

Morrice High School Curriculum Guide

And

Course Descriptions

2014-2015



MORRICE AREA SCHOOLS

CURRICULUM GUIDE AND COURSE DESCRIPTIONS

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Our Curriculum

We have developed this *Curriculum Guide* so that parents and students will be better able to select appropriate classes.

Morrice High School graduation requirements are based on the State of Michigan graduation requirements. Our classes cover a range of interests and skill areas. We have a variety of additional course offerings outside of those taught in a traditional manner that allow students to access a comprehensive high school education.

As students plan their courses, take time to consider their interests, abilities, and the demand for their career choice. They are encouraged to consider continuing their education at business or trade schools, community colleges and universities.

All students will be directed by the guidance counselor and/or principal in their course selection process. This direction will take into consideration both the Michigan Merit Curriculum (MMC) and the Morrice Board of Education graduation requirements. Our purpose is to prepare all students for the many post-secondary options available. In addition, coursework should help in preparing for the student's career choice. In some cases it may not be possible to arrange the schedule every semester to coincide with a given plan. Students, parents, and appropriate school faculty should be prepared to discuss student schedules and make adjustments when necessary.

Parents are encouraged to call or visit the school to meet with staff members to discuss their child's course selection and the high school curriculum.

TESTING

The guidance counselor coordinates all testing in grades 7-12, and will meet with any student or parent to discuss the results of any test. Morrice participates in the following tests:

Grade	Fall	Spring
7	MEAP	
8	MEAP	EXPLORE
9	MEAP	EXPLORE
10		PLAN
11		MME
12		COMPASS

MEAP – Michigan Education Assessment Program

EXPLORE – 8th or 9th grade version of the ACT

PLAN – 10th grade version of the ACT

MME – ACT plus Writing, WorkKeys, MME

COMPASS – College placement exam produced by ACT

2013 – 2014 Testing Dates		
Test	Grades	Date
MEAP Reading	3 - 8	October 8 th , 9 th
MEAP Writing	4 & 7	October 10 th , 16 th
MEAP Math	3 - 8	October 15 th
MEAP Science	5 & 8	October 16 th
MEAP Social Studies	6 & 9	October 16 th
MME: ACT	11	March 4 th
MME: Work Keys	11	March 5 th
MME: Math, Science, Social Studies	11	March 6 th
ACT PLAN	10	March 4 th
ACT EXPLORE	8 & 9	March 4 th

*The testing schedule for the 2014-2015 school-year is not yet determined.

Grading Procedures

The grading system for grades seven through twelve is based on the following grading scale:

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	NC
Percentage	100+	100-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0		
Points	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0

All courses will be based on a 4.0 scale except Advanced Placement (AP) classes. Students who pass the course will receive a weighted grade point (5.0 scale) for the course when determining GPA. For example, an “A” would be worth a 5.00, an “A-“ would be worth 4.67, etc. A grade of “F” will remain a grade of “F” (0.0).

A teacher may give an incomplete grade (I) if work has not been completed in a marking period. If a student received an "I", the "I" must be removed and a letter grade added within two weeks of return to school or the "I" will be changed to an "F." It is the responsibility of the student to contact the teacher regarding make-up work. In extenuating circumstances the principal may make extensions.

How a class grade is calculated is determined by teacher preference. Teachers use either a weighted scale or a total point scale. Semester grades will be based on the student’s two quarter grades and then the semester exam. Typically the breakdown is 40% quarter A, 40% quarter B, 20% semester exam (40/40/20). Please see the teacher’s syllabus for what style they use for the class.

Weighted vs. Points Scale

Different teachers may use different methods of calculating students’

final grades. The two most frequently used methods are either an average of Total Points or a Weighted Average.

In the Total Points method, every assignment a student is assigned is given a point value, and the student earns a number of these points for each assignment. At the end of the term, a student's grade is determined by the percentage of total points that student has earned out of the total number of points possible.

In the Weighted Average method, each different type of assignment is "weighted" to make up a certain portion of the student's final grade. For example, if a teacher weights tests at 80% and homework at 20%, then out of a total score of 100, tests would make up 80% of the grade. If a student under this weighting system earned a perfect score on every homework assignment but had a test average of 75%, his/her final grade would be an 80% (60 from Tests and 20 from homework).

$$\begin{array}{l} \underline{\text{Tests}} \\ (75\% \times 80) \end{array} + \begin{array}{l} \underline{\text{Homework}} \\ (100\% \times 20) \end{array} = 80\% \text{ weighted course grade}$$

Students should refer to the class syllabus from each of their class to determine the method by which each class's final grade is calculated. For further questions, please contact your teacher.

Report Cards and Progress Reports

Students will receive report cards approximately every nine weeks (terms). However, the only grades that will appear on the permanent transcripts are the ones earned at the end of each semester (a semester equals two terms). Students/parents will receive a Credit Review at the end of their Junior (11th grade) year and mid-Senior (12th grade) year to keep parents and students informed of progress toward graduation.

Every effort will be made by the teaching staff to contact parents when students are failing. This may be done by phone, email or mail. PowerSchool Parent Portal is available for parents and students to check

grades online at any time. Checking PowerSchool and contacting teachers will help prevent probable failures, a decline in performance, students not working up to his/her ability, and excessive absences or tardies. Students who do not receive a failure warning may still fail a class if work is insufficient or inferior. For questions regarding grades, please contact the classroom teacher.

Final Exams and Cumulative Exams

All students in grades seven through twelve will take cumulative assessments at the end of each semester. Nine week cumulative exams are suggested, but are a teacher option based on the needs of the students, specific course and the teacher assigned. In some cases it may be necessary to give two nine-week exams that equal one semester exam. Semester exams may contain projects, laboratory experiments, papers, or any other assessment deemed necessary to assess the student's knowledge of the course curriculum. Semester exams may also be broken into multiple days when applicable. A semester exam will not be worth more than 20% of a student's calculated semester grade.

Taking cumulative exams is an important process in preparing students for their future educational plans. No exam exemptions will be allowed for students in grades 7 – 11. Exam exemptions will only be for second semester seniors based on the following requirements which will be determined the day of the semester exam:

1. An 87% average in marking period grades;
2. Has been absent from class no more than two (2) times in the semester (school sponsored activities are not counted in the absences). Both In-School Suspension (ISS) and Out-of-School Suspension (OSS) days count as absences for exam exemption purposes.
3. Has not accumulated more than two (2) unexcused tardies in that class.
4. Students that are exempt from exams must complete the final exam review. Preparing for final exams is a necessary skill for college or university courses.

5. If a student meets the criteria for semester exam exemption, they must have their parent / guardian sign a pre-arranged absence form.
6. Students meet the requirements listed above will still be required to take exams for classes that they are in attendance for during exam days. If the student gives best effort on these exams they will not count against the grade and will only be counted if it helps the student overall grade.

Grade Classification and Promotion/Retention

The minimum units of academic credit for grade classifications are listed below. Grade classification for each student will be determined at the beginning of the school year and remain in effect throughout that school year.

- 9th - 0 to 5.9 units of credit
- 10th – 6.0 to 11.9 units of credit
- 11th - 12.0 to 17.9 units of credit
- 12th – 18.0 or more units of credit

Students transferring to MHS from another district or who have been home schooled may be required to provide a syllabus for all courses for which they wish to earn credit so that comparisons can be made with MHS courses. If no syllabus is available, or if a given course appears to be radically different from a high school level course, the affected student will be given the opportunity to take the final exam(s). The student must earn the same grades as those expected of MHS students exercising the “testing-out” policy.

Middle School Promotion

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. For 7th and 8th grade students, the correct grade placement is crucial in their academic, social, and emotional development. In making placement decisions, school personnel will consider many factors which contribute to or hinder a

student's long-term success and achievement in school. The factors and data listed below will be considered as input for retention or promotion:

1. School records and grades
2. Standardized test scores
3. Reading / Math level
4. Teacher observation
5. Consultants

Because parental support is so important to student success, both educators and parents will collaborate in placement decisions. Students and parents have access to weekly grade updates via PowerSchool which is a web-based grading program. Students and parents are encouraged to check grades, assignments, and upcoming events on this portal. Every effort will be made to intervene as soon as possible to prevent grade retention. These interventions may include:

1. Having students complete late homework, quizzes, tests, as early as the end of 1st quarter
2. Pay for and take credit recovery units to assist in passing current classes
3. Pay for and attend summer school classes
4. Pay for and attend a credit recovery, or online class to earn credit

7th and 8th grade students in danger of grade retention will be evaluated by a committee of student, parents, administration, consultants and teachers. An intervention plan will be formulated by the committee. Students failing to complete the plan are subject to retention.

Class Ranking

Class ranking will be determined after the first semester of the senior year. Students whose names are published as being in the top ten or are

considered for other school-based academic honors must have attended MHS for the last four consecutive semesters and are classified as a diploma bound student. A staff committee selected by the principal will review special circumstances. Students designated as being in the top ten must have at least a 3.5 cumulative grade point average.

Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level. Homework should be viewed as the practice that prepares the student for assessment. As assessments become more of the final grade it is important that students make every attempt to complete assigned homework. When students struggle the first strategy that will be looked at is homework completion.

Class Participation

Students are expected to participate in all class activities. Failure to participate and abide by reasonable expectations will be considered insubordination, and will be processed according to the student code of conduct. Students and parents will receive immediate notification if a student fails to participate in class.

Failure to participate in PE courses on a sports practice day will result in ineligibility to practice. If a student fails to participate on a game day, parents will receive immediate notification and the violation will result in ineligibility for the next competition. Consistent non-participation may result in ineligibility for further participation in the activity (includes all extra-curricular activities).

Student Scheduling

Students will have access to a web-based program to register and choose their classes for the following year. During this time the counselor, teachers and principal will be available by phone, email, or in person to help students make course selections. Additionally, the counselor will hold grade level meetings to help students make the appropriate requests. As soon as the Master Schedule is complete, individual schedules will be entered into PowerSchool and will be available for viewing. In late summer a designated day and time will be allotted for each grade level to have the opportunity to review and make changes to their schedules. All schedule changes will be completed within the first two weeks of school. After two weeks, all schedule changes will be made based on the fulfillment of graduation requirements.

The scheduling process and development of the Master Schedule is a difficult process with many inputs. Every effort will be made to keep students in the standard progression of course sequence.

Retaking a Course

Students who did not receive credit for a class may retake the course for credit. Students may not retake a course in which they have received credit with the intent of raising their GPA or filling their schedule.

Middle School Students Taking High School Classes

Middle school students may take high school courses with the approval of the parent, counselor **and** principal. A middle school student who passes a high school course will not earn a credit toward graduation, but will receive credit toward the fulfillment of subject area for the MMC and course sequence requirements.

Dual Enrollment

The Michigan State Department of Education has established the Postsecondary Options Act of 1996 to enable high school students to “participate in programs offered by a state university, community college, or independent nonprofit degree-granting college or university that is located in this state” while also enrolled in their high school program.

Dual enrollment classes take the place of regularly offered classes and can only equal the number of classes offered during the school day. Because dual enrollments involve cooperation with another school (a post-secondary school/college), students interested in dual enrollment must arrange for these classes before the beginning of the semester in which they are intended to be taken. Students must be admitted to the college at which they wish to take classes.

A student who is enrolled in at least one high school class and who meets the following requirements would be able to participate under the provisions of the bill:

1. Students must have successfully completed the requirements for an endorsed diploma in all subject areas of the appropriate High School Merit Exam.
2. Seniors must have met the requirements for an endorsed diploma in one or more subjects of the high school Merit exam
3. Eligible dual enrollment courses would be in the subject areas passed by the students or courses not offered by Morrice Area Schools. Courses must be approved by the principal.

Eligible courses for dual enrollment include:

1. A course not offered by the school
2. A course is offered but is unavailable to the student because of a scheduling conflict beyond the student’s control

Courses not eligible for dual enrollment are:

1. A course could not be in the subject area of hobby craft, recreation, physical education, theology, divinity, or religious education
2. An academic course not ordinarily taken as an activity course
3. A course that the Postsecondary institution normally applies toward satisfaction of degree requirements.

Eligible tuition and fees shall be made available to students in accordance with the formula provided by the state. For further information, discuss dual enrollment with the counselor.

Credit for Alternative Courses and Programs

Distance Learning Courses, Including Virtual or Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The student has not previously gained the credits provided from the completion of the online course.
2. The online course is capable of generating academic credit.
3. The course is consistent with the remaining graduation requirements and/or career interests of the student.
4. The student possesses the prerequisite knowledge and skills to be successful in the online course and has not failed in previous online coursework in the same subject area.
5. The online course is of sufficient quality and rigor.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. Enrolling in an online course requires a dedicated self paced student. Lack of performance in an online class may jeopardize future online opportunities.

Exchange Programs

An exchange student will be granted a diploma if he or she completes the criteria for graduation established by the State of Michigan and the School Board. The board may grant a certificate of attendance to exchange students.

District students will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the building principal. International study course work not meeting district requirements may be placed in the student's permanent record and recorded as an international study experience.

Summer School and Credit Recovery

It may be necessary for a student to enroll in summer courses or credit recovery during their high school career. MHS currently offers credit recovery programs during both the school year and during summer school. There is a fee that is associated with these programs because of the cost associated with the employment of a licensed teacher outside the normal work schedule. Student are allowed to take Credit recovery and summer school courses and credit will be granted for courses given outside the school day based on the following criteria:

1. Course is taken at an accredited institution
2. Course is approved by building principal before enrolling
3. Student is responsible for any fees and transportation
4. Student is responsible for having the institution submit the final grade and syllabus on time.
5. Student will only receive credit for course and will not be figured into GPA.

Adult Education Courses

A student who is lacking sufficient credit to graduate may be allowed to take one course in adult education of up to 1/2 credit per semester during his/her senior year. Adult education courses may not be used to supplant regular year courses or to accelerate a student for early graduation. Adult education courses may be used as credit recovery of courses failed at Morrice between school years or after 4th year of high school. All of these courses must be approved by the principal.

Homebound and Hospital Instruction

A student who is absent from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital.

For information on homebound or hospital instruction, contact the building principal.

Early Graduation

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the principal prior to the start of the student's seventh high school semester.

Early graduates must take full responsibility to make arrangements with the high school office for anything pertaining to the graduation ceremony (i.e., announcements, cap and gown rental, graduation practices).

Any student enrolled in an off-campus course to fulfill graduation requirements must show documentation of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in denial of the early graduation petition.

The student and a parent will schedule a conference with the principal and the counselor before the start of the student's seventh semester. At the conference the student should be prepared to justify his/her request to graduate early.

Graduation Requirements

To graduate from high school with a high school diploma, each student must:

1. Complete all District graduation requirements.
2. Successfully complete all of the following credit requirements of the Michigan Merit Standard, which includes:
 - a) At least 4 credits in English language arts that are aligned with state subject area content expectations.
 - b) At least 3 credits in science that are aligned with state subject area content expectations, including completion of at least biology and either chemistry or physics.
 - c) At least 4 credits in mathematics that are aligned with state subject area content expectations, including completion of at least algebra I, geometry, and algebra II, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a course in financial literacy or approved CTE courses. Each student must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.
 - d) At least 3 credits in social science that are aligned with state subject area content expectations, including completion of at least 1 credit in United States history and geography, 1 credit in world history and geography, 1/2 credit in economics, and a civics course.

- e) At least 1 credit in subject matter that includes both health and physical education aligned with state guidelines.
 - f) At least 1 credit in visual arts, performing arts, or applied arts aligned with state guidelines.
 - g) At least 2 credits in a language other than English, based on state guidelines. (Class of 2016 and later)
3. To graduate from Morrice Area High School, each student is required to have completed eight semesters in the high school. In addition, students must have earned the specified number of credits and meet the course requirements as designated by the Board of Education.

Course	Credits needed
English	
<i>English 9</i>	<i>1</i>
<i>English 10</i>	<i>1</i>
<i>English 11</i>	<i>1</i>
<i>English 12</i>	<i>1</i>
Science	
<i>Biology</i>	<i>1</i>
<i>Chemistry or Physics</i>	<i>1</i>
<i>Other:</i>	<i>1</i>
Mathematics	
<i>Algebra I</i>	<i>1</i>
<i>Algebra II</i>	<i>1 or ½ with PC</i>
<i>Geometry</i>	<i>1</i>
<i>4th year Math:</i>	<i>1</i>
Social Studies	
<i>U.S. History</i>	<i>1</i>
<i>Government/Economics</i>	<i>1</i>
<i>World History</i>	<i>1</i>

Health/Physical Education	1
Computers (BMA)	1
Consumer Education/Personal Finance	1/2
Foreign Language, Fine Arts, and/or Vocational Education	1 <i>2 credits of foreign language is required for students graduating 2016 and later.</i>
MMC Credits	17
General Credits beyond MMC	8
Total Credits for Graduation	25

4. Students who transfer from another school district in grades 9-11 must meet Morrice graduation requirements. Seniors who transfer in must have a minimum of 22 credits and carry a full schedule of credits adjusted to reflect their years outside of Morrice. Students must be in attendance for at least one semester and meet the requirements of their graduating class to graduate from Morrice High School.

Personal Curriculums

A personal curriculum may be requested for the student that modifies certain portions of the Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then a high school diploma may be awarded to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the following apply to a personal curriculum:

- A. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school and shall provide a method to evaluate whether the student achieved these

goals; and shall be aligned with the student's educational development plan.

- B. Before it takes effect, the personal curriculum must be agreed to by the student's parent/legal guardian and by the superintendent or his/her designee.
- C. The student's parent/legal guardian shall be in communication with each of the student's teachers at least once each calendar quarter to monitor the student's progress toward the goals contained in the student's personal curriculum.
- D. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- E. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum under this subsection.
- F. The mathematics credit requirements may be modified as part of a personal curriculum only after the student has completed, without necessarily having attained a passing grade in, at least 1-1/2 credits of the mathematics credits required and only if the student successfully completes at least 3-1/2 total credits of the mathematics credits before completing high school. The algebra II credit requirement may be modified as part of a personal curriculum only if the student has shown significant difficulty in mathematics courses. Algebra II may be reduced to 1/2 credit if personal curriculum is approved.
- G. The social science, health and physical education, visual arts, performing arts, or applied arts credit requirements may be modified as part of a personal curriculum only if the modification requires the student to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English for each modification.

H. If the parent/legal guardian requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the student is a child with a disability, the school district may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program.

State Testing

During the year students will take standardized tests to help measure current academic progression and level of content mastery. As a school district we use these results to help build programs that are targeted towards student achievement levels. 7th – 9th grade students will take the MEAP exam in the fall. In the spring, 8th and 9th grade will take the EXPLORE, 10th grade the PLAN, 11th grade students the MME or Michigan Merit Exam, and seniors will take two college placement tests.

In order for a student to graduate from MHS with a diploma, they must take and give their best effort on the Michigan Merit Exam. This exam is given to students their junior year and contains the ACT college entrance exam. It is essential that all students are present, on time, and put forth their best effort toward these assessments. Students who are late to school on test dates will not be admitted into the tests. Students who are disruptive during the tests will face school discipline, legal consequences and will risk their eligibility to receive a Morrice High School diploma.

Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials, including number 2 pencils;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

Testing Out

High school credit towards the Michigan Merit Curriculum (MMC) shall be granted in any course to a student enrolled in high school, but not enrolled in the course, who exhibits a reasonable level of mastery of the course's subject matter as outlined below:

1. The student will be granted high school credit by attaining a grade of not less than C+ (77%) in the final examination in the course.
 - a. A final examination is a comprehensive examination, which addresses all components of the course curriculum and is aligned to Michigan High School Content Expectations (HSCE) for that course.
 - b. A non-comprehensive examination that is offered during the time set aside for final examinations is not considered a "final examination" for purposes of obtaining credit through the testing process.

- c. No final examination will be created solely for the purpose of providing a student with an opportunity to test out of the course.
 - d. This assessment may include the final exam used in the course, which may consist of a portfolio, performance, paper, project, or presentation. Extra requirements beyond what is expected of students enrolled in the course may be needed to confidently assess content mastery.
2. The course teacher, department chairperson and principal will determine the assessment criteria to determine if the student has exhibited a reasonable level of mastery of the course's subject matter.
 3. Credit earned under this policy section shall be based on a "pass" grade and shall not be included in the computation of the student's grade point average for any purpose.
 4. Credit earned under this policy section will be used towards fulfillment of the Michigan Merit Curriculum (MMC) and specific class requirements set forth by the Morrice Areas School Board and will not count towards the fulfillment of 25 credits for graduation.
 5. Once credit is earned under this policy section, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area.
 6. All "testing out" examinations will be administered on the teacher work day of the new school year. Students are to report to the main office at 10:00 a.m. for testing.
 7. To participate in the "testing out" program, registration forms will be available in the main office and the counseling office. The forms are to be completed, including parent signature, and returned to the counselor by April 1st of each year. No requests will be taken after that date. Students who will be taking the examinations may pick up preparation materials on the last day of school, after school, from the counselor. In some cases the counselor will refer

the student to the teacher who is teaching the course for special instructions.

8. Students registering for the “testing out” program will pay \$10.00 cash deposit per test to ensure their appearance at the actual test. The deposits for those who do not appear will be given to the class treasuries of the involved students; deposits for those who do appear will be refunded.

End of Semester Requirements

Students must satisfy all responsibilities at the end of each semester. Those responsibilities include but are not limited to:

- 1. Return of all appropriate textbooks and materials**
- 2. Payment for lost books**
- 3. Book damage charges**
- 4. Return of all library books**
- 5. Payment of all library fines**
- 6. Payment of industrial arts and other project-cost charges**

Students may be assigned lunch detentions and other consequences until those responsibilities are met. To the extent allowable under law, no school records will be forwarded to another school district nor will additional textbooks be issued until all responsibilities are satisfied.

Awards

1. John Phillip Sousa - Awarded to a junior or senior who demonstrates superior musicianship, leadership, dependability, loyalty, and cooperation.
2. Senior Athletic Awards - are awarded to any senior who participates in at least one varsity sport during their senior year.
3. Scholarship Recognition Awards - The semesters considered for the award(s) begins with 7th grade. Any student who transfers into Morrice High School, and meets the criteria, is eligible after one year of classes here at Morrice.

A. Morrice High School gives out a letter, pin and certificate of recognition for students who have achieved a high grade point average over a long period of time. The awards will be given out as follows:

- 1) 1st Award: (Varsity letter w/Lamp of Knowledge, and a certificate of recognition) for any student who maintains a 3.5 grade point average or better for a minimum of four (4) semesters. The semesters need not be consecutive.
- 2) 2nd Award: (Junior varsity letter w/ Lamp of knowledge pin and a certificate of recognition) for any student who maintains a 3.5 grade point average or better for a minimum of six (6) semesters.
- 3) 3rd Award: (Varsity letter w/ Lamp of knowledge pin and a certificate of recognition) for any student who maintains a 3.5 grade point average or better for a minimum of eight (8) semesters.
- 4) 4th Award: (Goldtone colored bar/pin and a certificate of recognition) for any student who maintains a 3.5 grade point average or better for ten (10) semesters.
- 5) 5th Award: (Special Award Pin or Medal, and a certificate of recognition) for any senior who has maintained a 3.5 grade point average or better for the entire twelve (12) semesters in grades 7-12. This special award will be given during the regular commencement exercise.

B. The Board of Education pays for all expenses involved for the awards.

4. Various Athletic Awards (Refer to the Athletic section of this handbook).
5. Various Senior Scholarship Awards: These awards may vary each year. Examples of some are: Lions Club, Teacher Scholarship, College Award, etc.

PERSONAL AND SOCIAL COUNSELING

Students may seek help from the counselor with personal, academic or social problems or career guidance. No problem is unimportant. Personal and social problems frequently hinder classroom learning. All personal counseling is strictly confidential unless outside the limits confidentiality as defined by the counselor's professional disclosure statement. Please see the Morrice Website or inquire within the guidance office for a copy of this statement.

If the need arises, the counselor will make referrals to social workers, psychologists or other helping professionals.

SPECIAL PROGRAMS

INTERACTIVE TELEVISION COURSES

The Shiawassee Interactive Telecommunications Educational System (S.I.T.E.S) program is an interactive TV System that connects participating schools through a fiber optic cable. Check course descriptions for SITES classes.

It is expected that students will stay with the program for the entire year. Once a student is accepted into a class, we must pay tuition for that student for the entire year. We try to spend the district's money wisely, and require that students who begin a class in September keep that IVT class for the entire year. Classes which show the designation "I.T.V." are available through the television network. We request that students pay the \$500 per class if the student drops the class.

I.T.V. classes present special challenges to students. The teacher is not usually present in the classroom when the class is being taught. Students who want extra help must call the teacher and/or stay after class to talk with the teacher. Students who have frequent discipline problems are not permitted to take I.T.V. classes.

ONLINE CLASSES

Students are eligible to take online classes to complete schedules and meet elective needs. Please see page 14 “Credit for Alternative Courses and Programs” for details or request information on “Section 21f” from the counseling office.

Students will meet with the counselor to choose appropriate classes. Students with a history discipline issues may be excluded from the opportunity, since students must be able to work independently to be successful in online classes. Also, if students have been destructive or abusive to computer equipment, we will not honor requests for online classes. Parent consent must be obtained to be enrolled in an online course.

SHARED TIME VOCATIONAL PROGRAMS

Morrice High School students are able to take vocational classes through other Shiawassee schools for high school graduation credit. Morrice Area Schools pays the tuition for these classes, and **students are expected to stay with the program for the entire year since we must pay tuition for these students for the entire year once they enter these programs.**

It is expected that students will stay with the program for the entire year. Once a student is accepted into a class, we must pay tuition for that student for the entire year. We try to spend the district’s money wisely, and require that students who begin a class in September keep that class for the entire year. Classes which show the designation “I.T.V.” are available through the television network. We request that students pay the \$500 per class if the student drops the class.

All Shiawassee County schools have grouped together to offer classes in specialized vocational or academic areas. These classes are available to students who have the interest, the necessary prerequisites and have

administrative approval. Students must provide their own transportation and a parental consent form must be signed. **Because tuition is completely paid by the Morrice school district, students who enroll in vocational classes must continue their classes for a whole year.**

Students must apply to attend these courses and the criteria for selection will include whether the course matches the student's educational goals and whether the student has demonstrated a commitment to study in the area of choice through good attendance and taking pre-requisites for the course of study. The Guidance Office has more information, as well as catalog descriptions for these classes. Please visit the [Shiawassee RESD website](#) and click on the "Career and Tech Ed" tab for information on Career and Technical Education (CTE) offerings both at local districts and countywide.

Credit earned in these classes is accepted toward Morrice School requirements. At this time students must provide their own transportation to these classes.

SUMMER SCHOOL

Students attending Morrice High School may enroll in a Morrice Board of Education approved summer school for the purpose of making up missed credits or classes previously failed. ***Courses taken during summer school must be equivalent in content and expectations to the course available at Morrice high School to receive credit toward graduation.*** Since the State has now specified the curriculum for many core classes, students will have to take courses that match the curriculum requirements set by the State.

The Board will determine approved summer school courses and individual course eligibility for credit toward graduation.

Summer school courses are not permitted to supplant regular year courses, nor shall they be used to accelerate a student for early graduation.

Summer school classes that are taken for enrichment may not be used for graduation credit.

NCAA ELIGIBILITY

Request the handout for NCAA ELIGIBILITY, if this is an issue for you.

To register online with NCAA Clearinghouse go to

<https://www.ncaaclearinghouse.net/NCAA/>

There you will find current course requirements, ACT score requirements, and the forms needed to apply through the Clearinghouse.

SAMPLE SCHEDULES

7th grade

- Science 7
- Math 7
- English 7
- Social Studies 7
- C3
- PE
- Shop|French|Computers

Some may take
Band instead of C3

8th grade

- Science 8
- Algebra I
- English 8
- Social Studies 8
- C3
- PE
- Shop|French|Computers

- Some may take Band instead of C3
- Some may take Geometry based on teacher discretion

9th

- US History
- Geometry
- Biology
- English 9
- PE|Health
- Elective X 2

- If student took Geometry in 8th then they should have Algebra II
- Some may test out of English 9 and take English 10

10th

- Government | Economics
- Geometry
- Biology II
- English 10
- Elective X 3

11th

- World History
- Algebra 2
- Chemistry or Physics
- English 11
- Elective X 3

12th

- 4th year math (Woods | Mech Draw)
- Personal Finance—This is a graduation requirement which may also count towards the 4th Year Math class. All seniors must take it.
- English 12
- Elective X 5

Electives List- any Adv elective can be taken multiple times

Drawing & Painting: 9-12

Adv Drawing & Painting: 10-12 (must have Drawing & Painting first)

Digital Photo: 9-12

Yearbook: Teacher referral

3D Design: 9-12

Interior Design: 9-12

Fashion Design: 9-12

Mechanical Drawing: 9-12

Adv Mech Draw/Architectural Draw: 10-12 (must have Mech Drawing first)

Woods I: 9-12

Wood Technology: 10-12 (must have Woods I first)

Biology II: 10-12

Environmental Science: 10-12

Forensic Science: 10-12

Astronomy: 10-12

Genetics: 10-12

AP English Lit & Comp: 11-12

AP English Lang & Comp: 11-12

AP Biology: Prereq Bio, Bio II

AP Calculus: Prereq Trig/Calc

HS Computers I: Enroll based on skill level
HS Computers II: Enrollment based on skill level
PE Team: 10-12
PE Conditioning: Teacher Referral
Physics: 11-12
Vocal Music: 9-12
Band: 7-12
C3: 7-8
French 1: 9-12
French 2: 10-12
French 3: 11-12
Reading: Based on Academic Need and Test Results
Creative Writing: 11-12
Communications: 10-12

CAREER PATHWAYS

The Michigan Department of Education has identified a system of organizing possible career choices into 6 career pathways. The occupations in these pathways include similar interests and approaches to work. These pathways have been identified to help students with their career choices. The six pathways are: Arts and Communication; Business, Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology, Human Services; Health Sciences; and Natural Resources and Agriscience. For more information about these Pathways you can access the school sponsored www.careercruising.com (use the use name of *Morrice* and the password *schools*) The State has a website to explore careers and job opportunities at www.Michigan.gov.

PHYSICAL EDUCATION/HEALTH

11A PHYSICAL EDUCATION 9

9-12
Required

This course seeks to develop a “physically educated person” which may be defined as someone who:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in lifelong physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

For further information, go to http://www.michigan.gov/mde/0,1607,7-140-38924_41644_44224---,00.html and view state standards for physical education courses.

**20 (S1)/1020 (S2) PHYSICAL CONDITIONING
(Semester or Year)**

10-12

The goal of this class is to get into shape and learn how to maintain physical fitness throughout life. We will be alternating various athletic activities with muscle toning and/or strength workouts. This class is excellent for out-of-season athletes or for those who want to lose inches or build up their bodies. Individual fitness goals and programs can be established for implementation. Pathway: Health Services

12A (S1)/12B (S2) PE II—Team Sports

10-12

Physical Education covers a wide variety of individual sports and team sports. Students will participate in invasion games such as: football, soccer, basketball, and lacrosse; net games such as: tennis and badminton; and target games such as: archery, golf and bowling. Students will also take part in weight training, endurance training, and physical training such as: yoga, P90X, and Jillian Michaels. The student will learn the fundamentals of sports while learning the positives of team work and good sportsmanship.

511 HEALTH (Semester)

9-12

Prerequisite: None

Required

This course looks at how individuals can make responsible choices for good health in the following areas: substance abuse, disease prevention and control, personal health practices, emotional and mental health, reproductive health and A.I.D.S., conflict management and violence

prevention. Textbook: *Health* through Houghton Mifflin; *Reasonable Reasons to Wait: Family Life and Character Formation* by Teen Choice and revised by the Morrice Area Schools' Reproductive Health Advisory Board (3/3/95) and *Managing Conflicts and Preventing Violence from Michigan Model for Comprehensive School Health Education*. Pathway: Health Services

LANGUAGE ARTS

3100 (S1)/3101 (S2) ENGLISH 9 (Year) 9
Prerequisite: None Required

Course Overview: The goal for English Language Arts Grade 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts Grade 9, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Ninth graders will learn how to find meaning in literature by connecting with and responding to texts. Through the lens of Inter-Relationships and Self-Reliance, they will consider how they build relationships, how their relationships impact others, and their responsibility to society. Pathway: All

3110 (S1)/3111 (S2) ENGLISH 10 /AMERICAN LIT. (Year) 10
Prerequisite: Completion of at least a semester of English 9 Required

The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 10, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Tenth graders will connect with and respond to texts through critical response

and stance. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

Students enrolled in American Literature will read forms of literature from various periods in history including The Crucible; various short stories, essays, and poetry from the American Romantic Period and the Harlem Renaissance; To Kill A Mockingbird, and Of Mice and Men. Basic literary terms will be covered, and vocabulary development will be included. Grammar review may be included in order to accommodate student skills.

Text: *Literature and Integrated Studies: American Literature*, Scott Foresman, 1997.

3120 (S1)/3121 (S2) ENGLISH 11/EUROPEAN LIT. (Year) 11
Prerequisite: Completion of a semester of English 10 Required

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 11, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for their future.

This course is designed to increase students' sense of themselves as active readers, persuasive speakers and successful authors. Students will read Beowulf, Canterbury Tales, Frankenstein, a Shakespearean play, and a

variety of short stories. Students will write a variety of essays including analytical, informative, self-assessing, and persuasive. Writing assignments and vocabulary development will be emphasized on a regular basis. Students will practice various forms of writing and composition, including a major research paper.

Text: *Literature and Integrated Studies: English Literature*, Scott Foresman, 1997.

Literature and Integrated Studies: World Literature, Scott Foresman, 1997.

3130 (S1)/3131 (S2) ENGLISH LANG. ARTS 12 (Year) 12
Prerequisite: English 9- 11 Fulfills 4th Year English Requirement

Course Overview: The goal of English Language Arts 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9-11. Using the lens of leadership skills, ELA 12 students will develop a world perspective by analyzing classic contemporary texts in a variety of genre. Twelfth graders will synthesize information, ideas, and themes to understand the past, present, and to think innovatively about the future. Word etymology will also be studied. Pathway: All.

3140 (S1)/3141 (S2) AP ENGLISH LITERATURE AND COMP. (Year) 11-12
Fulfills 4th Year English Requirement

Prerequisites: “B” average in English and teacher recommendation

**This course will be offered beginning the fall of odd-numbered years

Course Description

Advanced Placement Literature and Composition is designed to give students a learning experience equivalent to a typical undergrad introduction to literature class. Through close reading of literary texts, students will come to understand how writers use language to provide

meaning and to answer the big questions in life. We will ask, “What is art?” and try to determine the qualities of great literature. Our literary analysis will look through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax. Vocabulary study is also important. Students will master literary terms. Writing well about literature is a key component of the class. In addition to writing a variety of essays, students will keep a writing log over the course of the year to document their progress and to engage themselves in thinking about their writing. It is expected (although not mandatory) that students will take the AP English Literature Exam, offered by the national College Board in May. For more information about the AP English Literature Program, please see the full *AP English Literature and Composition Course Description* at the College Board website:

<http://apcentral.collegeboard.com/apc/Controller.jpf>.

3140 (S1)/3141 (S2) A.P. ENGLISH LANGUAGE and COMP (Year) 11-12

Fulfills 4th Year English Requirement

Prerequisites: “B” average in English and teacher recommendation

**This course will be offered beginning the fall of even-numbered years

Course Description

Advanced Placement Literature and Composition is designed to give students a learning experience equivalent to a typical undergrad composition course. “The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” For more information about the AP English Language and Composition Program, please see the full *AP English Language and Composition Course Description* at the College Board website:

http://www.collegeboard.com/student/testing/ap/sub_english.html

3150 (S1)/3151 (S2) CREATIVE WRITING (Year) 11-12

Students will explore and learn various writing strategies which focus on specific modes of communication. Students will write a variety of fiction and nonfiction works while learning and utilizing the writing process. Students will be expected to share their writing with their peers, participate in group work and cooperative learning activities, make an effort to improve as writers, and meet deadlines. Pathway: All, Arts & Communication

181 (S1)/181B (S2) YEARBOOK (Year) 10-12

Prerequisites: “B” average in English and teacher approval

The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution. Actual work results in the current volume of the school’s yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride.

3170 (S1)/3171 (S2) COMMUNICATIONS (Year) 10-12

Prerequisite: None

Course Overview: This course is designed to help students improve their written and spoken communication skills as individuals and group members. Students will learn the elements and functions of both public speaking and writing toward publication through research and analysis of different writing styles, grammar issues and current events; the performance of multiple genres of speeches (informative, persuasive, descriptive, impromptu, oral interpretation, debate, etc.); and by

operating as a reporter and editor for both a monthly newsletter and quarterly newspaper. Tasks include preparing and organizing public speeches, developing story ideas, conducting research and interviews, and writing and publishing different types of stories.

MATHEMATICS

3210 (S1)/3211 (S2) ALGEBRA I (Year) 8-12
Required

Prerequisite: Teacher recommendation and evaluation of MEAP scores for 8th grade students to enroll

Students study the language of algebra, manipulating algebraic expressions, and acquire the skills necessary to solve linear equations. Emphasis will be placed on the solution of word problems. An introduction to quadratic equations, factoring, and inequalities are included. Textbook: *Algebra I, Glencoe McGraw-Hill, 2003*. Pathway: All, especially Engineering/Manufacturing and Industrial Technology; Natural Resources and Agriscience; Health Sciences.

3225 (S1)/3226 (S2) PRE-ALGEBRA II (Year) 11

Prerequisite: Successful completion of Algebra I and Geometry

Recommendation: Juniors needing extra practice to prepare for Algebra II

This is a one-year course designed to take students deeper into the concepts in Algebra I and Geometry. This course will prepare students for Algebra II. Students will study: linear equations, factoring, area of polygons, various mathematical formulas, and the language of Algebra.

3230 (S1)/3231 (S2) ALGEBRA II (Year) 10-12
Required

Prerequisite: Algebra I

Algebra II is a continuation of Algebra I. This course is a study of linear and quadratic equations with emphasis on solution of verbal problems. Other areas of study include coordinate geometry, rational expressions,

radicals, functions, matrices and right triangle trigonometry. Textbook: *Algebra 2, Glencoe McGraw-Hill, 2003*. Pathway: All, especially Engineering/Manufacturing and Industrial Technology; Natural Resources and Agriscience; Health Sciences.

3220 (S1)/3221 (S2) GEOMETRY (Year) 9-12
Prerequisite: Algebra I Required

This course develops the student's ability to reason through the study of points, lines and figures. Geometry also stresses the application of concepts through a study of area, perimeter and determination of measures from theorems. Coordinate systems and an introduction of trigonometry are also studied. Textbook: *Geometry, Glencoe McGraw-Hill, 2004*. Pathway: All, especially Engineering/Manufacturing and Industrial Technology; Natural Resources and Agriscience; Health Sciences.

3250 (S1)/3251 (S2) PRE-CALCULUS/TRIGONOMETRY. (Year) 10-12

Prerequisite: Successful completion of Algebra II and Geometry
Recommendation: College bound students should take this course
Fulfills 4th Year Math Requirement

This course expands topics from Algebra II and Geometry. Elementary functions including linear, polar, trigonometric, exponential, and logarithmic are emphasized. Other essential topics include solving equations involving trigonometric functions, graphing trigonometric functions, and limits. This course prepares the student for future studies in calculus. Textbook: *Trigonometry Pearson* and *Precalculus: Enhanced with Graphing Utilities Pearson*. Pathway: All, especially Engineering/Manufacturing and Industrial Technology; Natural Resources and Agriscience; Health Sciences.

914A (T1)/914B (T2)/914C (T3) AP CALCULUS 12

Prerequisite: See Pre-calculus, also teacher recommendation; ITV
Fulfills 4th Year Math Requirement

Properties of functions, limits, derivatives and applications, integrals and applications. At the end of the course students will be prepared to pass the advanced placement calculus test offered by the College Board. Pathway: All, especially Engineering/Manufacturing and Industrial Technology; Natural Resources and Agriscience; Health Sciences.

200 B PERSONAL FINANCE (Semester) 12

Pre-requisite: Student must be a Senior. Required

Students will investigate many aspects of personal finance and money management including saving and investing, debt and consumer awareness, budgeting, careers, taxes, and insurance. This course will utilize videos by Dave Ramsey and an activity based curriculum designed to provide students with sound financial principles that will guide them into adulthood. It is organized as an online, hybrid course and is one semester long.

SCIENCE

3420 (S1)/3421 (S2) BIOLOGY (Year) 9-12

Prerequisite: None Required

General Biology is a yearlong course developed for the student whose future plans include college. This course will cover the major themes included in the Michigan High School Proficiency Test, as well as important information needed to be successful in future biology courses. Major units of instruction include cell biology, genetics, evolution and ecology. Along with these major units, diversity in the biological world will be explored. Major methods of discovery will be lecture/discussion with enhancing laboratories. Text book: *Modern Biology*, Holt Rinehart

and Winston, 1999. Pathway: Health Services

3430 (S1)/3431 (S2) CHEMISTRY I (Year) 10-12

Prerequisite: Algebra I, Biology I Graduation requirement of either Chemistry or Physics

A laboratory course that is designed for the serious science student and for college bound students. The major areas of study will be: metric system, matter and its changes, atomic structure, electron arrangement in the atoms, the periodic law, chemical bonds, chemical composition, chemical equations, and the gas laws. Theory and quantitative relationships will be stressed. **This course (or Physics) is required for graduation for all students.** Pathway: Nursing, Doctor, Health Services, Engineering, Manufacturing and Industrial Technology

440 (S1)/ 1440 (S2) PHYSICS (Year) 11-12

Graduation requirement of either Chemistry or Physics

Prerequisite: A minimum of Algebra II.

Recommendation: This course is designed for college bound students preparing to study math, science, or a related field. Engineering students must take this class to get into some programs.

This is a science dealing with the properties, changes and interaction of matter and energy. It will deal with the following topics: 1) force and motion, 2) mechanics, i.e. work, heat, force, energy, 3) waves, light, sound, and 4) electricity force, charge and circuits. **This course (or Chemistry) is required for graduation for all students.** Pathway: Engineering, Manufacturing and Industrial Technology, CSI investigations (stopping distances, accelerations etc...), ballistics investigations (bullets, muzzle velocities, trajectories, etc...)

419 ENVIRONMENTAL SCIENCE**10-12**

Prerequisite: None, but recommend Biology I

Fulfills the “3rd Science” requirement

Environment and Ecology is a one semester class involving the study of living organisms and their relationships to both the non-living part of the earth and to other living organisms. Ecological relationships such as predator-prey, parasites, and competition are examples of ideas that will be studied in detail. Also, this class will focus on populations of organisms and their control. Human environmental concerns like wildlife conservation, fuel sources, soil conservation, and water pollution will be discussed. Pathway: Natural Resources and Agriscience, Engineering/Manufacturing and Industrial Technology.

425 FORENSIC SCIENCE**10-12**

Prerequisite: Biology I or Physical Science/Chemistry

Fulfills the “3rd Science” requirement

This course begins with an introductory text that contains units of study on microscopic analysis, body fluid evidence, polygraph & document analysis, forensic genetics, and DNA evidence. Following the introductory section, the class will incorporate more advanced forensics such as anthropology, entomology, toxicology, ballistics, criminal profiling, explosives an arson, equipment and canine support. This class will be a combination of lecture, labs, case studies (28 real-life case studies will be analyzed by students), and reports on non-fiction forensic science TV shows, book reports and internet research. Three texts will be used: *Introductory Forensic Science*, *Advanced Forensic Science*, and *Forensic Science Crime Case Studies*, Author: Audri Kowalyk. Pathway: Health Services, Natural Resources and Agriscience; any pathway that requires analysis and higher level thinking.

1425 ASTRONOMY**10-12**

Prerequisite: Biology I

Fulfills the “3rd Science” requirement

This one semester course offers students an introduction into the scientific field of astronomy. This class will provide students with a fundamental understanding of astronomy that will be valuable as they continue their science education at a higher level.

Units of study in astronomy will include (1) Our Place in the Universe, (2) Motion, Energy, Gravity and Light, (3) Formation of Planetary Systems, (4) Stars, and (5) Galaxies and Beyond.

1424 GENETICS**10-12**

Prerequisite: Biology I

Fulfills the “3rd Science” requirement

This one semester course offers students an introduction into the scientific field of genetics. This class will provide students with a fundamental understanding of genetics that will be valuable as they continue their science education at a higher level.

Units of study in genetics will include (1) Mendellian Genetics, (2) Chromosomes and Cellular Reproduction, (3) Gene Expression, (4) Gene Mutations and DNA Repair, and (5) Population Genetics.

3450(S1)/3451 (S2) BIOLOGY II**10-12**

Prerequisite: Biology I

Recommendation: Algebra I, English 9

Fulfills the “3rd Science” requirement

Biology II is a one-year course that builds on the scientific foundations that were established in Biology I. This course includes introductory units

of study in microbiology, genetics, zoology, and botany, as well as extensive investigation of the human organism in detail. Both anatomy and physiology are included, and students will become familiar with the complexities of many of the major systems of the human body and how they operate. The anatomy and physiology portion of the course is coupled with a fetal pig laboratory dissection. Pathway: Health Services

430 (S1)/1430 (S2) A.P. BIOLOGY

11-12

Text: Campbell and Reese, Biology (sixth edition). Pearson Education Inc., 2002

General Course Description: AP Biology is designed to be the equivalent of a two semester college introductory biology and lab course usually taken by students in their first year of college. It is a course designed to prepare students for the Advance Placement Biology Exam. After showing themselves to be qualified on the AP Biology Exam, some students, as college freshmen, are permitted to take upper-level courses in biology or courses for which biology is a prerequisite. For other students, successful completion of the AP Biology exam may fulfill a college laboratory/science course requirement allowing the student to take other courses in pursuit of their major. AP Biology is designed to be taken by students after the successful completion (C+ or above) of high school Biology I (preferably Biology II) and high school chemistry.

SOCIAL STUDIES

3310 UNITED STATES HISTORY A (Semester)

9
Required

Unit 1 - Political and Economic events, post Civil War to 1900

Unit 2 - Foreign Affairs, post Civil War to 1900

Unit 3 - Foreign Affairs, 1900 through WW-I

Text: *American Nation: In the Modern Era*, Holt, Rinehart & Winston,

2005. Pathway: Human Services

3311 UNITED STATES HISTORY B (Semester) 9
Required

Prerequisite: U.S. History I or permission of instructor

Unit 1 - Political and Economic events, 1900 - 1950

Unit 2 - Foreign Affairs, Post WW - I through WW - II

Unit 3 - Foreign and Political Affairs, 1950 to present. Text: *American Nation: In the Modern Era*, Holt, Rinehart & Winston, 2005. Pathway: Human Services

3320 GOVERNMENT (Semester) 10-12
Required

Students are made aware of the many ways government affects our lives and how government works at the local state and national level. Some topics covered in the course include a comparison of political and economic systems around the world, a background of how our government developed, the Constitution, civil rights, political parties, voting, nominations and elections, the Congress and how it works, and the Presidency. An attempt is made to illustrate concepts by using current events as examples. Text: *American Government*, Holt, Rinehart & Winston, 2003. Pathway: Human Services

3321 ECONOMICS (Semester) 10-12
Required

The purpose of Economics is for students to become more aware of how people, events and historical movements have led to our contemporary economic situations. By using resources such as maps, charts and graphs, students compare how the various economic systems affect the people of a country. Students learn to express reasoned ideas and support their positions both verbally and in writing about the

relationship between the United States government and our economic system. Students participate cooperatively in a free enterprise activity by using the Jr. Achievement Program, a student run company, as well as community service. Text: *Economics*, Holt, Rinehart & Winston, 2003. Pathway: Human Services

3330 WORLD HISTORY I

11-12
Required

World History is a two-semester course. In this course students will form an understanding of history spanning from ancient history to modern day. The first semester covers the history of nomadic people and pre-history to the end of the Middle Ages in England. *World History: The Human Journey*, Holt, Rinehart & Winston, 2005. Pathway: Human Services

3331 WORLD HISTORY II

11-12
Required

World History II begins with the Reformation and Renaissance period and ends with present day. Higher level thinking scenarios will be used as well as economics, civics, and social issues needed to align with Michigan Benchmarks. This is an elective course, but is one of the core classes constituting a college preparatory program. *World History: The Human Journey*, Holt, And Rinehart & Winston, 2005. Pathway: Human Services

330(S1)/331(S2) PSYCHOLOGY/SOCIOLOGY Elective 10-12

The purpose of this class is to provide students with a survey of both Psychology and Sociology. The Psychology portion of the class is designed to introduce students to the scientific study of the behavior and mental processes of human beings and animals. The focus is on the

internal mental processes and how they are affected by external factors. Students also investigate how thinking changes over the maturation process. Sociology is concerned with the study of humans in groups. This course focuses upon the aspects of human behavior, the way human groups are organized and how they function and change. It also deals with how human behavior is affected by interaction with other human beings through the process of group living.

COMPUTERS

***All students need one full credit of computers to graduate. They may obtain this credit by selecting two semesters from the courses listed below.**

225 (S1)/226 (S2) Introduction to HS Computers

9-12

In this course students will learn the basics of using a computer safely and productively as well as basic terminology, troubleshooting skills, a working knowledge of computer hardware, and various software applications with an emphasis on productivity and multimedia applications. At the conclusion of this course students should feel comfortable and be efficient working on a computer for virtually any subject they may need it for in school.

226 (S1)/1226 (S2) Introduction to the Read/Write Web

9-12

This is a project-based course that investigates, practices, and applies technologies that allow users to create web content and build online communities. Students will earn practice with various web-based multimedia applications and sharing as well as experience building a website through a free domain hosting site during the first semester. Students will create content and manage a page on the school's website during the second semester.

APPLIED ARTS

551A (S1)/551B (S2) WOODS I 9-12

This class gives the student an introductory view of wood working. Students will learn basic wood working skills and concepts. Additionally, they will learn how to use basic machines and hand tools while completing their required projects in class.

Modern Wood Working by Wagner & Kicklighter. Pathway: Engineering/Manufacturing & Industrial Technology

555 (S1)/1555 (S2) WOOD TECHNOLOGY 10-12

Prerequisite: Woods I and Instructor Approval

A class that gives the student who has taken Woods I a chance to study advanced wood skills, including machine operations, woods and their uses, joining techniques, fastening methods and finishing. Lab work will consist of required projects first semester, and required and elective projects second semester. *Modern Wood Working* by Wagner &

Kicklighter. Pathway: Engineering/Manufacturing & Industrial Technology.

560 (S1)/1560 (S2) MECHANICAL DRAWING (YEAR) 9-12

Prerequisite: None

Mechanical Drawing is designed to give a student some of the basic skills needed to enter the career of drafting or one of the allied areas that use drafting skills. A number of the topics covered include lettering, multi-view drawings, dimensioning, sectioning, pictorials, working drawings, and architectural drawings. Pathway: Engineering/Manufacturing & Industrial Technology.

561 ADVANCED MECHANICAL DRAWING (1st sem) 10-12

Prerequisite: Mechanical Drawing I with a B average or instructor approval

Advanced Drafting is designed to give a student advanced work in the areas of multi-view drawings, sections, auxiliary, surface development and working drawings. *Applied Sketching and Technical Drawings* by Ronald Lutz. Pathway: Engineering/Manufacturing & Industrial Technology.

562 ARCHITECTURAL DRAWING (2nd semester) 10-12

Prerequisite: Mechanical Drawing with a B grade or instructor approval

Architectural Drawing is designed to give a student advanced work in preparing a set of house plans to include a floor plan, electrical, elevations, frame construction, and perspective. *Applied Sketching and Technical Drawings* by Ronald Lutz. Pathway: Engineering/Manufacturing & Industrial Technology.

VISUAL ARTS/FINE ARTS

620 Digital Photography 9-12

Prerequisite: None

Course description: Digital Photography is an introduction to the concepts, design principles, materials, and techniques of photography. Students will learn how to take better pictures through the basics of camera operation and photographic composition. A variety of photographic subjects will be explored. The emphasis of the course will be creating and manipulating photographic images using software. There will be one photo assignment per week involving one to two hours which the student will complete outside of school.

617 (S1)/1617 (S2) Drawing and Painting (Semester or all year)
Prerequisite: None **9-12**

Course description: Drawing and Painting is a year-long high school course. The focus of this course is two-dimensional media, although three-dimensional media may be included periodically. Students begin by developing five basic perceptual skills for drawing from observation. From there we move into painting, beginning with a study of color theory and moving into painting and our art history research project. We then work toward utilizing these media, incorporating the elements and principles of design, to communicate visually.

**3602 (S1)/3603 (S2) Advanced Drawing and Painting
(Semester or all year)** **10-12**
Prerequisite: Drawing and Painting

Course description: Advanced Drawing and Painting is a semester or year-long high school course. The focus is on further developing the skills learned in Drawing and Painting. Students will focus on their choice of media in depth over the course of the year, developing their own artistic voice and style.

**618 (S1)/1618 (S2) Three-Dimensional Design
(Semester or all year)** **9-12**
Prerequisite: None

Course description: Three-Dimensional Design is a year-long high school course. The focus of the course is three-dimensional media, with the first semester focusing on ceramics. Students will become proficient in all hand building methods and a variety of surface techniques and firing processes will be explored. Second semester is an exploration of various three-dimensional media and using those media, along with the elements and principles of design, to communicate our message in three dimensions.

**3612 (S1)/3613 (S2) Advanced Three Dimensional Design
(Semester or all year) 9-12**

Prerequisite: Three-Dimensional Design

Course description: Three-Dimensional Design is a semester or year-long high school course. The focus is on further developing the skills learned in Three-Dimensional Design. Students will explore their choice of media in depth over the course of the year, developing their own artistic voice and style.

3632 INTERIOR DESIGN (Semester) 9-12

Prerequisite: None

Interior Design is a semester long high school course. The focus of this course is selecting and planning living environments to meet the needs and wants of individuals and families. This course will take a project – based approach. Units of study include: housing styles, locations and ownership options; managing resources; elements and principles of design related to interiors, housing and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances. Direct, concrete applications of mathematics proficiencies in projects are developed and encouraged.

3634 FASHION DESIGN (Semester) 9-12

Prerequisite: None

Fashion Design is a semester long high school course. The focus of the course is to develop knowledge and skills related to design in fashion and textiles. This course will take a project-based approach. Units of study include elements and principles of design in textiles and apparel, textile development and exploration of various textile production techniques, altering fabric and embellishing; fashion design and drawing; hand and machine sewing and creating an article of clothing

from pattern to product; “upcycling” as a current trend.

PERFORMING ARTS - MUSIC ARTS

710 (S1)/1710 (S2) BAND (Year) 9-12

Prerequisite: Junior High Concert Band or Permission from the Instructor

The Symphony Band is open to all senior high students who demonstrate sufficient skill on their instrument either by passing junior high concert band or through independent study. Symphony band members are expected to pursue a high degree of excellence in music through serious and positive participation and dedication within the program. Daily practice, enrichment activities, four to five concerts, parades, after school rehearsals and sectionals, football games, pep band at basketball games and band festivals are all required. Pathway: Arts & Communication

711 (S1)/1711 (S2) VOCAL MUSIC (Semester or Year) 9-12

Prerequisite: None

The High School Choir is open to all high school students who have a desire to sing. Basic vocal and music reading skills are taught during daily rehearsals. Several performances are scheduled and are required. Opportunities are available for those interested in solo performance. Pathway: Arts & Communication

FOREIGN LANGUAGE

Student in the classes of 2016 and beyond are required to take 2 years of a foreign language.

750 (S1)/1750 (S2) FRENCH I (Year) 9-12

Interactive Television (Morrice is the origination site for French)
Prerequisite: None, recommended for students on college bound curriculum

Beginning French I is designed to help students attain foreign language proficiency in the four skills of listening, speaking, reading and writing, in a way that makes language learning fun and natural. The French language is presented within the context of the contemporary French speaking world and its culture. One guiding principal in the course encourages a high level of student participation in the learning process. The materials throughout the course integrate culture, grammatical structures, vocabulary, oral and written activities, **and** dialogues. Foreign language learning is a fun and exciting way to communicate with others with PRACTICE - PRACTICE - PRACTICE!!

TEXT: *Bien dit!* By **Holt, Rinehart and Winston**. Students may wish to purchase a French/English Dictionary as an aid to the course.

751 (S1)/1751 (S2) FRENCH II (Year) 10-12

Interactive Television (Morrice is the origination site for French)
Prerequisite: French I **with a passing grade**.

French II is a continuation of the previous French experience and is designed to strengthen foreign language proficiency in the four skills of listening, speaking, reading and writing, in a way that makes language learning fun and natural. The French language is presented within the context of the contemporary French speaking world and its culture. One guiding principal in the course encourages a high level of student participation in the learning process. The materials throughout the course integrate culture, grammatical structures, vocabulary, oral and written activities, **and** dialogues. Foreign language learning is a fun and exciting way to communicate with others with Practice - Practice - Practice! Students may wish to purchase a French/English Dictionary as an aid to the course.

TEXT: *Bien dit!* By Holt, Rinehart and Winston.

(FRN II)

Un ete pas comme les autres. (FRN II) by Amsco Publication Pathway: Arts & Communication, part of a college-preparatory course of study

752 (S1)/1752 (S2) FRENCH III (Year) 11-12

Interactive Television (Morrice is the origination site for French)

Prerequisite: French II with a C+ or above.

French III is an assisted independent study class. Students will continue to strengthen their foreign language proficiency in the three skills of listening, reading, and writing. The materials throughout the course integrate culture, grammatical structures, vocabulary, oral and written activities.

TEXT: *Bien dit!* By Holt, Rinehart and Winston. Pathway: Arts & Communication, part of a college-preparatory course of study

OTHER CLASS OPTIONS

COMPASS

Students may be eligible to earn course credit through COMPASS, an online, virtual learning program. A wide variety of subject areas and levels of difficulty are available through COMPASS but certain parameters exist. Please see the section “Special Programs (Online Classes)” on page 27 of this guide for further information and prerequisites.

WORK BASED LEARNING

Educational experiences are incorporated into practical, on-the-job training through the cooperation of businesses and employers. The training must provide for the learning and development of skills for a vocation or occupation.

- Students are limited to a maximum of two semesters at one hour per semester of work based learning per hour of time on the job.
- The student must have at least junior class status.
- The student must complete a work-study application. Applications are available from the counselor, or the principal.
- The student must take at least one course related to the practical experience.
- The student's application must be approved by the principal and counselor.
- Students or their parents are responsible for providing transportation to the work site.
- Loss/termination of employment may cause loss of credit.