2024-25
MATTAWAN HIGH SCHOOL
COURSE GUIDE

Table of Contents

I. PATH TO GRADUATION

A. Requirements for Graduation from Mattawan High School.

1. Graduation from Mattawan Consolidated School signifies that a student has satisfactorily completed an approved course of study and that s/he has satisfactorily passed examinations and/or met other requirements established by the District.
2. To graduate, Mattawan Consolidated School requires a student meet two criteria related to credit:
   a) A student must be a full-time student for a minimum of four years, attempting, attending, and completing classes totaling 24 credits.
   b) A student must successfully pass classes totaling 22 credits. The 22 credits earned must meet or exceed the course/credit content expectations and guidelines required in the Mattawan High School Curriculum (MHS) and Michigan Merit Curriculum (MMC). *While we encourage all students to be a part of the MHS community for four years, we recognize that it may not be possible for every student in every situation. Some students may wish to complete their High School experience in less than four years. Other students may be in a situation where their schedule would be reduced for a period of time and graduation would occur in 4 ½ to 5 year time period. Therefore, a student may petition, in writing, the High School principal and district superintendent asking to waive or modify the aforementioned criteria found in this section. Such a petition must include a letter of request, an Educational Development Plan, a high school transcript, and be submitted before the first official day of school in the student's anticipated graduation year. In cases of the reduction of schedule to alter the 4 year minimum, the aforementioned materials must be submitted by August 1st of the year in which the plan is to go into effect.*
3. Students may fulfill credit and coursework requirements during middle school or high school, whether in a traditional academic course, career and technical education program, online learning, or other option in which the subject area content expectations are embedded. High school credit will be awarded when a student has demonstrated a reasonable level of mastery of the subject area content expectations, regardless of enrollment in the course. The District will pay for up to 2 courses per semester for those students seeking to reduce schedule and utilize MiVHS.
4. The following table defines the minimum credits and/or coursework required for graduation from Mattawan Consolidated School:

Mattawan High School Graduation Requirements Beginning with the Class of 2016		
Credits	Department	Required Coursework
4.0 Credits	English	English 9 English 10 English 11 English 12
4.0 Credits	Mathematics	Algebra I Geometry Algebra II or a Michigan Department of Education approved formal Career and Technical Education Program that has appropriate embedded mathematics content, such as a program or curriculum in electronics, machining, construction, welding, engineering, or renewable energy. (all CTE courses printed in bold on p.18 fulfill this requirement) Additional math or **math-related** course during a student's final year of high school (all courses printed in bold on p.18 fulfill this requirement)
3.0 Credits	Social Studies	US History and Geography Civics/Economics World History & Geography
3.0 Credits	Science	Biology Chemistry or Physics 1 additional Science credit

1.0 Credit	Applied, Fine or Performing Arts	Applied, Fine or Performing Arts Courses	Additional English, Math, Science or World Language course beyond MMC requirements
1.0 Credit	Health and Physical Education	Fitness and Sports Introduction to Health & Wellness Power Training	Additional English, Math, Science or World Language course beyond MMC requirements 1 Season of Marching Band/Athletics
0.5 Credit	Senior Seminar	Senior Seminar	
2.0 Credits	World Language	Level I and II of any World Language or Sign Language Course May substitute one World Language credit with a CTE program, additional visual or performing arts credit	
0.0 Credit	Online Learning Experience	A student must engage in one or more teacher-led, structured learning activities that utilize technology with Intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.	
5.5 Credits	Additional Credits	A minimum of 3.5 additional credits must be earned	

5. Students shall attend, attempt and complete all standardized assessments as established by the high school administration in order to be eligible for graduation, unless a waiver is granted by the High School Principal for legitimate academic reasons.
6. The High School Student Services Team will provide information and counseling for all students and parents to enable them to develop an appropriate schedule of courses that will meet requirements for graduation and post-secondary education including college, career technical training, military service, and the workforce as requested by the student and her/his parents.
7. Only courses approved by the High School Principal will be accepted for graduation. Any coursework completed outside of Mattawan High School must be pre-approved by the High School Principal in order to count toward graduation.
8. Credit for courses shall be awarded based on fair assessment of student performance in achieving established curriculum standards.
9. Students who take a pre-approved course above and beyond full time status must declare whether it is for credit or enrichment. This must occur prior to the start of the course.
    a) If taken for credit, the course and grade shall be posted on the student's transcript, and totaled in their accumulated credit and calculation of GPA.
    b) If taken as enrichment, the course shall be listed on the transcript, but not totaled in a student's accumulated credits or calculation of GPA.
10. A student may not receive credit for a course lower in the course sequence that has previously been taken, unless the High School Principal authorizes for legitimate academic reasons.
11. A student may repeat a course that s/he has taken and passed, but it will not be for credit unless specified otherwise in the High School Course Guide (i.e., band) or the High School Principal authorizes a written exception for legitimate academic reasons. If permitted, the course and grade will be posted to the student's transcript, and totaled in their accumulated credit and calculation of GPA. The previous grade for the course will stand.
12. A Mattawan High School diploma shall not be awarded until all graduation requirements have been fulfilled. A student who fails to qualify for a diploma will not be permitted to participate in Commencement.
13. If a student has not met graduation requirements within the initial four (4) years of high school attendance, the student may seek to meet specific requirements through credit recovery. This may occur at another institution, through online learning, by testing out of required classes, or by pursuing a 5th year of high school.
    a) If the student is 19 years of age or younger, the student may apply for a fifth year of at Mattawan High School as long as their birthday falls before September 1 of the requested fifth year. Applications must be made in the form of a letter to the Principal no later than one week before the start of the school year.

b) In order to fulfill a credit and/or coursework requirement toward a MHS diploma, courses taken must be pre-approved by the Mattawan High School Principal or designee prior to enrolling in a course. Without such pre-approval, the course may be rejected for fulfilling requirements for a Mattawan High School diploma.

c) Credits for fulfilling graduation requirements must be completed and submitted to the High School Principal or designee within thirteen (13) months of a student's normal graduating class commencement date. A Mattawan High School diploma will not be issued after that time.

14. The following policies shall govern the graduation requirements of transfer students:

a) Students who enroll at Mattawan High School following the first semester of their freshman year shall have their transcript evaluated by a member of the Student Services Team. If necessary, a student's accumulated credits and GPA will be recalculated based on Mattawan High School's credit and grading system.

b) Prior credit earned from accredited schools is transferable, with the following exceptions: doctrinal theology courses and driver's education.

c) A student who attends Mattawan High School during their entire senior year will be allowed to graduate from Mattawan High School if s/he fulfills the graduation requirements of this District.

d) A student who attends Mattawan High School for only the last semester of their senior year will be allowed to graduate from Mattawan High School if s/he fulfills the graduation requirements of this District, and the school s/he has transferred from refuses to grant a diploma.

e) A student who has attended Mattawan High School through the first semester of their senior year and then transfers to another school will be allowed to receive a diploma from Mattawan High School and participate in Commencement if s/he fulfills all of Mattawan's graduation requirements. This does not apply to a student who is expelled, drops-out, or transfers to an alternative education program.

B. <u>Personal Curriculum.</u>

1. Some students may have career and educational goals which may not be well aligned with the requirements of the Michigan Merit Curriculum (MMC). A Personal Curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC) which must be met for the awarding of a high school diploma. Students should see their respective counselor to initiate the PC process.
2. Through a PC, portions of the MMC that are not practicable for the student may be modified while honoring the requirement that graduation from high school with a diploma is based on mastery of as much of the MMC High School Content Expectations (HSCE's) as possible. Because a PC is intended to lead to a high school diploma, it cannot so modify the MMC that it creates, in effect, an alternative curriculum. In cases in which modifications are sought and enacted beyond those specified by law, the student will not earn a high school diploma.
3. The legislative intent of the PC is to increase the rigor and relevance of a students high school course of study. The use of a Personal Curriculum (PC) modification is allowed by state statute generally for four reasons:
   a) A student wishes to go beyond the academic credit requirements by adding more math, science, English, or world languages credits
   b) A student wishes to modify the mathematics credit requirement.
   c) A student with a disability requires specific modifications of the Michigan Merit Curriculum to ensure progress within their career pathway and post-secondary goals.
   d) A student transfers to the district from out of state or from a nonpublic school.
4. Prior to considering a Personal Curriculum as a course of action for any individual student, every effort must be made to help students achieve or exceed the MMC using varied and creative strategies such as: integrated and differentiated instruction, extended time/day/year, online learning, Career and Technical Education (CTE), work-based learning, project-based learning, flexible scheduling, peer coaching, and adult mentoring.
5. The parent or legal guardian of a pupil who has completed grade 9 may request a personal curriculum for their pupil. A teacher who is currently teaching the pupil, school counselor, or school employee who is determined by the principal to have qualifications otherwise relevant to developing a personal curriculum may contact a pupil's parent or legal guardian to discuss the possibility and potential benefits and risks of a personal curriculum for the pupil.

6. The personal curriculum shall be developed by a group that includes at least a teacher, and the pupil's high school counselor or another designee qualified to act in a counseling role selected by the high school principal. In addition, for a pupil who receives special education services, a school psychologist should also be included in this group. The teacher included in the group developing the personal curriculum shall be a teacher who is currently teaching the pupil, who currently teaches in or whose expertise is in a subject area being modified by the personal curriculum, or who is determined by the principal to have qualifications otherwise relevant to the group.
7. The starting point for the development of a personal curriculum begins with:
    a) Identification of the student's career pathway
    b) Identification of the student's post-secondary goal(s)
    c) Assessment and documentation of the student's current level of performance
    d) Identification of the requirements for achieving career and post-secondary goals
    e) Identification of the critical educational experiences the student needs to achieve post-secondary goals
    f) Modifications to facilitate the student's achievement of post-secondary goals
8. The personal curriculum shall incorporate as much of each of the MMC course/credit content expectations as is practicable for the pupil; shall establish measurable goals that the pupil must achieve while enrolled in high school; shall provide a method to evaluate whether the pupil achieved these goals; and shall be aligned with the pupil's educational development plan (EDP).
9. The personal curriculum modifications shall:
    a) Reasonably enable the achievement of post-secondary goals
    b) Facilitate progress along the student's career pathway and the achievement of post-secondary goals
    c) Enhance the relevance of the student's educational experience
    d) Provide full access to statewide assessments
    e) Provide a gateway to employment and productive adult living
    f) Maintain the integrity of the diploma
10. Before it takes effect, the personal curriculum must be agreed to by the pupil's parent or legal guardian and by the superintendent or his or her designee.
11. The pupil's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the pupil's progress toward the goals contained in the pupil's personal curriculum.
12. 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.
13. Except as otherwise provided for students with an Individualized Education Plan (IEP), the English credit requirements, the state science credit requirements, the social studies credit requirements, the world language credit requirement, the online learning experience, and Senior Seminar credit requirements are not subject to modification as part of a personal curriculum.
14. The Applied, Fine and Performing Arts credit requirements and the Physical Education & Health credit requirement may be modified by taking an additional credit of English, Math, Science, or World Language beyond the MMC
15. Except as otherwise provided for students with an IEP, the mathematics credit requirements may be modified as part of a personal curriculum only after the pupil has completed, without necessarily having attained a passing grade in, at least 1-1/2 credits of the mathematics credits and only if the pupil successfully completed at least 3-1/2 total credits of the mathematics credits required before completing high school. The requirement that a pupil must successfully complete at least 1 mathematics course during his or her final 2 years of high school enrollment is not subject to modification as part of a personal curriculum. The Algebra II credit may be modified as part of a personal curriculum only if the pupil meets 1 or more of the following:
    a) Has successfully completed the same content as 1 semester of algebra II.
    b) Elects to complete the same content as Algebra II over 2 years, with a credit awarded for each of those 2 years, and successfully completes that content.
    c) Enrolls in a Michigan Department of Education approved formal Career and Technical Education Program or

curriculum and in that program or curriculum successfully completes the same content as one semester of Algebra II.

16. For Students with an IEP, the parent of a student with a disability may request a modification to the MMC that is not *otherwise* allowable if the student has a disability as defined in the Individuals with Disabilities Education Act 2004 (IDEA 2004) and has not made adequate progress in the MMC despite documented interventions, supports, and accommodations. For purposes of graduation from high school, the Mattawan Board of Education will:
    a) Permit "Personal Curriculum Development Teams" (PCDT) to modify power standards only in areas impacted by the student's disability within each credit requirement, while incorporating as much of the high school content expectations outlined in the MMC course/credit requirements as is practicable for the student. Modify is defined as substantively altering the content of the power standard. Practicable content is defined as the mix of existing MMC high school content expectations and modifications to those expectations driven by student need in area of disability, that when achieved, will assure the student progresses towards his or her identified post-secondary goal(s) and career pathway.
    b) Permit up to 40% of the power standards for each MMC course/credit requirement to be modified to the extent practicable. If more than 40% of the power standards per course/credit requirement are modified, it will be considered an alternate curriculum. A student enrolled in an alternate curriculum will not be permitted to receive a high school diploma (e.g., LCCE, AUEN, objective-based curriculum).
    c) Require students to demonstrate a minimum 60% proficiency on each of the agreed upon power standards within the PC for it to be considered "achieved/passed."
    d) Students who successfully complete the(Life Centered Career Education Curriculum (LCCE), and attempt, attend and complete four or more years of high school are eligible to receive a "Certificate of Completion" to recognize their achievement of basic literacy, mathematical, functional, and adaptive skills. Students who earn a "Certificate of Completion" are eligible to participate in the commencement ceremony and continue to receive special education services through the VanBuren Intermediate School District.

C. College Recommended Curriculum

English	4 years
Social Studies	4 years
Math	4 years
Science	4 years
Foreign Language	2-4 years
Applied, Fine or Performing Arts	2 years
Computer Science	½-1 year

II. EVALUATION AND RECOGNITION OF STUDENT CREDITS AND ACHIEVEMENT

A. Credit

Credit for courses shall be awarded based on evaluation of student performance in demonstrating mastery of designated high school content expectations, demonstrating appropriate work ethic and fulfilling attendance requirements.

1. A student must achieve a minimum of a D- (60%) in order to earn credit for a course.
2. A high school student will be awarded 0.5 credit per semester for each instructional period s/he attends, completes and passes for a total of 6 credits per full school year.
3. Middle school and transfer students who successfully complete high school coursework will be awarded high school credit. The credit will count toward fulfilling the specific course requirement of the MMC. However, this will not reduce the total number of credits a student must attempt, attend and complete within the high school. If a *high school* final grade is issued for the semester, it will be used in computing the student's high school grade point average.

B. Grades

Students shall be graded in sixth through twelfth grade using letter grades. In computing grades, the following letter grade/numerical value system of computation shall be used:

A	4.00	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	D-	0.67
B+	3.33	C+	2.33	D+	1.33	F	0

C. Grade Point Average (GPA)

A grade point average is first established at the end of the first semester of the freshmen year. The grade point follows students throughout their high school years and has the potential to change at the end of each semester. Therefore, grades students earn during their freshman year impact their senior year grade point average. The grade point average shall be rounded to the nearest hundredth column using standard rounding procedures. Five (5) or more shall be rounded up. Four (4) or less shall not be rounded.

D. Honor Points

A Mattawan High School course designated as Honors or Advanced Placement (AP) may be awarded honor points because of its high level of rigor and expectation. The initial grade a student earns in an Honors or AP course shall be increased by 1.0 grade point (i.e., a student who earns a 3.0 will be awarded a 4.0 for the Honors/AP course), except in the case of an F, when no honor points will be awarded. The total number of honor points awarded a student within each department shall not exceed the total number of Honors and/or AP courses offered by that department at Mattawan High School.

Exceptions:

1. An ATYP and/or a college course that is determined by the High School Principal to be equivalent or more rigorous than an Honors or AP course offered by Mattawan High School may be issued an honor point.
2. A student who has completed Honors and/or AP courses as a middle school student, may be approved by the High School Principal to take post-secondary course(s) at a higher sequence than our local honors/AP level for honor points.
3. If a student transfers to Mattawan High School from another district, the High School Principal (or designee) shall evaluate her/his transcript to determine whether or not honor points will be awarded toward a Mattawan High School diploma. Honor points will only be awarded for courses or equivalent courses that are awarded honor points at Mattawan High School.

E. Honor Roll

An honor roll shall be established at the end of each high school semester of the academic year for the purpose of recognizing special achievement by students. The honor roll designation shall be divided into two (2) separate categories. There shall be a high honor roll and an honor roll.

1. The high honor roll shall be comprised of students that:
   a) achieve a grade point average of 3.80 and higher;
   b) achieve no grade lower than a C range.
2. The honor roll shall be comprised of students that:
   a) achieve a grade point average 3.10 to 3.49;
   b) achieve no grade lower than a C range.
3. Credit/no credit coursework will not be included in computation of grade point average. Students that receive a credit/no credit for a class will not be eligible for honor roll status unless the course for which they receive a credit/no credit is in addition to the six instructional periods taken during the regular school day or the class is approved by the High School Principal as a credit/no credit offering.
4. Honor points for honors classes shall be included in computation of grade point averages used for Mattawan High School academic recognition.

F. National Honor Society

The Board of Education endorses the National Honor Society as established and administered by the National Association of Secondary School Principals. The High School Principal, in cooperation with other staff members, shall be in charge of administering a Mattawan Chapter of the National Honor Society for the benefit of high school students that have shown exceptional scholarship, leadership, service and good character.

Students to be invited for nomination to the National Honor Society shall have earned a cumulative 3.50 grade point average (unweighted) at the end of the third semester of their high school experience and shall meet other criteria established by the local chapter and the National Association of Secondary School Principals.

G. Senior Academic Awards

The following criteria shall be used in determining academic awards for students of a graduating senior class:

1. Class rank for senior awards shall be computed by averaging all final grades received in their high school classes up to and including those grades received through the first semester of their senior year (seventh semester of high school). The grade point average shall be rounded to the nearest hundredth column using standard rounding procedures. Five (5) or more shall be rounded up. Four (4) or less shall be rounded down.
2. A final class rank will be computed at the end of eight semesters (24 credits) of high school.
3. In determining class rank, the numerical system listed in Item C (GPA) shall be used.
4. Honor points for Honors and/or AP classes shall be included in computation of grade point average used to recognize student achievement.
5. Pass/Fail or Credit/No Credit course work will not be included in computation of grade point average. Students that receive a credit/no credit for a class will not be eligible for honor roll status unless the course for which they receive a credit/no credit is in addition to the six courses taken during the regular school day or the class is approved by the High School Principal as a Credit/No Credit offering.
6. To be considered for senior academic awards, students must have completed 21 credits by the end of the student's seventh semester.
7. The following standard shall be used to determine special academic recognition:

   Summa cum laude - 4.10 GPA or higher

   Magna cum laude - 3.80 GPA through 4.09 GPA

   Cum laude - 3.50 GPA through 3.79 GPA
8. In addition to the senior class president providing a welcome at commencement, two additional graduating seniors that have achieved the level of Summa cum laude at the end of the seventh semester will be selected to speak at commencement. The two speakers will be selected by a panel appointed by the High School Principal using criteria established by the principal. If the senior class president chooses to audition to be a panel-selected speaker and is chosen, the senior class vice-president shall provide the welcome at commencement.
9. Graduating seniors that achieve Summa cum laude at the end of seven semesters are authorized by Mattawan Consolidated School to list "co-valedictorian" on college application forms if the student is applying for a college scholarship that is only open to students that have been designated as a valedictorian upon graduation from high school. Except in this instance, a graduating senior is not authorized to use the co-valedictorian designation.

H. Additional Educational Options

Several educational options beyond the traditional classes at MHS exist for Mattawan students. With the pre-approval of the building principal a student may enroll in appropriate special programs or college courses for credit. Cost of transportation and other related expenses shall be the responsibility of the student.

1. Academically Talented Youth Program (ATYP). Western Michigan University sponsors the Academically Talented Youth Program (ATYP) for qualified Kalamazoo area students. Mattawan students desiring to participate in ATYP courses must secure pre-approval of the middle school principal prior to enrolling.

a) ATYP Language Arts. Mattawan Middle School students will be awarded a Mattawan High School credit for each year of ATYP English successfully completed (1 credit/semester). The first year of ATYP English will be posted to the high school transcripts as “English 9/English 10 (ATYP)” . The second year of ATYP English will be posted to the high school transcripts as “Honors English 11/12 (ATYP)”. A Mattawan High School student who takes a third year of ATYP English will have the course posted to their high school transcript as “AP Language/AP Literature (ATYP)”. A Mattawan student successfully completing a year of ATYP Language Arts shall be awarded one high school honor point for each year of English successfully completed at ATYP. The total number of English honor points allowed any Mattawan High School student in the area of English is four.

b) ATYP Mathematics. Mattawan Middle School students will be awarded a Mattawan High School credit for each year of ATYP math successfully completed (0.5 credit/semester). The first year of ATYP math will be posted to the high school transcripts as “Algebra I/Algebra II (ATYP)” . The second year of ATYP math will be posted to the high school transcripts as “Geometry/Pre-Calculus (ATYP)”. A Mattawan student successfully completing a year of ATYP mathematics shall be awarded one high school honor point for each year of Mathematics successfully completed at ATYP. The total number of mathematics honor points allowed any Mattawan High School student in the area of mathematics is four.

2. Van Buren Tech. Van Buren Tech offers several programs to develop student’s academic and workplace skills as part of their career and technical training. Credit substitution is available in some programs for students lacking a graduation credit requirement in Math, English, Science, and Computers. The Integrated Academics Computer Lab provides academic or related-skills training and assistance with portfolio development to any student at the Technology Center. During the school year, career and technical education students may participate in Work-Site Based Education programs such as job shadowing, internship or cooperative education placements (Co-op). General education students may enroll in the School-to-Work program. In most cases, students receive credit, income, and valuable work experience to add to their portfolios.

   Van Buren Tech (in conjunction with the Van Buren ISD) offers two competitive Middle College options to students. The Middle College program is a 5th year model that provides an option for a student to postpone receiving their high school diploma in order to earn an Associates Degree, thus earning both at the same time.

   Option 1: Students in the Van Buren Middle College will attend VBTC as 11th graders and then they will be on a college campus for 12th and 13th grade. The ISD will pay for tuition, fees, and books in 12th grade again using the ISD CTE milage, and then the 13th year tuition, fees, and books would be paid with the additional FTE that the state is providing for Early Middle Colleges.

   Option 2: Students in the Van Buren Middle College will attend a college campus for 2 courses as 11th graders and then they would be on a college campus for 12th and 13th grade. The school district will pay for tuition, fees, and books

   If students and/or parents have more questions, contact your high school counselor.

3. Online Courses. All online courses for hig.h school credit must be provided through an accredited program (i.e., Michigan Virtual High School). Mattawan High School students who successfully complete a pre-approved online course will be granted Mattawan High School credit. The course will be listed on the student’s high school diploma. The name of the institution at which the coursework is taken will be listed after the course title. Credit will be totaled in the student’s accumulated credit and calculation of grade point average. Students are limited to two online courses per semester. Students that do not successfully complete an online course with a D- or higher, that student will not be allowed to enroll in further online coursework.

4. Dual Enrollment. The Postsecondary Enrollment Options Act (PSEOA) or Public Act 160 of 1996, provides for payment from a school district’s state aid foundation grant for enrollment of certain eligible high school students in postsecondary courses of education. The law establishes eligibility criteria for students, institutions, and courses; requires eligible charges (tuition, mandatory course or material fees, and registrations fees) to be billed to a school district; establishes enrollment and credit requirements; requires school districts to provide counseling and information to eligible students and their parents; and requires intermediate school districts to report to the Department of Education. Students that do not successfully complete a dual enrolled course will need to reimburse the district for all expenses incurred and not be allowed to enroll in additional coursework.

a) Eligible Institutions. Students may dual enroll in any Michigan public or private, degree-granting postsecondary institution that chooses to participate. The state limits a student to a maximum of 10 semester courses throughout high school. If the student elects to dual enroll in either their freshman or sophomore year, they are limited to two courses per year.

b) Eligible Courses. Eligible courses include:

- i A course offered by an eligible postsecondary institution that is not offered by the school district including Advance Placement and online courses.
- ii A course offered by the school district but is determined by the High School Principal to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control.
- iii Courses that are a hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education, **are not eligible** for tuition support
- iv If the district offers college level equivalent courses (i.e., Advanced Placement), these courses have precedence over an entry-level postsecondary course with similar content.

c) Eligible Students. To be eligible to dual enroll a students must:

- i Be enrolled in both the district and post-secondary institution during the district's regular academic year, and be enrolled in at least one high school course.
- ii Have taken and achieved a qualifying score in the appropriate college placement exam.

d) Eligible Tuition Support. The district will pay a student's tuition and mandatory course fees, including technology fees, materials fees, registration fees, and any late fees charged by the postsecondary institution as a result of the local districts failure to make payment on time. Eligible charges may not include books, and do not include transportation, parking costs, or most activity fees. Under the law, the total amount of tuition and fee support shall not exceed the lesser of the actual charges for tuition and mandatory course fees, materials fees, and registration fees, or the state portion of the district's foundation allowance, adjusted for the proportion of the school day and year that the student attends the postsecondary institution. The district is not responsible for tuition/fee support of students attending summer college classes. However, if 50 percent or more of the college class/term falls within the local district's regular academic year, students will be allowed to enroll and receive tuition/fee support, under the conditions stipulated above. If students fails a class through dual enrollment, the district will no longer pay tuition and fees for future online or dual enrolled courses. A student will be required to reimburse the district for all tuition and fees associated with a failed course.

e) Credit. (See Section A for definition and criteria for Mattawan High School credit.)

- i The district will grant academic credit to an eligible student enrolled in an eligible course for high school credit under this act if s/he successfully completes the course, as determined by the eligible postsecondary institution.
- ii A 0.5 credit will be awarded for each post-secondary course that is awarded a minimum of 3 credits by the post-secondary institution.
- iii The high school credit(s) granted to an eligible student under this act will be counted toward the graduation requirements and subject area requirements of MHS.
- iv Evidence of successful completion of each course and high school credit(s) granted shall be included in the eligible student's high school record.
- v In its "Guide for the College Bound Student-Athlete", the National Collegiate Athletic Association (NCAA) requires that all core courses used for collegiate athletic eligibility must indicate a grade and be calculated into the student's high school GPA.

f) Grades. Mattawan High School will award credit based on the grade issued by the postsecondary institution. The grade issued by the postsecondary institution will be recorded on the student's academic record, and averaged into the student's high school GPA.

g) Process. The following process will be followed for dual enrollment at Mattawan High School:

- i The high school will provide general information about post-secondary enrollment options to all students in grades 8 and higher by March 1 of each year through the high school course guide.

ii The high school will provide a letter indicating eligibility under this Act to all students in grades 9 and 12.

iii The high school shall provide counseling to the extent possible to each eligible student and his or her parent or legal guardian. The counseling will include identification of the benefits, risks and possible consequences of enrolling in a post-secondary course. The counselor will also encourage the student to seek additional counseling at the post-secondary institution.

iv A student must submit an Intent to Enroll in Dual Enrollment Course request by the second Friday in May of the school year preceding requested dual enrollment attendance.

h) The student must file a form with the post-secondary institution provided by the high school indicating that s/he has received the above counseling and the following information:

i enrollment eligibility;

ii the institutions and types of courses that are eligible for participation;

iii the decision-making process for granting academic credits;

iv an explanation of eligible charges that would be paid by the school;

v financial arrangements for eligible charges and for paying costs not paid by the school;

vi eligibility for payment of all or part of eligible charges by the school;

vii an explanation that the school will pay tuition and fee support directly to the post-secondary institution upon being billed by the post-secondary institution;

viii an explanation that the student will be responsible for payment of costs not paid under this bill;

ix available support services;

x the need to arrange an appropriate schedule;

xi consequences of failing or not completing a post-secondary course;

xii the effect of enrolling in a post-secondary course on the student's ability to complete the required high school graduation requirements;

xiii an explanation of how a parent or guardian of a student in at least grade 10 may request that the student be allowed to take a test or assessment early for a state endorsed diploma in order to qualify as an eligible student under this bill; and

xiv the academic and social responsibilities that must be assumed by the eligible student and his or her parent or guardian.

i) After these conditions have been met, the eligible student can enroll in the pre-approved post-secondary course(s). The student will have to designate whether the course(s) is being taken for high school credit, post-secondary credit or both. It is important for the students to clearly understand the ramification of each choice before a decision is made by the student.

j) The high school may require reasonable verification of attendance in the course(s).

k) Within a reasonable time after registration, the post-secondary institution will send a written notice to the student and the school indicating the course or courses and hours of enrollment. The notice to the student will also notify the student of tuition, fees, books, materials, other related charges and the amount of eligible charges.

l) The post-secondary institution will send a bill to the student's school after the drop/add period for the course or courses for eligible charges.

m) Upon receiving the bill, the school will pay the lesser of the eligible charges or the prorated percentage of the state portion of the foundation allowance paid on behalf of that particular student.

n) If the district is not responsible for the entire amount of the eligible charges, the post-secondary institution will bill the student for the remaining balance. The post-secondary institution may not charge a late fee to the school or the student if charges are paid pursuant to the timetable in the bill.

o) If the student does not complete the course, any refund will be used to reimburse the school first.

Reimbursement for failure of a course will need to be paid by the student.

5. Miscellaneous.
   a) This bill does not restrict the ability of any student from enrolling in a post-secondary institution without tuition and fee support.
   b) In eligible student enrolled in a post-secondary institution under the provisions of this bill may not participate in intercollegiate athletics while enrolled under the provisions in this bill.
   c) A post-secondary institution under this bill may give enrollment preferences to its own students but could not displace high school students participating under this bill after enrollment.
   d) Students may elect to take college courses during the school day or in the evening. Courses may be taken on or off campus, through a virtual university, on the weekend or involve interactive television.

I. Secondary Credit Assessment

The Secondary Credit Assessment, commonly known as, "Testing-out" in the Michigan Merit Curriculum, is an option to demonstrate a reasonable level of mastery of the subject area content expectations. The purpose of the “test out” option is to ensure that students are placed in challenging courses, and that academically-able students have the opportunity for Advanced Placement and college dual enrollment options during their high school careers. Students interested in testing out of a course should contact their counselor.

1. To demonstrate a reasonable level of mastery of the subject area content expectations through the test-out option, a student must achieve a C+ (77%) or higher on the Secondary Credit Assessment (SCA) for the course, which may consist of the semester exam(s) for the course, portfolio, written papers, projects, labs, and/or presentations.
2. The test-out window will typically be the end of each high school semester for the following semester, in order for schedules to be changed if a student successfully passes the assessment(s). If a student will not be available during this test-out window, prior arrangements should be made with the high school administration to take the Secondary Credit Assessment (SCA) prior to the scheduled test out date.
3. Students, their counselors, and administrators will be notified of all test-out results by the teacher proctoring the Secondary Credit Assessment (SCA). All results will be documented in the student's official school record. Credit earned through a SCA shall be counted toward graduation and designated as a "P" on the students transcript. A member of the Student Services Team will promote students who have demonstrated reasonable mastery to the next course in the academic course sequence.
4. Students who successfully test out of a course are still required to attempt, attend, complete and pass the minimum number of courses required in each department to be eligible for graduation.
5. Once a student has been promoted through test-out, the student may not earn credit in another course that is lower in the course sequence.

J. Final Determination of Credit for Graduation.

The High School Principal shall make the final determination regarding credit and eligibility for graduation.

III. STANDARDIZED ASSESSMENTS

A. Freshman – PSAT 8/9

The PSAT 8/9 is a norm-referenced test that is given the spring of the 8th grade and 9th grade years. The test is normed for the particular grade level in which the test is assessed. It is designed to evaluate student progress toward college readiness and tests the same skill and knowledge as the SAT.

B. Sophomores – PSAT 10

The PSAT 10 is a norm-referenced test that is given the spring of the 10th grade year. The test is normed for the particular grade level in which the test is assessed. It is designed to evaluate student progress toward college readiness and tests the same skill and knowledge as the SAT.

C. Juniors - SAT and M-STEP

The SAT is a norm-referenced test administered to juniors and seniors, measuring the verbal and mathematical reasoning skills students have developed over time and the skills they need to be successful in college. This assessment includes sections in writing, critical reading, and math.

The M-STEP is a comprehensive, summative assessment designed to measure student growth effectively for today's students. It is assessed in the spring of the 11th grade year. It consists of a college entrance exam (currently SAT), work skills assessment, and M-STEP summative assessments in English language arts, mathematics, science, and social studies.

D. PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a norm-referenced test that costs approximately $14 and is typically administered on a Wednesday to juniors in October. This standardized test provides practice for the SAT Reasoning Test by measuring skills in the areas of critical reading, math problem-solving, and writing. The PSAT/NMSQT also gives students the opportunity to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

E. ACT

The ACT is a norm-referenced test administered to juniors and seniors, measuring the verbal and mathematical reasoning skills students have developed over time and the skills they need to be successful in college. This test is **not** offered in the high school.

F. Advanced Placement (AP)

Each AP course has a corresponding exam that is administered during May. Thirty-four examinations, covering 19 different academic areas, are offered. AP exams contain multiple-choice questions and free-response sections. Each student's work is evaluated by professors and trained consultants using college-level standards. Each AP Exam costs approximately $97. The benefits of taking AP Exams may include: earning college credit, placement into upper-level courses in a chosen field of interest, pursuing a double major of a BA/MA program, gaining time to study or travel abroad, or earning recognition for college-level achievement on the AP Exams. Students doing college-level work in high school—in an AP or Honors course, through independent study, or dual enrollment at the university level—are encouraged to explore Advanced Placement opportunities.

G. College Admissions Testing Guidelines

The ACT and SAT are nationally recognized college entrance exams. Most post-secondary institutions will accept scores from either test as part of the admissions process, although colleges and universities in different regions of the country tend to favor one of the two. As a general rule, colleges or universities in the Midwest and central regions of the country predominantly utilize the ACT, and those on the east and west coasts predominantly utilize the SAT as the primary admissions exam. When conducting college searches it is important to check on the admissions' practices of each institution you are considering and consult your counselor about whether or not to take one or both of these tests.

IV. SCHEDULING OF STUDENTS

A. Scheduling and Orientation Services

The Student Service Team (Counselors and Administrators) works collaboratively with students, parents, and staff to select courses that put each student in a position to be successful throughout high school. Our goal is to facilitate a seamless transition for each student from middle school to high school to postsecondary education and the workforce. This process includes members of the Student Services Team working with students and their teachers and parents to:

1. Explore career and educational interests
2. Review middle/high school achievement and standardized test data
3. Draft and annually revisit/revise a four-year Educational Development Plan (EDP)

4. Make appropriate course selections that are aligned with a student's educational and career goals
5. Evaluate progress toward fulfilling graduation requirements, as well as career and education goals
6. Assist in the college search, selection and application process
7. Assist in the application of scholarships and financial aid

B. Student Placement

Student Placement Procedures include gathering information from classroom teachers, counselors, administrators and other school personnel. This information is combined with perspective provided from parents. Parents wishing to provide observations regarding their student's academic behavior and/or social needs as part of the scheduling process are invited to complete the *Student Placement Parent Information Form* by June 1st. Considerations in the placement of students for learning include: the learning style of the student, instructional environment provided by the teacher, academic achievement, social skills and behavior, work habits, relationships with other students, gender balance, special programming needs, health concerns, perspective from parents and staff.

A master schedule is developed in the early spring based on student course selections, available staffing and facilities. The computer then populates courses with students based on their individual course selections. Counselors address student placement and scheduling conflicts thereafter.

C. Schedule Changes

Given the time and input provided in the development of each student's schedule, we do not typically make schedule changes in August and September unless a student was inappropriately placed in a course where s/he had not fulfilled the prerequisite credit, s/he has an incomplete schedule, or s/he is scheduled into a course where s/he had previously earned credit. Additionally, we do not accept student requests for changes that inappropriately reduce the rigor of their schedule, switch class periods, or rearrange their classes to be with friends or a specific teacher.

V. NAIA AND NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE

A. NAIA and NCAA Clearinghouses

In an effort to coordinate the certification of initial eligibility for all prospective freshman student-athletes considering participation in intercollegiate athletics. These two sites contain information regarding initial eligibility standards for participation.

NCAA - https://web3.ncaa.org/ecwr3/

NAIA - https://www.ncsasports.org/naia-eligibility-center

B. Definition of a NCAA Core Course

Not all high school courses needed to fill local graduation requirements are considered a core course by the NCAA clearinghouse. In order to be considered a core course it must:

1. Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, non doctrinal religion or philosophy;
2. Be four-year college preparatory; and
3. Be at or above the high school's regular academic level (no remedial, special education or compensatory courses).

C. Calculation of Initial NCAA Grade Point Average

The clearinghouse will calculate the grade-point average of your core courses according to the following criteria:

1. Core courses will be calculated on a 4.000 scale
2. Plus and minus signs following a grade are not used in calculating a students NCAA clearinghouse GPA(i.e., a B- is considered a B and a C+ is considered a C.

3. The best grades from your NCAA core courses will be used.
4. Grades from additional core courses you took will be used only if they improve your grade-point average.
5. The clearinghouse will assign the following values to each letter grade: A=4, B=3, C=2, D=1

D. Initial Eligibility Standards for Participating in NCAA Athletics

To meet NCAA standards for eligibility to practice, compete or receive athletic aid, the following requirements must be achieved:

1. Division I. If you enroll in a Division I college and want to participate in athletics, you must meet the following academic standards:
   a) Graduate from high school;
   b) Complete 16 core courses as listed below;
      i Four years of English (Creative Writing, Reading the Movies, Intro to Journalism, Advanced Journalism, Yearbook, and/or Broadcasting do not meet the NCAA requirements);
      ii Three years of math (Pre-Algebra does not meet NCAA requirements);
      iii Two years of natural or physical science;
      iv Two years of social science (Senior Seminar, PALS and/or PALS 2 do not meet the NCAA requirements); and
      v Four years of extra core courses (from any category above, or foreign language, non doctrinal religion and/or philosophy).
   c) Present a minimum required grade-point average in your core courses; and
   d) Achieve a combined SAT or ACT sum score that matches your core-course grade-point average in the grade point average and test score index (See table below).
2. Division II. If you enroll in a Division II college and want to participate in athletics, you must meet the following academic standards:
   a) Graduate from high school;
   b) Complete 14 core courses listed below;
      i Three years of English (Creative writing, Reading the Movies, Intro to Journalism, Advanced Journalism, Yearbook, and/or Broadcasting do not meet the NCAA requirements);
      ii Two years of math (Pre-Algebra does not meet NCAA requirements);
      iii Two years of natural or physical science;
      iv Two extra years of English, mathematics or natural/physical science
      v Two years of social science (Senior Seminar, PALS and/or PALS 2 do not meet the NCAA requirements); and
      vi Three years of additional core courses (from any category above, or foreign language, non doctrinal religion and/or philosophy).
   c) Present a 2.000 grade point average in your core courses; and
   d) Achieve a combined SAT score of 820 or a sum score of 68 on the ACT.

Core GPA	SAT	ACT	Core GPA	SAT	ACT	Core GPA	SAT	ACT
3.550 & above	400	37	3.025	610	51	2.500	820	68
3.525	410	38	3.000	620	52	2.475	830	69
3.500	420	39	2.975	630	52	2.450	840-850	70
3.475	430	40	2.950	640	53	2.425	860	70
3.450	440	41	2.925	650	53	2.400	860	71
3.425	450	41	2.900	660	54	2.375	870	72
3.400	460	42	2.875	670	55	2.350	880	73
3.375	470	42	2.850	680	56	2.325	890	74

3.350	480	43	2.825	690	56	2.300	900	75
3.325	490	44	2.800	700	57	2.275	910	76
3.300	500	44	2.775	710	58	2.250	920	77
3.275	510	45	2.750	720	59	2.225	930	78
3.250	520	46	2.725	730	59	2.200	940	79
3.225	530	46	2.700	730	60	2.175	950	80
3.200	540	47	2.675	740-750	61	2.150	960	80
3.175	550	47	2.650	760	62	2.125	960	81
3.150	560	48	2.625	770	63	2.100	970	82
3.125	570	49	2.600	780	64	2.075	980	83
3.100	580	49	2.575	790	65	2.050	990	84
3.075	590	50	2.550	800	66	2.025	1000	85
3.050	600	50	2.525	810	67	2.000	1010	86

VI. CAREER PATHWAYS

A Career Pathway is a system that creates well-marked "paths" of sequenced courses, which provide both focus and direction to a student's learning experience. There are six Career Pathways. The Pathways prepare student for a goal-oriented future and puts purpose in learning. They offer a system of choice for each student.

What are the Six Career Paths?	*Is this Career Path for You?*
Arts and Communications: Careers in this path are related to 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? 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 entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics and management.	Do you enjoy being a leader and organizing activities? Do you like to work with numbers or ideas? Do you enjoy creating spreadsheets, following the stock market, or holding an office in a club? This may be your career path!
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 woodworking? 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 who 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? This may be your career path!
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, child care, social services and personal services.	Are you friendly, understanding and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? This could be your career path!
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 or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!

VII. COURSE OFFERINGS

A. COURSES OFFERED AT MHS

(Titles in BOLD signify courses that fulfill math-related requirements.)

Advanced Athletic Training
Advanced Digital Media
Advanced Studio Art
Algebra I
Algebra I-2 hr block
Algebra 2A
Algebra 2B
Algebra II
Anthropology I, II
AP Biology
AP Calculus AB, BC
AP Chemistry
AP Environmental Science
AP European History
AP French
AP Government & Politics
AP Language & Composition
AP Literature & Composition
AP Physics 1 (algebra-based)
AP Spanish
AP Statistics
AP US History
AP World History
Athletic Training
Band
Biology
Ceramics and Sculpture
Chemistry
Child development
Civics
Concert Choir
Current Global Issues
Digital Marketing
Digital Media I
Digital Media Mastery
Drawing & Painting
Economics
English 9
9 English
English 10
10 English
English 11
English 12
Fitness & Sports
Food & Fitness
Forensic Science
Functions, Statistics & Trigonometry (FST)
Geometry
History v Hollywood (US)
History v Hollywood (World)
Honors Algebra II
Honors Anatomy & Physiology
Honors Biology
Honors Chemistry
Honors Civics & Economics
Honors English 9
Honors English 10
Honors Spanish II, III IV
Honors Trigonometry & Precalculus
Honors US History & Geography
Informal Geometry
Intro to Art
Intro to Health and Wellness
Ladies' Chorus
Master Singers' Chorale
Mathematical App and Problem Solving
Pals I, II
Physics
Power Training
Pre-Algebra
PLTW – Introduction to Engineering and Design
PLTW - Principles of Engineering
Psychology
Resource
Senior Seminar
Sociology
Spanish I, II
Technical Reading and Writing 11 and 12
Thrive
United States History & Geography
World History & Geography
Women's Ensemble
Yearbook

B. COURSES OFFERED at VAN BUREN TECHNOLOGY CENTER

Advanced Manufacturing
Agriculture & Natural Resources
Allied Health Technologies
Auto Tech (BES)
Auto Tech (EEP)
Cadet Teacher
Commercial Design
Construction Trades
Cosmetology
Culinary Arts & Catering Management
Cyber Security & Computer Network Tech
Early Childhood Careers & Education
Early College Health Alliance
Emergency Medical Technician (EMT)
Engineering & Architectural Design
Fire Science
Fundamentals of Patient Care
Law Enforcement
Marketing/Entrepreneurship
Medical Biotechnology
Pharmacy Technician
Polymer Technologies
Print Media Technologies
Software Engineering
Van Buren Middle College
Welding

C. MICHIGAN VIRTUAL (ONLINE LEARNING OPTIONS)

"Michigan Virtual challenges students who want to learn in a different way, using the latest in technology to explore math, science, social studies, world languages and language arts in a flexible, personalized environment. Online high school and middle school courses are taught by highly-qualified, Michigan-certified teachers. Operating as a statewide laboratory and quality model of instruction by implementing virtual learning solutions, *Michigan Virtual* doesn't award credit or diplomas, but students receive a completion certificate recognized by local school districts that award credit and diplomas."

HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

**Michigan Virtual offers core English, Math, Science, Social Studies and World Language courses, as well. However, these will only be offered when MHS traditional classroom courses will not work with the student's schedule at the discretion of the student's Guidance Counselor and/or Dean.*

D. APEX ONLINE LEARNING PLATFORM

APEX Learning is a 3rd party platform utilized by the Mattawan Consolidated School District. This option is for families that wish to have a fully virtual program for their students. The APEX catalog may be accessed at this link. https://www.apexlearning.com/

VIII. COURSE DESCRIPTIONS

A. APPLIED ARTS

1. Introduction to Engineering Design (Crs #A200)

Course Length: 2 Semesters Grade Level: 9-12

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

2. Principles of Engineering (Crs #A205)

Course Length: 2 Semesters Grade Level: 10-12

This course is a continuation of the Introduction to Engineering and Design course. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. *Prerequisite*: Successful completion of Introduction to Engineering Design with a grade of "C" or better.

B. BUSINESS/COMPUTER TECHNOLOGY

Traditional Classroom Courses

Digital Marketing
Digital Media
Advance Digital Media
Digital Media Mastery

1. Digital Marketing (Crs #W211)

Course Length: 1 Semester Grade Level: 9-12

An introductory course for students to encompass the use of digital technologies in the area of marketing. Students will eventually combine their knowledge of the skills they learn over the course of the semester to create fun and creative projects in order to market Mattawan extracurriculars (sports, band, musicals, clubs, etc) to their community. Students will learn how to operate tools such as adobe photoshop, illustrator, and premier pro, as well as photo and video equipment to help in the facilitating of marketing.

2. **Digital Media (Crs #B210)**
Course Length: 1 Semester **Grade Level: 9-12**
This projects-based class will provide hands-on learning opportunities using digital media technologies. Students will create an online portfolio that demonstrates their competence and creativity in graphic design, audio, video, and web design. The focus will be on digital storytelling with technology-related tools. Students will explore social media and create and sustain blogs as they look at the historical perspective, writing style, and legal and ethical concerns. In addition, students will investigate careers in digital media and they will interact with professionals currently employed in the industry.

3. **Advanced Digital Media (Crs #BIS201)**
Course Length: 1 Semester **Grade Level: 10-12**
This course builds on students' experiences and skills from Digital Media. Students continue to build a portfolio that demonstrates their competence and creativity in graphic design, audio, video, and web design. Students are given more independence on the types of projects that they complete based on their individual interests with media content. *Prerequisite:* Successful completion of Digital Media.

4. **Digital Media Mastery (Ind. Study) (Crs #BIS203)**
Course Length: 1 Semester **Grade Level: 10-12**
This projects-based class will provide hands-on learning opportunities using digital media technologies with an emphasis on mastering ONE of the Adobe Programs (Photoshop, Premiere Pro, Illustrator, etc.) **Mattawan currently has these Adobe programs, and this course will not require any additional funding.** In addition, students will investigate careers in digital media, and they will interact with professionals currently employed in the industry. Eventually, a formal mentorship will be required so students have a feel for the career they're pursuing. Utilizing the Adobe program they're mastering, students will tackle three major projects which include a school project, a community project, and a passion project (one of their choosing).

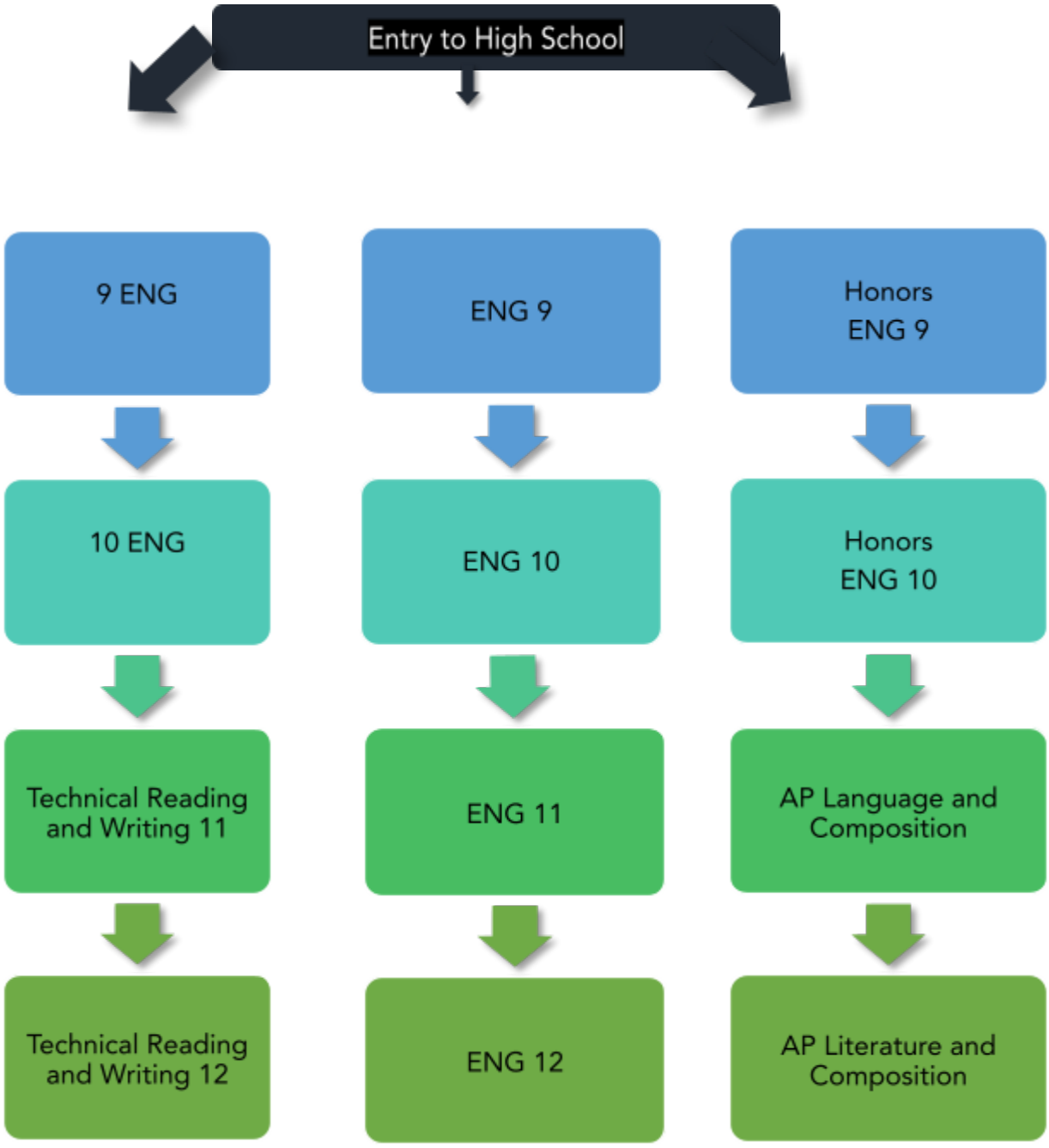
5. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

A. ENGLISH COURSES

Traditional Classroom Courses
9 English
English 9
Honors English 9
10 English
English 10
English 11
AP Language and Composition
Technical Reading and Writing 11 and 12
English 12
AP Literature & Composition
Yearbook

*Yearbook and Michigan Virtual English-focused courses can be chosen as electives. They do not count towards the required 4 ELA credits per MMC content.

High School English Language Arts (ELA) Course Pathways



1. **9 English (Crs# E109)**
   Course Length: 2 Semesters **Grade Level: 9**
   In 9 English, students will interact with various literary genres (classic and contemporary fiction, informational texts, poetry, and historical rhetoric) to explore complex topics and make connections to their personal lives. This is a Tier III English Language Arts course based on Michigan essential standards for ELA, focusing on the essential standards set forth by Mattawan High School 9th grade ELA curriculum team. The content and pacing in place for this course will allow students with Individualized Educational Plans that specify goals in reading and/or writing to receive the interventions and supports needed for individual growth in the areas of reading, writing, and oral communication.

2. **English 9 (Crs#E201)**
   Course Length: 2 Semesters **Grade Level: 9**
   This course provides students an opportunity 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 high school. Students are introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Through engagement in broad reading and writing experiences, students learn and practice strategies that will help them become stronger readers and writers. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments and economies. Through the lens of inter-relationships and self-reliance, students learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power.

3. **Honors English 9 (Crs# E301)**
   Course Length: 2 Semesters **Grade Level: 9**
   This is a freshman level course for advanced students who desire a more rigorous learning experience. As an honors form of English 9, students are expected to complete work at a quicker pace and higher degree of quality than students in English 9. This course provides students an opportunity 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 high school. Students are introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Through engagement in broad reading and writing experiences, students learn and practice strategies that will help them become stronger readers and writers.
   Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments and economies. Through the lens of inter-relationships and self-reliance, students learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power.

4. **10 English (Crs# E110)**
   Course Length: 2 Semesters **Grade Level: 10**
   In 10 English, students will engage with a variety of American literature, both classic and modern. The anchor texts (class novels) will be supplemented with poems, informational texts, and speeches to increase students' understanding of writing conventions, theme, characterization, and figurative language. This is a Tier III English Language Arts course based on Michigan essential standards for

ELA, focusing on the essential standards set forth by Mattawan High School 10th grade ELA curriculum team. The content and pacing in place for this course will allow students with Individualized Educational Plans that specify goals in reading and/or writing to receive the interventions and supports needed for individual growth in the areas of reading, writing, and oral communication.

5. **English 10 (Crs#E202)**
Course Length: 2 Semesters **Grade Level: 10**
This course continues 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. Students add to the list of various genres of classic and contemporary narrative and informational texts with a special focus on American Literature. Tenth graders will connect with and respond to texts through critical response and stance. They continue to 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.

6. **Honors English 10 (Crs# E302)**
Course Length: 2 Semesters **Grade Level: 10**
This is a sophomore level course for advanced students who desire a more rigorous learning experience, in preparation for AP Language and Composition. As an honors form of English 10, students are expected to complete work at a quicker pace and higher degree of quality than students in English 10. This course continues 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. Students add to the list of various genres of classic and contemporary narrative and informational texts with a special focus on American Literature. Tenth graders will connect with and respond to texts through critical response and stance.
They continue to 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.

7. **English 11 (Crs# E103)**
Course Length: 2 Semesters **Grade Level: 11**
This two-hour block course provides students extended time each day to master the content expectations in English 11, while improving a student's literacy skills. This course provides students an opportunity to refine, apply and extend the knowledge, skills, and strategies in previous courses, as students engage in more complex ideas, texts, and tasks. Students add to the list of various genres 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 college readiness benchmarks. Eleventh graders will connect with and respond to texts through transformational thinking, critical response and stance. They continue to learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. They learn to use forward thinking to make better decisions, generate new ideas for solving problems, and build a deeper context for developing realistic plans for the future.

8. **English 11 (Crs#E203)**
Cour**se Length: 2 Semesters** **Grade Level: 11**
This course provides students an opportunity to refine, apply and extend the knowledge, skills, and strategies in previous courses, as students engage in more complex ideas, texts, and tasks. Students add to the list of various genres 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 college readiness benchmarks. Eleventh graders will connect with and respond to texts through transformational thinking, critical response and stance. They continue to learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. They learn to use forward thinking to make better decisions, generate new ideas for solving problems, and build a deeper context for developing realistic plans for the future.

9. **AP Language and Composition (Crs#E303)**
Course Length: 2 Semesters **Grade Level: 11**
This course is intended to prepare students for the Advanced Placement Language and Composition Exam, utilizing curriculum from the College Board. This rigorous college-level course focuses on independent critical thinking and analysis of both contemporary nonfiction and literary classics. Students demonstrate their competence through many in-class essays, take home compositions, and a research paper.
Within these performances, students argue how an author utilizes language for an intended purpose and how rhetorical devices and persuasive techniques affect the audience. During the summer prior to taking this course, students are expected to read two teacher-selected works, complete correlating assignments, and be prepared for assessments in response to the pieces without the benefit of class discussion. Successful Completion of English 10.

10. **Technical Reading and Writing 11 (Crs# E113)**
Course Length: 2 Semesters **Grade Level: 11**
This course is for students working to master the prerequisite reading, writing, vocabulary and grammar skills needed to be successful in postsecondary education and the workforce. This course is designed to support students who have struggled in the traditional English curriculum. Particular emphasis is given to developing each student's ability to paraphrase and summarize, write essays and shorter arguments, and explore other types of written communication. In addition, students practice effective reading and oral communication skills in a variety of settings.

11. **Technical Reading and Writing 12 (Crs# E114)**
Course Length: 2 Semesters **Grade Level: 12**
This course is for students working to master the prerequisite reading, writing, vocabulary and grammar skills needed to be successful in postsecondary education and the workforce. This course is designed to support students who have struggled in the traditional English curriculum. Particular emphasis is given to developing each student's ability to paraphrase and summarize, write essays and shorter arguments, and explore other types of written communication. In addition, students practice effective reading and oral communication skills in a variety of settings.

12. English 12 (Crs# E204)

Course Length: 2 Semesters **Grade Level: 12**

This course consists of a survey of World Literature. The approach is through thematically moving students from analysis to synthesis in the context of multiple cultures and moments in world history. Students gain extensive experience and access to college writing styles, techniques, and processes. A thematic approach to literature provides many opportunities to raise reading and writing levels to college standards. In addition, students have the opportunity to learn study, research, and test-taking skills for future college level classes.

13. AP English Literature and Composition (Crs# E304)

Course Length: 2 Semesters **Grade Level: 12**

This course is intended to prepare students for the Advanced Placement Literature and Composition Exam, utilizing curriculum from the College Board. Students who enroll in this rigorous college-level course engage in an intensive study of various great works of world literature. In the summer prior to entering the course, students are expected to read two teacher-selected works and be prepared to take objective tests and write essays to demonstrate their ability to independently comprehend and analyze difficult literature. During the course of the year, students write a research paper and many essays that incorporate the literature and their prior knowledge into well-crafted arguments. By meeting the rigor of this class, students should be prepared for intermediate or advanced college courses. Successful completion of AP Language and Composition.

14. Yearbook (Crs# E212)

Course Length: 2-6 Semesters **Grade Level: 10-12**

This course is an English elective, in which students study multiple journalism skills and graphic design layouts. Students learn basic photography, caption and story writing, computer desktop publishing using PageMaker, as well as budgeting and marketing skills. The experience gained from these areas is used in the design and creation of the school yearbook. Students interested in this course should have superior skills in written and verbal communications, photography and/or art. Students are expected to work on projects beyond class time. All students are expected to sell a minimum amount of advertising.
Prerequisite: Permission of the teacher.

15. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

B. FINE/PERFORMANCE ARTS

Traditional Classroom Courses

Introduction to Art
Advanced Studio Art
Ceramics and Sculpture
Drawing and Painting
Band
Concert Choir
Ladies' Chorus
Women's Ensemble
Master Singers' Chorale
MUSE

1. **Introduction to Art (Crs# P201)**
   Course Length: 1 Semester **Grade Level: 9-12**
   This course is designed to meet the needs of all students. They will become familiar with the elements of art and principles of design, basic art history, as well as a variety of art forms and techniques. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous art experience.

2. **Advanced Art Studio (Crs# P200)**
   Course Length: 1 Semester **Grade Level: 10-12**
   In this course, advanced students will focus on portfolio development as they continue to develop skills in producing high quality works of art. Emphasis is placed on creating more complex visual statements with a wide range of materials and processes explored. *Prerequisites:* Introduction to Art AND Drawing & Painting or Ceramics & Sculpture AND teacher approval.

3. **Ceramics and Sculpture (Crs# P2)**
   Course Length: 1 Semester **Grade Level: 9-12**
   This course is designed to allow students to expand on previous art experience. They will explore a variety of three-dimensional media intended to further develop their individual skills and creativity.

4. **Drawing and Painting (Crs# P2)**
   Course Length: 1 Semester **Grade Level: 9-12**
   This course is designed to allow students to expand on previous art experience. They will explore a variety of two-dimensional media intended to further develop their individual skills and creativity.

5. **Band (Crs# P205-9/10, P206-11/12)**
   Course Length: 2-8 Semesters **Grade Level: 9-12**
   This full-year course provides students a wide variety of musical experiences. The first nine weeks are dedicated to marching band with the band performing at all home football games and occasionally away games. In addition, the band competes throughout the state on Saturdays during the fall season and participates in the MSBOA Marching Band Festival. Following the marching season, the band is split into two bands by grade level (9-10th grade Concert Band and 11-12th grade Symphonic Band). These classes perform concerts throughout the year and participate in District and, when appropriate, State MSBOA Concert Band Festival. The band takes a major trip every four years, with the last trip being to Orlando, Florida. *Prerequisite:* Successful completion of Eighth Grade Band or successful audition with the band directors for all new or transfer students entering Mattawan High School.

6. **Concert Choir (Crs# P208)**
   Course Length: 2-4 Semesters **Grade Level: 9-12**
   This is an audition-only choir of 30-40 voices. This course includes musical training in notation, sight singing and vocal pedagogy. The repertoire includes standard choral literature, swing choir and limited choreography. The ensemble performs in numerous school concerts and community events, and participates in competitions. Individuals participate in district and state solo competitions and in the annual musical.

7. **Ladies Chorus (Crs# P207)**
Course Length: 2-4 Semesters Grade Level: 9-12
This course includes musical training in notation, sight singing and vocal pedagogy. The choir performs at numerous school functions and choral competitions/workshops throughout the year. Individuals participate in district and state solo competition and the annual musical.

8. **Women's Ensemble (Crs# P209)**
Course Length: 2-4 Semesters Grade Level: 10-12
This is an audition-only, upper level choir of 18-24 voices. Juniors and seniors are given admission priority.
The course includes musical training in notation, sight singing and vocal pedagogy. The repertoire includes standard choral literature, vocal jazz, swing choir song and dance. The ensemble performs regularly for school and community functions and participates in numerous musical competitions. Individuals participate in district and state solo competitions and in the annual musical.

9. **Master Singers' Chorale (Crs# P210)**
Course Length: 2-4 Semesters Grade Level: 10-12
This is an audition-only, upper level choir of 18-24 voices. Juniors and seniors are given admission priority. This course includes musical training in notation, sight singing and vocal pedagogy. The repertoire includes standard choral literature, vocal jazz, swing choir song and dance.
The ensemble performs regularly for school and community functions and participates in numerous musical competitions. Performance is a focus of this class, with more than 20 performances annually. Individuals participate in district and state solo competitions and in the annual musical.

10. **MUSE (Crs# P209)**
Course Length: 2-6 Semesters Grade Level: 10-12
This is an audition-only, upper level choir of less than 20 voices. Students in this class are expected to already possess excellent music literacy and vocal music ability. This course includes musical training in vocal pedagogy. The repertoire focuses on A Cappella singing and includes standard choral literature, vocal jazz, swing choir songs, and contemporary A Cappella literature. The ensemble performs regularly for school and community functions and participates in numerous musical competitions. Performance is a focus of this class, with more than 20 performances annually. Individuals participate in district, state and regional solo competitions. Students in this class are expected to be enrolled in an additional vocal music class, usually Master Singers or Women's Ensemble.

11. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

C. WORLD LANGUAGES

Traditional Classroom Courses

Spanish I
Spanish II
Honors Spanish II
Honors Spanish III
Honors Spanish IV
AP Spanish

1. **Spanish I (Crs# F211)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This introductory language course is designed to develop students' ability to speak, write, read and understand basic Spanish. Students learn elements of Latin American and Spanish culture through the use of selected readings and projects. Students are expected to use their verbal skills in class.

2. **Spanish II (Crs# F212)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This course expands students' verbal and written skills in Spanish. In this, students further develop their ability to read and speak Spanish through the study of language, history, and culture. Students use their Spanish in verbal and written assignments. *Prerequisite:* Successful completion of Spanish I.

3. **Honors Spanish II (Crs# F312)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This is an intermediate level course for advanced students who desire a more rigorous learning experience and intend to complete four years of Spanish including AP Spanish. As an honors form of Spanish II, students are expected to complete work at a quicker pace and higher degree of quality than students in Spanish II. This course provides students an opportunity to build a solid foundation of the Spanish language, conversational skills, and communication strategies that will be refined, applied and extended as students engage in more complex ideas, texts, and tasks in high school. This course expands students' verbal and written skills in Spanish. In this course, students further develop their ability to read and speak Spanish through the study of language, history, and culture. Students are expected to use their Spanish language skills in class. *Prerequisite:* Successful completion of Spanish I.

4. **Honors Spanish III (Crs# F213)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This advanced language course expands students' abilities to communicate in Spanish through the continued study of language, history, literature, and culture of the Hispanic world. Emphasis is placed on the learning of language and culture from the grammatical and the literary points of view. Taught in the target language, students are required to communicate in that language. *Prerequisite:* Successful completion of Spanish II.

5. **Honors Spanish IV (Crs# F2)**
Course Length: 2 Semesters **Grade Level: 11-12**
Students that enroll in this class should have excelled in all previous Spanish courses. This course is designed for students who desire greater fluency and firmer knowledge of the Spanish language. Students in this course improve oral fluency and listening comprehension skills as well as refine writing skills and grammatical structures. Taught in the target language, students are required to communicate in that language. In addition, students are expected to read literature, write compositions, and speak in the target language. *Prerequisite:* Successful completion of Honors Spanish III.

6. **AP Spanish (Crs# F2)**
Course Length: 2 Semesters **Grade Level: 12**
This course is intended to prepare students for the Advanced Placement Spanish exam, utilizing the curriculum from the College Board. Students enrolled in this class should have excelled in all previous Spanish courses. This course is designed for students who desire greater fluency and firmer knowledge of the Spanish language. Students in this course improve oral fluency and listening comprehension skills as well as refine writing skills and grammatical structures. Taught in the target language, students are required to communicate in that language. In addition, students are expected to read literature, write compositions, and speak in the target language. *Prerequisite:* Successful completion of Honors Spanish IV.

7. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

D. LIFE AND WELLNESS COURSES.

Traditional Classroom Courses

Intro to Health & Wellness
Child Development
Fitness & Sports
Power Training
Food & Fitness
Athletic Training
Advanced Athletic Training
PALS I & II
Peer to Peer
Senior Seminar

1. **Introduction to Health and Wellness (Crs# L200)**
Course Length: 1 Semester **Grade Level: 9-12**
This survey course is designed and highly recommended for those interested in pursuing a career in the medical field. It introduces students to a wide variety of health and wellness issues. Topics include: Community Health - selecting health care and services, being an alert health consumer, strategies for dealing with consumer problems, and public health agencies and their roles; Mental Heath - stress management, coping with loss/death, mental health disorders, and suicide prevention; Body Systems - integumentary, muscular, skeletal, nervous, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems.

Other subjects include sexually transmitted infections and diseases, family planning, and substance abuse. Various guest speakers and hands-on projects are used to enhance the student's learning experiences.

2. Child Development (Crs# L203)
Course Length: 1 Semester **Grade Level: 9-12**
This course is designed to prepare students for the responsibilities of dealing with children in their careers, as parents and as members of society. Emphasis is placed on the physical, emotional, intellectual, and social development of children from prenatal to age six. The effects on the family due to a child's development, special needs, and developmental differences are explored. A variety of hands-on experiences with infants, toddlers, pre-school and elementary children are utilized to enhance and provide practical application of learned child development principles.

3. Fitness and Sports (Crs# L210)
Course Length: 1 Semester **Grade Level: 9-12**
This course focuses on developing health-related fitness concepts (cardiovascular endurance, flexibility, muscular strength, and nutrition) and sport skill proficiency through participation in various team and individual activities. These activities may include, but not limited to, eclipse ball, ultimate frisbee, tennis, bocce ball, team handball, and speedball. This course meets the Michigan Merit Curriculum graduation requirements for physical education.

4. Power Training (Crs# L211)
Course Length: 1 Semester **Grade Level: 9-12**
This advanced course is designed for students who are not participating on an athletic team for the majority of the semester in which this course is taken. The course focuses on the factors and methods of training the human body for the development of strength, power, speed, agility, quickness, and explosiveness. Through a daily training regimen using the Bigger Faster Stronger program, students will have the opportunity to improve upon their own proficiencies in these areas, and also apply what they have learned to future training or activities they may undertake. Grades are based on daily participation and effort, evidence of improvement over interval physical tests, and the completion of all assignments. This course does **not** meet the Michigan Merit Curriculum graduation requirement for physical education.

5. Food and Fitness (Crs# L202)
Course Length: 1 Semester **Grade Level: 9-12**
This course is designed for students interested in learning about healthy food and lifestyle choices. Topics studied in this course include: basic principles of nutrition, food preparation techniques, economical and healthy eating and the body's metabolism. This class features a variety of hands-on projects, demonstrations, food preparation labs, and experiments.

6. Athletic Training (Crs# L206)
Course Length: 1 Semester **Grade Level: 11-12**
This course is designed for students who are interested in learning more about the athletic training profession. Students learn athletic training terminology, basic human anatomy, a variety of taping and wrapping techniques, and an understanding of basic care and prevention of athletic injuries. Students gain practical experience in the athletic training room and through field observations.

Grades are based on assignments, written exams, practical exams, and hands-on labs. This class requires a minimum of 10 hours of outside fieldwork. *Prerequisite:* Permission of the teacher.

7. **Advanced Athletic Training (Crs# L207)**
Course Length: 1 Semester **Grade Level: 11-12**
This course provides students an opportunity to further their study of athletic training by further developing students' understanding of human anatomy, taping and wrapping techniques, and athletic injuries. In addition, students will learn about therapeutic modalities and basic rehabilitation principles that will prepare them for health-related college level coursework. This course requires a minimum of 10 hours of outside fieldwork. Grades will be based on assignments, professional journal writings/responses, written exams, practical exams, and fieldwork hours. *Prerequisite:* Introduction to Athletic Training.

8. **PALS I (Crs# L220)**
Course Length: 1 Semester **Grade Level: 10-12**
This course is designed to teach students to become peer leaders, facilitators, and helpers. Students receive training in a wide variety of areas, including communication and listening skills, problem-solving techniques, decision-making options, mediation, and interpersonal relationship skills. They also explore social issues that many students of their age are facing today. *Prerequisite:* Application process.

9. **PALS II (Crs# L221)**
Course Length: 1 Semester **Grade Level: 10-12**
This course provides students an opportunity to continue using the skills and knowledge that they learned during their initial PALS training. This course allows students to receive more hands-on experience, continue to increase their knowledge about social issues, expand their facilitating skills, and fine-tune their communication abilities. *Prerequisite:* Successful completion of PALS I.

10. **Peer to Peer (Crs# P2P300)**
Course Length: 1 Semester **Grade Level: 10-12**
The purpose of Peer to Peer (P2P) is to support inclusion through the “linking” of a general education student with a special education student. The LINK student (general education) is trained as a peer mentor who will accompany a student with special needs to one of his/her general or special education classes. The LINK student will model appropriate social skills and behavior in the academic setting for the student with special needs in an effort to successfully support the student with special needs. Training requires time outside of the school schedule before the semester begins with ongoing support provided throughout the semester. P2P will involve MDE approved ASD (Autism Spectrum Disorder) modules. Links will be required to attend training and conferencing over some lunch hours, as well as attend some after school activities. Other responsibilities include, but are not limited to, weekly writing assignments, exceptional attendance, using good communication skills, reviewing and reflecting on current issues and a final project. This is a graded class. This class may be taken more than once with program director approval. *Prerequisite:* Must complete an application and receive approval of program directors.

11. **Senior Seminar (Crs#L204)**

Course Length: **1 Semester** **Grade Level:** **12**

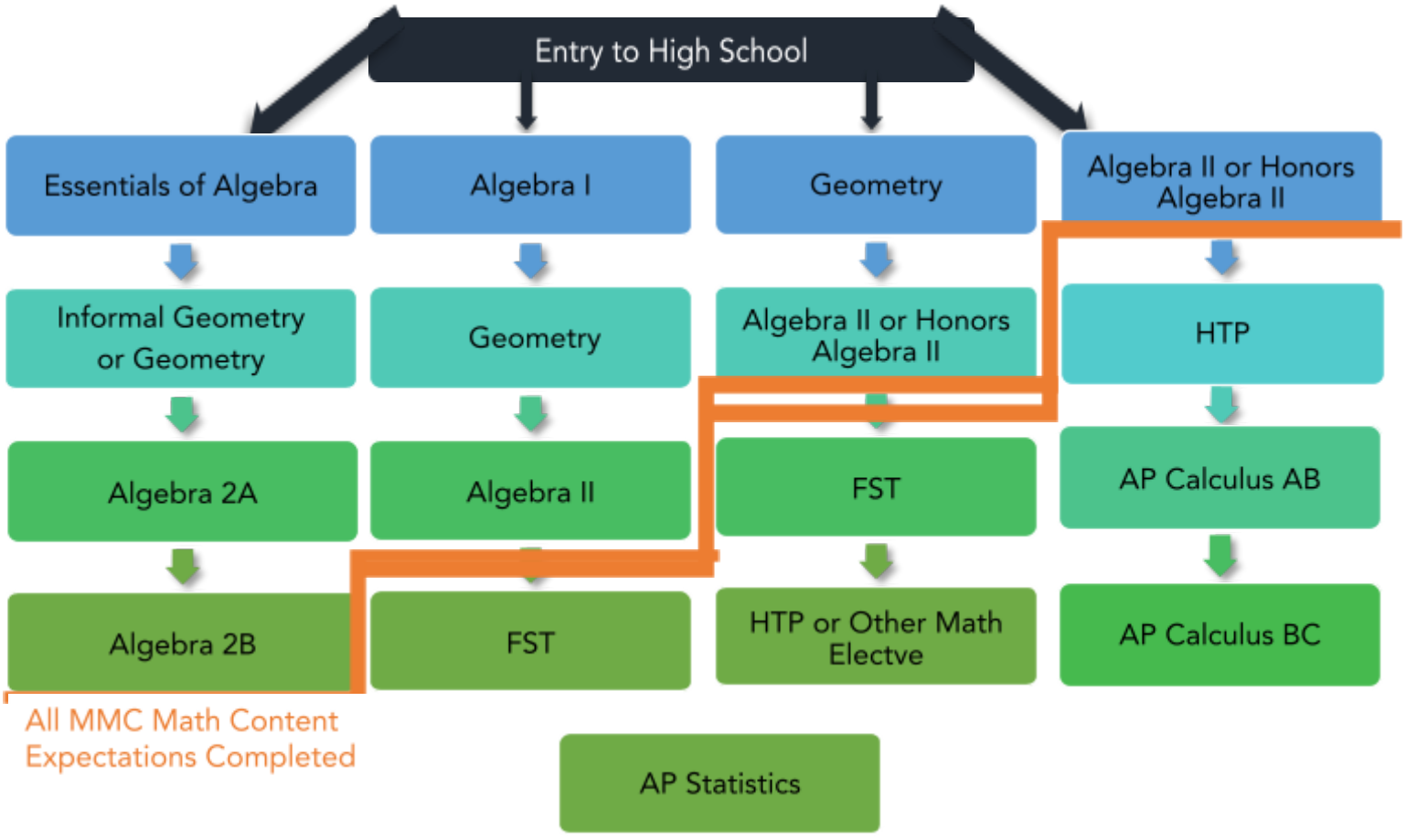
This capstone course is devoted to preparing students for life decisions. The four components of this course are financial, personal, relationships and the Senior Project. This course presents factual information on a broad number of topics that are necessary for preparing students for living on their own. The financial resources unit focuses on banking information such as opening a checking account, credit and credit cards, loans, taxes, insurance, consumer fraud, the cost of moving out, and the development of a personal budget. The personal resource unit emphasizes personality development, communication and problem solving. The relationship resource unit addresses dating, marriage, and the responsibilities that go along with married life. The senior project entails an out of school experience with a mentor and a project presentation to the senior board. This is a hands-on course where students get the opportunity to learn by doing. Many speakers also enhance the course by providing students the best tools in preparing for life after high school.

E. MATHEMATICS COURSES

Traditional Classroom Courses

Essentials of Algebra
Algebra 1
Informal Geometry
Geometry
Algebra 2A
Algebra 2B
Honors Algebra II
Mathematical App. & Problem Solving
Functions, Statistics, & Trigonometry (FST)
H. Trigonometry & Pre-Calculus (HTP)
AP Calculus AB/BC
AP Statistics

High School Mathematics Course Pathways



1. **Essentials of Algebra (Crs# M101)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This course is designed to develop a student's math literacy. Areas of emphasis include: basic operational skills, such as addition, subtraction, multiplication, and division of whole numbers, fractions, decimals and percents and beginning algebra. In addition, students solve word problems, and work with charts and graphs.

2. **Algebra I (Crs# M200)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This course is designed to provide instruction in traditional algebraic concepts, as well as statistics, probability, geometry, appropriate calculator use, and computers. The instructional approach is highly integrative. Applications, statistics, and geometry are employed to develop and exemplify the algebra of linear equations and inequalities. Models for arithmetic operations are immediately extended to expressions and equations involving variables. Graphing of lines is heavily emphasized. Probability concepts are studied along with algebraic fractions. Curvilinear functions represented by exponential growth and by parabolas originate from the study of contemporary applications in science and personal finance. Systems, polynomials, and square roots are linked to the study of geometry and motivated by applications.

3. **Informal Geometry (Crs# M201)**
   Course Length: 2 Semesters **Grade Level: 10-12**
   This course emphasizes geometric vocabulary, constructions and drawings. Theory is introduced, although the emphasis of the course is on practical application. Many algebraic concepts are interwoven within geometric principles. The first semester focuses on the different types of geometry, logic, and congruence developed through transformations, and symmetry. Measurement ideas, including the ideas of area and volume so important for both consumer applications and later mathematics, are studied in the second semester. The study of two-dimensional and three-dimensional figures is examined along with figure similarity. Developing critical thinking skills is a major focus. *Prerequisite:* Successful completion of Algebra I.

4. **Geometry (Crs# M202)**
   Course Length: 2 Semesters **Grade Level: 9-12**
   This course develops connections between algebraic and geometric reasoning through a study of synthetic and coordinate geometry. To teach students how to write proofs and construct other mathematical arguments, the course lays a foundation of prerequisite understanding step by step. The first semester focuses on formal definitions of previously developed concepts and works with these along with theorems and postulates to construct a more formal framework that supports the forming and testing of conjectures. Distance-preserving transformations are also studied at this time.

   The second semester further develops spatial reasoning through the study of two and three-dimensional figures, shape-preserving transformations, the study of triangles including congruence and similarity, and the study of right-triangle trigonometry. Throughout this course, students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and

solve real-world problems. *Prerequisite:* It is recommended that a student obtain a “C” or better in Algebra I.

5. **Algebra 2A (Crs# M206)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course emphasizes applications of the mathematical skills and concepts required by the Michigan Mathematics Standards and Benchmarks. It is designed to help students develop quantitative reasoning, critical thinking, and problem-solving skills through contextual examples. The goal of Algebra II A is to build upon the concepts taught in Algebra I and Geometry while adding new concepts to the students' understanding of math. Algebra II A continues the study of functions by furthering the list of families of functions to be modeled, graphed, and analyzed. Using these functions to model real-world situations is a major theme of the course. The use of technology through a graphing calculator will be stressed (specifically the TI Nspire) whenever appropriate to develop concepts and to solve problems. *Prerequisite:* Credit for Algebra I and Geometry/Informal Geometry OR taking one of these courses concurrently with this course.

6. **Algebra 2B (Crs# M207)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course emphasizes applications of the mathematical skills and concepts required by the Michigan Mathematics Standards and Benchmarks. It is designed to help students develop quantitative reasoning, critical thinking, and problem-solving skills through contextual examples. The goal of Algebra II B is to build upon the concepts taught in Algebra II A while adding new concepts to the students' understanding of math. Algebra II B continues the study of families of functions by increasing the variety of real-world applications to be studied in order to complete the students' experience with Algebra II concepts outlined in the Michigan Merit Curriculum. Graphing will be emphasized to take advantage of the geometric intuition that students possess. The use of technology through a graphing calculator will be stressed (specifically the TI Nspire) whenever appropriate to develop concepts and to solve problems. *Prerequisite:* Credit in Algebra II A or 1st semester of Algebra II.

7. **Algebra II (Crs# M203)**
Course Length: 2 Semesters **Grade Level: 9-12**
This course emphasizes the development of facilities with algebraic forms, linear and quadratic expressions, powers and roots, and functions based on these concepts. Logarithmic, trigonometric, polynomial, and other special functions are studied.
The use of these forms and functions to model work-based situations is a major theme. Geometric ideas are utilized throughout the text. Measurement relationships are analyzed from an algebraic viewpoint. Transformations are employed to analyze graphs. In general, graphing is emphasized to take advantage of the geometric intuition that students possess. Notions of a mathematical system found in geometry (postulates, theorems, etc.) are utilized. Many connections with computers are made in this course. Graphing calculators are utilized whenever appropriate to develop concepts and to solve problems. Discrete and continuous domains and work with algorithms are included because of their importance in a computer age. *Prerequisite:* It is recommended that a student obtain a “C” or better in Geometry, “B” or better in Informal Geometry, or receive a teacher recommendation.

8. **Honors Algebra II (Crs# M300)**
Course Length: 2 Semesters **Grade Level: 9-12**
This course is a very rigorous study of Algebra II concepts. It is intended for students planning to take Honors Trigonometry & Precalculus and AP Calculus prior to graduation. The course focuses on developing the student's ability to write, use, and apply algebraic functions in varied contexts, emphasizing more conceptually difficult applications, with less emphasis on review of previously learned algebraic topics. Students will also learn about appropriate applications of computerized algebra (CAS) systems and dynamic geometry systems (DGS). Linear, quadratic, power, exponential, logarithmic, trigonometric, polynomial functions are all studied in depth, as well as quadratic relations (conics), probability, sequences and series. Geometric concepts are also incorporated to reinforce understanding of previously learned topics and to enhance the student's ability to make mathematical connections. Computer programs are developed and/or utilized whenever appropriate to reinforce concepts and to solve problems. Connections to real world applications in business, science, engineering, and the social sciences are emphasized throughout the course. *Prerequisite:* "B" or better in Geometry and Algebra I, and teacher recommendation.

9. **Functions, Statistics & Trigonometry (FST) (Crs# M204)**
Course Length: 2 Semesters **Grade Level: 9-12**
This course provides instruction in data and function analysis, function models, exponential and logarithmic functions, trigonometric functions, inverse functions, probability, sequences, series, polynomials, quadratic relations, and graphing. Upon entering this course, students should have a strong background in solving systems of equations. Students should be proficient at graph analysis, algebra, and geometry. Students need a graphics calculator to analyze and simulate experiments. This visual information allows students the opportunity to explore concepts with more depth. By completing this course with a grade of "B" or better, students will have a strong background for a Pre-calculus or a first-year Calculus course. *Prerequisite:* "C" or better in Algebra II or teacher recommendation.

10. **Honors Trigonometry & Pre Calculus (HTP) (Crs# M301)**
Course Length: 2 Semesters **Grade Level: 9-12**
This advanced and accelerated course is a rigorous study of mathematical concepts for students intending to take AP Calculus. Students should excel in the areas of graphical analysis, algebra, geometry, and graphics calculator usage prior to registering for this course. Students will develop, describe, investigate, and apply general function properties and use them to develop polynomial functions, bivariate models, exponential and logarithmic functions, trigonometric and circular functions, recursive relationships, sequences and series, parametric equations, conic sections, polar equations, and vector representations. Students examine and apply all of these concepts to a variety of mathematical and real-world contexts. Students need a sophisticated graphics calculator to analyze and simulate relationships. This visual information allows students the opportunity to explore concepts with more depth and meaning. By completing this course with a grade of "B" or better, students will have an excellent background for a first-year college Calculus course. *Prerequisite:* "B" or better in Algebra II and teacher recommendation.

11. AP Calculus AB (Crs# M302)

Course Length: 2 Semesters **Grade Level: 9-12**

This course is intended to prepare students for the Advanced Placement Calculus AB exam, utilizing the curriculum from the College Board. Students intending to enroll in this class should have excelled in all previous mathematics courses. Topics for this rigorous college-level course include: functions, graphs, limits, differentiation, integration, applications, logarithmic and exponential functions, trigonometric functions, slope fields, separable integrable functions, continuity, and integration techniques. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically and verbally. Technology is used regularly by the students and instructor to confirm written work, to implement experimentation, and to assist in interpreting results. By successfully completing this course with a "B" or better, students should be prepared for intermediate and advanced college courses since the demands of this course are equivalent to those made by full-year introductory college calculus sequence courses. *Prerequisite:* "C" or better in FST or teacher recommendation.

12. AP Statistics (Crs# M303)

Course Length: 2 Semesters **Grade Level: 9-12**

This course is intended to prepare students for the Advanced Placement Statistics exam, utilizing the curriculum from the College Board. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The framework for this course includes four broad conceptual themes: exploring data through graphical and numerical techniques, planning a study for the collection of valid data, anticipating patterns through probability and simulations, and statistical inference as a guide to the selection of appropriate models.

Technology is used regularly by the students and instructor to graphically display data, fit mathematical models to data, and facilitate the simulation approach to probability. Writing is also an integral part of this course, as students are required to analyze data and justify their conclusions. Introductory statistics courses such as this are often required for students with majors in social sciences, natural sciences, business, engineering, and mathematics. *Prerequisite:* "B" or better in Algebra II.

13. AP Calculus BC (Crs# M304)

Course Length: 2 Semesters **Grade Level: 9-12**

Upon entering this course, students should have excelled in all previous mathematics courses and earned at least an A or B in AP Calculus AB. Students should also excel in the areas of advanced algebra, geometry and graphics calculator usage. The Advanced Placement Calculus BC curriculum from the College Board is followed in this course. Topics included are a quick review from material covered in AP Calculus AB such as functions, graphs, limits, differentiation, integration, applications, logarithmic and exponential functions, trigonometric functions, slope fields, separable integrable functions, continuity, and integration techniques. This will be extended by a study of parametric functions, polar functions, vector functions, indefinite integrals, sequences and series. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically and verbally. Technology is used regularly by the students and the instructor to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in

interpreting results. Students will need a sophisticated graphics calculator to analyze and simulate experiments. Graphics calculators will be provided for in-class use. Students completing this course with a "B" or better will have an excellent background to succeed in passing the AP Calculus BC exam and/or to succeed in a college calculus sequence. *Prerequisite:* "B" or better in AP Calculus AB.

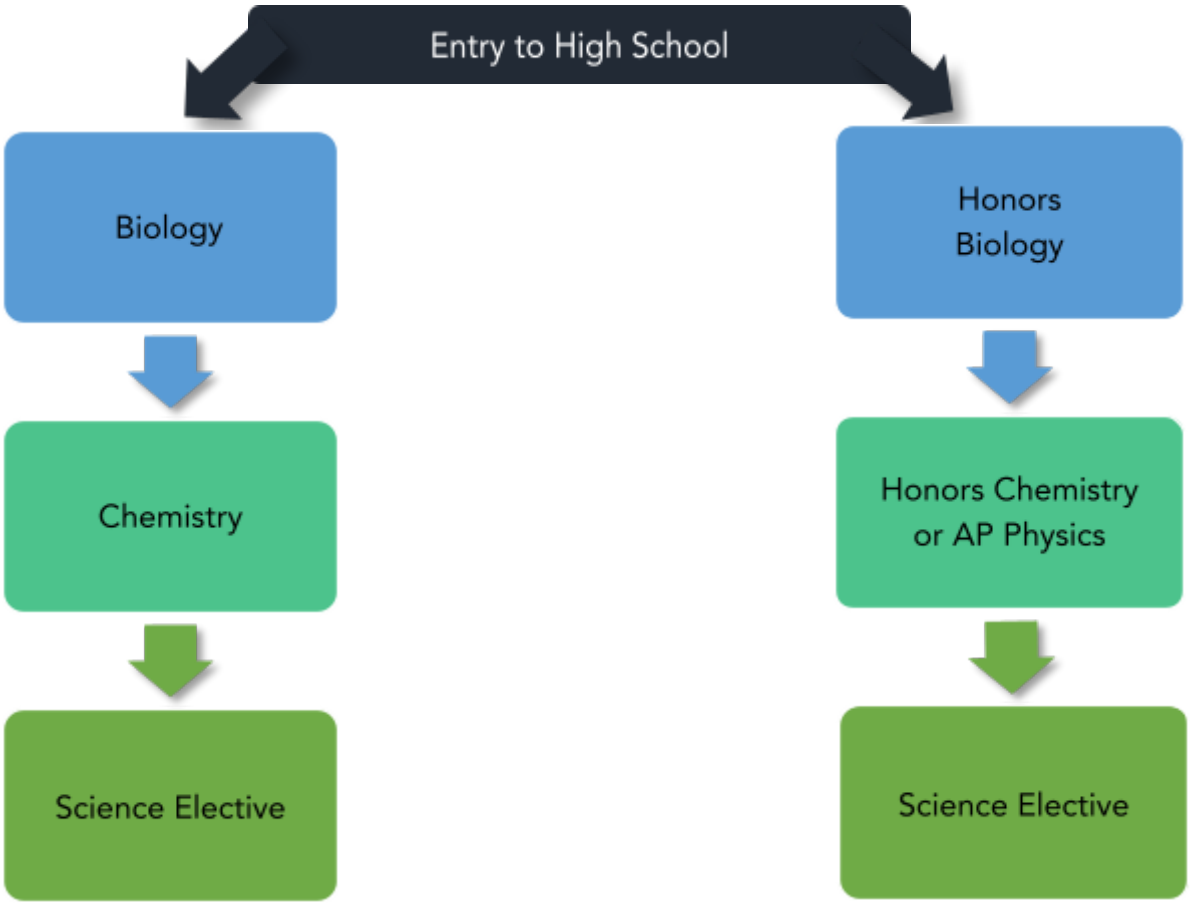
14. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

F. SCIENCE COURSES.

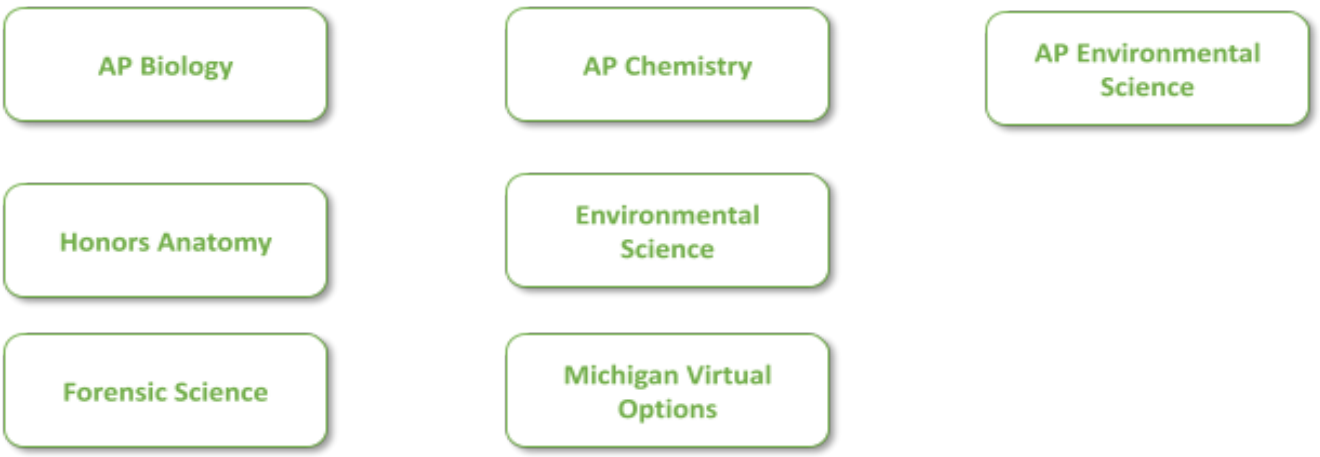
Traditional Classroom Courses

Biology
Honors Biology
AP Biology
Chemistry
Honors Chemistry
AP Chemistry
Physics
AP Physics
Honors Anatomy and Physiology
Environmental Science
AP Environmental Science

High School Science Course Pathways



Science Electives



1. **Biology (Crs# S202)**
   Cours**e Length: 2 Semesters** **Grade Level: 9-10**
   This course is the study of living organisms and their relationship to each other and to the environment in which they live. It is designed to allow all students, regardless of career choice, to fully understand and appreciate the fundamental features of living organisms. Biology includes student-designed projects, lab investigations, and classroom discussions. Students are encouraged to think and become productive members of our living world by discovering how relevant biology is in their lives. The major disciplines addressed include: cell biology and genetics, microbiology, zoology, ecology, and botany.

2. **Chemistry (Crs# S203)**
   Course Length: 2 Semesters **Grade Level: 10-12**
   This course consists of the study of matter and the energy related to chemical change. Students learn the language of chemistry, how to write the expressions of chemistry, and will further develop analytical thinking skills and laboratory investigative procedures. The mathematical relationships of chemical formulas and chemical equations are incorporated. *Prerequisite:* Successful completion of Biology and Algebra I.

3. **Honors Chemistry (Crs# S303)**
   Course Length: 2 Semesters **Grade Level: 10-12**
   This course is a much more rigorous study of the Chemistry content and is designed for those students interested in a science-related career. In addition to learning the general chemistry curriculum, students in this course will engage in more advanced AP Chemistry preparatory content specific to atomic structure, periodic trends, solutions, chemical kinetics and thermodynamics, acids and bases, oxidation and reduction, electro chemistry and organic chemistry. Students in Honors Chemistry will be expected to use mathematics as a tool to develop scientific thought, with an emphasis on data analysis, interpretation, and presentation. *Prerequisite:* Successful completion of Algebra I and Biology with a grade of B or better. It is strongly recommended a student have successfully completed or be concurrently enrolled in Algebra II.

4. **Physics (Crs# S207)**
Course Length: 2 Semesters **Grade Level: 10-12**
This course is for the college-bound student with an interest in math and science-related fields and how the world works. Investigations are used to develop critical thinking and reinforce physics concepts. Students need good math skills in advanced algebra and trigonometry. Units in this course include: force, motion, vectors, energy, momentum, waves, sound, light, electricity and magnetism. Skills in lab procedures and problem solving are stressed.
Prerequisite: Successful completion Algebra II or teacher recommendation.

5. **Forensic Science (Crs# S213)**
Course Length: 2 Semesters **Grade Level: 10-12**
This course provides students with a basic introduction to the field of forensic science. Students will discover the various roles and responsibilities associated with a career in forensics. Students will learn basic crime scene analysis skills used by investigators in both the field and lab. In addition, students will be given an overview of the various forms of evidence left by criminals at the scene of the crime as well as the opportunity to apply this knowledge to hypothetical situations. Special focus will be placed on real world application of the knowledge presented to allow students a chance to experience some of what forensic scientists experience on a daily basis. Graphic content notification: Due to the nature of this course, some content may be disturbing to some students. Images of dead and decaying bodies, as well as content that involves murder cases, drug overdoses, and sexual assault, will be addressed.

6. **Honors Anatomy & Physiology (Crs# S305)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course is designed to challenge those students pursuing a career in a medical arena, as well as students seriously interested in a higher degree of understanding of the structure and function of the human body. Major systems of the body are addressed, employing a variety of student participatory methods, combined with student-teacher dialog. Students memorize scientific terminology relating to the location, structure, and function of body organs. In addition to useful information for potential careers, a secondary outcome of this class is that students utilize this information in day-to-day living experiences. *Prerequisite*: Successful completion of Biology with a grade of “B” or better.

7. **AP Chemistry (Crs# S304)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course is a second-year chemistry course that is designed to be the equivalent of an introductory college level chemistry course. This course is intended to prepare students for the Advanced Placement Chemistry exam, utilizing the curriculum from the College Board. Topics for this course include: the structure of matter, kinetic theory of gasses, chemical equilibrium, chemical kinetics, and concepts of thermodynamics are taught in considerable depth.
Prerequisite: Successful completion of Algebra II and Honors Chemistry with a grade of “B” or better; or teacher recommendation.

8. **AP Biology (Crs# S306)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course is a second-year biology course intended to prepare students for the Advanced Placement Biology exam, utilizing the curriculum from the College

Board. It is designed for students who may pursue a career in the biological sciences, as students in this course will investigate the more intricate details of the living world. Topics for this rigorous college-level course include biochemistry, metabolic pathways, genetics, taxonomy, botany, evolution and ecology. All topics are approached with a molecular emphasis. Lab investigations are an integral part of this course. By successfully completing this course, students should be prepared for intermediate and advanced college courses since the demands of this course are equivalent to those made by full-year introductory college biology courses. *Prerequisite:* Successful completion of Biology with a grade of a "B" or better or teacher recommendation. In addition, it is strongly recommended that the student have successfully completed Chemistry.

9. **AP Physics (Crs# S307)**
Course Length: 2 Semesters **Grade Level: 10-12**
This course is designed for students who are interested in maximizing their physics experience. Having a background in physics may be helpful but is not required to take the course. Successful completion of this course prepares students for the AP Physics Exam.
This course covers five major curricular areas: Newtonian mechanics, fluids and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. *Prerequisite*: Successful completion or concurrent enrollment in pre-calculus or higher.

10. **AP Environmental Science (Crs# S310)**
Course Length: 2 Semesters **Grade Level: 11-12**
The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of 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.

11. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

G. SOCIAL STUDIES COURSES

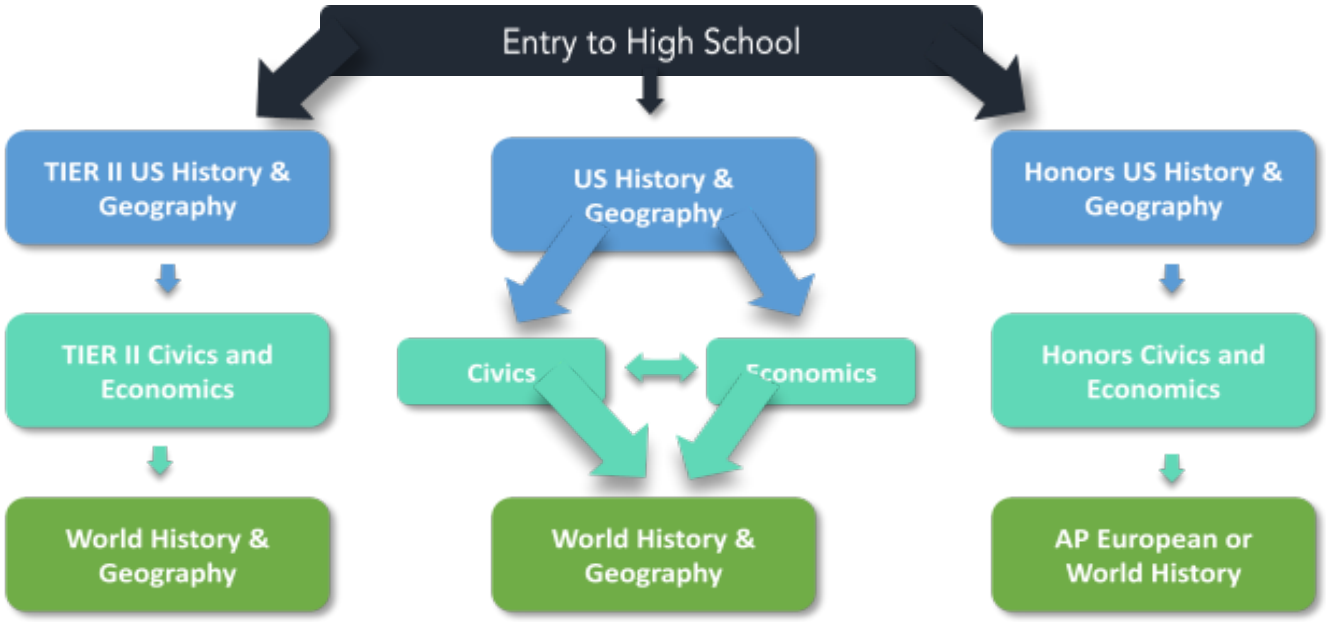
Traditional Classroom Courses

U.S. History & Geography
Honors US History & Geography
Economics
Civics
Honors Civics & Economics
World History & Geography
AP World History
AP US History

AP European History

History v Hollywood (US)
History v Hollywood (World)
Current Global Issues
Sociology
Psychology

High School Social Studies Course Pathways



Additional Social Studies Electives

1. **US History and Geography (Crs# W200)**
   Course Length: 2 Semesters **Grade Level: 9**
   This course focuses on our nation's history from the end of the 19th century to present. Students explore the people and events that shaped our country following the Civil War, including the rise of industrialism, the arrival of reform, the country's rise to world leadership and involvement in World War I, the Roaring Twenties, the New Deal programs, World War II and the reshaping of the post-war world, and our present era. Students gain an understanding of how people and events in the past have shaped our world today and are challenged to make their own significant contributions to American History as individual citizens.

2. **Honors US History and Geography (Crs# W200)**
   Course Length: 2 Semesters **Grade Level: 9**
   This honors class will focus on the history of the United States from the era of Industrialization to the present (1870 – 2012). Special emphasis will be placed on understanding key components of the Progressive Era, World War I, The Roaring 20's, The Great Depression, World War II, The Cold War and modern American history from 1990 – Present, including a special unit on 9/11 and its impact on our nation. Students that take this class should have strong reading, writing, and critical thinking skills as there will be a particular emphasis on developing all three through the study of history. The class will incorporate primary and secondary source analysis to build upon students' skills in writing a clear thesis statement. The class will incorporate political cartoon analysis to strengthen students' ability to understand key events and differing views of those events. The students will be expected to analyze events in History and connect them with current topics. Lastly, the students will be required to read two books of a historical nature outside of class time in addition to their assigned textbook. This class will prepare students for Advanced Placement coursework, especially AP United States History and will incorporate strategies for teaching, recommended by the Advanced Placement College Board.

3. **Economics (Crs# W201)**
Course Length: 1 Semester **Grade Level: 10**
This course further develops students' economic knowledge and decision-making skills for participation in a global economy. Through this course, students describe and demonstrate how economic forces affect consumer and producer decisions. Students focus on business organization, trade, economic development, and government institutions and policies. Students become more aware of economic issues through use of the media, computer simulations, and class discussions.

4. **Civics (Crs# W202)**
Course Length: 1 Semester **Grade Level: 10**
This course is designed to enable students to discover how the US system of government works. Main topics of study include the formation of our government, three branches of government, the different political parties, and different powers that the government possesses. Students are expected to keep up with the current political situations of the word, as well as the information contained within the textbook. Students discuss how the "real" government fits into the "ideal" government presented in the textbook.

5. **Honors Civics and Economics (Crs# W301)**
Course Length: 2 Semesters **Grade Level: 10**
This course is a much more rigorous study of Civics and Economics and is designed to prepare students for Advanced Placement coursework in the Social Studies content area. This course will be taught as a year-long course. Main topics of study include the formation of our government, three branches of government, the different political parties, and different powers that the government possesses. Students describe and demonstrate how economic forces affect consumer and producer decisions. Students focus on business organization, trade, economic development, and government institutions and policies. Students become more aware of economic issues through use of the media, computer simulations, and class discussions. In addition to learning the general Civics and Economics curriculum, students in this course will engage in a more rigorous academic experience with AP standards in mind. Honors Civics and Economics is distinguished by a difference in the quality of the work expected, not merely an increase in quantity. Students are expected to develop the habits of mind, skills and strategies necessary to engage in complex social studies ideas and texts and then will apply them to real world problems and situations. Students will explore topics in Civics and Economics and their relationship to one another. Through this course, tenth graders will continue to acquire the skills and knowledge necessary to become responsible and effective citizens in a complex world.

6. **World History and Geography (Crs# W203)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course is an overview of Ancient, Medieval, and Renaissance culture and civilization.
Through a developing awareness of the past, students gain insight into the foundations of our modern world. This course surveys the major events, personalities, and geopolitical developments from prehistory through the 20th centuries. Special emphasis is placed upon modern geopolitical blocks, world geography and areas of extreme tension today. People, events, and results are examined to show relevancy with the present. Special emphasis is placed upon

note-taking, organizational skills and daily teacher-led discussions of current events.

7. **Psychology (Crs# W215)**
Course Length: 1 Semester **Grade Level: 10-12**
This course is designed as a survey of multiple topics related to the study of human behavior and thinking. Topics include the history of psychology, personality theory, abnormal behavior and treatment, learning, memory, developmental psychology, sleep and dreams, and stress and conflict.

8. **Sociology (Crs# W216)**
Course Length: 1 Semester **Grade Level: 10-12**
Sociology is the study of society and its group dynamics. This class will focus on American society and the way social forces, including social norms and values, influence individuals. Special emphasis on culture, deviance, social class, race, sexual identity and connotations in society, gender, and family structure. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. The class will help students understand how society has shaped their own lives and the lives of their fellow human beings.

9. **AP European History (Crs# W300)**
Course Length: 2 Semesters **Grade Level: 11-12**
This course prepares students for the Advanced Placement European History exam and may be taken as an honors level alternative to Western Civilization. The AP European History curriculum from the College Board is followed in this course. AP European History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in Ancient, Medieval, and Renaissance culture and civilization. This course studies the major events, personalities, and geopolitical developments from the 17th through the 20th Centuries. People, events, and results are examined to show relevancy with the present. Students learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. By successfully completing this course, students should be prepared for intermediate and advanced level college courses since the demands of this course are equivalent to those made by introductory college courses.

10. **AP Government and Politics (Crs# W301)**
Course Length: 2 Semesters **Grade Level: 10-12**
This course prepares students for both the AP US Government and AP Comparative exams. This Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. By successfully completing this course, students should be prepared for intermediate and advanced college courses since the demands of this course are equivalent to those made by introductory college courses.

11. AP US History (Crs# W302)

Course Length: 2 Semesters **Grade Level: 11-12**

This course prepares students for the Advanced Placement US History Exam. The AP US History curriculum from the College Board is followed in this course. AP US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history from the Discovery and Settlement of the New World through 1974. Students learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. By successfully completing this course, students should be prepared for intermediate and advanced level college courses since the demands of this course are equivalent to those made by introductory college courses.

12. AP World History (Crs# W303)

Course Length: 2 Semesters **Grade Level: 11-12**

This course prepares students for the Advanced Placement World History Exam. The AP World History curriculum from the College Board is followed in this course. AP World History is designed to provide students with the analytic skills and factual knowledge necessary to examine in detail, the major events, personalities, and politics of the World from the year 600 to present. Students learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. By successfully completing this course, students should be prepared for intermediate and advanced level college courses since the demands of this course are equivalent to those made by introductory college courses.

13. History vs. Hollywood - US (Crs# W225)

Course Length: 1 Semester **Grade Level: 10-12**

Hollywood films have been presenting versions of history to the average U.S. citizen since the first movie theaters opened across the country. These depictions have striven to evolve and keep up with changes in American values and culture, resulting in changes in how certain historical events and figures are depicted on the screen. This class will ask students to compare and contrast historical events with their popular depictions in film. Students will be watching films that depict major events and themes from history and will examine the ways that social, political, and cultural context affect how these events and themes are depicted. In addition to watching films in class, students will be given supplemental readings and lectures to help give context for the historical basis for films as well as the time period the film was made. Additionally, anachronisms will be discussed and studied, as well as the significance of Hollywood in shaping how moviegoers view the past.

14. Current Global Issues (Crs# W226)

Course Length: 1 Semester **Grade Level: 10-12**

The events and issues of modern society have a dramatic effect on people living in the modern world. In order to better understand the world and the society we live in and to gain an understanding of current events and issues and how these events and issues affect society and individuals is needed. Through analysis and discussion of current issues and events a deeper knowledge of the world and society itself will be gained. The goal of a current events course is for the

student to become aware of the major issues of the day and to have an in-depth understanding and appreciation of current events. The focus of the class will be issues that affect the student as a resident of the World, the U.S., Michigan, and Mattawan. The class will follow daily news events and will be expected to understand the social, political and economic issues on a daily basis. Each week, the class will focus on the historical development of a current issue. The topic may start as news of the Middle East but will then trace the conflict between Israel and her neighbors. The objectives of this course are: to make the connection between current events and history, to enhance the student's understanding of world events, to encourage students to be informed citizens, and to help them to make intelligent decisions as they take their place in history.

15. **History vs. Hollywood - World (Crs# W227)**
Course Length: 1 Semester **Grade Level: 10-12**
History versus Hollywood is a course examining the way in which the movie industry in America has dramaticized moments in history. This course will specifically examine world historical events beginning with ancient Greece and ending with the South African Apartheid. This course will provide students with the opportunity to critically examine moments in history and analyze the harmful outcomes of the portrayals done by Hollywood.

16. Michigan Virtual course descriptions are available at HTTPS://MICHIGANVIRTUAL.ORG/STUDENTS

H. SPECIAL EDUCATION COURSES

1. **THRIVE (Crs# R003)**
Course Length: 1-8 Semesters **Grade Level: 9-12**
This three-hour block course is designed for students with individualized education plans (IEP's) specific to personal-adjustment and pre-vocational objectives. This course has both traditional academic and experiential learning experiences. This course follows the Life Centered Career Education (LCCE) curriculum for one hour, and work-based skills for the second hour. The work-based portion will be based on work experience in the school and/or in the community. Students in the objective-based program earn a certificate of completion upon achievement of this alternative curriculum. *Prerequisite*: Individualized Education Plan (IEP).

2. **Resource (Crs# R002)**
Course Length: 1-8 Semesters **Grade Level: 9-12**
This three-hour block course is designed for students with individualized education plans (IEP's) specific to personal-adjustment and pre-vocational objectives. This course has both traditional academic and experiential learning experiences. This course follows the Life Centered Career Education (LCCE) curriculum for one hour, and work-based skills for the second hour. The work-based portion will be based on work experience in the school and/or in the community. Students in the objective-based program earn a certificate of completion upon achievement of this alternative curriculum. *Prerequisite*: Individualized Education Plan (IEP).

I. ACADEMIC SUPPORT

1. **Seminar (Crs# Sem 9, Sem 10, Sem 11, Sem 12)**
   Course Length: 2 Semesters **Grade Level: All**
   Seminar is a daily, 25 minute period, provided to all students. Students receive instructional support/intervention based upon course essential standards. Students may also receive support for organization, note-taking, and general course management.

J. VAN BUREN TECHNOLOGY CENTER CAREER PATHWAY PROGRAMS

All of these programs take place at the Van Buren County Technology Center in Lawrence, MI.

Arts, Media & Communication
Engineering/Manufacturing & Industrial
Business, Marketing & Management
Human Services
Health Sciences
Natural Resources & Agriscience
Van Buren County Middle College

ARTS, MEDIA & COMMUNICATION COURSES

3. **Commercial Design (Crs# T225)**
   Course Length: 3 hr block **Grade Level: 11-12**
   This program prepares students for careers in communication. Students learn to analyze client and customer needs. Emphasis is placed upon “visualizing” a concept or idea on paper for effective presentation to specific audiences. Following customer approval, products are produced in various commercial quality media.

4. **Print Media Technologies (Crs# T245)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In Print Media Technologies, you will take ideas from concept to printed product. You’ll learn how to print on almost any surface using the latest imaging technology and production methods. This class will push your creativity to new levels as we take design and graphics beyond two dimensions. Print Media is all about developing tomorrow's imaging professionals to reach success in both career and life. Course content includes graphic design, offset press operation, binding, photography and more.

ENGINEERING/MANUFACTURING & INDUSTRIAL COURSES

1. **Auto Brakes/Engines/Suspension (BES) (Crs# T204)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In this program, you’ll get plenty of hands-on experience as you learn about automobile engine construction, brakes technology, steering and suspension designs. Students work as a team in our state-of-the-art auto shop to troubleshoot and repair problems with customer vehicles. As a certified NATEF and ASE program, successful students can leave this program with State certifications in brakes, engines, and suspension as they continue their journey toward becoming a certified auto technician.

2. **Auto Electrical/Engine Performance (EEP) (Crs# T209)**
Course Length: 3 hr block **Grade Level: 11-12**
In the Automotive Electrical and Engine Performance program, you'll learn how to troubleshoot electrical equipment and get the best performance from an engine using precise measurement tools, manuals, and high-performance diagnostic equipment. In this NATEF and ASE certified program, you'll get hands-on training related to electrical, ignition, fuel injection, emissions, and computer systems as you prepare for your state certification exams in these areas.

3. **Engineering & Architectural Design (Crs# T218)**
Course Length: 3 hr block **Grade Level: 11-12**
This program is a great fit for students who love solving problems or designing creative solutions. Architects design everything from houses and skyscrapers, to roads and bridges. Students in this program use tools such as 3D Computer Aided Design software, 3D printing, 3D scanning, electronics and prototyping to solve problems and design solutions. If you're thinking about an engineering or architecture career and like the combination of science and technology, this program will give you a great foundation for an exciting, in-demand and profitable career.

4. **Construction Trades (Crs# T233)**
Course Length: 3 hr block **Grade Level: 11-12**
In the construction trades program, you'll gain hands-on experience with all aspects of building a house. Learn how to use hand and power tools for roofing, plumbing, masonry, drywall, and finish carpentry. Students also learn about building codes, permits and inspections, how to read blueprints, and how to estimate the cost of a construction job. Entry-level students will build a modular home that will be sold when completed and students with advanced skills will build a house in the district's subdivision.

5. **Advanced Manufacturing (Crs# T262)**
Course Length: 3 hr block **Grade Level: 11-12**
In today's world, machinists use state of the art machinery and technology to produce products that meet precise specifications. In this program you'll apply a lot of math while you read blueprints and work with a variety of industrial machine tools, including lathes, vertical milling machines, grinders, and CNC milling machines, to produce precision metal parts. If you're thinking of a career in mechanical engineering, this program will give you an excellent foundation of knowledge and skills!

6. **Polymer Technologies (Crs# T271)**
Course Length: 3 hr block **Grade Level: 11-12**
In the Polymer Technologies program, you'll work with high-tech laser cutters, engravers, 3-D printers and injection molding equipment as you actively participate in the design and production of numerous plastic products. Located in the S.T.E.M. Manufacturing area, the Polymer Tech program provides students with skills that will connect them to careers in the plastics industry, as well as college programs in Plastics Engineering.

7. **Welding (Crs# T274)**
   Course Length: 3 hr block **Grade Level: 11-12**
   Because of its strength, welding is used in thousands of different industries, from construction and manufacturing, to high-tech aerospace applications. In this program, you'll learn about a wide variety of welding processes, such as Gas Metal Arc Welding, Gas Tungsten Arc Welding, and Shield Metal Arc welding, as well as CNC plasma cutting.

BUSINESS, MARKETING & MANAGEMENT COURSES

1. **Cyber Security & Computer Network Technology (Crs# T229)**
   Course Length: 3 hr block **Grade Level: 11-12**
   Because of its strength, welding is used in thousands of different industries, from construction and manufacturing, to high-tech aerospace applications. In this program, you'll learn about a wide variety of welding processes, such as Gas Metal Arc Welding, Gas Tungsten Arc Welding, and Shield Metal Arc welding, as well as CNC plasma cutting.

2. **Marketing/Entrepreneurship (Crs# T262)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In the Marketing/Entrepreneurship program you'll learn about management and communication skills, social media, pricing, visual merchandising, product planning, market research, advertising and selling. In this course you will also learn how to research a business idea, write a business plan and put that plan into action! Students will also participate in DECA, an association of marketing students, and have the opportunity to compete in individual or team events at district, state and national levels.

3. **Software Engineering (Crs# T230)**
   Course Length: 3 hr block **Grade Level: 11-12**
   If you are excited by technology, driven to excel, and want to build the future, this challenging program may be a good fit for you. Software engineers create software-based technologies that shape our future. Automation, artificial intelligence, and robotics are re-defining the world of work. The technological innovations of mobile computing, imaging and communication are creating our digital culture and redefining the way that we live.

HUMAN SERVICES COURSES

1. **Cadet Teacher (Crs# T220)**
   Course Length: 3 hr block **Grade Level: 11-12**
   Cadet Teacher provides students with opportunities to explore the field of education while working with children in a K-8 classroom setting.
   Cadets learn teaching methodology and apply this knowledge to a live classroom three days per week in their own community school system. Qualified students may also take college classes to jump start their careers and earn their Paraprofessional Certification.

2. **Cosmetology (Crs# T236)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In order to meet the State's requirement of 1500 training hours, this program requires a three-year commitment. After learning the basic skills during 11th grade, students move on to a student-led salon where they work on real clients

their senior year. To complete the program, students return for an additional year of training AFTER finishing high school. Students have the opportunity to become licensed in all areas of Cosmetology including hair, skin, and nails.

3. **Early Childhood Careers & Education (Crs# T222)**
   Course Length: 3 hr block **Grade Level: 11-12**
   The Early Childhood Careers & Education program may be the right place for you if you are energetic, independent and like working with children of any age. In this program you'll study the social, emotional, physical, and cognitive development of children, as well as topics such as child abuse awareness and prevention. Learn how to work with children with disabilities, develop age-appropriate activities, and much, much more. This program provides a great foundation for college-bound students interested in teaching, psychology, social work, pediatrics, or other child-focused career fields.

4. **Fire Science (Crs# T273)**
   Course Length: 3 hr block **Grade Level: 11-12**
   Check out this program if you have a passion for helping people and saving lives. The Fire Science program teaches fundamental skills required by firefighters, including fire safety, control, detection and prevention, as well as ropes and knots, climbing ladders, search and rescue techniques, and much more. Get decked out in your firefighter gear and put your skills to the test on the program's fire engine! Earn certifications in CPR and Hazardous Materials Awareness and Operations. Students who successfully complete the program will be eligible to take the Michigan Firefighter I and II exams for state certification.

5. **Culinary Arts & Catering Management (Crs# T256)**
   Course Length: 3 hr block **Grade Level: 11-12**
   The Culinary Arts & Catering Management program provides students with hands-on classroom training in basic food preparation, culinary arts, food management, and customer service. Students prepare for a career in the hospitality industry as they sharpen their communication skills while learning about inventory, safety, sanitation, and table service procedures. Students have the opportunity to receive advanced training through a variety of classroom and voluntary events. Successful students can earn industry certifications from the National Restaurant Association.
6. **Law Enforcement (Crs# T257)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In this college-level program, you'll learn the fundamentals of law enforcement theory, including crime scene assessment, traffic investigation, arrest techniques, report writing, and dispatching. This program will prepare you to join the police academy or move on to further training in other public safety areas. Interested students must complete a background check prior to being accepted into this program.

HEALTH SCIENCE COURSES

1. **Allied Health Technologies (Crs# T267)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In the Allied Health Technologies program, you'll learn fundamental skills through a core curriculum that emphasizes medical terminology, anatomy, physiology, vital signs and much more, while exploring different healthcare disciplines such as sport medicine and x-ray technology, as well as respiratory, massage, and

physical therapies. Students in this program will have the opportunity to earn certifications in First Aid and CPR, and pursue a license or certification as a Phlebotomist or Medical Assistant.

2. **Emergency Medical Technician (Crs# T240)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In the Emergency Medical Technician program, you'll learn the emergency response techniques needed to care for the critically ill or injured prior to transport. Students will get at least 16 hours of emergency room experience and 24 hours of ambulance duty. With successful completion of this program, you'll be able to test for the National Registry and go on for licensure in the state of Michigan. Full-time work as an Emergency Medical Technician is typically 10 days per month, leaving students time to complete additional training.

3. **Fundamentals of Patient Care (Crs# T266)**
   Course Length: 3 hr block **Grade Level: 11-12**
   The Fundamentals of Patient Care program will prepare you to work in a nursing home or hospital setting while you learn basic patient care skills, medical terminology, anatomy, medical math, first aid, and CPR. If you successfully complete the State curriculum, you'll qualify to perform 16 hours of direct patient care at a long-term care facility. With the skills you learn in this program you can earn certification as a Certified Nursing Assistant.

4. **Medical Biotechnology (Crs# T268)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In Medical Biotechnology, you'll use a science curriculum to learn about how diseases affect the human body at the cellular level.

   You will solve an outbreak, learn about how antibiotics and vaccines work, see how normal cells become cancerous, and connect the failure of one organ to symptoms throughout the body. In class, you will discuss the latest breakthroughs in biomedical research and debate ethical issues related to the course content.

5. **Pharmacy Technician (Crs# T256)**
   Course Length: 3 hr block **Grade Level: 11-12**
   In this program, you'll learn how to assist pharmacists in retail or hospital settings dispensing medications, transcribing physicians' orders, preparing intravenous fluids, and maintaining inventory. Students in this program will receive hands-on training in the simulated Pharmacy lab and will be eligible to take the National pharmacy technician certification exam upon completion of the program.

HEALTH SCIENCE COURSES

1. **Agriculture & Natural Resources (Crs# T244)**
   Course Length: 3 hr block **Grade Level: 11-12**
   The Agriculture & Natural Resources program offers a comprehensive curriculum in natural resources and plant and animal sciences. In here, you'll gain in-depth knowledge and hands-on experience related to a variety of careers in these industries. Raise chickens and pigs for an FFA competition, grow crops on the program's 17-acre farm, or participate in FFA leadership activities. Second year students can specialize in animal science, production agriculture, floriculture, landscape design, or natural resources. With a habitat trail a mile long, you'll have plenty of space and specimens to fuel your fire for learning.

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