on individual and team sports, outdoor recreation, rhythmic/expressive movements and other health related fitness and conditioning activities that empowers the cardiovascular and muscular/skeletal system.

### **Physical Education OL (0.5 Credits)**

**Course: H08039000L**

Physical Education OL gives students the ability to grow and develop the necessary motor skills to live healthy lives. The curriculum is designed around the Michigan Merit Curriculum and provides them with opportunities to develop social skills in group activities. This course also encourages students to set personal short term and long term goals based on their kinesthetic achievements. Emphasis is placed on individual and team sports, outdoor recreation, rhythmic/expressive movements and other health related fitness and conditioning activities that empowers the cardiovascular and muscular/skeletal system.

### **Health (0.5 Credits)**

**Course: H0805100**

All students will demonstrate basic core concepts of nutrition and physical activity, social and emotional wellness, sexuality education and the prevention of HIV/AIDS and other communicable diseases. They will also develop skills to resist alcohol, tobacco and other drugs, as well as basic safety procedures needed to demonstrate overall wellness. Through hands on activities and project based learning, students will apply decision-making and social skills, set healthy life long goals and demonstrate healthy behaviors. Students will also be empowered to analyze diverse influences on their health and access valid health resources in their community.

### **Health OL (0.5 Credits)**

**Course: H08051000L**

All students will demonstrate basic core concepts of nutrition and physical activity, social and emotional wellness, sexuality education and the prevention of HIV/AIDS and other communicable diseases. They will also develop skills to resist alcohol, tobacco and other drugs, as well as basic safety procedures needed to demonstrate overall wellness. Through hands on activities and project based learning, students will apply decision-making and social skills, set healthy life long goals and demonstrate healthy behaviors. Students will also be empowered to analyze diverse influences on their health and access valid health resources in their community.

## WCC Courses

<a href="#"><u>DE WCC HSC 131 CPR/AED (0.5 Credits)</u></a>	Course: H1429907
<a href="#"><u>DE WCC HSC 101 Healthcare Term (0.5 Credits)</u></a>	Course: H1415407
<a href="#"><u>DE WCC COM 101 Fund of Speaking (1.0 Credit)</u></a>	Course: H0115107
<a href="#"><u>DE WCC ENG 111 Composition I (0.5 Credit)</u></a>	Course: H0110307
<a href="#"><u>WCC ACS 151 Student Success on &amp; Beyond (1.0 Credit)</u></a>	Course: H0199207
<a href="#"><u>WCC HSC 189 Intro to Basic Caregiving (1.0 Credit)</u></a>	Course: H114204071
<a href="#"><u>WCC Dual Enrollment (0 Credit)</u></a>	Course: HST900

## Engineering

<b>Engineering, Technology, and Society A (0.5 Credits)</b>	<b>Course: H2100402</b>
<b>Engineering, Technology, and Society B (0.5 Credits)</b>	<b>Course: H2100403</b>

Students in this program can expect courses in product design and development, systems analysis and simulation, engineering project management and quality control. Engineering technology programs also include lab studies and possible internships.

<b>Engineering Design IA (0.5 Credits)</b>	<b>Course: H2100602</b>
<b>Engineering Design IB (0.5 Credits)</b>	<b>Course: H2100603</b>

Engineering Design courses offer students experience in solving problems by applying a design development process. Often using solid modeling computer design software, student development, analyze, and test product solutions models as well as communicate the features of those models.

## College and Career Readiness

<b>College and Career Readiness A OL (0.5 Credits)</b>	<b>Course: H22151030L</b>
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College and Career Readiness is designed for you, the student. It will help you begin to think about why you are here, where you are going, and how to make the best use of your time while transitioning to college, trade school, or your career. The course will challenge you both personally and academically. You will be asked to think critically, reflect on your opinions and experiences; and to articulate those opinions verbally through in-class discussions and written work. You will also be asked to present some of what you have learned and experienced to the class. A portion of this class is dedicated to identifying and completing the documents required to complete *Senior Project Portfolio* and *Senior Defense Presentation* obligations as well as preparing each student for his or her education beyond high school.

<b>College and Career Readiness B OL (0.5 Credits)</b>	<b>Course: H22151040L</b>
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College and Career Readiness is designed for you, the student. It will help you begin to think about why you are here, where you are going, and how to make the best use of your time while transitioning to college, trade school, or your career. The course will challenge you both personally and academically. You will be asked to think critically, reflect on your opinions and experiences; and to articulate those opinions verbally through in-class discussions and written work. You will also be asked to

present some of what you have learned and experienced to the class. A portion of this class is dedicated to identifying and completing the documents required to complete ***Senior Project Portfolio*** and ***Senior Defense Presentation*** obligations as well as preparing each student for his or her education beyond high school.

### **Study Skills**

#### **Skill Building (0 Credits)**

**Course: H0000001**

Advanced formation or reformation of professional and personal qualities, the mastery of new ways of solving professional problems and new methods of professional thinking, overcoming negative attitudes and the inhibitory influence of past experience, changing the motivational and operational sphere of professional activity, the emergence of the person himself as a subject of further training.

#### **Advisory (0.25 Credits)**

**Course: H2210601**

Student Advisory provides the opportunity and time for students to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom. In Student Advisory, each student in the school is assigned a teacher or staff member who assists the student in achieving his or her academic and personal goals. Advisory usually has two distinct parts: an advisory class, similar to a homeroom, and one-to-one advisement to address personal issues. While their goals are similar, schools organize and implement their advisory programs in a variety of ways depending on the needs of the school community and our focus on the use of priority standards.