HARTLAND CONSOLIDATED SCHOOLS
9525 E. Highland Rd. • Howell, Michigan 48843

Curriculum Committee meeting
November 6, 2026
9:30 a.m. - Boardroom

AGENDA

This is a meeting in public for the purpose of conducting the business of Hartland Consolidated Schools and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda. Guests are expected to act with civility and not interrupt this school business meeting. Anyone being disruptive will be asked to leave.

I. Call to Order

II. Approval of Minutes – October 6, 2026

III. Call to the Public

This portion of the agenda is for citizens to address any questions or comments to the Board. Attendees must register their intention to participate in the public participation portion of the meeting prior to the start of the meeting. Individuals may not register others to speak during public participation.

The committee will listen and take comments and questions under advisement but will not respond at this time. The chairperson will refer any questions to the superintendent for investigation and respond at a later date.

Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by your comments. Each speaker may be limited to three (3) minutes. No participant may speak more than once.

IV. 2027-2028 High School Curriculum Guide

Hartland Consolidated Schools
Curriculum Committee Meeting-Minutes
October 6, 2026
Boardroom
1:00 p.m.

Present: Chuck Hughes, Trish Poelke, Danielle Custodio, Glenn Gogoleski, Jeff Scott

Jeff Scott called the meeting to order at 1:03 p.m.

The group talked about selecting a committee chairperson. Glenn nominated Jeff.
Dr. Poelke suggested the administrator on a standing committee should be recommended as the chair, the person who has the knowledge and is doing all the work. Jeff discussed having a temporary chair for this meeting and having a discussion with the full board about the structure of selecting a chairperson. The committee agreed with Dr. Poelke being the chair for today's meeting.

A member of the community addressed the committee.

Public Act 146: Resource Recommendation
Dr. Poelke talked about the history of phonics and reading curriculum in the district, and where the district is headed. There are some good programs on the list that meet PA146 requirements. UFLI has been great, but is only K-2 curriculum, so we are now looking at options for 3-5.

The 35m grant allows us to choose 2 programs from the State list, as long as they are for different grades.

Dr. Poelke noted that Professional Development (PD) is available from the vendor only, and she would like to use MLK day in January for the PD. The trainer is currently available that day, but we need to book soon. We may have teachers pilot the curriculum before the PD. Teachers will need time to look through the materials before training.

Jeff asked if the new 95 phonics will be implemented this school year or next. Dr. Poelke said as soon as it is approved we will begin training for full implementation in 2027-28.
Jeff asked what the cost will be going forward, after the first year. Dr. Poelke said the quote is for four years of materials and resources. We will reassess along the way as teachers are using it.

The fee includes working with the instructional coach and principals to help implement the curriculum and make adjustments as needed. The money from the State 35m grant will cover all of the costs. All resources need to be purchased this school year for future use. Dr. Poelke noted she didn't receive this information until July.

DRAFT

This will come to the board at the October 19th meeting for a vote in order to get the purchase approved and schedule the PD date.

Dr. Poelke said the next big decision within PA 146 is to purchase a screener. The list will be available in December to see what the options are. K-3 is required to take the screener. The screener's purpose is to look at what issues students may be having with reading so that we can target with intervention. We don't know the cost yet. We'll need to purchase the screener in the spring to be ready for next school year.

Chuck noted the high school curriculum guide changes will be coming to the board for review in November and approval in December in time for scheduling to begin in January.

The meeting adjourned at 2:10 p.m.

Renee Braden
Recording Secretary

DRAFT

Hartland High School



Curriculum Guide Changes

2027-28

(Table of Contents) - Recommended Changes

General Updates:

- Academic Honor Cords
    - Art - Update Requirement/Wording.
    - National Technical (CTE) Honor Society - Add if NTHS adds in the county.

Course Adjustments:

Art

- Art Studio IV, Ceramics III, & Jewelry II - Update course description.

Business

- Advanced Marketing - Prerequisite change.
- Retail - Prerequisite change.

Computer Science & Technology

- Cyber Security & Computer Networking - Course name and description change.

Human Services

- Housing & Interior Design - Course description change.
- Fashion, Fabrics, & Construction - Course name and description change.
- Advanced Fashion and Construction - Course name, description, and prerequisite change.
- Fashion Merchandising & Retailing - Course name, description, and prerequisite change.

Language Arts

- Writing for Publications: Yearbook - Course description and prerequisite change.

Math

- AP Calculus AB - Course description change.
- Analysis of Functions - Course name and description change.

Non-Departmental

- Peer to Peer - Grade level change.
- Career and College Planning - Course name and description change.

Science

- Environmental Science - Course name and description change.
- Honors Chemistry - Prerequisite change.

World Language

- French 3 - Course description change.
- French 4 - Course description change.

Course Additions

Art

- Art Portfolio

Business

- AP Business and Personal Finance

Physical Education

- StrongHER
- Athletic Performance

Science

- Introduction to Veterinary Science

Special Education

- Algebra II A & B (Resource)

World Language

- German 1
- German 1 - Honors

General Updates

- **Academic Honor Cords (Page 13-14)**
    - Art Honor Cord (Page 13)

Proposed New Requirement: Change the wording/requirement to "Complete 5 out of 12 Art classes, with a 3.8 GPA or higher in each class".

Current requirment wording: 5 semester classes of Art with at least a 3.8 Art GPA.

Rationale: More specific wording.

- Add National Technical Honor Society Honor Cord (Page 13-14)

Requirement: Students must be selected for membership in the National Technical Honor Society and be a member in good standing at the time of graduation. Students must have a minimum GPA of 3.0 overall and in CTE courses.

Rationale: LESA/County is in the beginning stages of having conversations around adding this program, so we would like to be approved to add the cord if NTHS runs next school year. Another good opportunity to recognize our top CTE students.

Course Adjustments

Art (Pages 42-44)

- Art Studio IV, Ceramics III, & Jewelry II - Update course description.

Page 43-44: For these 3 courses, REMOVE "This course may be taken more than one semester for credit with instructor permission." from the course description.

Rationale: The Art department is proposing an Art Portfolio class for students to continue their art studies and work on their portfolio, eliminating the need to repeat any of these courses.

Business (Pages 45-47)

- Advanced Marketing - Prerequisite change (Page 45).

Current Prerequisite: Marketing

New Prerequisite: Successful completion of Marketing with a 2.0 or higher is recommended.

Rationale: Advanced Marketing requires students to independently research and write a 20-page DECA prepared event paper in the first semester and deliver a formal presentation in the second, leaving little time to reteach foundational concepts that are taught in Marketing I. Students who earn at least a 2.0 in Marketing I have shown the core marketing knowledge and work habits needed to succeed with this level of independent, sustained work. This standard keeps the course accessible while giving enrolled students a realistic opportunity to succeed and produce competition-ready work.

- Retail - Prerequisite change.

Current Prerequisite: Marketing.

New Prerequisite: Successful completion of Marketing with a 2.0 or higher is recommended.

Rationale: Retailing students apply marketing and retail skills in the daily operation of the school store, where they handle real transactions, serve customers, and manage merchandise with a level of responsibility that assumes they already understand foundational marketing concepts. Students who earn at least a 2.0 in Marketing I have demonstrated the knowledge, reliability, and work habits needed to operate a live business and participate fully in required DECA activities. Because the course also carries fourth year math credit, this standard helps ensure students are prepared for the applied math and business operations the course demands.

Computer Science & Technology (Pages 48 - 49)

- Cyber Security & Computer Networking - Course name and description change.

New Name: AP Computer Networking & Cybersecurity* (*A Livingston County Shared Time Program)

Current Course Description: This course articulates for 8 college credits at Washtenaw Community College and students can earn industry recognized certifications. Cybersecurity is the fastest-growing Information Technology area and employers desperately need

qualified candidates to fill exciting, cutting-edge positions. We provide an interactive, hands-on introduction to the computer hardware, software, and networking skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. This course will enhance technical, communication, and problem-solving skills related to the study of Information Security and Information Assurance. Hands-on labs and virtual learning tools will help students develop critical thinking and complex problem-solving skills.

New Course Description: Explore computer networking and cybersecurity in this hands-on course designed for students of all experience levels. Through interactive labs and virtual learning tools, students build foundational skills in computer hardware, software, networking, information security, and information assurance. Real-world challenges strengthen technical knowledge, communication, critical thinking, and complex problem-solving skills while preparing students for further study and entry-level careers in information and communication technology (ICT).

Students take AP Computer Networking in the fall semester and AP Cybersecurity in the spring semester, and they take both AP Exams at the end of the school year. This year-long program combines two areas of advanced study with opportunities to earn college credit and industry-recognized certifications while still in high school.

Through an articulation agreement with Washtenaw Community College, eligible students can earn 8 college credits. Qualifying AP Exam scores may also earn college credit or advanced placement at four-year colleges and universities, depending on each institution's policies.

Rationale: This course is changing to an AP course next year - we are piloting the curriculum this year. Also, based on the CTE task force observations not all students and parents are aware of the college credit articulation with this course so we have revised it to make sure it is clear.

Human Services (Pages 50 - 51)

- Housing & Interior Design - Course description change.

Current Course Description: This course introduces students to the concepts of living environments throughout the world with a central focus on this country. Past and future housing is explored, but practical experience with today's living possibilities is stressed. Color, texture, design, layout, and personal and psychological needs are examined. Basic drafting skills are taught with an accent on interior living space.

New Course Description: Housing & Interior Design students explore the creative world of interiors, discovering how color, texture, furniture, lighting, and layout transform a house into a home. From creating eye-catching mood boards and exploring design styles to

planning floor plans and designing dream spaces, students develop their own design aesthetic while learning the fundamentals of functional, beautiful, and personalized living

environments. Through hands-on projects, design challenges, and creative exploration, students experiment with color palettes, explore housing trends and styles from around the world, and discover how interior spaces reflect personality, lifestyle, and individual needs. Whether designing a cozy bedroom, a modern living room, or an entire dream home, students build practical design skills and bring their ideas to life through visual presentations, space planning, and basic drafting. No design experience needed—just bring your creativity and imagination!

Rationale: Updated the course description to better fit students needs from over the years and for those who are interested in studying interior design and or architectural design (college, etc.).

- Fashion, Fabrics, & Construction - Course name and description change.

New Name: Fashion 1.

Current Course Description: Students will be introduced to fashion design, sewing methods, textile vocabulary, recognize construction techniques, identify fabrics and weaves, demonstrate correct sewing machine operation, hand sewing techniques such as mending clothing as well as proper drawing in terms of fashion design. The history of fashion is also studied as well as possible careers in the fashion industry. This course is an excellent choice for those planning to pursue a career in textile, costume, and/or fashion design.

New Course Description: Fashion, Fabrics, & Construction - Students will be introduced to fashion design, sewing methods, textile vocabulary, recognize construction techniques, identify fabrics and weaves, demonstrate correct sewing machine operation, hand sewing techniques such as mending clothing as well as proper drawing in terms of fashion design. The history of fashion is also studied as well as possible careers in the fashion industry. This course is an excellent choice for those planning to pursue a career in textile, costume, and/or fashion design.

Rationale: Make it less confusing for scheduling classes and better explain what we do in class.

- Advanced Fashion and Construction - Course name, description, and prerequisite change.

New Name: Fashion 2.

Current Course Description: This course will use a variety of equipment, tools, and techniques to build on the knowledge from the introductory fashion class. Students will learn about apparel and textile construction, alteration and repairs, as well as advanced sewing techniques. In this class there is an opportunity to create fashion construction projects for FCCLA State Competitions.

New Course Description: Advanced Fashion and Construction - This course continues the student's learning about the world of fashion design, history of fashion and clothing construction. This class incorporates sewing and textile vocabulary, recognizes construction techniques as well as identifying different fabrics and weaves. Students will advance their skills and challenge themselves on hand sewing and machine sewing. Sewing and reading and interpreting a pattern will be a continuation of a student's math, visual and performing skills.

Prerequisite: 3.0 or higher in Fashion 1.

Rationale: Needed updating to make it less confusing for scheduling.

- Fashion Merchandising & Retailing - Course name, description, and prerequisite change.

New Name: Fashion 3.

Current Course Description: This course emphasizes marketing and retailing strategies within the fashion industry for apparel and textile products while assessing costs. Students will also explore retailing and advertising methods for promotion within the fashion industry. The students will also complete a fashion and textile portfolio for possible college opportunities. This class offers the opportunity to create an apparel line for FCCLA State Competitions.

New Course Description: Fashion Merchandising & Retailing - This course focuses on the creative process of developing an original fashion collection from concept to completion. Students will explore fashion design principles, trend research, color, textiles, and garment construction while developing their own unique fashion line. Each student will create a fashion collection theme and develop four original garments, beginning with sketches and progressing through design, fabric selection, construction, and finishing techniques. Students will learn how individual pieces work together to create a cohesive collection and will develop a fashion portfolio documenting their creative process. The course will culminate in a student-produced fashion show where students will showcase and present their completed collections. Opportunities may also be available to prepare designs for future college or career portfolios.

Prerequisite: 3.0 or higher in Fashion 2.

Rationale: Add clarity and less confusion when scheduling.

Language Arts (Pages 52 - 55)

- Writing for Publications: Yearbook - Course description and prerequisite change.

Current Prerequisite: B or higher in English.

New Prerequisite: A grade of 3 or higher in English and/or 3.0 or higher in Journalism or Photography.

Current Course Description: This course will focus on the writing of stories, advertising copy, captions, text, and folio geared towards publications. In Yearbook, students will learn how to communicate better, how to solve problems, how to grow as a leader, how to handle time management, and most importantly, how to meet a deadline. Students will also learn design practice advertising, page layout & design, photography, and business practices. The class project will culminate in the publication of the Hartland High School Yearbook.

New Course Description: Students produce the Hartland High School annual Yearbook while developing practical skills in photography, journalism, graphic design, marketing, and business. Through interviewing, writing, editing, and page layout, students document the people and events that define the school year. Working as publication staff, students build communication, leadership, problem-solving, and time-management skills while meeting production deadlines. This hands-on course offers students opportunities to explore creative and business interests and contribute to a lasting record of their school community.

Rationale: Journalism or Photography prerequisites were not listed for this course, but have been a consideration. The description needed updating to include the 21st Century Skills students gain through this course.

Math (Pages 56 - 59)

- AP Calculus AB - Course description change.

Current Course Description: This is a course in introductory calculus with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines and conics). The main topics include: limits and continuity, derivatives, applications of the derivative, integrals, application of the integral and techniques of integration. This course will be limited in numbers based upon application and teacher recommendations. This course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May (at a cost to the student).

New Course Description: Advanced Placement Calculus AB is a college-level introductory calculus course designed for students with a strong foundation (3.7 or above recommended) in Algebra, Geometry, Trigonometry, and graphing, as well as a strong work ethic and commitment to academic success. Topics include limits and continuity, derivatives and their applications, integrals and their applications, and techniques of integration. Students will develop analytical, critical-thinking, problem-solving, and mathematical-justification skills while building a deeper understanding of differential and integral calculus.

Students may be eligible to earn college credit or placement based on their performance on the College Board Advanced Placement (AP) Calculus AB Exam administered in May. The cost of the AP exam is the responsibility of the student.

Rationale: The current description lists background requirements that are not necessary. It did not emphasize what is actually necessary. It lacked listing what the students would gain from the course.

- Analysis of Functions - Course name and description change.

New Course Name: Precalculus - Analysis of Functions.

Current Course Description: This course is designed for students who intend to take AP Pre-Calculus, Calculus, Intro to Statistics, or AP Statistics in their senior year, as well as those who want to strengthen their algebraic and functional reasoning skills before taking college-level math. Students will explore a variety of functions (linear, quadratic, polynomial, exponential, logarithmic, rational, and trigonometric) and analyze their characteristics. Emphasis will be placed on representing functions graphically, analytically, and numerically; interpreting transformations; and modeling data using functions and regressions. The course reinforces key algebraic concepts while preparing students for advanced study in mathematics. Successful completion of Algebra II with a 2.0 or higher is recommended.

New Course Description: This course is designed for students who intend to take AP Pre-Calculus, Calculus, Intro to Statistics, or AP Statistics in their senior year, as well as those who want to strengthen their algebraic and functional reasoning skills before taking college-level math. A Precalculus curriculum is used. Students will explore a variety of functions (linear, quadratic, polynomial, exponential, logarithmic, rational, and trigonometric) and analyze their characteristics. Emphasis will be placed on representing functions graphically, analytically, and numerically; interpreting transformations; and modeling data using functions and regressions. Hands-on activities and projects will be a part of the course. The course reinforces key algebraic concepts while preparing students for advanced study in mathematics. Successful completion of Algebra II with a 2.0 or higher is recommended.

Rationale: Students sometimes didn't realize this class is a precalculus curriculum so didn't sign up. They didn't think we had a regular level precalc class. We added 2 sentences. Students are unaware this is a Precalculus curriculum. We also added that it has hands-on activities and projects.

Non-Departmental (Pages 78-80)

- Peer to Peer - Grade level change.

Current Grade Levels: 11-12

New Grade Levels: 10-12

Rationale: More opportunities for peer to peer.

- Career and College Planning - Course name and description change.

New Name: College and Career Exploration

Current Description: Career and College Planning is geared toward assisting students in planning for their future after graduation. Topics of the courses include: Who Am I as a Student, Making the Most of High School, Personal Goal Setting, Career Exploration, Professionalism, Finding a Career or College Match, Employability Skills, and Scholarships/Financial Aid. Students will utilize technology such as “MI Bright Futures” to help discover in-demand careers and connect with local working professionals and businesses. Students will explore the Career Cruising Program and work on Educational Development Plans. Guest speakers from various career fields are incorporated into the curriculum. The course will positively impact students by educating them about postsecondary opportunities, exploring their career and personal interests, and helping prepare them for their future.

New Description: This course helps students plan for the rest of high school and beyond. Course topics include: Who am I as a Student? Personal Goal-Setting, Preparation and Organization skills for school and life, Values and family influence on financial and career choices, Career exploration, Professionalism, Finding a Career and/or College Match, Employability Skills, and Introduction to Scholarships/Financial Aid and Professional and Personal Communications. Students will explore professional tools to become more marketable and professional in the future. The curriculum incorporates guest speakers from various career fields, access to college visits sponsored through the school, class discussions, and hands-on activities throughout the school to practice 21st-century relevant skills.

Rationale: Trying to get more kids to take the class. Some feedback is that they already know what they want to do so they don't take it. We do so much more than that (just college exploration) in class.

Science (Pages 65-69)

- Environmental Science - Course name and description change.

Current Names: Environmental Science: Dynamic Ecology and Environmental Science: Sustainability (Two 1 semester courses)

New Name: Ecology and the Environment (One 1 semester course).

Current Course Description: ENVIRONMENTAL SCIENCE: DYNAMIC ECOLOGY Ecology, Biodiversity and Human Activities. Have you ever wanted to explore a tropical rain forest or visit a foreign land to learn about the creatures and features of that region? Do you want to learn about endangered species and other environmental threats facing our planet? This class will cover relevant issues in environmental science through case studies, lab, projects, independent research, and presentations. Material will be assessed through daily work, vocabulary quizzes and projects. Join this class and be ready to explore the following topics: Ecology, biomes, national parks, population dynamics, land and resource management and the importance of biodiversity.

ENVIRONMENTAL SCIENCE: SUSTAINABILITY Pollution and Conservation of Resources. Imagine a land with clean air, pristine water, and endless renewable energy. Does it exist? Let's explore through an interdisciplinary approach these issues and more. Through lab, collaborative research, and case studies, you will look at many energy issues facing the world today. We will be utilizing the outdoor classroom during this semester and will learn about civic responsibility, environmental issues facing our air, our water and solutions to these problems.

New Course Description: Ecology, Biodiversity and Human Activities. Have you ever wanted to explore a tropical rain forest or visit a foreign land to learn about the creatures and features of that region? Do you want to learn about endangered species and other environmental threats facing our planet? This class will cover relevant issues in environmental science through case studies, lab, projects, independent research, and presentations. Material will be assessed through daily work, vocabulary quizzes and projects. Join this class and be ready to explore the following topics: Ecology, biomes, national parks, population dynamics, land and resource management, the importance of biodiversity, civic responsibility, environmental issues facing our air and water, and solutions to these problems.

Rationale: Getting enough students to sign up for the class to run. Most of the kids love the first semester of Environmental Science because we go outside and explore the ecology portion of Biology class that they don't get enough time with. This would be grades 10-12, they would need to have Biology as a prerequisite.

- Honors Chemistry - Prerequisite change.

Current Course Prerequisite: Biology & Adv. Geometry or Algebra II (math may be concurrent).

New Course Prerequisite: Biology & Geometry or Algebra II (math may be concurrent).

Remove "honors/advanced" geometry as a prerequisite. Change it to Geometry.

Rationale: Math and Science Department Teachers feel that the Advanced Geometry is not needed for a Honors Chemistry prerequisite.

World Language (Pages 74-77)

- French 3 - Course description change.

Current Course Description: This course will focus on communication in French, both written and spoken. Overall themes of travel by train, airplane, car, and lodging will be covered. Students will begin learning complex grammar structures in an effort to facilitate authentic conversation and aid comprehension.

New Course Description: French 3 is an intermediate-level course designed to further develop students' proficiency in listening, speaking, reading, and writing in French. Students expand their vocabulary and strengthen their understanding and use of increasingly complex grammatical structures through meaningful communication and authentic cultural contexts. The course emphasizes interpersonal communication, reading comprehension, written expression, and oral communication while encouraging students to express opinions, describe experiences, narrate events, and discuss familiar topics in greater detail. Students continue to develop their understanding of French-speaking cultures through authentic texts, media, literature, art, music, history, and contemporary issues."

Rationale: The description was a bit sparse and outdated.

- French 4 - Course description change.

Current Course Description: This course is designed as an advanced study of the French language. Emphasis will be placed on the acquisition of all formal grammar structures and on reading and discussing works of French authors. Several critical papers will be required.

New Course Description: This course is designed to expand students' proficiency in listening, speaking, reading, and writing while preparing them for more independent and sophisticated communication in French. Students refine their command of grammar and vocabulary through authentic texts, conversations, presentations, and written compositions. The course emphasizes the ability to communicate effectively in a variety of contexts, including expressing opinions, supporting ideas, narrating and describing events, analyzing information, and discussing cultural and contemporary topics. Students are encouraged to make connections between language and culture while developing greater accuracy, fluency, and confidence. By the end of French 4, students will be able to communicate with greater independence and sophistication, comprehend authentic spoken and written French, express and support ideas in both oral and written formats, and demonstrate an increased appreciation and understanding of the diverse cultures of the French-speaking world.

Rationale: The description was a bit sparse and outdated.

Course Additions

Art (Pages 42-44)

- Art Portfolio (1 Semester)

Grade Level: 11-12

Course Description: Students will use their learned skills to assemble pieces into a refined professional themed Art portfolio. This portfolio is intended to help the students promote themselves as professional artists, while they prepare for their futures in the career of their choice. Students will use these refined skills to produce drawings, paintings, jewelry, ceramics, and photography pieces for use in their finished digital portfolio. They will spend time critiquing their own work and that of others. As a result of their learning, students will be able to demonstrate proficiency in drawing, jewelry, painting, sculpture/ceramics, and photography. Students will generate a formal Artist Statement accompanied with a gallery exhibition of 4 finished pieces of art. Students may explore their choice of mediums with instructor assistance. This course may be taken more than one semester for credit with instructor permission.

Prerequisite: One of the following: ceramics 3, jewelry 2, photography 2, Art 3. Also a cumulative 3.0 GPA in one of the following disciplines: Ceramics 1-3, Art 1-3, Jewelry 1-2, or Photography 1-2.

Rationale: this is the next step for advanced level Art students. This course will provide students with the tools to produce work on both personal and professional levels. Students will learn how to generate formal critiques, themed artwork, and Artist statements. They will also learn the process of creating a digital portfolio and running a formal gallery exhibition of finished work. The knowledge gained and work produced will be used to apply for scholarship opportunities regardless of career path. This course is intended for students who are looking to continue Art in their personal lives. This could be as a hobby or in their careers. The skills learned in this advanced level Art course involve critical thinking and higher level problem solving. These are very useful in the individual's future regardless of career choice.

Business (Pages 45-47)

- AP Business and Personal Finance (1.0 Credit - Year Long)

Grade Level: 10-12

Course Description: Advanced Placement (AP) AP Business with Personal Finance is a college-level course that helps students understand how businesses work and how to make smart financial decisions in everyday life. Students will explore topics such as entrepreneurship, marketing, management, accounting, and finance while learning what it takes to start, run, and grow a successful business. Students will also develop important personal finance skills, including budgeting, saving, investing, managing credit, understanding loans, and planning for future expenses. Through real-world examples, group activities, case studies, and hands-on projects, students will apply what they learn to situations they may face in their own lives. Whether students are interested in starting a business, pursuing a career in business, or simply learning how to manage their money, this course provides valuable skills for college, careers, and life after high school. Students will have the opportunity to take the AP exam and potentially earn college credit."

Prerequisite: None

Rationale: New addition to the AP Course offering list - demand should be there from our student population. This will also earn the required Personal Finance credit.

Physical Education (Pages 62-64)

- StrongHER (1 Semster)

Grade Level: 10-12

Course Description: This class is geared toward females and female athletes. It is an introduction to strength training and general physical fitness concepts. Weight room safety,

repetition rules, general anatomy, and the exercises and the muscles they are working are stressed. Students will spend three days each week on strength training workouts and two days each week on cardiovascular/speed and agility training workouts.

Prerequisite: None.

Rationale: The goal for this course is to get more females interested in strength and conditioning and give the female student athletes an opportunity to have a class where they can gain their strength and conditioning skills.

- Athletic Performance (1 Semester)

Grade Level: 10-12

Course Description: An intensive strength and conditioning class designed for the serious athlete looking to make improvements for their sport. Sport specific workouts will be emphasized along with agility, speed and conditioning. Proper warm ups, physical activity and cool down will take place on a daily basis. A physical fitness test will be done at the beginning and end of semester which may include the following: vertical jump, broad jump, bench press repetition test, pull up test, sit up test, flexibility test, grip test, speed and agility tests.

Prerequisite: None.

Rationale: This gives the student athletes a chance to gain advanced sport performance strength and conditioning skills. Other schools offer this type of course with great success.

Science (Pages 65-69)

- Introduction to Veterinary Science (1 Semester)

Grade Level: 10-12

Course Description: Intro to Veterinary Science introduces students to the biological, ethical, and practical foundations of animal health care. Through anatomy, physiology, behavior, nutrition, diagnostics, and hands-on case work, students explore veterinary and allied career pathways while building science practices grounded in real-world animal welfare contexts. The course emphasizes science-based, fear-free handling principles alongside core biological content, giving students both scientific literacy and practical, transferable skills.

Prerequisite: Biology (Chemistry Recommended).

Rationale: Intro to Veterinary Science is a rigorous, standards-aligned pathway into animal health and life-science careers that builds directly on Biology (and, recommended, Chemistry) to apply core concepts in anatomy and physiology, genetics, disease, and ecology to a context students find immediately engaging. This course will allow students to explore veterinary medicine, veterinary technology, animal science, wildlife biology, or allied fields before committing to costly post-secondary programs; this course gives them that low-stakes opportunity through career exploration, hands-on diagnostic and case-based work, and a final project modeled on real professional tasks, leaving them with transferable skills in data interpretation, clinical reasoning, and technical communication. It is held to the same three-dimensional NGSS standard as the core Biology and Chemistry sequence, integrating Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices in every unit rather than treating animal content as stand-alone enrichment, with its applied, case-based structure supporting engagement from students across ability levels. A distinguishing feature of the course is its grounding in current, science-based animal handling and welfare practice the Five Freedoms framework and fear-free/force-free handling principles drawn from real shelter and rescue behavior work which the instructor's direct experience in force-free training with a local rescue organization allows to be taught through authentic, currently-practiced case studies rather than a purely textbook treatment, at minimal additional cost since the course uses existing life-science equipment and resources. Taken together, the course meets documented student interest, prepares students for veterinary and animal-science pathways at the same academic standard as the district's core science courses, and strengthens both their science literacy and their readiness for post-secondary study in these fields.

Special Education (Pages 81-87)

- Algebra II A & B (Resource) (Year Long)

Grade Level: 11-12

Course Description: This course is designed to support students in mathematics. The course focuses on essential Algebra 2 concepts and prioritizes mastery of foundational skills. Hands-on activities, visual supports, real-world applications, manipulatives, and explicit instruction are incorporated to make mathematical concepts accessible and meaningful. The course emphasizes building confidence, problem-solving skills, and independence while providing support based on student needs.

Prerequisite: Algebra 1 and Geometry.

Rationale: Needed to be added to follow Algebra 1 and Geometry progression.

World Language (Pages 74-77)

- German 1 (Year Long)

Grade Level: 9-12

Course Description: The student is introduced to basic vocabulary and pronunciation and gradually builds a foundation in speaking and understanding the language. Some reading and writing follows the natural development of language skills. The student becomes acquainted with the culture of German speaking countries and gains some insight into cultural similarities and differences. Basic grammar concepts are introduced at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course do not intend on continuing past the two-year graduation requirement.

Prerequisite: None.

Rationale: Offering more language choices for students.

- German 1 - Honors (Year Long)

Grade Level: 9-12

Course Description: The student is introduced to vocabulary and pronunciation and builds a foundation in speaking and understanding the language at an accelerated rate. Students will use authentic materials to foster skills in reading and listening. Students will create original dialogue, practice communicating, and learn to discuss their own interests. The student becomes acquainted with German culture and gains insight into cultural similarities and differences. Grammar concepts are taught in depth at this level. Reading, writing, listening, and speaking skills are developed. Students enrolled in this course have a strong interest in learning a second language and are considering taking more than 2 years of language. The German I Honors class is the first step in the vertical progressive curriculum toward German III, IV, and V.

Prerequisite: English teacher signature.

Rationale: Offering more language choices for students.