



## **Detroit Public Safety Academy**

1250 Rosa Parks Blvd.

Detroit, MI 48216

website: detroitpsa.com

### **MISSION STATEMENT**

Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success, particularly in the public safety arena.

### **Detroit Public Safety Academy BOARD OF EDUCATION**

Kamal Cheeks - President  
Ken Dettloff - Vice President  
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### **Detroit Public Safety Academy ADMINISTRATION**

Cody Lown - School Leader

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# COLLEGE AND CAREER PLANNING

## College Applications

Applications for most colleges and universities are available online on each individual school's website under the "admissions" section. Some universities require students to apply through the Common Application ([www.commonapp.org](http://www.commonapp.org)). Seniors should begin reviewing college application requirements, including admission essays and letters of recommendation, in August going into their senior year. Deadlines for applications and consideration of merit scholarships vary for each school; please be conscious of these important deadlines.

## Counselor Report and Letters of Recommendation

It is the counseling department policy that a student must give at least 2 weeks' notice to process academic reports, letters of recommendation, and scholarship applications. Official transcripts are sent via Parchment at [www.parchment.com](http://www.parchment.com). SAT/ACT scores are to be sent to prospective colleges via College Board ([www.collegeboard.org](http://www.collegeboard.org)) and/or ACT ([www.act.org](http://www.act.org)).

## Career Exploration and Planning

Career exploration is an essential part of a student's high school journey which can not only impact their post-high school direction, but can serve as a source of motivation for students during their high school years. Whether it is off to a university, community college, trade school, military or workforce, students should be equipped with as much knowledge and information as possible to evaluate if they are on the right path. It is highly encouraged that students familiarize themselves with the Michigan Career Pathways and National Career Clusters as they start to consider their post-secondary plans. We highly encourage students to utilize the many resources available to them to explore the global career market, be aware of employment trends and the required education needed to pursue a specific job/career. Below is a list of websites we encourage you to visit:

### Michigan Bureau of Labor Market Information and Strategic Initiatives

\*Michigan Hot 50 Jobs list

<http://milmi.org/research/ArtMID/40930/ArticleID/3189/Michigans-Hot-50-for-2022>

Occupational Database

<https://www.onetonline.org/>

Xello (college and career readiness)

Xello.world

U.S. Bureau of Labor Statistics

<http://www.bls.gov/ooh/>

College Majors 101

<http://collegemajors101.com>

## Public College Admission Recommendations

The state universities within Michigan have adopted specific requirements for students who graduate from high school and who wish to enter any of the 15 public universities. These requirements are an outgrowth of an initiative that began over six years ago to improve academic preparation of students seeking admission to a state university. The state universities have agreed that to be eligible for regular admission to a four-year degree program a high school student must successfully complete the following course requirements:

- English – 4 years required
- Mathematics – 3 years required, including intermediate algebra: 4 years strongly

recommended

- Sciences – 2 years required:  
3 years strongly recommended to include:
  - 1 year of biological science and
  - 1 year of physical science
  - at least 1 year of laboratory course is strongly recommended
- History and Social Sciences – 3 years required 1 year of American History required  
1 year of World History strongly recommended

Prospective students are also encouraged to complete courses in the following areas:

- World Language – 3 years strongly recommended
- Fine and Performing Arts – 2 years strongly recommended
- Computer Literacy – 1 year of hands-on experience strongly recommended

The universities recognize that, for a variety of reasons, some students may not be able to complete all of the requirements. In such circumstances, students may still be considered for admission and are encouraged to apply to the university of their choice. In all instances, each university has final authority for admissions decisions based on the level of achievement required and other indicators of potential for academic success. Students are encouraged to make the best use of courses that are offered at their high school. By doing so, they are more likely to develop the competencies and skills that are essential for academic success and, at the same time, have greater control over their choice of college and career options. It is highly recommended that students visit college web sites to see their recommended high school course sequence.

\*source: <http://www.masu.org/>

The following is a list of Michigan's Universities:

Central Michigan University  
Eastern Michigan University  
Ferris State University  
Grand Valley State University  
Lake Superior State University  
Michigan State University  
Michigan Technological University  
Northern Michigan University

Oakland University  
Saginaw Valley State University  
University of Michigan-Ann Arbor  
University of Michigan-Dearborn  
University of Michigan-Flint  
Wayne State University  
Western Michigan University



## MICHIGAN CAREER PATHWAYS & NATIONAL CAREER CLUSTERS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a focus into which one can begin directing energies and determining a tentative career “fit” though it is always acceptable to change one’s mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. All pathways have equal dignity. The following six (6) Career Pathways have been developed by the state of Michigan.

The U.S. Department of Education Office of Career, Technical, and Adult Education (DCTAE) has identified 16 career clusters representing career opportunities for the 21<sup>st</sup> century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from front-line to professional and managerial careers.

Michigan Career Pathways	U.S. Department of Education Career Clusters
Arts & Communications	Arts, A/V Technology & Communications
Business/Management/Marketing & Technology	Business, Management & Administration Finance Hospitality & Tourism Information Technology Marketing, Sales & Service
Engineering, Manufacturing & Industrial Technology	Architecture & Construction Manufacturing Science, Technology, Engineering & Mathematics Transportation, Distribution & Logistics
Health Sciences Human Services Natural Resources & Agriscience	Health Sciences  Education & Training Human Services Law, Public Safety & Security Government & Public Services  Agriculture, Food & Natural Resources

# CAREER PATHWAYS

## Arts and Communication

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

- Are you a creative thinker?
- Are you imaginative, innovative, and original?
- Do you like to communicate ideas?
- Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories?

If your answer to any of these questions is “yes”, this may be the career path for you!

## Business, Management, Marketing, and Technology

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

- Do you enjoy being a leader, organizing people, planning activities, and talking?
- Do you like to work with numbers or ideas?
- Do you enjoy carrying through with an idea and seeing the end product?
- Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the internet?

If your answer to any of these questions is “yes,” this may be the career path for you!

## Engineering/Manufacturing and Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

- Are you mechanically inclined and practical?
- Do you like reading diagrams and blueprints, and drawing building structures?
- Are you curious about how things work?
- Would you enjoy painting a house, repairing cars, wiring electrical circuits, or working with woodworking?

If your answer to any of these questions is “yes,” this may be the career path for you!

## Health Sciences

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

- Do you like to care for people or animals that are sick or help them stay well?
- Are you interested in diseases and in how the body works?
- Do you enjoy reading about science and medicine?
- Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?

If your answer to any of these questions is “yes,” this may be the career path for you!

## Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

- Do you like to work with people to solve problems?

- Do you like to help friends with family problems?
- Do you like reading, storytelling, traveling, or tutoring young children?

If your answer to any of these questions is “yes,” this may be the career path for you!

### **Natural Resources and Agriscience**

Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

- Are you a nature lover?
- Are you practical, curious about the physical world, and interested in plants and animals?
- Do you enjoy hunting and fishing?
- Are you interested in protecting the environment?

If your answer to any of these questions is “yes,” this may be the career path for you!

# GENERAL REGISTRATION GUIDELINES

## Important Information Regarding Course Selections and Schedule Adjustments

Students and parents must understand that classes are planned and teacher schedules are developed on the basis of courses requested by students during class registration. The classes selected by the students and approved by the parents will comprise the student's schedule for the following school year. Classes, once started, may not be changed. If special circumstances necessitate a schedule change, the student should contact his/her counselor for advice. Parental conferences will be arranged if it is deemed appropriate.

The registration process begins when students receive this Course Guide. It is very important that students and parents carefully select courses and make adjustments in course selections during the time provided in the registration process. Students will have only about two weeks from receipt of this guide (though it is available year-round on our website [detroitpsa.com](http://detroitpsa.com) to consult with counselors, teachers, and their parents before finalizing selections.

Due to low enrollment or other factors, some courses described in this guide may not be offered. Parents are encouraged to communicate freely with their child's counselor and members of the school staff throughout the registration process.

Prerequisites for classes are listed immediately following the course description in bold print. Students are urged to check this carefully before selecting classes. Also, athletes need to be aware that not all classes are NCAA approved. In addition, some colleges are placing an increased emphasis on the level of rigor of courses that students take; highly selective colleges expect students to take challenging core courses through four years of high school.

### Example of a School Based Policy

**Once the student's actual schedule is determined, the student will only be allowed to make changes if one of the following five criteria exist:**

- A. The student has an incomplete schedule because of an unavoidable conflict due to classes being offered during the same period.
- B. The student has a failure from the previous semester in a prerequisite, sequential, or required course.
- C. The student completed a course in summer, after school or an approved online course that is on his/her current schedule.
- D. A student is academically misplaced as verified by the teacher, counselor, and/or parent.
- E. The student has special permission by the school leader due to documented extenuating circumstances. (Teacher preferences is not a valid reason for a schedule change except that the student may submit to the principal a written teacher change request in cases where the student has already had that teacher for at least one semester). Note: permission by the school leader does not mean that the change will be able to occur. After approval, the student will meet with their counselor to review options and determine whether the schedule change is possible.

**Students who do not qualify for a schedule adjustment under the above criteria must follow their schedule for the entire semester.**

Students who qualify for a schedule adjustment should sign up as soon as possible to meet with their counselor to try to change their schedule. Schedule adjustments will only be made during the first 5 days of a semester.



All stakeholders must understand that changing a student schedule is often difficult and may require changes in other courses. In some cases, schedule changes are not desirable or possible. No schedule changes will be made after the end of the first 5 days except as approved by the principal (see “E” above). Courses dropped after 5 school days will be recorded as an “E”.

# **DETROIT PUBLIC SAFETY ACADEMY GRADUATION REQUIREMENTS**

Determining credit for graduation will be based on successful completion of all required classes and credits at Detroit Public Safety Academy and/or transfer of required classes and credits from another high school, approved alternative programs, or approved on-line classes.

The principal will decide (with recommendations from the counselor) which required classes and credits will or will not be accepted for transfer.

All classes and credits accepted will be transferred to the student's transcript based on the following:

1. Course titles and letter grades will be transferred exactly as they are recorded on the student's official transcript from the institution granting the credit. If grades were not issued, a grade will be issued based on the grading scale listed below.
2. Credit earned for each class will be transferred as follows: 1 semester (60-90 hours of instruction) will be granted 0.5 credits.

<b><u>Letter Grade</u></b>	<b><u>Percentage</u></b>
A	9-100
B	80-89
C	70-79
D	60-69
E	59-below

All high school students must participate in and complete the following state required assessments: PSAT 9, PSAT 10, SAT, M-STEP, or WorkKeys. By the end of their junior year, students are required to complete the appropriate test for which they qualify based upon academic performance and/or special education needs and/or requirements.

## DETROIT PUBLIC SAFETY ACADEMY GRADUATION CREDITS

Subject	Credits	Requirements
<b>English</b>	4	1 year English in 9 <sup>th</sup> grade 1 year English in 10 <sup>th</sup> grade 1 year English in 11 <sup>th</sup> grade 1 year English in 12 <sup>th</sup> grade
<b>Math</b>	4	Requirements include Algebra 1, Geometry, Algebra 2 and a math-related course during the senior year.
<b>Social Science</b>	3	Requirements include U.S. History, Government, Economics and World History
<b>Science</b>	3	9 <sup>th</sup> – Physical Science 10 <sup>th</sup> – Life Science 11 <sup>th</sup> – Earth & Space Science
<b>World Language</b>	2	Students can meet this requirement with age appropriate classes in grades K-8. One credit may be substituted with a department approved formal CTE program/curriculum or one credit may be substituted with additional Visual, Performing and Applied Arts credit.
<b>Health and Physical Education</b>	1	Requirements include Fitness/First Aid/CPR (1/2 credit) and Health (1/2 credit).
<b>VPAA (Visual, Performing &amp; Applied Arts)</b>	1	
<b>Total Required Credits</b>	18	
<b>Total Elective Credits</b>	10	
<b>Possible Credits in 4 years</b>	28	
<b>Total Credits Required for Graduation</b>	22	<b>Please note that this chart represents minimal standards for a high school diploma from Detroit Public Safety Academy. Some colleges and universities have higher standards and recommendations for acceptance.</b>

# MICHIGAN MERIT CURRICULUM (MMC)

## High School Graduation Requirements Classes of 2022-2025

To prepare Michigan's students with the knowledge and skills needed for jobs in the 21<sup>st</sup> Century, the State of Michigan has enacted a rigorous set of statewide graduation requirements that are among the best in the nation.

With these graduation requirements, students will be well prepared for future success in college and the workplace. The Michigan Merit Curriculum requires students to obtain a minimum of 18 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, technology courses, industrial technology or career and technical education courses, or through a combination of these programs.

<b>MICHIGAN MERIT CURRICULUM HIGH SCHOOL GRADUATION REQUIREMENTS (18 credits)</b>
<b>ENGLISH LANGUAGE ARTS (ELA) – 4 Credits</b> Proficiency in State Content Standards for ELA (4 credits)
<b>MATHEMATICS – 4 Credits</b> Proficiency in State Content Standards for Mathematics (3 credits) Proficiency in district approved 4 <sup>th</sup> mathematics credit options (1 credit) (Students must have a math experience in their final year of high school.)
<b>ONLINE LEARNING EXPERIENCE</b> Course, Learning, or Integrated Learning Experience
<b>PHYSICAL EDUCATION &amp; HEALTH – 1 Credit</b> Proficiency in State Content Standards for Physical Education and Health (1 credit) OR Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit)
<b>SCIENCE – 3 Credits</b> Proficiency in State Content Standards for Science (3 credits); OR beginning with the class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal Career and Technical Education program (1 credit)
<b>SOCIAL STUDIES – 3 Credits</b> Proficiency in State Content Standards for Social Studies (3 credits)
<b>VISUAL, PERFORMING AND APPLIED ARTS – 1 Credit</b> Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)
<b>WORLD LANGUAGE – 2 Credits</b> Formal coursework and equivalent learning experience in grades K-12 (2 credits); OR Formal coursework or an equivalent learning experience in grades K-12 (1 credit) AND completion of a department approved formal career and technical education program OR an additional visual, performing and applied arts credit (1 credit)

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education.

**Any exceptions to the preceding will be made only through an approved Personal Curriculum or with the written approval of the principal.**

# DETROIT PUBLIC SAFETY ACADEMY GRADUATION REQUIREMENTS

## 22 Credits Required for Graduation

Credit in the high school is granted on the basis of 1/2 credit for each class which meets 5 days per week for one semester. A student must earn at least 5 credits to become a sophomore, at least 12 credits to become a junior and must have 19 credits to become a senior. Students take 7 classes per semester regardless of their total credits. All subjects (except those identified as exceptions in this guide) successfully completed during the school day count as credit toward graduation.

**The following is a description of graduation requirements by content area:**

### **English Language Arts (ELA)**

4 credits (8 semesters) required

Literature/Composition 9 or Literature/Composition 9 Accelerated is required in the 9<sup>th</sup> grade (2 semesters)

Literature/Composition 10 or Literature/Composition 10 Accelerated is required in the 10<sup>th</sup> grade (2 semesters)

Literature/Composition 11 or AP Language and Composition is required in the 11<sup>th</sup> grade (2 semesters)

Literature/Composition 12 or AP Literature and Composition is required in the 12<sup>th</sup> grade (2 semesters)

### **Mathematics**

4 credits (8 semesters) required

Algebra, Geometry, Algebra 2, and a district approved math related course during their senior year. (Note:

Algebra 2 may be taken over two years for two credits) 4<sup>th</sup> year math related credit: Students needing a fourth year of mathematics may take a mathematics equivalent as approved by the School Board.

### **Science**

3 credits (6 semesters) required

Physical Science, Biology, Chemistry or Physics

### **Social Studies**

3 credits (6 semesters) required

- 1 credit (2 semesters) U.S. History (9th grade)
- 1/2 credit (1 semester) Government (10th grade)
- 1/2 credit (1 semester) Economics (10th grade)
- 1 credit (2 semesters) World History or AP World History (11th grade)

### **Physical Education and Health**

1 credit (2 semesters required)

- Health (1 semester) must be taken in 9th or 10th grade
- Physical Education (1 semester)

### **Visual, Performing and Applied Arts (VPAA)**

1 credit (2 semesters) required.

World Language (Note: Most colleges/universities recommend and some require 2 to 4 credits of World Language for admittance)

1 or 2 credits (4 semesters) required in grades 9-12 OR two years of an age appropriate World Language learning experience in grades K-8 (proficiency equivalent to two credits at high school level) OR 1 credit may be substituted with a department-approved formal CTE program OR 1 credit may be substituted with additional Visual, Performing and Applied Arts.

## **DETROIT PUBLIC SAFETY ACADEMY CREDIT RECOVERY**

Graduation from Detroit Public Safety Academy requires that a student successfully completes study at the high school level and earns the specified number of credits as outlined in the DPSA Course Guide. Students who fail classes and fall behind in credits have a variety of options to choose from for making-up these credits.

### **CREDIT RECOVERY**

The following policies and procedures have been established to govern all credit recovery opportunities.

1. Students failing a Michigan Merit Curriculum (MMC) course in the regular program held at DPSA are required to recover credit by enrolling in an MMC aligned and equivalent course(s) either at DPSA summer school, DPSA credit recovery during the school year, Odysseyware, online coursework through Michigan Virtual High School or as otherwise pre-approved by a counselor, (see online course information in the DPSA Course Guide) outside adult education, or programs at other accredited schools.
2. Students failing an elective course (non-MMC) DO NOT need to take an aligned and equivalent course, but DO need to recover credit in an accredited program that is pre-approved.
3. Students may enroll in these programs if they have failed the required course at DPSA or if they need elective credit options in order to make up the total number of credits needed for graduation.
4. Students will receive a letter grade according to the DPSA Course Guide. After our school receives documentation of completion of the course from the online provider, the grade will be entered into the student's transcript. If the grade reported is a letter grade, that grade will be used. If the grade reported is a performance percentage, a letter grade will be assigned and recorded based on the DPSA grading scale.

**NOTE:** Students must understand that it takes time for the grade to be determined, processed, reported, and recorded. Courses not completed two weeks prior to the last school day of a semester might not be able to be added to the transcript or GPA until the following semester. Seniors should plan to finish courses for credit recovery as soon as possible. Failure to do so may result in the student not being eligible to participate in the commencement ceremony.

### **SUMMER SCHOOL**

Detroit Public Safety Academy offers an online summer school program for students who seek remediation to fortify essential skills in the core areas and for students seeking credit recovery from previously failed courses in the traditional classroom. In this program, students work online, at their own pace, with instructional support from qualified teachers, to complete challenging coursework aligned with the DPSA curriculum to earn required credit(s) toward graduation.

Note: Credit will not be granted unless the course or courses taken have been previously approved.

## ONLINE COURSES

Detroit Public Safety Academy believes that online learning opportunities can be positive learning experiences for students. In accordance with state law, students in grades 9-12 may take one or two online courses per semester either during the school day, or on their own as a course above and beyond those taken at a district school.

### ONLINE/VIRTUAL COURSES TAKEN DURING THE SCHOOL DAY

**COST:** The school district will pay for expenses associated with the online course or courses (as authorized and limited by the formula determined by the law) for approved courses taken by eligible students if and only if all of the following conditions are met, and only for online classes taken as part of the school day.

**ELIGIBILITY:** To be eligible, **ALL of the following conditions must be true:**

1. The student is enrolled in DPSA in grade 9-12.
2. The student has NOT previously earned equivalent credit for the requested course.
3. The online course generates academic credit that transfers to our district as determined by the principal.
4. The cost of the online course does NOT exceed the amount authorized by the law.
5. The online course is of sufficient quality or rigor, as determined by the principal (to view the Michigan Department of Education course catalog go to [www.micourses.org](http://www.micourses.org)).
6. The course is consistent with the career interests of the student and/or is a graduation requirement.
7. The student possesses the prerequisite knowledge and skills to be successful in the online course.  
Note: A student who fails or does not complete an online course will have thus demonstrated that he/she does not have the knowledge and skills to be successful.
8. The student requesting to take an online course adheres to the established school-district procedures and timelines for requesting the online course.



## NCAA ACADEMIC ELIGIBILITY

If you are planning to participate in NCAA Division 1 or 2 athletics, you will need to qualify for eligibility by passing 16 core-course requirements. The following is a list of courses at DPSA that qualify as part of the 16 core courses needed:

Note: DPSA has no role or responsibility for determining whether any online course meets NCAA eligibility.

<b>ENGLISH</b> Creative Writing Discussion & Debate AP English Lit & Comp AP English Lang & Comp Lit & Comp 9 Lit & Comp 9 Accelerated Lit & Comp 10 Lit & Comp 10 Accelerated Lit & Comp 11 Lit & Comp 12 Speech	<b>NATURAL/PHYSICAL SCIENCE</b> Anatomy & Physiology Biology AP Biology Chemistry Ethology & Ecology Physical Science Physics AP Physics C	<b>MATHEMATICS</b> Algebra 1 Geometry Algebra 2 Algebra 2A Algebra 2B Pre-Calculus AP Calculus AB AP Calculus BC Statistics AP Statistics
	<b>SOCIAL SCIENCE</b> AP US History US History US Military History Behavioral Studies A & B Economics AP European History Government World Geography World History AP World History AP Psychology	<b>ADDITIONAL CORE COURSES</b> French I French II French III French IV Spanish I Spanish II Spanish III Spanish IV AP Spanish

**NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student’s core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student’s core course grade point average.**

Please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to acquire more information regarding your eligibility to participate in Division I or Division II sports. This website has a guide for prospective college athletes. The NCAA or National Collegiate Athletic Association was established to serve as the athletics governing body for more than 1,200 colleges, universities, conferences and organizations. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner. Answers to most of your questions concerning college athletics can be found in this guide through the NCAA Eligibility Center’s resource page on its website. Click on “Resources,” then select the type of student you are (U.S., International or Homeschooled). You can then navigate through the resources to find helpful information.

## **BUSINESS**

Business activity affects the daily lives of all as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life, and on the environment in which students live. Young people need to understand how business functions, the role it plays in society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future. Studies in business will build a foundation for those who wish to move on to specialized areas such as management, entrepreneurship, law, marketing, accounting, information technology, or human resources. It will also provide practical skills for those who wish to move directly into the workplace.

### **COURSE OFFERINGS**

<b>WORKPLACE EXPERIENCE</b>	<b>Grades 9 - 12</b> <b>1 semester</b>
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Students in workplace experience will research different careers, create resumes and cover letters and eventually apply for jobs. They will also meet professionals from various backgrounds and visit different jobs to further their research. We hope to broaden student's experiences in the classroom and their expectations for the next step by showing the variety of occupations out there.

<b>ENTREPRENEURSHIP</b>	<b>Grades 9 - 12</b> <b>1 semester</b>
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In this course students begin to learn the in's and out's of business from developing an idea, the different types of markets, how to promote your product, etc. They will use this foundational learning to then create a proposed business plan.

<b>PERSONAL FINANCE</b>	<b>Grades 9 - 12</b> <b>1 semester</b>
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Personal Finance prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand real world consumer rights, responsibilities and information, protect personal and family resources, income management, spending, savings, investments, and apply procedures for managing personal finances.

## ENGLISH LANGUAGE ARTS

Instruction in English Language Arts seeks to develop a student's power of analysis, concentration and communication so that it will enable students to achieve a heightened awareness of themselves, others, and the world around them. The overarching objective of the English Language Arts program is to ensure that upon graduation students are prepared to enter post-secondary life as communicative, insightful citizens, and leaders. Instruction in language arts integrates listening, speaking, reading, writing, and media literacy to promote critical thinking. Students will develop the ability to write and speak, clearly and coherently, utilize the powers of concentration and comprehension to the fullest of their ability, have an analytical view of self and the world developed through literature and media, establish an appreciation of literature as reflection of a the humanity we all share, show a sensitivity to, and an appreciation of, the English language.

### COURSE OFFERINGS

<b>PUBLIC SPEAKING - ESSENTIALS OF COMMUNICATION</b>	<b>Grade 9 Semester</b>
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Essentials of Communication: A Guide to Interacting Effectively in Today's World™ is a five-unit elective course for high school students. The materials cover fundamentals of the communication process important for successful interaction in a variety of social and professional settings. Students can use the course to gain and apply knowledge about communication theories, characteristics of language and language use, interpersonal relationships, group dynamics, and public speaking in order to interact more effectively with others.

<b>ENGLISH 9</b>	<b>Grade 9 Yearlong</b>
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The main objective of this course in literature and composition is to enhance the reading, writing, grammatical, and analytical skills of each student. Students will engagingly study various forms of literary genres (short story, poetry, novel, etc.) and focus on establishing in –depth analysis, personal connection, and methods of self – expression. Students will be active in their learning process through projects, discussions, collaborative assignments, and independent practice. Media and film will be used in class to encourage and motivate expression through various sources.

<b>ENGLISH 10</b>	<b>Grade 10 Yearlong</b>
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The main objective of this course in literature and composition is to enhance the reading, writing, grammatical, and analytical skills of each student in relation to cultural, historical, and sociological context. Students will engagingly study various forms of literary genres (short story, poetry, novel, etc.) and focus on establishing in –depth analysis, personal connection, and methods of self – expression. Students will be active in their learning process through projects, discussions, collaborative assignments, and independent practice. Media and film will be used in class to encourage and motivate expression through various sources.

**ENGLISH 11****Grades 11  
Yearlong**

English Language Arts 11 is designed to help you develop the ability to strategically analyze and interpret the world around you through self-reflection and literary analysis. Through your participation in an array of different readings, collaborative projects and learning activities, you will develop a strong ability to think critically, perform close readings of literary texts and construct logical arguments.

**ENGLISH 12****Grades 12  
Yearlong**

English Language Arts 12 is designed to help you develop a knowledge of textual elements and structures, which will enable you to engage in close readings of complex texts. You will also develop analytical skills and strategies while reading literary texts from a variety of genres, such as short stories and essays, novels, dramas and informational texts.

**LITERATURE OF GENRE****Grades 9-12  
Semester**

This unique course studies a variety of novels in many different genres and explores their impact on society, self, and various cultures. In addition, it explores how stories and novels are translated to different platforms like plays and movies. It makes comparisons between the different platforms and allows students to decide which ones have the greater personal impact.

# MATHEMATICS

All students are mandated by state law to take four years (eight semesters) of mathematics. Students must take Algebra 1, Geometry, Algebra 2, and must take a math related course in their senior year.

## COURSE OFFERINGS

<b>MATHEMATICS INTERVENTIONS</b>	<b>Grades 9 - 12 Yearlong</b>
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Designed to help bridge the gap between the transition from Middle School to High School. This class specifically targets the key topics that are required in the courses of Algebra I, II and Geometry.

<b>ALGEBRA 1</b>	<b>Grades 9 - 10 Yearlong</b>
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This course is designed in direct alignment to the Common Core State Standards. It gives students the foundation needed for Algebra by focusing on vocabulary, mathematical rules and their applications. Cadets must have successfully acquired and mastered basic pre-algebra skills. Students will brush the topics of Number and Quantity, Algebra, Functions, Modeling and Statistics and Probability.

<b>GEOMETRY</b>	<b>Grades 10 - 11 Yearlong</b>
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This course is aligned with the Common Core State Standards and covers an array of topics including logic and proofs, vocabulary, congruence, theorems, trigonometry, 3-Dimensional shapes, transformations, and properties of circles and parallelograms.

Prerequisite: Successful completion of Algebra

<b>ALGEBRA 2</b>	<b>Grades 11 - 12 Yearlong</b>
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Algebra II takes the concepts covered in Algebra I and Geometry and dives in-depth into them using real-world application. There is a strong focus on Functions and Modeling within this course. Units that are covered in Algebra II have a strong STEM alignment and specifically prepare students for life beyond high school, specifically college and career readiness.

Prerequisite: Algebra 1 and Geometry completed

<b>TRANSITIONAL ALGEBRA</b>	<b>Grades 11 - 12</b>
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<b>Yearlong</b>
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This course prepares students for their college level entrance exams and required mathematics courses in post-secondary placement. It helps ease the transition from high school to college and university level by first reviewing concepts at the heart of Algebra and Geometry, but also exploring in depth more advanced concepts in the fields of Trigonometry, Calculus, and Probability and Statistics.

<b>PRE-CALCULUS</b>	<b>Grades 11 - 12 Yearlong</b>
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This course is designed for the preparation of students to transition to college level mathematics by taking the concepts of Calculus and breaking them into their smaller sub-topics. Students will briefly cover concepts in functions, matrices, vectors and trigonometry and complex number systems.

## PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

The physical education curriculum and department goals at Detroit Public Safety Academy are consistent with the National Standards for physical education.

### STANDARDS:

A physically educated person:

- demonstrates competency in motor skills and movement patterns needed to perform a variety of physical skills,
- demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities,
- participates regularly in physical activities,
- achieves and maintains a health-enhancing level of physical fitness,
- exhibits responsible personal and social behavior that respects self and others in physical activity settings,
- values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction,
- learns to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health.

In compliance with the Title IX portion of the Federal Educational Amendments of 1972, all Physical Education classes can be co-educational.

## COURSE OFFERINGS

<b>HEALTH</b>	<b>Grades 9 - 12</b> <b>1 Semester</b>
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Students will study the cause and effect of life-style choices that include nutrition and exercise, drug usage, and anatomy. In this course, students will learn about diseases and disorders, environmental health concerns, and how to maintain a healthy life.

<b>PHYSICAL EDUCATION</b>	<b>Grades 9 - 12</b> <b>1 Semester</b>
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This course introduces students to the basic skills needed to maintain a healthy lifestyle through daily exercise. Students will participate in a variety of activities that include cardio-training, stretching, and weight lifting. Additionally, students will learn the basic rules and skills in many different athletic activities that include but are not limited to: kickball, soccer, basketball, volleyball, football, floor hockey and many other physically active games and sports.

**TEAM SPORTS****Grades 9 - 12  
1 Semester**

Team Sports is not a skill learning class but a skill enhancing and conditioning class. We will focus on aerobic exercise through sport.

Aerobic exercise is physical exercise that intends to improve the efficiency of the cardiovascular system in absorbing and transporting oxygen. Aerobic means "with oxygen", and refers to the use of oxygen in the body's metabolic or energy-generating process. Many types of exercise are aerobic, and by definition are performed at moderate levels of intensity for extended periods of time.

The sports will/may include:

Basketball / Soccer / Hockey / Volleyball / Flag Football / Softball / Tennis / Frisbee / Handball / Speed ball / Badminton / Table Tennis

**STRENGTH AND CONDITIONING****Grades 9 - 12  
1 Semester**

This class is a strength-training program for athletes who compete in several sports. The program consists of the Core Lifts, Auxiliary Lifts, Flexibility, Speed, Plyometrics, Agility and more.



## SCIENCE

As senior high school instructors, we realize that at this point the educational careers of students begin to be directed toward the roles they will assume as adults. Therefore, it is important for us to provide both a scientific introduction for all students and some degree of specialization for those whose interests already lie in scientific areas. This dichotomy is handled through the offering of various levels of scientific investigation.

To aid us in accomplishing our goal of helping students realize their potential in scientific study we have organized the following departmental objectives:

- to offer each student the opportunity to gain an understanding and appreciation for the science which affects his/her life as an informed citizen and voter,
- to offer students the opportunity to develop habits of critical thinking that are characteristic of the methods used by scientists,
- to offer students the opportunity to develop knowledge and skill in laboratory techniques.

It is through the meeting of these objectives that we will prepare students for their future places in an adult community. Three years of science credit are required for graduation. Four years of science credit are recommended for college preparation, including both Chemistry and Physics.

### COURSE OFFERINGS

<b>PHYSICAL SCIENCE</b>	<b>Grade 9 Yearlong</b>
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This blended course examines two branches of science: Chemistry and Physics. It explores both matter and energy. In addition this course helps students understand the relationship between Science, Technology, Engineering, & Mathematics.

<b>EARTH &amp; SPACE SCIENCE</b>	<b>Grades 9-10 Yearlong</b>
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Earth and Space Science focuses on the structure and development of the Earth and its environment over time including the formation of the universe and Earth's place in space. The course explores the interconnections between the land, ocean, atmosphere, and life of our planet. These include the cycles of water, carbon, rock, and other materials that continuously shape, influence, and sustain Earth and its inhabitants.

<b>LIFE SCIENCE</b>	<b>Grades 10-12 Yearlong</b>
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This course is designed to introduce students to the essential principles of biology, or the study of life. We will be learning about the structure of living organisms, how those organisms use energy and maintain homeostasis, and how populations will change over time as their environment changes. We will also practice the skills necessary for a future career in science or any field, such as following procedures, reading graphs, interpreting data, and reading analytically.

**PHYSICS****Grades 10-12  
Yearlong**

This course is designed to introduce students to the essential principles of physics, including motion and energy, energy transformations, Newton's Laws, linear and projectile motion, mechanical and electromagnetic waves, and circuits and electricity. We will also practice the skills necessary for a future career in science or any field, such as following procedures, reading graphs, interpreting data, and reading analytically.

**FORENSIC SCIENCE****Grades 11-12  
Semester**

This course is the overview of modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Modern-day forensic science practices have come into being thanks to the contribution of science and legal professions seeking ways to study crime scenes and criminal activities in an effort to stop crime. Of particular interest in this course are the various applications of medicine in the field of forensic science. This course identifies science concepts and critical thinking in the area of forensic science. Following the presentation of the concepts, students are encouraged to conduct online research exploring examples and applying the concepts just learned. Links to case studies and interactive learning tools are supplied along with high-quality research sites. Projects are assigned throughout the course that allow students to actively apply the information just learned. These projects include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. Secondary school students who complete this course will have gained an awareness of the diversity of careers available in the forensic field. In addition, attention is drawn to many similar careers in medicine and computer science. Included in this overview of careers is the consideration of job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries. Students who take this class will become equipped to make more informed career choices in regard to the forensic and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work.

## SOCIAL STUDIES

The Social Studies Department is primarily concerned with building an informed citizenry capable of dealing with the problems of modern society. Students will be aided toward an understanding of American ideals, a development of loyalty and the sense of responsible action necessary to participate effectively in democratic society.

In pursuit of these goals, the department hopes the individual student will:

- develop critical and analytical thinking skills,
- improve communications verbally, in writing, and by performance,
- understand the goals of a democratic society and civic competence,
- learn the distinctive elements of our Western civilization,
- experience the dimensions of today's world through collaborative problem solving,
- establish a methodology which stresses rational inquiry and good scholarship for life-long learning through traditional research, electronic research and use of available technology, and classroom dialog.

The Social Studies Department urges all students to carefully select elective courses from the Social Studies offerings so as to gain a better understanding of today's society and a more meaningful preparation for learning and careers.

### COURSE OFFERINGS

<b>U.S. HISTORY AND GEOGRAPHY</b>
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<b>Grade 9 Yearlong</b>
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The course will examine a detailed history of The United States using primary and secondary documents. The class will start in the 1800's and travel to today's relevant topics. Students will study in detail geography, technology, people and government. The class will see how the country has changed throughout time and how events from the past have shaped this country to make it what it is today.

<b>CIVICS AND ECONOMICS</b>
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<b>Grade 10 Yearlong</b>
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Civics examines in detail the history of the United States Government as well as the rights of American citizens. Students will learn about the balances of power, the structure of our government and political system as well as compare the U.S. government to other governments around the world.

The Economics course introduces students to consumerism, production, demand, and different markets. Students will compare the U.S. system with others around the world.

<b>WORLD HISTORY AND GEOGRAPHY</b>
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<b>Grades 11-12 Yearlong</b>
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The class will examine a detailed history of the world using primary and secondary documents. The class will start with learning about what a civilization is. The class will examine where humans came from and how they changed over years in time.

<b>CURRENT EVENTS</b>	<b>Grades 10-12 Semester</b>
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This course is designed to allow cadets the opportunity to not only stay current on the events that take place in and around their own neighborhoods but to stay abreast of the daily occurrences of the nation and world. As a globally connected society, especially through social networking it is increasingly important that cadets know what is going on, and how to take proper and immediate action as a citizen of the world.

- Character Education
- Respect and Responsibility
- Integrity and Initiative
- Service and Sacrifice
- Leadership

The main objective of this course is to enhance the pro-social behaviors of students in order to form a positive school community and responsible, caring, and contributing citizens for the world. This course focuses on being conscious of a diverse and dynamic society, and establishing characteristics to work with others to promote social change. Students will use literature, media (global and local news), film, and form personal compositions to develop knowledge and actively demonstrate the Seven Pillars of Character Education: Respect, Responsibility, Integrity, Initiative, Service, Sacrifice, and Leadership. Through diverse learning activities, including projects, discussions, collaborative assignments, and independent practice, students will learn how to improve their ethical decision – making skills and become moral agents of society.

# COLLEGE AND CAREER READINESS

## COURSE OFFERINGS

<b>READING AND WRITING STRATEGIES FOR STANDARDIZED TESTS</b>
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<b>Grades 10-12 Semester</b>
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Students taking this course will learn a variety of test-taking strategies, writing and reading skills, and proper preparation to help them achieve not only entrance into a college of their choosing but possible scholarship opportunities. There will be a strong focus on reading stamina, vocabulary in context, citing references, and argumentative writing using evidence to support the claim.

<b>MATHEMATICAL STRATEGIES FOR STANDARDIZED TESTS</b>
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<b>Grades 10-12 Semester</b>
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The course is designed to familiarize our students with the tests required for admission by many universities. Well-prepared students are more likely to score higher on the ACT/SAT, which may increase their chances of receiving scholarships and enable them to have more options when selecting a college. Students will learn test-taking strategies, review vocabulary in context, math, and take practice tests and discover ways to reduce test anxiety.

<b>COLLEGE AND CAREER READINESS</b>
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<b>Grades 10-12 Semester</b>
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During the course of the year, seniors in this class will begin the process of choosing their next pathway. Students will be filing for parchment, applying for financial aid and scholarships/grants, and researching academic and career pathways based on their family, financial, and personal needs. It is DPSA's goal to have 100% placement of all seniors in a secondary pathway whether that is a college, university, vocational school or job training program.

## PERFORMING ARTS

### COURSE OFFERINGS

<b>ART HISTORY</b>	<b>Grades 9-12 Semester</b>
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Students will develop knowledge of the history and theory of art and the relationship between artist, artwork, and society, including researching and critiquing periods, styles, and works of art from early civilizations through modern and contemporary art. Additionally, students will complete extended, focused projects that will challenge their research, writing, and analysis skills.

<b>MEDIA STUDIES</b>	<b>Grades 9-12 Semester</b>
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This course is part of a worldwide educational movement called media literacy. The goal of the media literacy movement is to educate people about how the media impacts both individuals and society. Students will examine media such as magazines, the Internet, video games, and movies. They'll learn the kinds of strategies that advertisers use to persuade people to buy products. They'll also explore how news broadcasters choose which stories to air. Lessons and projects encourage students to examine ways in which media helps shape our culture and the ways in which our culture shapes the media. While many media literacy courses focus upon learning how to make media, this one will focus exclusively on analyzing the media.

<b>MUSIC APPRECIATION</b>	<b>Grades 9-12 Semester</b>
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Students will build a strong foundation of knowledge focused on basic musical elements and the development and growth of classical music, and will acquire a greater appreciation of music. Additionally, students will examine music in the world around them and discover how they experience music. They'll be introduced to the basic elements and sounds of music and instruments, learn the names and backgrounds of several famous musical composers, and learn how and where classical music began, how it developed over the centuries, and the ways in which music and culture affect each other. Lastly, students will examine the ways modern music has been influenced by classical music.

<b>MUSIC THEORY</b>	<b>Grades 9-12 Semester</b>
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Students will explore the nature of music, integrating the key concepts of rhythm and meter, written music notation, the structure of various scale types, interval qualities, melody and harmony, the building of chords, and transposition. Throughout the series of assignments, ear training exercises are interspersed with the bones of composition technique, building in students the ability not only to hear and appreciate music, but step-by-step, to create it in written form as well. This highly interactive course culminates in the students producing original compositions, which while based on standard notation, demonstrate facets of personal

expression. As the students' ability to perform increases in the future, they will better understand music and therefore better demonstrate its intrinsic communication of emotion and ideas.

<b>THEATER, CINEMA &amp; FILM PRODUCTION 1A &amp; 1B</b>	<b>Grades 9-12 Semester</b>
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1A - Lights! Camera! Action! Theater and cinema are both forms of art that tell a story. Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. Explore the different genres of both and how to develop the script for stage and film. Then dive into how to bring the script to life with acting and directing. If you have a passion for the art of film and stage, let's bring your creativity to life!

1B - Whether you're a performer, critic, or fan, you'll pull back the curtain to dive deeper into the making of movies and theater performances. Explore multiple facets of the production process from both theater and film. Gain insights from industry leaders along the way and learn to think critically about different aspects to develop your unit-by-unit blog. You'll fully understand how high-quality entertainment and art are crafted for the theater and the silver screen.

## WORLD LANGUAGES

Students who enroll in world language classes will attempt to acquire communicative skills that will enable them to become world-class citizens. Our world language instruction is based on skills acquisitions in the communicative areas of reading, writing, listening, and speaking. The curriculum has been designed to reach the various learning styles and abilities of students who demonstrate a disciplined approach to their studies. The study of world language enables students to develop critical thinking skills and language analysis skills. The immediate goal of our four-year high school world language program in French and Spanish is preparation for world language instruction at the university level.

Research says students who learn a second language benefit in practical ways. They are better able to communicate with native speakers in this country and in other nations; they have a better understanding of other cultures; and they are better prepared for potential careers. Moreover, students' learning skills in general are enhanced through world language study.

### COURSE OFFERINGS

<b>FRENCH I</b>	<b>Grades 10 - 12 Yearlong</b>
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French introduces the student to the language, history, and culture of the French world. The student learns the sound system, basic language patterns, and a communicative vocabulary. Students gain foundational communicative skills to discuss topics including leisure activities, school schedules, describing characteristics, family, shopping, the city, household chores, and sports.

<b>FRENCH II</b>	<b>Grades 10 - 12 Yearlong</b>
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Prerequisite: French 1

French II is a high school foreign language course that builds on and reviews skills and concepts taught in French I through further exposure to communication, cultures, connections, comparisons, and communities. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing, and cultural competency. In addition to the default course program, French II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs. This course gives students practice using the mechanics of the French language, acquaints them with the cultural differences of francophone countries, and helps them gain a keen awareness of their own culture.

<b>SPANISH I</b>	<b>Grades 10 - 12 Yearlong</b>
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Spanish I introduces the student to the language, history, and culture of the Hispanic world. The student learns the sound system, basic language patterns, and a communicative vocabulary. Students gain foundational



communicative skills to discuss topics including leisure activities, school schedules, describing characteristics, family, shopping, the city, household chores, and sports.

<b>SPANISH II</b>	<b>Grades 10 - 12 Yearlong</b>
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Prerequisite: Spanish 1

This course reinforces the skills acquired in Spanish I and enables students to further develop their knowledge and understanding of the Spanish language, its people and their respective cultures. Although active communicative skills will continue to be refined, an increased emphasis is placed on writing and reading in the target language at this level. Students will be able to discuss travel arrangements, vacation plans, health, daily routine, making purchases, and legends. Narrative expression in the present, present progressive, and the two past tenses will be developed. Students will be required to participate in both rehearsed and impromptu dialogues in class.

## ONLINE ELECTIVES

### COURSE OFFERINGS

<b>CRIMINOLOGY</b>	<b>Grades 9 - 12 Yearlong</b>
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Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. The mental state of a criminal can be affected by many different aspects of life: psychological, biological, sociological, all of which have different perspectives and influences. Investigate not only how these variables affect the criminal mind but also how crimes are investigated and handled in the criminal justice system.

<b>CAREERS IN CRIMINAL JUSTICE 1A &amp; 1B</b>	<b>Grades 9 - 12 Yearlong</b>
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1A - Have you ever wondered what steps take place as people as they move through the court system? The criminal justice system is a very complex field that requires dedicated people willing to pursue equal justice for all. Explore different career choices and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order.

1B - Careers in criminal justice can be found at local, county, state, and federal levels, and even in the private sector. Explore some of the various occupations in this field, while simultaneously learning how they interact with each other and other first responders. Discover various interviewing techniques to uncover the truth. Understand the importance of making ethical decisions, and how you need to keep your sense of right and wrong in check to be successful in this field.

<b>CYBERSECURITY 1A &amp; 1B</b>	<b>Grades 9 - 12 Yearlong</b>
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1A - We depend more on the technologies we interact with every day; and we put more and more of our personal data out there online. Can all of that data really be kept “secret”? Learn about the various parts of your computer, how they work together, and how you can manipulate them to keep your data safe. Dive into the tools, technologies, and methods that will help protect you from an attack and discover the many opportunities in the rapidly growing field of cybersecurity.

1B - Unmask the cybersecurity threats around you by understanding hackers and identifying weaknesses in your online behavior. Learn to avoid the various types of cyberattacks, including those to your social media accounts, and to predict the potential legal consequences of sharing or accessing information that you do not have rights to. Dig into these crimes in depth by taking a look at cyber forensics and other cybersecurity careers. Cybersecurity will play an increasingly larger role in our personal and professional lives in the years to come.

**EMERGENCY MEDICAL RESPONDER  
1A & 1B**

**Grades 9 - 12  
Yearlong**

1A - Have you ever wondered what happens after making a 911 call? Get a realistic look into the day-to-day, fast-paced life of an EMR and how their roles and responsibilities fit into the larger picture with Emergency Medical Services. Discover how to conduct a patient assessment when you arrive on a scene and assess and treat various medical emergencies. If you've ever dreamt of being on the front lines, providing quality care to save someone's life, then explore the exciting career as an Emergency Medical Responder.

1B - Being an emergency medical responder is dynamic and challenging. EMRs are first responders who are prepared for action! Explore how to care for diverse patients and in unique and even difficult situations. From advanced trauma to childbirth, from mass casualties to special conditions. EMRs are trained to care for, treat, move, and transport patients in various situations and play a vital role as part of an EMS response team.

**SOCIAL MEDIA: OUR CONNECTED WORLD**

**Grades 9 - 12  
Yearlong**

Have you ever met someone who thought social media was nothing more than people sharing cute photos and memes with their friends? We all have—but we know better! In reality, social media has grown into one of the most impactful elements of 21st-century life. Although Facebook may be the best-known social media network, it doesn't define the field. Social media is an ever-growing technology that has evolved into a means for personal and professional communication; it has grown to encompass several solid platforms and tools, each of which gets millions of daily visitors. Social media is everywhere in our lives today and has changed our habits and ways of communicating.

## **SPECIAL EDUCATION**

### **TEAM TAUGHT GENERAL EDUCATION CLASSES**

General education classes are coordinated with a special education teacher in a team-taught environment. Generally, the classes which are team taught are offered in the core subject areas – English Language Arts and Math. Resource hours will be available periodically throughout the day to meet with special education students that are in need of more specialized assistance

# LEONA GROUP (TLG) SHARED ELECTIVES CONSORTIUM

## Participating Schools:

Academy for Business and Technology High School  
Cesar Chavez Academy High School  
Detroit Public Safety Academy  
Hope of Detroit Academy High School

Ninth through twelfth grade students enrolled in any of the four TLG member schools can take any education program offered by any of the participating high schools. Transportation is provided for all programs, unless otherwise noted in the program description, however some classes may be virtual or hybrid.

All programs, unless otherwise noted, are two-year programs intended to be started at the beginning of the junior year and completed during the senior year.

Some of the programs allow students to earn college credit through dual enrollment credit with Wayne County Community College. Other programs provide an advanced placement opportunity through College Board or a more robust elective option for partnering schools. Programs like Robotics, Youth Entrepreneurship and Band are often difficult to staff and our scale of economy could be used to provide competitive programming between our consortium.

Long term plans include offering vocational and career technical classes to provide a sophisticated technical training experience for students while they are still in high school. Upon graduation, the student may then directly enter the labor market or continue on for advanced training in the chosen career area. Toward this end, the vocational programs have adopted the curriculum developed by the State of Michigan which provides for training that has been identified as being necessary for each specific occupational area.

## TLG COURSE OFFERINGS BY SCHOOL

### ACADEMY FOR BUSINESS AND TECHNOLOGY HIGH SCHOOL

<b>ENTREPRENEURSHIP A &amp; B</b>	<b>Grades 11-12 Semester</b>
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How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course.

**CESAR CHAVEZ ACADEMY HIGH SCHOOL**

**AP HUMAN GEOGRAPHY**

**Grades 11-12  
Yearlong**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

**AP ENVIRONMENTAL SCIENCE**

**Grades 11-12  
Yearlong**

This course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. To accomplish this goal, the AP Environmental Science Course and Exam Description defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement.

**DETROIT PUBLIC SAFETY ACADEMY**

**DUAL ENROLLMENT WITH WAYNE COUNTY COMMUNITY COLLEGE DISTRICT,  
MICHIGAN INSTITUTE FOR PUBLIC SAFETY EDUCATION (MIPSE)**

*\*students earn eligibility to take Michigan firefighter exams and EMT licensure exams*

<b>FIREFIGHTER I - FPT 110 AND FPT 115</b>	<b>Grades 11 Semester</b>
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**FPT 110**

Prerequisite: Program Admission

Co-requisites: FPT 115

This course is designed to provide a student with the knowledge necessary for entry level positions in fire departments. Topics include firefighter safety, personal protection equipment, hose operations, ladders, fire prevention, and others. Students who complete all course requirements will be eligible to take the State of Michigan FireFighter Training Council (MFFTC) written and practical examinations leading to certification as a FireFighter I. This course must be taken in conjunction with FPT 115.

**FPT 115**

Lab Prerequisite: Program Admission

Co-requisite: FPT 110

This course is designed to provide students with the psychomotor skill necessary for entry level positions in the fire department. Skills include hose operations, ladders, personal protective equipment, and others. Students who complete all course requirements will be eligible to take the State of Michigan FireFighter Training Council (MFFTC) written and practical examinations leading to certification as a Fire Fighter I. This course must be taken in conjunction with FPT 110.

<b>FIREFIGHTER II - FPT 120 AND FPT 125</b>	<b>Grades 11 Semester</b>
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**FPT 120**

Prerequisite: MFTTC FireFighter I Certification

Co-requisites: FPT 125

This course is designed to provide students with the additional knowledge necessary for entry level positions on fire departments. This course builds on the knowledge acquired in FPT 110. Topics include vehicle extrication and hazardous materials operations. Students who complete all the requirements will be eligible to take the State of Michigan FireFighter Training Council (MFFTC) Fire Fighter II written and practical examinations leading to certification as a FireFighter II. This course must be taken in conjunction with FPT 125.

**FPT 125**

Lab Prerequisite: MFTTC FireFighter I Certification

Co-requisites: FPT 120

This course is designed to provide students with the additional knowledge necessary for entry level positions in the fire department. This course builds on the knowledge acquired in FPT 115. Skills include vehicle extrication and hazardous materials operations. Students who complete all the requirements will be eligible to take the State of Michigan FireFighter Training Council (MFFTC) written and practical examinations leading to certification as a FireFighter II. This course must be taken in conjunction with FPT 120.

<b>BASIC EMT I and II - 114, 124 &amp; 126</b>	<b>Grades 12 Yearlong</b>
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### **EMT 114**

Prerequisite: Program Admission

Lectures and lab sessions of this course include current principles and techniques in EMS operations, medical/legal issues, anatomy and physiology, patient assessment, respiratory emergencies, oxygen therapy, airway management, cardiovascular disease, CPR, triage, patient handling. This is a State of Michigan approved course. If all comprehensive written and practical examinations and co-requisites are completed successfully the students are eligible to apply for licensure exams.

### **EMT 124**

Prerequisite: Program Admission

The lectures and lab sessions of this course include principles and techniques in communicable diseases, stress management in EMS, traumatic injuries, abdominal illness, shock, IV maintenance, diabetes, the Central nervous system, rescue, extrication, geriatric, obstetrical, gynecological, pediatrics, environmental emergencies and hazardous materials behavioral emergencies, poisons, and substance abuse. This is a State of Michigan approved course. If all comprehensive written and practical examinations and co-requisites are passed successfully the students are eligible to apply for licensure exams.

### **EMT 126**

Prerequisite: Program Admission

This course is designed to provide Hospital and EMS experience to EMT Basic students to learn the psychomotor, affective and apply cognitive skills needed for entry level work as an Emergency Medical Technician Basic. These include but are not limited to Patient Assessment, Spinal Immobilization, Bleeding Control, and Donning and doffing of PPE's. This is a State of Michigan approved course. If all comprehensive written and practical examinations and co-requisites are completed successfully the students are eligible to apply for licensure exams. Students are required to complete an orientation session prior to attending the clinical experience

## HOPE OF DETROIT ACADEMY HIGH SCHOOL

### **INTRODUCTIONS TO ROBOTICS A & B**

**Grades 11-12  
Semester**

The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the task oriented atmosphere where they are building and programming robotic systems in both a virtual world and real world. Students will work hands-on in teams to design, build, program, troubleshoot and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robotic systems will often be built and programmed to complete various tasks developed by the robotics instructional team.

### **ENTREPRENEURSHIP A & B**

**Grades 11-12  
Semester**

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course.

### **BAND A & B**

**Grades 9-12  
Semester**

This course meets for the entire school year, it is open to 9-12 grade wind and percussion players. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a varied repertoire of developmentally appropriate concert band literature, technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There are periodic classroom assessments to monitor student progress. Time outside of the school day is scheduled for performances. A number of public performances at formal concerts and/or band contests serve as a culmination of daily classroom instruction and musical goals. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Practicing at home is expected and will vary with the individual