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[www.cppschoools.com](http://www.cppschoools.com)

**2025-2026**

**Academic Program &  
Curriculum Guidelines**

Comstock Park High School  
150 Six Mile Rd. NE  
Comstock Park, MI 49321  
(616) 254-5200



Dear Students and Parents,

Welcome to the new academic year at Comstock Park High School! As we embark on this journey together, I am thrilled to present to you our Course Selection Guide—an essential tool designed to assist both students and parents in navigating the intricacies of course planning, course selection, and fulfilling graduation requirements.

At Comstock Park High School, we are committed to ensuring that every student not only graduates but does so fully prepared for the demands of college and the modern workplace. The foundation of our approach lies in careful, strategic planning by students and parents, guided by the wisdom and expertise of our seasoned teachers and counselors. This collaborative effort significantly enhances our students' academic achievements and overall success.

In light of the State of Michigan's rigorous graduation mandates under the Michigan Merit Curriculum, it is crucial that both students and parents pay close attention to the details within this guide. Starting on page 16, you will find a comprehensive list of these requirements. Additionally, please be reminded that participation in the Michigan Merit Exam, which includes a state-approved college entrance exam, is mandatory for graduation. These requirements have the full endorsement of the Comstock Park Public Schools Board of Education.

At Comstock Park High School, our goal is clear: to provide a high-caliber education that equips students for future challenges. With a diverse array of courses tailored to meet individual interests and career aspirations, our curriculum is designed to challenge students and encourage them to build a robust educational plan. Take your time to explore these options and make informed decisions that will pave the way for academic excellence.

We also believe in the value of a holistic educational experience, which includes participation in co-curricular programs. I encourage you to engage with our array of clubs, athletics, service groups, and School-to-Career opportunities. These programs are not only enriching but are pivotal in developing leadership skills, forging lifelong friendships, and creating memorable experiences.

As we move forward into this exciting academic year, I am confident in our ability to support every student in achieving their academic goals. Success is within reach for those who attend school regularly and approach each day with enthusiasm and a readiness to learn.

Thank you for your commitment to educational excellence at Comstock Park High School. Let's make this a phenomenal year!

Respectfully,

Kendra Faustin  
Principal  
Comstock Park High School

June 2025

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Visit the CPHS website at [www.cppschoools.com](http://www.cppschoools.com) for more information and up to date news from the high school.

### COMSTOCK PARK PUBLIC SCHOOLS STATEMENT OF NON-DISCRIMINATION

Comstock Park Public School District is committed to a policy of non-discrimination on the basis of race, color, religion, national origin, age, sex, marital status, or disability in its programs or activities, nor shall a person be excluded from participation in, be denied benefit of, or be subjected to discrimination, in employment.

**\*This document is reviewed annually by the CPPS Board of Education.**

# COMSTOCK PARK HIGH SCHOOL

## 150 Six Mile Rd. NE

### Comstock Park, MI 49321

Office: (616) 254-5200

Counseling Office: 254-5211

High School Code: 230-695

**The Community:** Comstock Park is a residential, suburban community in the metropolitan Grand Rapids area. The school district covers 9 square miles in Kent County. The school system includes three elementary schools, a middle school, and a senior high school. The total district enrollment is about 1800 students. The citizens actively participate and support all levels of the educational system and take pride in the programs, facilities, and high academic standards.

**The School:** A Public School - Four-Year - High School

- Facility: The current high school building was opened Fall, 1991; with 52 instruction sites, including classrooms, computer labs, science labs, music rooms, a cafeteria, a gymnasium and a fitness center. The building has undergone two renovations to update instructional sites, technology and to add a performing arts/activities center. Continual updates will proceed with the most recent bond (May 2023) . Those projects include, but not limited to the addition of an auxiliary gym and stadium locker rooms, renovations to the main office, cafeteria, auditorium, fine arts spaces and all instructional classrooms.
- School year: Two semesters; Six 50-55 minute classes per day
- Enrollment: 539 (2023-2024, CPHS, CPFA); Senior Class: 152 ('25)
- Staff: 32.6 classroom teachers; 3 administrators, 2 counselors, 3 secretaries, 2.5 paraprofessional, 5 food service employees

FULL DAY SCHEDULE	
2024-2025	
<b>BREAKFAST:</b>	<b>7:30-7:50 AM</b>
1ST HOUR:	7:50 AM - 8:40 AM (50 MIN)
2ND HOUR:	8:45 AM - 9:35 AM (50 MIN)
3RD HOUR:	9:40 AM - 10:30 AM (50 MIN)
Advisory/FLEX:	10:35 AM - 11:20AM (45 MIN)
<b>A LUNCH:</b>	<b>11:20 AM - 11:50 AM (30 MIN)</b>
<b>4TH HOUR:</b>	<b>11:55 AM - 12:50 PM (55 MIN)</b>
<b>4TH HOUR</b>	<b>11:25 AM - 12:20 PM (55 MIN)</b>
<b>B LUNCH</b>	<b>12:20 PM - 12:50 PM (30 MIN)</b>
<b>5TH HOUR:</b>	<b>12:55 PM - 1:45 PM (50 MIN)</b>
<b>6TH HOUR:</b>	<b>1:50 PM - 2:40 PM (50 MIN)</b>
HALF DAY SCHEDULE	
2023-24	
1st Hour:	7:50 AM - 8:20 AM
2nd Hour:	8:25 AM - 8:55 AM
3rd Hour:	9:00 AM - 9:30 AM
4th Hour:	9:35 AM - 10:05 AM
5th Hour:	10:10 AM - 10:40 AM
6th Hour:	10:45 AM - 11:15 AM
KCTC 1st Session: School will provide transportation to KCTC 1st session	
KCTC 2nd Session: NO School provided transportation to KCTC 2nd session	
KCTC 3rd Session: NO School provided transportation to KCTC 3rd session	
****Includes both In Person and Virtual Students Attending KCTC	

(5 minutes passing time between each class). Students MUST arrive to class BEFORE the bold typed times.

Zero hour is used to supplement elective courses.

Academic Advisory is a period intended to ensure students are aware of their own academic progress and provide support to assist students in planning, setting and achieving their individual academic goals. Flex-time is used for targeted interventions and enrichment activities.

\*\* Class schedule is subject to change.

## General Information

**The Curriculum:** Courses listed in this curriculum guide will be designed to follow the State of Michigan High School Content Expectations and Course/Credit Content Expectations and Guidelines for all areas in which these are developed and approved by the State Board of Education. Assessments will be locally developed to assess these specific content expectations. The State Course/Credit Content Expectations can be accessed at [www.michigan.gov/highschool](http://www.michigan.gov/highschool).

This curriculum guide is designed to acquaint parents and students with the course offerings and graduation requirements at Comstock Park High School. We believe that students make the best choices after reading this guide and discussing their interests, skills, talents and potential career goals with their parents. Good decisions for high school courses enhance the possibilities after high school. Please read this information carefully.

Students will meet with the counselor in one of their classes to request courses. The counselor will help the student plan a program that satisfies the graduation requirements and reflects the student's goals.

Selecting classes may seem overwhelming at first; the most important thing to remember is your goal after graduation. The purpose of high school is to prepare you for the adult world. After graduation, you can choose to:

- ◆ Attend a 4-year college or university
- ◆ Attend a 2-year college
- ◆ Attend a business, technical, or vocational school
- ◆ Join the Armed Services
- ◆ Join the workforce

Your guidance counselor will work closely with you throughout high school to help plan the best course of action based on your career and educational goals. If you have any questions concerning scheduling, do not hesitate to contact the high school counseling office (616-254-5211).

Students are assigned to a counselor based upon the following alphabetical listing according to the student's last name. The counselors are located in the Guidance Office.

A - L = Ms. Anna Stornant    M - Z = Mrs. Gina McCambridge    Secretary: Mrs. Jennifer Barnhardt

**Please note that the student's schedule is computer-generated from his/her requests.**

Classes are assigned by random selection. Requests for teachers, hours, etc., cannot be accommodated. Each year the master schedule is built based on student course requests and requirements. Teachers are hired, course materials are purchased and rooms assigned based on these requests, availability, pupil maximums and other budgetary factors. As a result, open classes are limited and requests for changes may not be possible. Students should understand the expectations of classes at the time of request. Every effort will be made to fulfill student course requests. In some cases, meetings are held for specific classes each spring to help the student understand expectations and any summer requirements.

### Full-Time Status

All students must carry a minimum of six (6) academic courses each semester meeting for a minimum of 1098 hours of instruction for the year or the equivalent as identified in the Michigan Pupil Accounting Manual. No student may be considered a part-time student unless there are extenuating circumstances and written approval from the administration. In some cases, students will be permitted to enroll in up to seven (7) courses during the school day (this includes zero hour, KCTC, MVHS, Edgenuity or Dual Enrollment.) Students in the traditional program cannot exceed enrollment in seven (7) courses during each semester.

## Grade Classifications

	Min. Credits to be in Good Standing Beginning of Semester 1	Min. Credits to be in Good Standing Beginning of Semester 2
<b>Freshmen (9<sup>th</sup>)</b>	<b>NA</b>	<b>2</b>
<b>Sophomore (10<sup>th</sup>)</b>	<b>5</b>	<b>8</b>
<b>Junior (11<sup>th</sup>)</b>	<b>11</b>	<b>14</b>
<b>Senior (12<sup>th</sup>)</b>	<b>17</b>	<b>20</b>

Students have the ability to earn a minimum of 3 credits per semester and 6 credits per year. Credits earned reflect the beginning of each semester. Good standing indicates that no supplemental credits outside of the regular school day need to be earned in order to be on track to graduate in four years.

## Schedule Changes

After students have made their course selections and registration has taken place, schedule changes will be discouraged except in special circumstances. Students who feel a change is necessary should contact their assigned guidance counselor. Schedule changes may occur within the first eight (8) school days of the first semester with no record of the class drop recorded on the transcript. Second semester schedule changes must be requested prior to the start of the second semester. If a schedule change is approved by the administration, a substitute class will be added with the permission of the counselor and the instructor. Once the deadline for schedule changes has passed, schedule changes may only be initiated by the instructor and/or counselor and approved by the administration. A student may not "drop" a class to have less than 6 classes (or the equivalent). The earned grade or credit in each class will be issued for all classes listed on the schedule. **Schedule changes for personality concerns, teacher preferences, or the desire to be with other students will not be granted.**

## Progress Reports & Academic Monitoring

Progress reports will be sent home each semester for any student earning a D+ or below in any class. These are typically sent at the midway point in each semester. Weekly progress reports are also available through the school's electronic student information system, PowerSchool – contact the guidance office (616-254-5211) if you need assistance setting this up.

## Report Cards

Report cards are issued twice a year at the end of each semester. Report cards are mailed or electronically sent typically three weeks after the semester ends in January and June.

Please note: An Incomplete grade, "I", may be given where serious and/or non-traditional circumstances prevent the student from completing all work by the end of the marking period. This is a temporary grade. *It is the student's responsibility to resolve this within two weeks of the end of the marking period or the grade becomes an E.*

## Grade Point Values and Weighted Grades

The point value for each letter grade is as listed. The grade point average (GPA) is calculated by adding all grade points earned and dividing by the total number of credits (for courses that earned a letter grade.) Courses in which only credit (CR) is earned do not affect the GPA. This GPA calculation is used to determine graduation honors.

A / 4.0 A- / 3.7	B+ / 3.4	B / 3.0	B- / 2.7	C+ / 2.4
C / 2.0 C- / 1.7	D+ / 1.4	D / 1.0	D- / 0.7	E or NC / 0

The point values for AP courses are weighted in the following way. These point values apply ONLY to AP courses.

A / 5.0 A- / 4.7	B+ / 4.4	B / 4.0	B- / 3.7	C+ / 3.4
C / 3.0 C- / 2.7	D+ / 1.4	D / 1.0	D- / 0.7	E or NC / 0

### **Grade Changes**

A grade may only be changed in accordance with Board Policy. Please contact the administration for a copy of this policy. The first step in the policy is to appeal to the teacher issuing the grade within 10 school days.

### **Earning Credit, Course Grades, and Exams**

Credit is earned on a semester basis. ONE-HALF (1/2) credit is granted for successfully completing a semester course or a semester of a yearlong course. Credit is awarded in January and June. Final semester grades are computed based on the final cumulative semester grade. Course grades are based on at least 70% of the grade being earned through assessments (tests, quizzes, projects, presentations, exams), 20% of the grade being earned on the final exam, and 10% of the grade being earned through daily work, participation, and homework.

Students are given opportunities in core courses to complete re-teaching and then retake designated assessments (excluding final exams) which allows for a student to improve an assessment grade. Details are listed in each course syllabus. In all core classes, students may be required to take a mid-semester and end-of-semester exam. Mid-semester and final exams count for up to 20% of the course assessment grade. Credit will only be awarded if the earned grade is a D- or higher and students must also meet the requirements of the attendance policy ([a student may not miss more than 12 classes per semester. See attendance policy](#)). School-related business, documented medical circumstances (not general sick days), funerals, court appearances, or school imposed suspensions will not be counted as absences for this purpose.

### **Repeating Classes for Credit**

If a student repeats a class then the grades for both instances will appear on the transcript. The student will receive credit toward graduation only once from the same class with the exception of activity classes (band, choir, advanced PE, etc) as noted in the class description.

### **Honor Roll Guidelines**

At the conclusion of each semester, an honor roll will be posted in the school and on the School Website. Students will be recognized and placed on the honor roll for earning a semester GPA of 3.000 or higher. Recognition will be given for students with honors 3.000 – 3.299, high honors 3.300 – 3.599, and highest honors 3.600 and above. Those students earning all A's will receive special designations in this recognition.

### **Academic Awards and Graduation Honors**

Each year, CPHS holds an academic awards ceremony during the second semester to honor the academic achievements of students. The academic honors that can be earned are listed below:

- Freshmen – 3.700 or higher after one semester will earn a lamp of learning certificate and a chenille letter.
- Sophomores – 3.700 or higher after three semesters will earn a lamp of learning certificate and a chenille letter/academic pin.\*
- Juniors – 3.600 or higher after five semesters will earn a lamp of learning certificate and a chenille letter/academic pin.\*
- Seniors – 3.500 or higher after seven semesters will earn a lamp of learning certificate and a chenille letter/academic pin.\*
- Gold Tassel – Seniors who have earned, after seven semesters, a cumulative GPA of 3.500 or higher will be issued a gold tassel to be worn at graduation.

\*The chenille letter is issued only once during the high school career. Students receive only the pin after the chenille letter has been issued.

**Class Rank, Valedictorian and Salutatorian**

Students are ranked in their class at the end of the sixth semester of their high school career for the purpose of college admission and scholarship information only. This rank is readjusted upon completion of the seventh semester of high school for awards purposes. For a student to be considered for valedictorian, salutatorian, the student must have completed at least three semesters at Comstock Park High School. Foreign exchange students will not qualify for valedictorian or salutatorian status. Valedictorians, salutatorians and students receiving academic honors will receive special recognition at the graduation ceremony. Students will earn Academic Honors status based on the following criteria:

**Cum Laude (Honors)**

3.5 GPA (minimum, weighted)  
2 AP/Dual Enrollment Courses  
(minimum) SAT score of 1050 or  
higher  
Minimum score of 3 on all Workkeys Tests

**Magna Cum Laude (High Honors)**

3.7 GPA (minimum, weighted)  
2 AP/Dual Enrollment Courses  
(minimum) SAT score of 1100 or  
higher  
Minimum score of 4 on all Workkeys Tests

**Summa Cum Laude (Highest Honors)**

3.9 GPA (minimum, weighted)  
2 AP/Dual Enrollment Courses  
(minimum) SAT score of 1150 or  
higher  
Minimum of 5 on all Workkeys Tests

The Valedictorian and Salutatorian will be selected from the students achieving highest honors (Summa Cum Laude) based on the following formula:

$$(\text{GPA} * 400) + (\text{SAT Score}) = \text{Overall Score}$$

In the case of a tie, the final point value will be computed and rounded to the nearest thousandth.



### **Methods of Content Delivery**

Technological advances have changed the way that students interact with teachers and with course content. Methods of delivery include components of online and virtual learning are used in a variety of ways in a variety of classrooms at Comstock Park High School. Some examples of this include students completing work and submitting work via Google Suite, accessing course websites to obtain work organized and created by the teacher, completing assignments and assessments via various websites or other virtual classroom sites. This blend of in-person instruction and interacting with the teacher and other students virtually is referred to as "Blended Instruction." Some courses and teachers are more reliant on this format than others, however, it is a goal of CPHS to ensure that all courses include appropriate amounts of instructional technology to best prepare students for college and the workplace.

In some cases, teachers have been able to organize courses (primarily for 11<sup>th</sup> and 12<sup>th</sup> graders) that can be labeled as "Flexible Attendance" courses. These courses have a high reliance on the student accessing the course virtually and away from school (when and where it is convenient for the student) while still periodically attending the traditional classroom for various group learning activities, assessments, and more individualized teacher support. "Flexible Attendance" courses are limited to 1<sup>st</sup> or 6<sup>th</sup> hour, have academic and attendance requirements to be enrolled, and must have parent approval.

### **Transferring Grades to Comstock Park High School**

Transfer students will be expected to meet CPHS graduation requirements. Grades and credit issued from other public schools, private schools, charter schools and academies will be evaluated by the guidance counselors. In most instances, grades and credit will be included on the CPHS transcript and count for credit toward graduation. However, not every course and program is guaranteed to transfer to CPHS. Please contact the Guidance Office for further information on this matter.

Comstock Park High School reserves the right to examine homeschool curriculum and determine or verify the placement of the credit as it applies to the CPHS graduation requirements. The student may be required to complete a competency examination(s) given by the school before credit is awarded. Credit for courses in home schooling may be awarded; however, letter grades will not be transferred and not be counted toward a cumulative GPA.

### **Credit Recovery Programs**

In certain instances, a student may earn high school credit through a non-traditional program to earn credit lost due to failing courses (or credit loss due to other circumstances.) Comstock Park High School will accept credit from a wide variety of programs **WITH ADMINISTRATIVE APPROVAL PRIOR TO STARTING THE PROGRAM**. Some examples of non-traditional programs include summer school courses, virtual/online courses (like Michigan Virtual/Edgenuity), KCTC Articulated Credit, KCTC Credit Recovery, KCTC Course Plus, or KCTC Early College through GRCC or other colleges and universities. In most cases, any costs associated with earning credit through these options are the responsibility of the student and the parent. Students and/or parents should consult with their guidance counselor before enrollment.

- **Retaking Courses** – Students may retake a course where credit was lost. This may happen in the subsequent semester or the subsequent school year. In some cases, waiting to retake the course will delay a student's high school completion/graduation. There is no cost to retake a course.
- **Summer School Course (CPPS)** - CPHS may offer summer school classes on the campus of CPPS. These courses can be used for credit recovery. With advance principal approval summer courses may be taken by students to support graduation progress with desired electives (i.e. performing arts, fine arts, physical education).
- **Summer School Courses (External)** – Offered at a variety of schools around Kent County. These courses generally require 60 hours of instruction (15 days) per .5 credits. Summer school may also include some online courses. Transportation is NOT provided.

- **Virtual/Online Courses** – Virtual learning continues to evolve as a way to earn credit. Two programs that CPHS participates in are Edgenuity and Michigan Virtual High School (MVHS). These courses may be taken on site (after school/Summer) or at home. Final exams and other assessments will be required to be taken on site with a proctor.
- **KCTC Articulated Credit** – Students enrolled in certain KCTC programs may be eligible to apply a portion of the KCTC elective credit to academic areas in math, ELA, science, computers, or fine arts. This is at no cost to the student.
- **KCTC Course Plus** – Students enrolled in any KCTC session, in specific programs, are eligible to take on-line supplements to their program to earn additional credit in the areas of math, ELA and science. This is at no cost to the student.
- **KCTC Early College** – Students with adequate GPA, appropriate pre-requisites and teacher/counselor recommendation may be eligible to take GRCC college classes on the KCTC campus in the areas of math, ELA, psychology, and college readiness skills at no cost to the student.
- **Work Experience** – A student may earn up to 1.0 elective credit during their senior year by signing up for this course during the regular school year. The student must have a qualifying job, be taking a related course in their regular schedule and hold a valid work permit. This course cannot be taken as part of the regular full-time schedule and serves to supplement elective credit.
- **Resubmitting/Retaking Critical Course Assessments** – If a student fails a course, the student has the option to consult with the teacher to identify what coursework (critical assessments) needs to be re-worked or retaken to achieve an average score of 77% (C+) proficiency. Students are responsible for completing this work on their own and resubmitting/retaking work by the designated date (3 weeks past the end of each semester.) In the event that a student successfully demonstrates their proficiency, the student will have CR placed on their transcript in addition to the E that was originally earned.

### **Academic Probation and Extending High School Beyond Four Years**

Comstock Park High School expects students to complete high school in four years. In certain instances, it is recognized that some students struggle with high school and fall behind in earning the required credits for graduation. Each semester, students are reviewed by the administration to determine if they will be placed on academic probation.

Students may be placed on academic probation if they are:

- 1) Receiving failing grades in two or more classes or have a 1.0 GPA or below at the end of any semester.
- 2) Demonstrating a lack of effort or expected student engagement that is resulting in failing grades.
- 3) Behind in established credit thresholds in January and June (see page 4) as it relates to the number of years enrolled in high school.

A student placed on academic probation will be notified in person and in writing by the principal or designee, that they are being placed on probation for the following semester. The probation will include a written performance contract with specific expectations of the student and parent.

At the midpoint and end of the semester each student on academic probation will be reviewed and one of four things will occur:

- The student will exit academic probation
- The student will continue on academic probation
- The student will be assigned to the extended day program for credit recovery
- The student will be referred to a more appropriate academic program

If a student does not meet all graduation requirements by the end of their fourth year in high school, the option may exist for a student to return to Comstock Park High School for a ninth and, if needed, a tenth

semester on a case by case basis.

Students are only permitted to return for a 5<sup>th</sup> year under the following criteria:

- Extenuating circumstances would warrant a return to Comstock Park High School
- A written plan resulting in the earning of a high school diploma is developed and agreed to by the student, parent, and administration **prior to the start of the 5<sup>th</sup> year.**
- The student is not older than 20 years of age by Sept. 1<sup>st</sup> of the start of the 5<sup>th</sup> year.
- The student has demonstrated recent academic progress toward graduation (to include good attendance and disciplinary records)
- This does not apply to students with Individualized Education Plans

Once a student completes all graduation requirements in a 5<sup>th</sup> year program, the student is no longer eligible to continue attending school. Any 5<sup>th</sup> year student is NOT eligible to compete in any MHSAA athletic programs. **A student may NOT return for a 6<sup>th</sup> year of school to Comstock Park High School.** In certain instances, these criteria may not apply to a student receiving special education services.

## **Alternate Options for Earning High School Credit**

**EARNING HIGH SCHOOL CREDIT IN MIDDLE SCHOOL** – With the adoption of the Michigan Merit Curriculum, Comstock Park Public Schools has developed opportunities for middle school students to earn high school credit. Presently, these credit bearing courses include Algebra I, Geometry, Spanish I, and French I. The following policies apply to the earning of high school credit in middle school.

- Students taking equivalent courses at MCMS as are offered at CPHS (common name, common standards, common assessments, and common instructional resources) will be permitted to earn credit to be placed on the high school transcript. The credit will be recorded as credit (cr.) on the transcript and not used in grade-point calculations. Students not earning credit will have nothing appear on their high school transcript. Students in this situation are not precluded from attempting to test out of the course prior to the start of high school should they so desire.
- Students in the 7<sup>th</sup> or 8<sup>th</sup> grade, who are taking high school courses at CPHS, will be subject to the same policy as listed above.
- High School Courses being taught at the Middle School will be evaluated on a semester basis. Credit will be issued (based on the grade earned) for each semester independently.
- If a student does not earn credit in one semester of a yearlong class, they would be required to attempt to test out of that semester prior to the start of the 9<sup>th</sup> grade. Based on the results of the testing, a placement decision would be made by the CPHS administration with input from the parent, teacher, and student.
- Students transferring into the 9<sup>th</sup> grade at CPHS from other school districts will be required to demonstrate their knowledge of course content through the testing out procedures in order to earn high school credit prior to entering high school. This policy will not be in effect for those students transferring from schools that have a credit articulation agreement on file with CPHS.
- If a credit articulation agreement exists between CPHS and another school, students under this agreement may earn credit toward graduation; however, this will be recorded as credit (CR) on the transcript, and not be used in grade-point calculations.
- High school courses taken prior to high school, where credit is earned, may be used to fulfill prerequisite requirements for courses offered at the high school.

**EARLY COLLEGE ENROLLMENT** – Students wishing to earn college credit while still in high school may apply for early college enrollment. This program allows a student to take college classes prior to earning a high school diploma. The requirements for early college enrollment are listed below:

- Be at least 16 years of age and identified as a high school junior or senior
- Have a cumulative GPA of 2.5 or higher
- Be approved by the high school counselor and/or principal
- Be currently pursuing a high school diploma

Students must submit an early college enrollment application by April 15 for summer and fall classes and by Oct. 15 for winter classes. These classes are NOT taken as part of the student's regular schedule and may NOT be awarded high school credit. Students wishing to take the class for high school credit must have the permission of the high school administration prior to enrolling in the class. Students and parents are responsible for all tuition and fee payments for these courses.

**DUAL ENROLLMENT** – Students may elect to take college courses while still in high school to earn both high school and college credit. In these cases, when the student qualifies, these courses are taken as a part of the student's regular schedule. The Post Secondary Enrollment Options Act directs high schools to assist students in paying tuition (up to a limited amount defined by the State of Michigan) for college courses while enrolled in high school. In most cases, the tuition costs of courses at GRCC are fully subsidized. The student is responsible for the remainder of the tuition as well as books, materials and transportation. Eligible students are those in grades 9-12 who have established a minimum 2.5 high school GPA and achieved a qualifying score on one of the accepted standardized tests identified for each content area by the State of Michigan ([Click here for MDE qualifying scores](#)).

Although students in grades 9 & 10 are eligible for dual enrollment, CPHS recommends that students wait until the junior year of high school to begin dual enrollment. This allows them time to meet more of the high school graduation requirements and avoid transportation issues to and from the college course.

If the requested course for enrollment does not have a correlating assessment with a qualifying score, a student must meet the following criteria:

- Maintained a 2.5 Cumulative GPA
- Maintained 10 or fewer absences per semester for the last two semesters of enrollment
- Requested a course that is reflective of a career related interest on the student EDP
- Endorsement of the course by a school guidance counselor
- Administrator approval

The college course must be an academic course not offered at Comstock Park High School (unless the course is in direct conflict with another course on the student's schedule) and must be taken during the regular school year. The course may not be an activity course, a hobby course, a recreation course, a physical education course, or a course in religion. CPHS students must be enrolled in the equivalent of six classes and meet the guidelines in the Michigan Pupil Accounting Manual to be considered a full time student. Students may take both daytime and evening college classes. Students are awarded credit or no/credit for these courses. These courses do not affect a student's G.P.A. In cases where a student stops attending a course, the student may be issued an E for the course which would affect the GPA and may be required to reimburse the cost of the course. Interested students should obtain a schedule from the college for their rules and regulations particularly pertaining to dual enrollment procedures. Students must select college classes that complete a full-time student schedule in conjunction with high school classes. The student must complete an early college application by May 15/Oct. 15 for admission from the college. This must be repeated for each semester of dual enrollment. Students should check with the future colleges to determine whether the class is transferable. You may access additional information related to dual enrollment at the Michigan Department of Education Dual Enrollment page ([click here](#)).

**TESTING OUT** - A student currently enrolled in the high school (or coming to the high school from 8<sup>th</sup> grade) will be permitted the opportunity to test out of any class in which they are not currently enrolled during the specified testing out period. Students may be required to demonstrate mastery through assessments used in the class that can include portfolios, performance, papers, projects, and/or presentations and a comprehensive examination.

In order to earn credit for graduation by testing out, a student must achieve a C+ or higher on a comprehensive exam (and any other required assessment components.) If credit is earned, the credit will be placed on the transcript as credit (CR) and it will not affect the G.P.A. This credit will be applied to meeting graduation requirements. When applicable, students testing out of sequential courses will be required to take the next course in sequence. Once credit is earned in a course, a student may not test out or elect to take a course lower in the sequence.

***Interested students should complete the REGISTRATION FORM available in the Guidance Office by May 15<sup>th</sup> for summer testing.*** Books and materials may be requested from the instructor prior to the end of the school year – a cash deposit is required to check out materials. Testing out will be scheduled in August each year. Additional testing windows may also be scheduled. Students electing to test out of yearlong courses must pass (C+ or higher) both semesters of the course to receive any credit.

**ONLINE LEARNING PROGRAMS – MICHIGAN'S ONLINE COURSE CATALOG, EDGENUITY AND OTHER ONLINE PROGRAMS** – Comstock Park High School participates with the [Michigan Online Course Catalog \(click here\)](#) and with Edgenuity as both a way for credit recovery and credit acquisition. Students may request to take up to two courses per academic term (semester) online by completing the application process established by the guidance office one week prior to the published deadline for

schedule changes. Students may be denied for online coursework based on the following criteria:

1. the student has previously gained the credits provided from the completion of the online or blended course;
2. the online or blended course is not capable of generating academic credit;
3. the online or blended course is inconsistent with the remaining graduation requirements or career interests of the student;
4. the student does not possess the prerequisite knowledge and skills to be successful in the online or blended course or has demonstrated failure in previous online or blended coursework in the same subject;
5. the online or blended course is of insufficient quality or rigor.

The [Michigan Online Course Catalog](https://micourses.org) can be accessed at <https://micourses.org>. In certain instances, students may be approved to take up to two online classes as a part of their regular schedule. In these cases, the school pays the tuition for the course up to the state designated amount of the districts per pupil allowance as calculated in the State School Aid Act. Students are not expected to take these courses on-site at CPHS. This requires an application process and administrative approval. Students may also apply to take up to two courses per academic term through the blended program (Edgenuity). When approved, students are expected to take these courses on-site and regular attendance policies are in place. Any exceptions must be approved by the administration.

Online and blended courses are taken to earn a letter grade that will affect the students GPA unless the course is taken to recover credit for a course the student has previously failed. When taken for credit recovery, student will be issued credit once they have successfully completed the academic requirements of the course. Course taken for credit recovery will not replace the previously earned grade on the transcript or for the purpose of GPA calculation.

In cases where students elect to take online classes outside of the regular school day/6 hour schedule, the responsibility for payment is that of the student. (7<sup>th</sup> hour MAY be considered a part of the student's regular school day when recommended by the guidance counselor and approved by the administration).

**OTHER PROGRAMS** – In certain instances, a student may make an application to the guidance office for a program they are participating in outside of school to be placed on the high school transcript. In most cases, the program may only satisfy elective credit, must be offered through an accredited institution and be academic in nature. Approval for these programs is not common and must be made by the principal **PRIOR** to taking the program and requesting credit.

### **After School Academic Support**

Students who experience academic difficulty may be invited or required to attend the after-school when offered. After School Academic Support Programs meet after school. Schedules will be established after the start of the school year. In some cases, students may be required to attend a certain program. Please contact the Guidance Office for further information, eligibility information, and for a schedule of days for specific programs.

### **Special Education Services**

The high school offers a full continuum of services for students with Individual Education Plans (IEPs). Students with disabilities are able to take courses through general education classes as well as special education classes. The IEP team will discuss the individual needs of each student and determine the most appropriate placement. Students will be recommended to participate in one of two options for high school completion: 1) General and special education classes leading to a high school diploma, or 2) Course of study leading to a certificate of completion. In some cases when a student cannot meet the requirements for a diploma or certificate of completion, the IEP team may determine that it is appropriate to award a certificate of attendance.

Concerns for students that may need specialized support will be referred to the Student Support Team (SST) for review. The Special Education/Student Services offices can be contacted by calling 254-5700.

### The A.C.T. National Career Readiness Certificate (CRC)

Comstock Park High School provides graduates the opportunity to earn a nationally recognized career credential called a "Career Readiness Certificate" issued by A.C.T. This career credential is recognized across the nation as a very important workforce development tool. The benefit realized by employers requiring this CRC is that it guarantees a minimum skill level of the certificate holder in the areas of reading, math, and locating information.

A CRC is earned by taking and passing three assessments. These assessments are part of the A.C.T. Workkeys battery of tests. A CRC is earned by achieving a level 3 score or higher on the Applied Math, Workplace Documents, and the Graphic Literacy tests. Students will take all three of these tests as a part of the battery of tests administered in the Michigan Merit Exam (MME). The MME is required to be taken by ALL 11<sup>th</sup> graders each spring. Certificates can be earned at the bronze (level 3), silver (level 4), gold (level 5) or platinum (level 6 and higher) designations. A gold certificate equates to preparedness for most jobs and as being deemed college ready.

**All students must earn the minimum (bronze) level of the CRC in order to earn a high school diploma.**

Additional information about the CRC and the A.C.T. Workkeys tests can be found online at [act.org](http://act.org). Please contact the high school guidance office at 254-5211 if you have additional questions.

### Standardized Assessments

In order to measure individual student achievement and to make determinations about our school curriculum and academic program as a whole, it is necessary for CPHS to administer many standardized assessments. Many of these assessments are mandated by the State of Michigan. In any case, it is our expectation that students are in attendance on the day these assessments are administered and that they perform on the assessment to the best of their ability. The scores of these assessments become a part of the student's permanent record and are used for important program decisions.

## Assessment Descriptions and Administration Schedule

Comstock Park High School Code: 230-695

\*indicates assessments that are required for all students

<u>TEST NAME</u>	<u>WHO</u>	<u>Test Date (Tentative)</u>	<u>Regular Registration - Cost</u>
<u>*Workkeys</u> tests are measurements of workplace skills in Applied Math, Workplace Documents, and Graphic Literacy and are a part of the Michigan Merit Exam. They are also part of the A.C.T. National Career Readiness Certification program.	All 11 <sup>th</sup> Grade	Spring	No cost; given at the high school
<b>All students must pass these three tests with a level 3 score or higher in order to graduate from CPHS.</b>			
<u>*PSAT</u> Assists in career planning, academic planning and familiarizes students with the content and format of the SAT. This test will permit students to qualify for dual enrollment.	All 9 <sup>th</sup> and 10 <sup>th</sup> Grade	Spring	No cost; given at the high school
<u>SAT/NMSQT</u> Practice for college entrance exams. An opportunity for students to assess their academic skills and compare their skills with other college bound students. The qualifying test for scholarships administered through the National Merit Corporation. This test will permit students to qualify for dual enrollment.	11 <sup>th</sup> Grade (open to 10 <sup>th</sup> )	Fall	Fee: \$25, Collected in Sept. at CPHS
<u>*Michigan Merit Exam</u> The State of Michigan tests are required by the No Child Left Behind Act (NCLB). This test includes the State approved college entrance exam (SAT), the Work Keys, and additional content exams (M-STEP).	All 11 <sup>th</sup> Grade	Spring	No cost; given at the high school
<b>STUDENTS MUST TAKE THESE ASSESSMENT IN ORDER TO EARN A CPHS DIPLOMA</b>			
<u>Advanced Placement Exams</u> AP courses are college level classes taught at the high school. Most colleges grant credit and/or advanced placement for earning a qualifying exam score of 3 or higher. Check with the college for its policies. The three hour subject area examinations measure performance in college level courses. Information is available at <a href="http://www.collegeboard.com">www.collegeboard.com</a> .	11 <sup>th</sup> and 12 <sup>th</sup> Grade	Spring	\$90.00 (roughly)

## Classes of 2026-2027 CPHS Graduation Requirements

**Graduation Requirements:** A student must earn a total of 23 credits to graduate from Comstock Park High School. Students must meet all requirements for a diploma prior to the day of graduation in order to participate in the commencement ceremonies. This includes satisfying all course requirements, satisfying all student debts, and serving all disciplinary actions. Participation in commencement ceremonies is a privilege, not a right.

### COURSE REQUIREMENTS

<b>ENGLISH...</b>	<b>4 credits</b>
9: English 9	
10: English 10	
11: English 11 OR AP English Literature/Language and Composition	
12: English 12 OR AP English Language/Literature and Composition	
<b>MATHEMATICS...</b>	<b>4 credits</b>
Credit must include Algebra I, Geometry, and Algebra II. Credit may be earned prior to 9 <sup>th</sup> grade. A student must be enrolled in a math class during each year of high school. The final credit of the math requirement (senior year) may be met by taking an approved Math related course.	
<b>SCIENCE...</b>	<b>3 credits</b>
9: Physical Science (or equivalent course approved by CPHS administration)	
10: Biology	
11: Chemistry OR College Prep Chemistry	
<b>SOCIAL STUDIES...</b>	<b>3 credits</b>
9: U.S. History and Geography 10:	
World History and Geography	
11/12: Government (Civics) – one semester - OR AP U.S. Government	
11/12: Economics – one semester	
<b>COMPUTERS...</b>	<b>5 credits</b>
Computer Applications (includes State mandated 20 hour on-line learning experience)	
<b>PHYSICAL EDUCATION...</b>	<b>1 credits</b>
9: Physical Education or Wellness for Life	
*Students participating in the equivalent of one full year of a recognized athletic program (three seasons) or one full year equivalent of Marching Band (two seasons) may earn .5 credits toward this requirement allowing for an additional .5 elective credit.	
<b>HEALTH EDUCATION...</b>	<b>5 credits</b>
9/10: Essential Health and Living Skills (includes CPR Training)	
<b>WORLD LANGUAGES...</b>	<b>2 credits</b>
Students must complete 2 credits in the same World Language or achieve the equivalent proficiency. Credit may be earned prior to 9 <sup>th</sup> grade.	
<b>VISUAL/PERFORMING/APPLIED ARTS...</b>	<b>1 credits</b>
See course description guide for courses meeting this requirement.	
<b>ELECTIVES...</b>	<b>4.0 credits</b>
<b>TOTAL CREDITS...</b>	<b>23 CREDITS</b>

**Credits:** 1 year = 2 semesters = 1 Credit      1 semester = .5 Credit Credit is awarded on a semester basis in January and June. Partial credit is not awarded.

**Full-Time Student Requirement:** All students must be enrolled in six classes or the equivalent as specified by the State of Michigan Pupil Accounting Manual.

**Assessment Requirement:** All students must actively participate in taking the Michigan Merit Exam or MI-ACCESS assessments prior to graduation. All students must earn a minimum of a bronze level Career Readiness Certificate through the A.C.T. National Career Readiness Certification program as determined by performance on three A.C.T. Workkeys assessments – Applied Math, Workplace Documents, and Graphic Literacy.

**Note:** Students may meet alternate requirements through a State approved, personal (modified) curriculum.



## **CPHS Graduation Requirement Class of 2028 and Beyond**

Graduation Requirements: A student must earn a total of 23 credits to graduate from Comstock Park High School. Students must meet all requirements for a diploma prior to the day of graduation in order to participate in the commencement ceremonies. This includes satisfying all course requirements, satisfying all student debts, and serving all disciplinary actions. Participation in commencement ceremonies is a privilege, not a right.

### **COURSE REQUIREMENTS**

<b>ENGLISH</b> .....	4 credits
9: English 9	
10: English 10	
11: English 11 OR AP English Literature/Language and Composition	
12: English 12 OR AP English Language/Literature and Composition	
<b>MATHEMATICS</b> .....	4 credits
Credit must include Algebra I, Geometry, and Algebra II. Credit may be earned prior to 9th grade. A student must be enrolled in a math class during each year of high school. The final credit of the math requirement (senior year) may be met by taking an approved Math related course.	
<b>SCIENCE</b> .....	3 credits
9: Physical Science (or equivalent course approved by CPHS administration)	
10: Biology	
11: Chemistry OR College Prep Chemistry	
<b>SOCIAL STUDIES</b> .....	3 credits
9: U.S. History and Geography	
10: World History and Geography	
11/12: Government (Civics) – one semester - OR AP U.S. Government	
11/12: Economics/Personal Finance – one semester	
<b>PHYSICAL EDUCATION</b> .....	0.5 credits
9: Physical Education or Wellness for Life	
<b>HEALTH EDUCATION</b> .....	0.5 credits
9/10: Health	
<b>WORLD LANGUAGES</b> .....	2 credits
Students must complete 2 credits in the same World Language or achieve the equivalent proficiency. Credit may be earned prior to 9th grade.	
<b>VISUAL/PERFORMING/APPLIED ARTS</b> .....	1 credit
See course description guide for courses meeting this requirement.	
<b>ELECTIVES</b> .....	5.0 credits
<b>TOTAL CREDITS</b> .....	23 CREDITS

**Credits:** 1 year = 2 semesters = 1 Credit 1 semester = .5 Credit Credit is awarded on a semester basis in January and June. Partial credit is not awarded.

An additional .5 credit will be awarded upon the completion of graduation requirements for personal finance to reflect the state required additional personal finance standards included in economics.

**Full-Time Student Requirement:** All students must be enrolled in six classes or the equivalent as specified by the State of Michigan Pupil Accounting Manual.

**Assessment Requirement:** All students must actively participate in taking the Michigan Merit Exam or MI-ACCESS assessments prior to graduation. All students must earn a minimum of a bronze level Career Readiness Certificate through the A.C.T. National Career Readiness Certification program as determined by performance on three A.C.T. Workkeys assessments – Applied Math, Workplace Documents, and Graphic Literacy.

**Note:** Students may meet alternate requirements through a State approved, personal (modified) curriculum or state legislation pertaining to credit substitution or articulation.

*Beginning graduation Class of 2028*

## CPHS Four-Year Educational Plan

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

### Plans after High School:

- ☐ Attend a 4-year college or university  
☐ Attend a business, technical, or vocational school  
☐ Work full-time.
- ☐ Attend a 2-year college,  
☐ Join the Armed Services,

### Career Pathway (Cluster):

- Arts and Communication (The Arts-Arts/Music/Entertainment/Literary)
- Business, Management, Marketing, and Technology (Sales & Office Operations-Clerical/Data Analysis)
- Engineering/Manufacturing & Industrial Technology (Tech/Crafts-Manual, Technical, Skilled Crafts)
- Health Sciences (Scientific-Medical/Dental)
- Human Services (Social-Customer Service/Personal Service/Social Service/Education & Business-Legal)
- Natural Resources and Agriscience (Scientific-Math/Science)

*Visual/Performing/Applied Arts (1 year), Computers (1 sem.), World Languages (2 years) are required for graduation*

### NINTH GRADE COURSES – 6 CREDITS - Required subjects are listed

- |    |   |          |       |
|----|---|----------|-------|
| 1. | English 9                               | Required | _____ |
| 2. | U.S. History and Geography              | Required | _____ |
| 3. | Math                                    |          | _____ |
| 1. | Physical Science                        | Required | _____ |
| 2. | Physical Education (sem) / Health (sem) |          | _____ |
| 3. | World Language/Elective                 |          | _____ |

SOPHOMORE IN GOOD STANDING: 5 or more credits

### TENTH GRADE COURSES – 6 CREDITS - Required subjects are listed

- |    |                             |          |       |
|----|-----------------------------|----------|-------|
| 1. | English 10                  | Required | _____ |
| 2. | World History and Geography | Required | _____ |
| 3. | Math                        |          | _____ |
| 4. | Biology                     | Required | _____ |
| 5. | World Language/Elective     |          | _____ |
| 6. | Physical Education/Elective |          | _____ |

JUNIOR IN GOOD STANDING: 11 or more credits

### \*ELEVENTH GRADE COURSES – 6 CREDITS - Required subjects are listed

- |    |   |  |       |
|----|---|--|-------|
| 1. | English 11 OR AP English Language and Composition                 |  | _____ |
| 2. | Government (sem) OR AP Government (full year) AND Economics (sem) |  | _____ |
| 3. | Math  |  | _____ |
| 4. | Chemistry   |  | _____ |
| 5. | World Language/Elective   |  | _____ |
| 6. | Physical Education/Elective                                       |  | _____ |

SENIOR IN GOOD STANDING: 17 or more credits

### TWELFTH GRADE COURSES – 6 CREDITS - Required subjects are listed

- |    |  |  |       |
|----|--|--|-------|
| 1. | English: English 12 or AP English Literature |  | _____ |
| 2. | Math (Related) Course                        |  | _____ |
| 3. | World Language/Elective                      |  | _____ |
| 4. | Elective                                     |  | _____ |
| 5. | Elective                                     |  | _____ |
| 6. | Elective                                     |  | _____ |

### MINIMUM CREDITS REQUIRED FOR GRADUATION: 23

\*Modifications to schedule will be made when classes may be chosen from KCTC and KTC programs  
Students should update this form each year with assistance from the school counselor and parents.

**Please Note: students who fail classes are urged to attend summer school to make up for the deficiencies.**  
*Some courses may be completed at the middle school level for high school credit with Administrative approval.*

## Courses Offered Comstock Park High School

Year Classes = 1 credit

\*Semester Classes = 1/2 credits

### **ART: (All courses satisfy V/P/A Arts Requirement)**

9-12	110	*Introduction to Drawing and Painting
9-12	111	*Art I
9-12	112	*Advanced Drawing & Painting
10-12	113	*Painting
9-12	114	*Crafts
9-12	115	*Pottery I
9-12	116	*Pottery II
9-12	117	*Art II
10-12	118	*Studio Art

### **BUSINESS EDUCATION AND COMPUTER SCIENCE**

9-12	153	*Computer Applications
9-12	154	*Business and the World of Work
10-12	155	*Business Law
10-12	156	*Integrated Business Concepts
11-12	159	*Marketing

### **ENG. LANGUAGE ARTS AND COMMUNICATIONS:**

9	210	English Language Arts 9
10	213	English Language Arts 10
10-12	215	*Debate
9-12	216	*Theater (VPAA)
9-12	217	*Advanced Theater (VPAA)
9-12	218	*Speech Communications
11	219	English Language Arts 11
12	221	English Language Arts 12
10-12	223	Yearbook (VPAA)
11-12	231	AP Language and Composition
11-12	232	AP Literature and Composition

### **FAMILY AND CONSUMER SCIENCE:**

10-12	311	*Parenthood
9-12	316	*Foods and Nutrition
9-12	317	*Culinary Arts (VPAA)
10-12	319	*Family Living
10-12	320	*Consumers Math (MR)

### **WORLD LANGUAGES:**

9-12	373	Spanish I
10-12	374	Spanish II
11-12	375	Spanish III
11-12	376	Spanish IV

### **MATHEMATICS:**

9-10	836	Math Lab
9-12	412	Algebra I
9-12	413	Geometry
9-12	414	Algebra II
11-12	415	Algebra II Essentials
10-12	419	Pre-Calculus
11-12	420	AP Statistics
11-12	421	AP Calculus AB
11-12	320	*Consumers Math
11-12	418	*Statistics

(MR) indicates courses in other departments that qualify as

Math Related for the senior year

### **MUSIC: (All courses satisfy V/P/A Arts Requirement)**

9-12	462	High School Choir (CPHS Singers)
10-12	463	Concert Choir
9-12	464	High School Band
9-12	465	Jazz Band

### **PHYSICAL EDUCATION:**

9-12	480	Wellness for Life
9-12	481	*Foundations of Physical Education
10-12	482	*Advanced Physical Education
10-12	483	*Strength Training and Conditioning
9-10	484	*Essential Health and Living Skills

### **SCIENCE:**

9-11	512	Environmental Science
10-12	513	Biology
11-12	515	Human Physiology
11	517	Chemistry
12	510	AP Biology
12	518	AP Chemistry
11-12	519	Physics (MR)
11-12	522	*Forensic Science
11-12	749	*Ecology

### **SOCIAL STUDIES:**

9	616	United States History and Geography
10	611	World History and Geography
11-12	618	AP United States History
11	620	*American Government (Civics)
11-12	621	AP United States Government and Politics
10-12	622	*Economics/Personal Finance
11-12	626	*Psychology I
11-12	629	*Psychology II
11-12	630	AP Psychology

### **GENERAL STUDIES:**

12		*Work Based Learning
9-12	004	*Edgenuity/Michigan Virtual School

### **KENT CAREER/TECHNICAL CENTER:**

Please visit <https://www.thetechcenter.org/programs/> for information regarding KCTC Course program offerings.

\*Several KCTC Programs may be used to articulate ELA, Math, and Science, V.P.A.A. or Online Learning credit back to Comstock Park High School when deemed necessary and appropriate by the involved faculty. See the Guidance Office for more information about this.

### **SPECIAL EDUCATION: (see department page)**

## CPHS / NCAA Approved Core Courses

Year classes = 1 credit

\*Semester classes = 1/2 credits

For more information and registration, visit the NCAA [Eligibility Center website](http://EligibilityCenter.website) or [ncaa.org](http://ncaa.org)

NCAA COLLEGE ATHLETIC ELIGIBILITY: Students who wish to participate in NCAA athletics must be certified by the NCAA Eligibility Center. To be certified students must submit the Student Release Form, a transcript of grades, test scores, the filing fee, and all other required materials to the NCAA Eligibility Center.

### **CORE COURSES APPROVED BY THE NCAA**

#### **ENGLISH (4 years):**

English 9  
English 10  
English 11  
English 12  
AP English Language & Composition AP  
English Literature & Composition  
\*Debate

#### **WORLD LANGUAGES:**

French I, II, III, IV  
AP French Language  
Spanish I, II, III, IV AP  
Spanish Language

#### **MATH (2-3 years, must include at least Geometry):**

Algebra I  
Geometry  
Algebra IIA (.5 Unit) and Algebra IIB (.5 Unit) Algebra II  
Discrete Mathematics  
Precalculus  
Statistics  
AP Calculus AB/BC AP  
Statistics

#### **SCIENCE (2 of 3 years, must include one lab class):**

Biology  
(LAB)  
Physical  
Science  
College Prep Chemistry  
(LAB) Chemistry (LAB)  
Physics (LAB)  
\*Forensic Science  
(LAB) Human  
Physiology (LAB)  
A.P. Biology (LAB)  
A.P. Chemistry (LAB)  
A.P. Physics (LAB)

#### **SOCIAL STUDIES (2-3 years):**

World History and Geography  
U.S. History and  
Geography AP U.S.  
History  
\*American  
Government AP  
American  
Government  
\*Economics  
\*Psychology  
\*Advanced Psychology  
\*AP Psychology  
\*Sociology  
\*Business Law

**This information is correct as of the time of printing. This information is updated annually each March and may be subject to change. Be sure to discuss your desire of NCAA eligibility early in high school with your guidance counselor. You should begin the process during the freshman year. The official list of approved classes by the NCAA Eligibility Center offered at CPHS may be found at the website listed below.**

For more information and registration, visit the NCAA web site at [www.ncaa.org/student-athletes/future](http://www.ncaa.org/student-athletes/future).

## Website for Career & College Information

WHERE CAN I GO TO GET INFORMATION?

### [Comstock Park High School Counseling Department](#)

The Counseling Department's website assists students and families with planning for the future and other guidance issues with LINKS to information in the following categories:

ACT  
Naviance  
College Board and  
College Board Scholarship Search  
Edgenuity (e2020) Student Login  
FastWeb Scholarship Search  
GRCC website (for dual enrollment)  
GR Community Foundation scholarship Search

Kent Career Technical Center  
NCAA Eligibility Application  
Parchment Transcript Requests  
PowerSchool Parent/Student Access  
StudentScholarship.org Search FAFSA

The Counseling Department website also contains other pertinent information related to enrollment, food service, graduation requirements, course selection, and summer school.

### NAVIANCE

Naviance is designed to help students plan their future. With assessment tools, detailed occupation profiles, and comprehensive post-secondary education information, students move through the career exploration and planning process. Students and parents can access Naviance by using the link on the high school web page at

<http://www.cppschoools.com/Schools/ComstockParkHighSchool>.

1. The **Career Matchmaker** is an interest assessment is used to match students with careers.
2. The **My Skills** component matches students' skills to careers.
3. **Personalized Feedback** helps students understand how careers relate to their skills and interests.
4. Hundreds of **detailed occupation profiles** can be easily accessed—from Actuary to Zoologist—including job descriptions, working conditions, education and training, earnings, and job outlook.
5. A national database includes detailed information on **colleges, universities, and other training opportunities** as well as financial aid opportunities.

## Career Pathways - An Overview

High school provides the opportunity to plan and prepare for the future. According to the U.S. Bureau of Labor Statistics, there are more than 12,000 career options to consider. The Career Pathways are an effective way to assist students navigate and maintain a focused track. Career Pathways are six broad groups of careers that have similar characteristics and whose requirements call for many common interests, strengths, and competencies. The groupings encompass the entire spectrum of career options, providing opportunities for all students and all ability levels regardless of educational requirements. The six pathways are:

- **Arts and Communications:** Careers related to the humanities, communications, and to the performing, visual, literary, and media arts.
- **Business Management, Marketing and Technology:** Careers related to all aspects of business including accounting, administration, finance, information processing, and marketing.
- **Engineering, Manufacturing, and Industrial Technology:** Careers related to technologies necessary to design, develop, install, or maintain physical systems; manufacturing, precise production, electronics and the construction trades.
- **Health Sciences:** Careers related to the promotion of health, the treatment of injuries, conditions, or disease including careers in dentistry, medicine, nursing, therapy and/or rehabilitation, diet and. or nutrition, and physical fitness.
- **Human Services:** Careers related to helping people improve their lives physically, socially, or emotionally, such as, child care, civil service, education, hospitality, social services, law enforcement and religion.
- **Natural Resources and Agriscience:** Careers related to agriculture and agriscience, natural resources, and the environment.

**The PURPOSE:** The Career Pathways program provides a framework of support and connections for students to help them make the transition to post-secondary education or training in preparation for successful careers in the changing work world.

Career Pathways may:

- Help students connect the skills and knowledge they are developing to real-world experiences.
- Provide opportunities for students to enhance their individual skills and marketability.
- Guide student's career vision as they prepare for their future.
- Help prepare the next generation of skilled workers for West Michigan.
- Enable students to succeed in advanced training and lifelong learning.

Career Pathways combine academic preparation and meaningful work-based learning experiences. Those options include apprenticeships, career-related experiences, college dual enrollment, co-op work experiences, internships, job shadows, Junior Achievement, and Volunteering.

## Planning for Your Future Education

There are several sites that are useful to students and parents to help in the college planning process. Here are some to try:

**College Admission in Easy Steps:** Try

[www.usnews.com/education/best-colleges/applying?scid=content-center:blogs&int=a0ae08](http://www.usnews.com/education/best-colleges/applying?scid=content-center:blogs&int=a0ae08)

**Search for a College or a Career:** [www.collegeboard.com](http://www.collegeboard.com) If you already know what you want to do, go ahead and browse the list of Careers to find out about jobs and careers. Not sure what you want to do? Complete the Questionnaire to learn about jobs that match your likes and dislikes.

**Interested in information about Michigan Colleges?** Try <http://www.macrao.org/>

The Michigan Association of College Registrars and Admission Officers (MACROA) Michigan College Mall with links to college home pages, online applications, and on-line transfer equivalencies.

**Searching for scholarships?** Try [www.fastweb.com](http://www.fastweb.com) OR [www.studentscholarships.org](http://www.studentscholarships.org)

Fastweb is the largest scholarship search with over 600,000 scholarships listed. These are free searches. Beware of offers that require a fee or a credit card. There are many scholarship scams. There are no money-back guarantees. Statements about funds going unclaimed are simply untrue. Legitimate scholarships are always competitive. College financial aid offices are excellent sources of information.

**Mapping Your Future** is a college, career, and financial aid choices through a state-of-the-art public service web site at [www.mappingyourfuture.org](http://www.mappingyourfuture.org).

**Searching for a job shadow experience or to talk to a professional in a certain field?** Try

<http://careerreadinesskisd.weebly.com/> for a site that will help guide your career exploration experience specific to Kent County.

**College Affordability and Transparency Center College Scorecard:**

[www.whitehouse.gov/issues/education/higher-education/college-score-card](http://www.whitehouse.gov/issues/education/higher-education/college-score-card). You can use the College Scorecard to find out more about a colleges affordability and value so you can make some more informed decisions about which college to attend. The site reports: typical cost, graduation rate, loan default rate, and what kind of jobs graduates get.

**Need Money for College?** Go to [www.studentaid.ed.gov](http://www.studentaid.ed.gov) for online resources that cover a range of financial aid topics, including the online version of *The Student Guide*. Students and parents can complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Use the income records for the calendar year before the academic year for which you are applying for aid. For example, use 2005 income information to complete the 2006-07 FAFSA. Students and parents can apply for a PIN to electronically sign the FAFSA at [www.pin.ed.gov](http://www.pin.ed.gov).

## COURSE GRADUATION REQUIREMENTS BY GRADE

GRADE 9 COURSE	GRADE 10 COURSE	GRADE 11 COURSE	GRADE 12 COURSE
English 9	English 10	English 11 or AP English	English 12 or AP English
Math	Math	Math	*Math (related)
Science (physical)	Science (bio)	Science (chem.)	*Electives
U.S. History	World History	American Govt. or AP U.S. Govt./Economics	
*Electives	*Electives	*Electives	

**Additional Core Requirements:** Physical Education, Health, Arts

## ART DEPARTMENT

The Art Department offers a range of beginning, intermediate and advanced level courses. All courses are designed to develop competency and skill with a variety of art mediums. Elements and principles of design, art history and appreciation, career awareness and self-expression are components of all art classes. All art courses count toward the 1 credit Visual/Performing/Applied Arts requirement.

**ART I** (111), Elective, 1 Semester, .5 cr. (9-12) Art I is an introduction and foundation course dealing with the Elements of Art (line, shape, color, value, texture, form and space) as well as the principles of design. Classroom student participation will center on hands-on student project work. A variety of mediums will be explored, as well as use of two-dimensional and three-dimensional techniques. Students will build on technical as well as problem-solving skills.

**DRAWING** (112), Elective, 1 Semester, .5 cr. (9-12)  
Prerequisite: Art 1. This class is designed for students to learn basic drawing skills or to improve on existing art skills. Students will be introduced to shading techniques and learn how to represent a three-dimensional form. Students will create artworks based on still life, portraiture, landscape and abstract themes. Numerous materials will be used to include pencil, charcoal, pen and ink, and pastel.

**PAINTING** (113), Elective, 1 Semester, .5 cr. (10-12)  
Prerequisite: Art 1. This class will introduce students to watercolor and acrylic paint techniques. Special attention will be given to color theory and its importance in the creation of a painting. Students will learn compositional techniques and create paintings dealing with portraiture, landscape, still life, and abstract art. Students will also be exposed to various painting surfaces such as canvas, canvas board, and a variety of special papers. Brush handling and use of alternative paint application will also be encouraged in order to give beginner painters an opportunity to gain confidence as they learn to paint.

**CRAFTS** (114), Elective, 1 Semester, .5 cr. (9-12). This class will begin with a focus on handmade crafts. Students will learn copper tooling and linoleum block printing. As the semester progresses, students will learn how to do glass painting, tile glazing and construct glass mosaics. Historical and cultural lessons will be incorporated into projects as well.

**POTTERY I** (115), Elective, 1 Semester, .5 cr. (9-12) Open to All Students. Students are introduced to the basic materials, tools, and techniques used in ceramics. The class stresses hand-building methods or pinch, coil, and slab methods with an emphasis on design and craftsmanship. Students will also learn how to finish ceramics pieces with various painting and glazing techniques.

**Pottery II** (116), Elective, 1 Semester, .5 cr. (9-12).  
Prerequisite: Pottery I with a "C" or better grade. This class will build upon previous knowledge of pottery techniques.

Students will continue to handbuild ceramic pieces using pinch, slab, and coil techniques but additional work in slab molds, sgraffito, combination of techniques, and potter wheel work will be taught. Special attention to craftsmanship and production of eye-appealing finished pieces will be stressed with further emphasis on a variety of glaze, stain, and finishing techniques. Students should enjoy working with their hands and be able to work in an independent manner.

**ART II** (117), Elective, 1 Semester, .5 cr. (9-12).  
Prerequisite: Art I. This class is an extension of Art I. It will build upon the skills and knowledge of Art I but will offer completely different project experiences. A deeper involvement with the elements of art as well as the principles of design will be related to each assignment. Students will draw, paint, print make, and sculpt various projects to create artwork that reflects their skill and imagination. A commitment to continued ART learning and skill building will be stressed as each student becomes more confident in their art abilities and is able to make creative artistic decisions. Students will spend the majority of class time creating artwork that reflects their individual style as they develop more advanced art skills.

**STUDIO ART** (118), Elective, 1 Semester, .5 cr. (10-12). Prerequisite: 2 Art Courses or Instructor Approval. Studio Art is meant for a few select students who have obtained a satisfactory level of art ability through previous art classes or experience. These students should be self-motivated and have a desire to challenge themselves and deepen their art knowledge and skill level. Hands-on project work will include guided assignments but also will incorporate individual units of study that students may choose as an emphasis. Students will be supervised in the creation of an art portfolio and will be encouraged to critique and evaluate their work as they gain confidence. If a student wishes to make art their career or simply to explore the possibilities of art further, this class will give students an opportunity to improve their skills.

### Digital Content & Design



## BUSINESS EDUCATION/COMPUTER SCIENCE

The Business Department offers courses that give students a general knowledge of business operations and procedures and computer skills. By following a sequence of courses, students can graduate with skills necessary to qualify for a beginning job in business or entrepreneurship. Some business courses are valuable not only for primary careers, but also for college bound students who wish to obtain an employable skill.

Please see the Career Pathways for business, management, marketing and technology on page 20.

**COMPUTER APPLICATIONS** (153), Required, 1 Semester, .5 cr. (9<sup>th</sup>-12<sup>th</sup>). This course is designed to meet the State mandated 20 hour on-line learning experience in addition to teaching a variety of other computer skills. Students will use a variety of media and formats to design, develop, and publish products to multiple audiences. In addition, the course will teach students to responsibly use appropriate technology to communicate, solve problems, manage, integrate, evaluate, and create information to acquire computer literacy in the 21<sup>st</sup> century.

**BUSINESS LAW** (155), Elective, 1 Semester, .5 cr. (10<sup>th</sup>-12<sup>th</sup>). One of the most important outcomes of a study of law is the development of mental habits of recognizing the legal implications of human relations. This class directly challenges the student through the understanding of law terminology and the interpretations of law as it relates to everyday life. Some of the units covered are: contracts, buying and selling, employment and agencies, crimes, tort, ethics, laws for minors, laws for consumers, laws for families, and renting and owning property. Students will participate in a mock trial experience conducted in a classroom setting.

**MARKETING** (159), Elective, 1 Semester, .5 cr., (11<sup>th</sup>-12<sup>th</sup>). Students will learn the process of developing, promoting, and distributing products and services to satisfy customers' wants and needs. This course provides an opportunity for students to create an idea for an invention, research the market for need/desire; research a patent; create a label, select a mode of advertising and implement it, and learn how to obtain funding. Students will also explore career opportunities in the field of Marketing.

**INTEGRATED BUSINESS CONCEPTS** (156), Elective, 1 Semester, .5cr., (10<sup>th</sup>-12<sup>th</sup>). Introduces the different types of business ownership in addition to planning and creating a new business. Students will devise a business plan that demonstrates how to manage start-up costs and predict finances taking into account the effect the economy has on business. In addition, marketing strategies and promotional concepts as they relate to consumer sales are covered in the course.

**YEARBOOK** (223), Elective, 1 Year, 1 cr. (10-12).  
Prerequisite: Written application with teacher recommendation.  
Students enrolled in yearbook work as a team to plan, design, and finance publication of the annual

CPHS Hilite yearbook. Students design layouts, take photos, conduct interviews, write stories and captions, sell yearbooks to peers, sell business ads to local companies, and raise all remaining funds necessary to pay for the yearbook's publication. Yearbook grows your communication confidence and teaches much about the business world outside of high school. Yearbook is highly respected on college resumés.

Students have a high degree of freedom in yearbook class, therefore, a high level of responsibility and self-motivation are key qualities of a successful yearbook staffer. An applicant's GPA and teacher references listed on their application are used as evidence to select new staff members exhibiting these specific character traits. The yearbook is produced using state of the art design software and photography equipment on which students will be trained. Knowledge of photography techniques, cameras, Windows operating systems, file/data storage and photo editing software are a plus but not necessary. Yearbook requires extensive knowledge and use of computers. Grading is based on weekly assignments, participation, ad sales, creation of spreads, and an exam portfolio. (Meets online learning requirement).

**PERSONAL FINANCIAL LITERACY** (), Elective, 1 Semester, .5 cr., (10<sup>th</sup>-12<sup>th</sup>).

This class is designed to teach the fundamentals of money management following a personal finance high school curriculum. Students will learn practical everyday concepts in a variety of financial areas. Students will develop skills working with checking accounts, taxes, credit information, student loans, car loans, debt, insurance coverage, and investing (mutual funds, IRA's, CD's, stock market). Other topics may include rental costs, sales tax, credit and debit accounts, car and mortgage loans, and other important financial matters. Students will apply mathematical concepts while preparing a spending plan, follow an investment, and evaluate loans and credit options. This class may be taken to meet .5 credits of the fourth-year math related credit as required by CPHS and the State of Michigan. **(MR)** (Meets online learning requirement).

## ENGLISH LANGUAGE ARTS AND COMMUNICATIONS DEPARTMENT

The knowledge of English contributes to each student's continuing growth. The four components of language arts (reading, writing, listening, and speaking) are necessary to develop clear communication skills and the knowledge to think critically and constructively. A minimum of four years of English are required for graduation from Comstock Park High School. Students may only take one English class each semester unless otherwise approved by the Principal.

### **Required Courses are:**

9th grade: English 9 (ELA I)

10th grade: English 10 (ELA II)

11th grade: English 11 or AP English Literature or Language and Composition (ELA III)

12<sup>th</sup> grade: English 12 or AP English Language or Literature and Composition (ELA IV)

**ENGLISH LANGUAGE ARTS 9** (210), Required, 1 Year, 1 cr. (9th). This course is a continuation of the four components of language arts: reading, writing, listening, and speaking. The course consists of 4 units of learning which incorporate anchor texts: 1 classic novel, a play, an epic poem, and a collection of short stories; in addition, students read informational articles, persuasive texts, and non-fiction narratives. Each unit of learning is driven by essential questions and culminates in a project-based learning experience. Interwoven into units are collaborative learning, grammar, research skills, and writing to tell a story, inform, and persuade. The objective of ELA 9 is to encourage students to become more effective communicators and critical thinkers.

**ENGLISH LANGUAGE ARTS 10** (213), Required, 1 Year, 1 cr. (10th). This course is a continuation of the four language arts components: reading, writing, listening, and speaking. The course consists of 4 units of learning which incorporate anchor texts; 2 classic novels, a play, and a collection of short stories. Each unit of learning is driven by essential questions and culminates in a project-based learning experience. Interwoven into each unit are grammar and composition with the goal of improving writing and encouraging the development and growth of critical thinking skills.

**DEBATE** (215), Elective, 1 Semester, .5 cr. (10-12). A class designed for the serious speech student interested in formal argumentation. Training in argumentation, refutation, rebuttal, reasoning, evidence, on-line research, group discussions, persuasion, analyzing and presenting information, and delivery of the speech will be stressed. This course can be elected to fulfill the communication requirement.

**THEATER** (216), Elective, 1 Semester, .5 cr. (9-12). This performance-oriented class will focus on the basics of acting. Presentations will focus on one-act plays, skits, pantomimes, and a variety of short, dramatic pieces involving acting and memorization. Analyzing literature, studying theater history, developing speaking skills, polishing acting and presentation skills, and public speaking skills in essence, will be emphasized. This course can be elected to fulfill the communication requirement.

**ENGLISH LANGUAGE ARTS I, II, III, and IV** ( ) 1 year each, 1 cr. each. No course prerequisites, but a WIDA ACCESS score and instructor approval required. (9-12).

These English courses are designed for students who need support in English language development. This is a team-taught course with an English Language Arts teacher and an English Language Development teacher. The curriculum rotates each year (4 total) so that students can enter at any grade level and be enrolled as

needed, and can replace any year of traditional ELA credit. These English courses study the four components of language arts: reading, writing, listening, and speaking. The course consists of 4 major units of learning which incorporate anchor texts, poetry, and a collection of short stories; in addition, students read informational articles, persuasive texts, and non-fiction narratives. Each unit of learning culminates in a skills-based learning assessment. Interwoven into units are collaborative learning, grammar, research skills, and writing to tell a story, inform, and persuade. The objective of these courses are to encourage students to become more effective communicators and critical thinkers. ELA I-IV Meet the English Language Arts standards for the State of Michigan targeted at Multi-Language Learners (MLL).

**ADVANCED THEATER** (217), Elective, 1 Semester, .5 cr., (9-12) Prerequisite: One semester of basic theater with instructor's approval. This performance-oriented class is for the more serious acting student, which will complement other production goals. Students will be expected to master various forms of dramatic presentations like monologues, one-act plays, and scenes. Techniques and preparation for auditions will be covered. Students should expect to have several polished performance pieces mastered by the end of the semester.

**INTERPERSONAL COMMUNICATION** (214), Elective, 1 Semester, .5 cr. Interpersonal Communication class is designed for students to become effective communicators to prepare for career or college environments. Students will learn to communicate in group situations analyzing group dynamics and roles, identifying positive communication techniques, studying verbal and non-verbal cues, managing conflict resolution, and thinking critically about conversation and conflict. Time will be devoted to study the interview process and to develop an online professional presence.

**ENGLISH LANGUAGE ARTS 11** (219), Required, 1 Year, 1 cr. (11<sup>th</sup>). ELA 11 will build on the skills and concepts covered in ELA 9 & 10. Students will read novels, poetry, a play, and informational text; write expository, informational, and persuasive essays; and study sentence patterns and punctuation. Each nine weeks students will make connections between literature, their lives, and the world around them in a Project Based Learning assessment. The projects, which incorporate technology, may include videos, digital storyboards, mp3s, etc. Students will also practice reading, writing, and test-taking strategies that will prepare them for the Michigan Merit Exam.

**ENGLISH LANGUAGE ARTS 12** (221), Required, 1 Year, 1 cr. (12<sup>th</sup>). The focus of this class will be instruction with a concentration on writing and literature, integrated into a global unit concentrating on British literature, and selections from world literature both traditional and modern eras in scope and perspective. Under study will be the integration of genres, reflective writing, literary analysis, descriptive, persuasive, narrative, expository writing and one extensive research paper. An informal and formal oral presentation will be required in conjunction with both fictional and autobiographical literature. Emphasis will be on the analytical interpretation of works studied as expressed through writing and discussion.

**AP LANGUAGE AND COMPOSITION** (231), 1 Year, 1 cr. (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Successful completion of English Language Arts 10. AP Language and Composition offers college-level instruction focusing on the close reading of non-fiction and classic fiction texts. While class reading will emphasize non-fiction such as editorials, journalistic pieces, letters, speeches, inaugural addresses, and public documents, students will also read short stories, plays, and novels. In addition, the class will emphasize reading multiple viewpoints so that students can successfully address complex issues as informed citizens.

Students will learn to distinguish the stylistic and rhetorical devices writers use to make meaning. Frequent writing assignments and practice AP exam exercises will familiarize students with the skills needed to be successful on the AP Language and Composition exam. Students will also study college preparatory vocabulary, learn text annotation, and develop critical thinking skills. Students have the opportunity to take the AP Language and Composition test in the spring with the possibility of receiving college credit; it is recommended that students contact their college or university to determine the AP score needed for college credit. A summer reading assignment is required of all incoming students.

**AP LITERATURE AND COMPOSITION** (232) 1 Year, 1 cr., (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Successful completion of English 10/11 and instructor recommendation. Advanced Placement Literature and Composition is a college-level course which will embody the analytical reading and written analysis of a spectrum of literature. As a demanding and intellectually stimulating class, students will learn to respond to readings from various ethnic and cultural authors, including a British and American focus. Eras of literature under scrutiny will include classical Greek to modern science fiction. Although reading and writing will be rigorous, the critical thinking skills acquired and classroom camaraderie as a result of daily discussion groups will bond the students to a collaborative goal toward individual success on the final AP examination.

**Three novels are required summer reading for all AP Literature students.**

## WORLD LANGUAGE DEPARTMENT

World language classes provide instruction in reading, writing, speaking and understanding the world language as well as a study of the culture. In today's world, the ability to communicate in another language offers many advantages to students seeking employment or further study. In addition, research has shown that world language students develop a greater understanding of the structure of their own language and develop a broader vocabulary in English.

By the year 2016 the State of Michigan is requiring that **ALL** graduates complete 2 years of a world language other than English. Also, a number of colleges and universities include world language proficiency as a graduation requirement. Many colleges grant world language credit to students who demonstrate competency (college level placements tests). Others may waive some or all of the world language credits required if students have completed four years of a high school program. Generally, one year of high school world language is equivalent of one semester at the university level. World language study is encouraged for a variety of majors such as science, business and engineering as well as graduate programs in liberal arts, medicine, and law. Skills in a world language are recognized for their usefulness in the developing global economy.

### **SPANISH I** (373) Elective, 1 Year, 1 cr. (8th-12th )

Students will learn to read, write, listen and speak Spanish at a novice level using stories, TPR, TPRS, songs, dialogues, authentic materials, a novel, movies, and technology.

Connections will be made with cultural concepts, exposing students to other ways of thinking. Students will be encouraged to connect their Spanish with the community both within and beyond the school setting.

### **SPANISH II** (374) Elective, 1 Year, 1 cr. (9th-12th)

Prerequisite: Spanish I and approval of instructor.

Spanish II is a continuation of Spanish I, with the goal of bringing students to the novice high proficiency level.

### **SPANISH III** (375) Elective, 1 Year, 1 cr. (10th-12th)

Prerequisite: Spanish II and approval of instructor.

Spanish III is a continuation of Spanish II, with the goal of bringing students to the intermediate proficiency level.

### **SPANISH IV** (376), Elective, 1 Year, 1 cr. (11th-12th)

Prerequisite: Spanish III and approval of instructor.

Spanish IV is a continuation of Spanish III, with the goal of bringing students to a more advanced level of proficiency.

## FAMILY AND CONSUMER SCIENCE EDUCATION DEPARTMENT

How much do you really know about the “business of living?” Are you prepared for life after school? Young people today are being offered more freedom of choice than ever before. Are you prepared to handle the responsibilities that come with this freedom? Family and Consumer Science Education are courses designed to help manage your life.

**PARENTHOOD EDUCATION** (311), Elective, 1 Semester, .5 cr. (10th-12th). Prerequisite: Health. Think you might become a parent someday? This class is great for anyone who is interested in how children develop. It is also great for anyone who may interact with children someday, whether as a parent, teacher, counselor, doctor, nurse, coach or other professional. The course moves through how children develop and learn, how to guide children into making good choices, and offers hands-on opportunities to work with and develop relationships with children. The class includes many activities, field trips, and an opportunity to care for a simulated baby.

**FOODS AND NUTRITION** (316), Elective, 1 Semester, .5 cr. (9th-12th). If you like to cook – or eat – this is the class for you. Students in foods class prepare a variety of foods including apple crisp, omelets, and specialties from local restaurants. In addition, students learn nutrition, food safety and shopping concepts that help to provide a lifetime of healthy, nutritious, and delicious foods.

**CULINARY ARTS** (317), Elective, 1 Semester, .5 cr. (9<sup>th</sup>-12<sup>th</sup>). **This semester course provides .5 credits in the Michigan Merit Curriculum required visual performing or applied arts (VPAA).** Culinary Arts provides students with an opportunity to engage in the artistic process using food as a medium. Concepts included are: meal and menu planning, food preparation techniques, international cuisines and history, plating design and aesthetics, presentation skills (both visual and performing).

Students explore the creation of complex food products such as French pastry and international dishes.

**SUCCESSFUL RELATIONSHIPS/FAMILY LIVING** (319) Elective, 1 Semester, .5 cr. (10th-12th). This course emphasizes practice and development of skills to expand communication within the family. They will focus on techniques to help prepare for the different needs of the life cycle stages. Students will study the changing patterns of today's family by taking an in-depth look at family issues including marriage, parenting, divorce, financial stability, substance abuse, child and spousal abuse, and others.

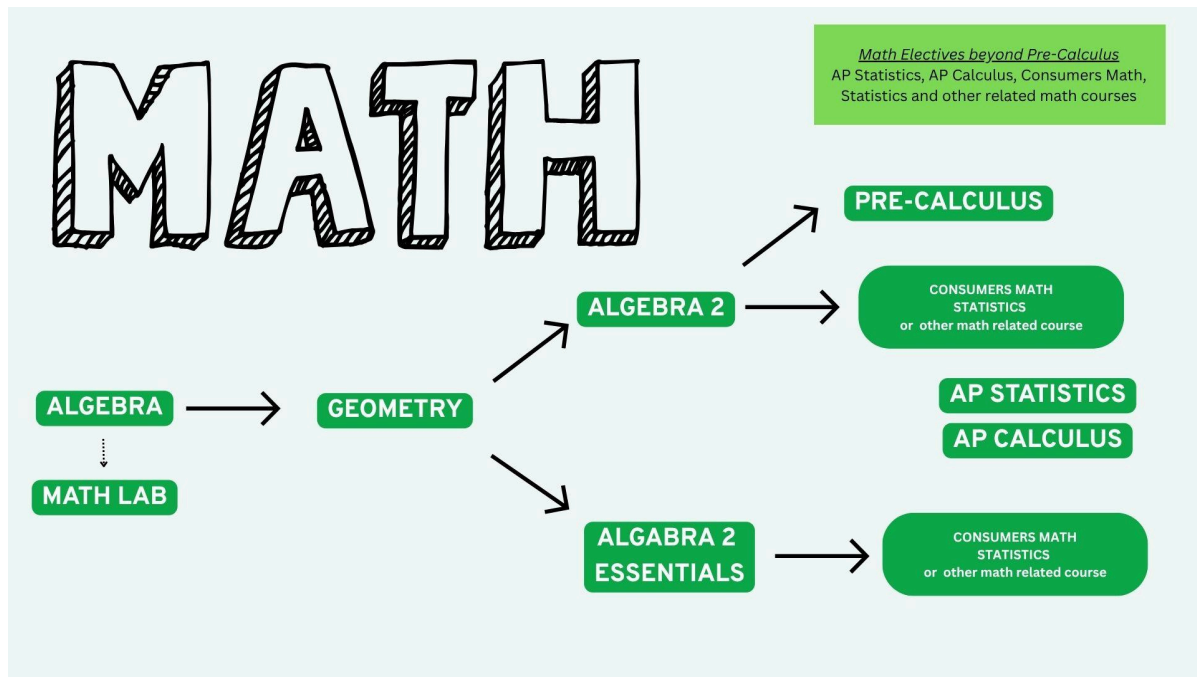
Affective issues are covered in this class.

**CONSUMERS MATH** (320) Elective, 1 Semester, .5 cr. (10-12). This course provides students with the skills to plan, evaluate and manage their personal finances. The class focuses on current monetary trends including spending plans, debit and credit cards, and on-line banking. Mathematical concepts will be used to plan for and optimize student's personal wealth and earning power. This class may be taken to meet .5 credits of the fourth year math related credit as required by CPHS and the State of Michigan. **(MR)**

## MATHEMATICS DEPARTMENT

Courses taken in the eighth grade may not be used to satisfy the core curriculum requirements (regardless of the course or level) for the National Collegiate Athletic Association (NCAA) Initial Eligibility for participation in athletics. Students planning to go to college should complete a minimum of Algebra I, Geometry and Algebra II. If a highly motivated student wants to take two college prep math classes concurrently, he/she should talk to his/her teacher and counselor.

All students are expected to have a scientific calculator (Texas Instruments TI-30XIIS is preferred). A TI 84 graphing calculator is strongly encouraged for the college bound student. In addition, Desmos graphing technology will be utilized. These tools are permitted on ALL math standardized assessments administered at CPHS. For students unable to afford this device, calculators will be available on a checkout basis with a deposit. **Priority for checkout may be given to students who are economically disadvantaged (qualify for free or reduced lunch prices.)**



**\*MATH LAB** (836), 1 semester, .05 cr. (9<sup>th</sup>-10<sup>th</sup>).

Math Lab is a supplemental support course designed to enhance student understanding and performance in Algebra. Students will ONLY be placed in this class with the approval of the instructor/guidance office. Placement is determined based on student needs, including teacher and counselor recommendations, state testing results, and local assessment data. This course provides targeted instruction, practice, and intervention to reinforce foundational math skills and concepts aligned with the Algebra curriculum. The goal of Math Lab is to build student confidence, improve academic performance, and support long-term success in mathematics. Credit/no credit is assigned to this course.

**ALGEBRA I** (412), 1 Year, 1 cr. (9<sup>th</sup>-12<sup>th</sup>).

This course is a study of linear, quadratic, and exponential relationships. It also includes solving multi-step equations, graphing functions, statistics, probability, and geometry with an algebraic perspective.

**GEOMETRY** (413), 1 Year, 1 cr. (9<sup>th</sup>-12<sup>th</sup>). This course covers the study of Euclidean geometry – the relationships among lengths and angle measures, and areas and volumes in figures of all kinds, including polygons and circles; proofs and constructions; the use of transformations in dealing with congruence, similarity, symmetry; and algebraic manipulations necessary in dealing with geometric formulas.

**ALGEBRA II** (414), 1 Year, 1 cr. (9<sup>th</sup> – 12<sup>th</sup>). Prerequisite: Approval of the Guidance Office and/or the Administration. This course emphasizes algebraic forms, linear and quadratic expressions, powers and roots, and functions based on these concepts. Logarithmic, trigonometric, polynomial, and other special functions are also studied. A major theme is the use of these forms and functions to model real world situations. Graphing, with the use of a graphing calculator, will be emphasized.

**ALGEBRA II ESSENTIALS** (415), 1 Year, 1 cr. (11<sup>th</sup>-12<sup>th</sup>).

Prerequisite: Approval of instructor and Guidance Office.

Algebra II Essentials is a year-long course covering key Algebra 2 topics at a manageable pace. Students will study functions, polynomials, exponents, logarithms, and basic probability and statistics. The course emphasizes problem-solving, real-world applications, and mastery of essential concepts. Ideal for those needing more time, it provides a strong foundation for future math courses.

**\*TOPICS IN STATISTICS** (424), Elective, 1 Semester, 0.5 cr. (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Algebra II credit and approval of the instructor. Statistics is a one-semester course covering data analysis, probability, and sampling. Students will collect, model, and interpret one- and two-variable data while exploring statistical models and sampling distributions. Emphasis is placed on real-world applications, critical thinking, and data-driven decision-making.

**\*CONSUMER MATHEMATICS** (320A), Elective, 1 Semester, 0.5 cr. (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Algebra II credit and approval of the instructor. The goal of this course is to prepare students to be financially successful in life after high school. Topics include, but not limited to: budgeting, saving money, investing, loan basics, insurance, credit and debt, real estate, and taxes.

**PRE-CALCULUS** (419), 1 Year, 1 cr., (10<sup>th</sup>-12<sup>th</sup>).

Prerequisite: Algebra II credit and approval of instructor.

This course is the study of descriptive and inferential statistics, combinatorics, and probability; and of polynomial, exponential, logarithmic, and trigonometric functions.

Students will use graphing calculators to plot functions, explore relationships between equations and their graphs, simulate experiments, generate and analyze data, and develop limit concepts.

**AP STATISTICS** (420) Elective, 1 Year, 1 cr. (11<sup>th</sup>-12<sup>th</sup>).

Prerequisite: Pre-calculus credit and approval of instructor.

Includes topics in statistical analysis through single and multiple variables, graph analysis, normal curves, probability, and tolerances using t and z scores. This course is designed for students seeking degrees that use a great deal of statistics. This may include, but is not limited to, such fields as health and medical related and psychology. Students will have the opportunity to take the advanced placement examination for college credit in May.

**AP CALCULUS** (421), Elective, 1 Year, 1 cr. (11<sup>th</sup>-12<sup>th</sup>).

Prerequisite: Pre-calculus credit and approval of instructor.

Includes a study of limits, sketching curves, application of the derivative methods through maximum and minimum problems, points of inflection and related rates. Derivative of trigonometric, functions, their inverse functions and exponential and logarithmic functions will also be studied.

Area under a curve will be examined through its definition as an integral and application. Students will have the opportunity to take the advanced placement examination for college credit in May.

*Please note that additional math related courses, which may be taken to satisfy the 4<sup>th</sup> year math graduation requirement, are identified on page 19 of this course selection guide.*

## MUSIC DEPARTMENT

The Music Department provides creative experiences and performances. The department provides the resources that allow students to become performers and artists as well as students and to provide entertainment for those whose lives are enriched by the arts. Band and choir classes may be repeated for credit. All music courses count toward the 1 credit Visual/Performing/Applied Arts requirement.

**COMSTOCK PARK HIGH SCHOOL SINGERS** (462), Elective, 1 Year, 1 cr., (9<sup>th</sup>-12<sup>th</sup>). A vocal ensemble class. Open to men and women. The CPHS Singers perform various genres of music from pop, jazz, classic choral music, musical theater and more. Performances include: Fall Dinner Theatre, two "Coffee House" concerts (fall and spring, which involve individual and small group acts as well as performance by the full choir), one holiday concert, other local events and school function performances are possible as well. All performances are required.

**CONCERT CHOIR** (463), Elective, 1 Year, 1 cr. (10<sup>th</sup>-12<sup>th</sup>). Prerequisite: Audition and instructor's permission (at least one year of high school choir). This select group is designed for the advanced choral student to excel. Previous experience in choir is required. All performances are required.

**HIGH SCHOOL BAND** (464), Elective, 1 Year, 1 cr. (9<sup>th</sup>-12<sup>th</sup>). Prerequisite: Audition and/or instructor's approval. A four-year course CONTINUING THE TRAINING THE STUDENT HAS RECEIVED TO THIS POINT. Rehearsals begin in July, including band camp. Additional rehearsals are held Monday nights through marching season and are required. Because of the nature of the marching band component of High School Band, summer practices are required and Band Camp is mandatory, as are the Monday rehearsals. The Marching Band performs at home football games and many weekends during September, October and November. This group will work to obtain the best possible tone quality and technical ability, both individually and collectively. The goal is quality performance. In order to obtain this goal, all performances are required. Examples are, but are not limited to, Concert Band, Marching Band, Solo & Ensemble, and Pep Band. High School Band meets as one class during marching season but may be split into two concert bands, by audition, if size dictates.

**JAZZ BAND – Zero Hour** (465), Elective, 1 Year, 1 cr., (9<sup>th</sup>-12<sup>th</sup>). Prerequisite: Audition and/or instructor's approval. A class designed for jazz instrumentation. We will explore jazz idioms, both old and new. Emphasis will be on individual technique and improvisation. Class size limited to standard jazz ensemble instrumentation. All performances are required.



## PHYSICAL EDUCATION DEPARTMENT

Personal physical fitness and wellness are important life skills that create a future of activity and good health. Classes are structured to create positive attitudes toward personal fitness, activity and nutrition. A range of classes are offered to meet a variety of skill levels, interests and abilities. Students are limited to ONE Physical Education class at a time. The equivalent of one year of physical education is required for graduation (one full year PE class or one semester of PE and appropriate participation in athletics or marching band).

### **WELLNESS FOR LIFE (480)** Elective, 1 year, 1 cr. (9-12).

This course meets the graduation requirement for Physical Education. Wellness for Life is a comprehensive physical education course with intense focus on the importance of activity, proper nutrition, weight management, body composition, heart health, strength, flexibility, and positive self-concept. Using current research and technology, students will work with the instructor to design a plan specifically focused on their interests and abilities to improve their overall wellness. Emphasis will be placed on goal setting, improving self-esteem, understanding the components of good health and lifelong fitness. **Students wishing to take this course must obtain advance permission from their P.E. instructor or counselor.**

### **FOUNDATIONS OF PHYSICAL EDUCATION (481)**

Elective, 1 Semester, .5 cr. (9-12). This course meets the graduation requirement for Physical Education. Foundations of Physical Education is part of an exemplary physical education program that stresses the importance of physical education and physical fitness for present and future living. There will be emphasis on aerobic and anaerobic activities. A variety of team and recreational sports and individual activities are offered. A national physical fitness test will be given periodically. Also, sports knowledge (rules, skills and strategies) is taught to enable each student to be an active participant or spectator.

### **ADVANCED PHYSICAL EDUCATION (482)** Elective, 1 Semester, .5 cr. (10-12). Prerequisite: Successful completion of General Physical Education and/or instructor's permission.

Advanced Physical Education is designed to meet the needs of the student who has above average interests in sports and recreational activities. Physical fitness for present and future living will be stressed. The activities range from individual activities to competitive team sports.

The activities selected will be based on the interests of the class and the instructor. Each student will design and develop a program that increases their chance for success in a particular sport or activity. This program will require student development, data collection, analysis, and the ability to make corrections so it fully meets their particular needs.

### **STRENGTH TRAINING AND CONDITIONING (483)**, Elective, 1 Semester, .5 cr, (10-12). Prerequisite: Successful completion of General PE, Advanced Physical Education, or instructor's/administrator's permission.

This class is designed for the highly motivated student with a strong desire to increase their total body fitness. The class will be developed around various strength and conditioning programs. Each student will continuously monitor their progress and will be required to develop their own total fitness program to meet their needs and fulfill the class requirements. The result of this class will give every student the ability to assess their fitness level, enable them to develop a fitness program to achieve their desired results, and maintain physical fitness for life. (May be repeated for credit with instructor's permission.)

### **ESSENTIAL HEALTH AND LIVING SKILLS (484)**

Required, 1 Semester, .5 cr. (9th-10th). Essential Health and Living Skills is a comprehensive approach to healthy living. Students will practice techniques for making good decisions, goal setting, explore the areas of physical fitness as a lifelong plan combined with good nutrition. Students will study stress management to help foster a good

self-concept to avoid the use of harmful substances such as tobacco, alcohol, and drugs. This class has a complete look at reproductive health including anatomy, pregnancy, birth, and sexually transmitted infections.

## SCIENCE DEPARTMENT

Students will learn to apply scientific skills in problem solving as well as apply scientific principles to everyday life. Students will develop an inquiry approach to the study of science through laboratory experiences. It is strongly recommended that students preparing to attend college take Physical Science, Biology, and Chemistry. College bound students should also consider additional courses in Physics, Human Physiology, AP Chemistry or Forensic Science. Freshmen must select Physical Science, sophomores must select Biology, and all juniors must select Chemistry or College prep Chemistry. (Exemptions apply for students who successfully test out of a course or receive approval from the Principal.)

**ENVIRONMENTAL SCIENCE** (512), Required, 1 Year, 1 cr. (9<sup>th</sup>-11<sup>th</sup>). Physical Science is the study of matter and energy, the laws and processes that apply to physics and Earth Science. Basic math is used in the development of this subject matter.

**BIOLOGY** (513), Required, 1 Year, 1 cr. (10<sup>th</sup>-12<sup>th</sup>). The study of living organisms and their processes. The study of this course involves a progression from molecules to cells, to organisms, to man. Biology involves not only the structures of living organisms, but also the functions and how they are related. The student will learn of the interrelationships of living things and their environment. The approach to teaching this course is based on the ecological concepts of the interaction of plants and animals and their environment. Lab experience, microscopic work and dissections will help the student better understand the important phases of biology.

**HUMAN PHYSIOLOGY** (515), Elective, 1 Year, 1 cr., (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Biology with a C or better. This course will study the human body; its composition and function, in detail. The learner will gain a basic understanding of the biochemical and cellular actions of the body. The style of this class will be discussion and small group work on key lab investigations designed to enhance comprehension. You should be well prepared for any college anatomy and physiology courses. The course will be very beneficial to persons planning careers in medicine, pharmacy, nursing, veterinary medicine, conservation, physical and occupational therapy, sports medicine, medical technician, physicians assistant, biological research, and teaching of biological sciences.

**CHEMISTRY** (517), Required\*, 1 Year, 1 cr. (11<sup>th</sup>). This course will provide students with the basic fundamentals of chemistry. Atomic structure, chemical bonding, the solution process, ionization, radioactivity, oxidation and reduction processes, physical and chemical equilibrium are studied. Use of the metric system; laboratory experiences; working with symbols, and formulas are some skills that will be developed.

**COLLEGE PREP CHEMISTRY** (516), Required\*, 1 Year, 1 cr., (11<sup>th</sup>-12<sup>th</sup>). Fundamental principles and skills essential to the understanding of chemistry are introduced. Atomic structure, chemical bonding, the solution process, ionization, radioactivity, oxidation and reduction processes, physical and chemical equilibrium are studied. Use of the metric system; laboratory experiences; working with symbols, formulas, and equations are some skills that will be developed. Students should have a firm understanding of Algebra concepts.

**AP CHEMISTRY** (518), Elective, 1 Year, 1 cr. (12<sup>th</sup>). Prerequisite: Successful completion of college prep chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students in this course will attain a depth of understanding of

fundamentals and a reasonable competence in dealing with chemical problems. Students should be prepared to spend extended time in the laboratory to complete a series of experiments. The structure of matter, states of matter, reactions, descriptive chemistry and laboratory science are the main focus of this course. Successful completion of college prep chemistry is required. Students will be expected to take the AP Chemistry exam in May. This course will meet the 4<sup>th</sup> year math related (MR) credit requirement.

**PHYSICS** (519), Elective, 1 Year, 1 cr. (11<sup>th</sup>-12<sup>th</sup>). This is an in-depth study of matter, energy, and their relationship, and the properties of these physical quantities. A good preparation in mathematics is essential. This course will meet the 4<sup>th</sup> year math related (MR) credit requirements.

**\*FORENSIC SCIENCE** (522), 1 Semester, .5 cr. (11<sup>th</sup>-12<sup>th</sup>)  
Prerequisite: Successful completion of biology, physical science and chemistry or concurrently taking chemistry (year-long). Forensic Science is a semester course that will introduce students to the application of science to law. The major topics of study include: The crime scene and physical evidence; physical properties of evidence; the microscope and hairs, fibers, and paint; fingerprints and firearms, tool marks, and other impressions; forensic serology and DNA; and document and voice examination. In order to merge theory with practice, a hands-on approach will be taken in presentation of all course materials. In addition, students are expected to participate in all laboratories.

**\*ECOLOGY (749)**, 1 semester, .5 cr (11-12). Ecology is a one-semester science course focused on the relationships between living organisms and their environments. Students will explore ecological principles including ecosystems, energy flow, population dynamics, biodiversity, biogeochemical cycles, and the impact of human activity on natural systems. Through labs, case studies, and collaborative projects, students will develop an understanding of ecological challenges and sustainability. This course emphasizes scientific inquiry, critical thinking, and real-world application of environmental concepts.

**AP BIOLOGY** (518), Elective, 1 Year, 1 cr. (12<sup>th</sup>), Elective, 1 Year, 1 cr. (12<sup>th</sup>). Prerequisite: Successful completion (C or better) in chemistry and biology. Advanced Placement (AP) Biology is designed to equal the general biology coursework and laboratory experience that is often taken in the first year of undergraduate studies. AP Biology focuses on big ideas in biology and developing skill in scientific practices. Students should be prepared for rewarding laboratory investigations and a significant commitment to learning. Core units include Chemistry of Life, Cell Structure & Function, Cellular Energetics, Cell Communication & Cell Cycle, Heredity, Gene Expression & Regulation, Natural Selection, and Ecology. This course follows the College Board Curriculum in preparation for the qualifying AP exam.

## SOCIAL STUDIES DEPARTMENT

The Social Studies department provides students with the skills and knowledge needed to function as useful citizens by giving them an understanding of themselves and the world around them. All students are required to complete 3 credits in Social Studies which include the following required courses: World History (1 year), U.S. History (1 year), Economics (semester), and Government (semester)/or AP Government (1 year).

**UNITED STATES HISTORY AND GEOGRAPHY (616)**, Required, 1 Year, 1 cr., (9<sup>th</sup>). The purpose of this course is to expand the students' understanding of United States History from the late 19<sup>th</sup> century to the present day. The historical perspective will be developed with respect to constitutional issues, human experiences, and the political relationships that exist between the government and the people that direct the government. This course will require research projects and papers from students produced both collaboratively and individually. The issues covered in this course will be analyzed with specific attention to the core democratic values through historical, geographical and economic perspectives.

**WORLD HISTORY AND GEOGRAPHY (611)**, Required, 1 Year, 1 cr., (10<sup>th</sup>). The purpose of this course is to expose students to world economics, cultures, religions, governments, history, and geography from around the globe. Although the focus will be a study of Western Civilization, a study of all major continents and communities will take place through reading, research, and a variety of media presentations. Students will learn how to critically think about world issues based upon historical and geographical evidence and be able to communicate this knowledge through written essays and formal presentations. Possible themes of study may include but not be limited to revolutions (American, French, and Industrial), the Renaissance, the Protestant Reformation, human rights, the environment, diversity, armed conflict, and genocide.

**AP UNITED STATES HISTORY** (Pre-Columbian period to Present) (618), 1 Year, 1 cr., (10<sup>th</sup>-12<sup>th</sup>). Prerequisite: Successful Completion of one year of high school US History. This is intended as a college level course and requires significant commitment on the part of the learning. If this course is taken in 10<sup>th</sup> grade, World History may be taken concurrently. The A.P. program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses ([http://www.collegeboard.com/student/testing/ap/sub\\_ushist.html?ushist](http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist)). The course will prepare students for the AP examination; there will be many testing and writing exercises given to accomplish this goal. (Students should check with their university to determine an acceptable score

– generally a 3, 4, or 5 are considered passing). Students will develop the critical thinking skills necessary to arrive at informed conclusions by researching primary and secondary source historical evidence. They will analyze diverging opinions and learn to draw conclusions based on their informed judgment. Students will learn to present reasons and evidence clearly and persuasively in an essay format. Students will further understand the complexities of our changing nation and how our distinctive diversity has.

**ECONOMICS (622)**, Required, 1 Semester, .5 cr., (11<sup>th</sup>). This required course integrates basic economic concepts with personal and consumer decision making as well as the government's role and impact on those decisions. Students will also explore how a market economy affects individuals and the nation as a whole. *This course fulfills the personal finance requirement for classes 2028 and beyond.*

**PSYCHOLOGY I (626)**, Elective, 1 Semester, .5 cr., (11<sup>th</sup> - 12<sup>th</sup>). The course is a scientific, yet reflective approach to studying the individual. Through an evaluation of existing theories and contemporary approaches to psychology, the student will gain a basic understanding of: the biological basis of behavior, perception, consciousness and intelligence. There will be an emphasis on the students' personal self and future roles in society evolved from our local communities to the nation at large. Excellent reading skills are necessary to master this course.

**PSYCHOLOGY II (629)**, Elective, 1 Semester, .5 cr., (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Psychology. This course will build upon the foundation established in the prerequisite Psychology course. Further study of human behavior will focus on abnormal behavior and treatment of psychological disorders, including diagnosis and treatment recommendations. Traditional and contemporary research methods will be studied and applied.

**AP PSYCHOLOGY (630)**, Elective, 1 Year, 1 Cr. (11<sup>th</sup> – 12<sup>th</sup>). This course will build upon the foundation established in the prerequisite Psychology course. Further study of human behavior will focus on human development and interaction. The second half of the course will focus on abnormal behavior and treatment of psychological disorders, including diagnosis and treatment recommendations.

**AMERICAN GOVERNMENT (CIVICS) (620)**, Required, 1 Semester, .5 cr., (11<sup>th</sup>). The major purpose of this course is to prepare students for informed and responsible participation as citizens in the American federal system. As a basis for comparing the American system of government to others, students are introduced to major political philosophies. They explore, in depth, the structure and functions of federal, state and local government in the United States. Students also study the political party system with emphasis on the electoral process. The United States Constitution and other foundational documents are studied as a primary document. Current Events are an integral part of the course to encourage students to evaluate their government in action. Throughout the course, students will become better prepared to exercise the rights and responsibilities of American citizenship.

**AP UNITED STATES GOVERNMENT AND POLITICS (621)**, Elective, 1 Year, 1 cr. (11<sup>th</sup>-12<sup>th</sup>). This course will prepare students to take the College Board's United States Government and Politics Advanced Placement test in the spring. Students who receive a passing score on this test will earn college credit (to be determined by admitting university). The course will give students an analytical perspective on government and politics in the United States. This course included both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will also become knowledgeable about the various institutions, groups, beliefs, and ideas that constitute U.S. politics as well as a variety of theoretical perspectives and explanations for various behaviors and outcomes. This is a yearlong class taken in place of the semester-long U.S. Government course.

## SPECIAL EDUCATION DEPARTMENT

The Special Education Department will provide instruction, support and accommodations/modifications as identified in the student's Individualized Education Program (IEP)s.

### Special Education Contacts:

- Rukshana Ilahi , Director of Special Education 254-5704
- Nathan Gould, Teacher Consultant 254-5200

**Learning Strategies 9-12: Prerequisite: IEP Placement 1 year (1 credit)** Students will focus on a combination of ELA and Math. Teachers will deliver explicit pre-teaching and reteaching of skills to promote academic growth. Students will be taught learning strategies to facilitate independence. Students will review concepts taught in their ELA and Math class, practice problem solving skills and be re-taught concepts from assessments/assignments.

**Transitions** (890), semester, .5 cr. (9<sup>th</sup>-12<sup>th</sup>).  
Prerequisite: IEP Placement. This course is designed to assist students in transitioning from a middle school to a high school setting and to assist students in managing the rigors of high level academic learning. The primary focus is on developing study skills, communication, and personal academic skills.

[Parent Handbook with Procedural Safeguards - English](#)  
[Parent Handbook with Procedural Safeguards - Spanish](#)

## General Studies Courses

**WORK BASED LEARNING (WBL) (882)**, 1 Semester, .5 cr. or 1.0 cr. (11<sup>th</sup>-12<sup>th</sup>). Prerequisite: Approval of the building principal. The work experience program provides the opportunity for students to receive credit for paid or unpaid employment experience in the community. This program will provide students with a supervised and educationally beneficial employment experience before they graduate from high school. Work experience credit will be granted to junior and senior students only. Students must be secure their own employment and hold a valid Michigan work permit. All student and employer forms must be on file with the WBL Coordinator. . If employment changes the student must notify the WBL Coordinator. Employment is required for the duration of the semester in which the student is enrolled. Credit/no credit is assigned to this course. Work experiences must be arranged through the Guidance Office. Employment must provide an average of 5 or 10 hours of work a week to be eligible for work experience.

**Edgenuity/e2020 (004) or MICHIGAN VIRTUAL HIGH SCHOOL (006)**, 1 Semester/1 Year, .5/1.0 cr. (9<sup>th</sup> – 12<sup>th</sup>) Prerequisite: Approval of the counselor/building principal. Both of these programs offer online learning that can be done both in the building and away from the building. Online learning requires a student to have basic technology skills and for the student to be self-directed and self motivated to work independently. A wide variety of courses are offered both as core classes and as electives. These online courses are reserved for a variety of applications for students. In some cases, students may take online courses offered through either of these programs as a way to recover credit lost due to failure. In other cases, students may take these courses as a way to take elective courses that do not fit with the regular student schedule. Taking online courses can add flexibility to a student's schedule with administrative approval. In most cases, students taking an online course will be required to report each day to the specified hour the course appears on the student schedule.

**Dual Enrollment (007)**, 1 semester, .5cr (3 – 5 college credits) (11<sup>th</sup> – 12<sup>th</sup>)

Prerequisite: Approval of the counselor/building principal. Students may elect to take college courses while still in high school to earn both high school and college credit. In these cases, when the student qualifies, these courses are taken as a part of the student's regular schedule. The Post Secondary Enrollment Options Act directs high schools to assist students in paying tuition (up to a limited amount defined by the State of Michigan) for college courses while enrolled in high school. The student is responsible for the remainder of the tuition as well as books, materials and transportation. Eligible students are those in grades 9-12, who have a high school g.p.a of 2.5 or higher, who achieve a qualifying score on one of the accepted standardized tests listed in the Dual Enrollment Assessment Table (p.11). The college course must be an academic course not offered at Comstock Park High School (unless the course is in direct conflict with another course on the student's schedule or the student has already taken the equivalent course at CPHS) and must be taken during the regular school year. The course may not be an activity course, a hobby course, a recreation course, a physical education course, or a course in religion. C.P.H.S. students must be enrolled in the equivalent of six classes and meet the guidelines in the Michigan Pupil Accounting Manual to be considered a full time student. Students may take both daytime and evening college classes.

## **KENT CAREER/TECHNICAL CENTER - 1655 East Beltline N.E.**

The Kent Career Tech Center (KCTC) offers numerous different one and two-year programs in a variety of skilled jobs. Many of the programs prepare students to enter technology programs at Grand Rapids Community College, Ferris State University, Davenport University, or other institutions. In several cases, students earn college credit for taking KCTC programs. The classes meet 2 1/4 hours a day, five days a week, and earn three credits per year. Bus transportation to and from the high school for all three sessions is provided. Students are required to participate in program visits prior to registering for these courses. Tenth graders may visit a specific program of interest to experience the class first hand. Students must pre-register to attend a program visit. Visits are scheduled by KCTC. The student should see his/her counselor to register for a visit or for more details. Enrollment is limited in some of the programs and there may be competition for enrollment in certain programs, e.g. criminal justice.

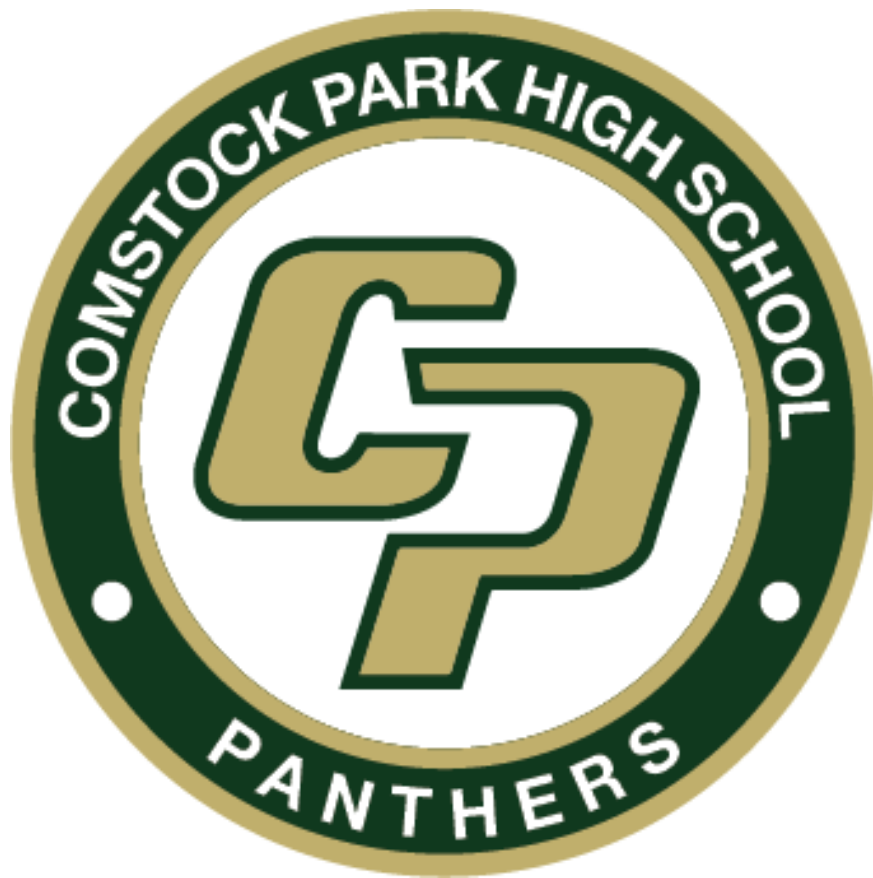
**Session Times:** 1<sup>st</sup>: 6:55 am- 9:10 am; 2<sup>nd</sup>: 9:15 am - 11:30 am; 3<sup>rd</sup>: 12:00 p.m. - 2:15 p.m.

MR = Math Related Course (either 1.0 CR or .5CR depending on the program and years in the program)

Engineering, Manufacturing, Industrial Technology  
Business, Management, Marketing, and Technology  
Arts & Communication  
Human Services  
Natural Resources & Agriscience  
Health Sciences  
Intro Programs: Automotive & Industrial Technology, Hospitality & Human Services, Marketing & Business Services  
Career Focus  
Core Program

**Please visit the [Kent Career and Technical Center website](#) for a comprehensive list of programs.**

Open house and informational sessions are available.



Comstock Park High School  
150 Six Mile Road, N.E.  
Comstock Park, MI 49321

[www.cppschoools.com](http://www.cppschoools.com)