

South Haven  
High School

# Curriculum Guide 2016 – 2017

Academic Information and Course Descriptions for 2016 – 2017

[www.shps.org](http://www.shps.org)



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Dear Parents and Students:

**Welcome to South Haven High School!**

This booklet is intended to serve as a curriculum description guide and to provide both the student and parent with necessary information concerning career planning, course selection, and how to meet graduation requirements. Careful planning by the student and parent, coupled with knowledgeable direction of experienced teachers and counselors has a positive effect upon academic success.

It is the goal of the faculty and administration of South Haven High School that each student will receive a quality education to help prepare him/her for his or her future. Students have the opportunity to take classes that are meaningful, varied and satisfying to the individual and her/his career goals. We are confident that the variety of courses available to our students will provide them with the opportunity to establish a challenging educational plan. Please take your time to make quality educational decisions.

Sincerely,

Jerome J. Sardina Principal

**South Haven High School**  
**600 Elkenburg**  
**South Haven, MI 49090**  
**Phone (269)637-0502**  
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**Daily Schedule**  
**South Haven High School**  
 2016-2017

"0" Hr.	6:40 a.m.	–	7:25 a.m.
1 <sup>st</sup> Hr.	7:30 a.m.	–	8:25 a.m.
2 <sup>nd</sup> Hr.	8:30 a.m.	–	9:25 a.m.
3 <sup>rd</sup> Hr.	9:30 a.m.	–	10:25 a.m.
<b>“A” Lunch</b>	<b>10:25 a.m.</b>	–	<b>10:50 a.m.</b>
A Ram Class	10:30 a.m.	–	10:55 p.m.
<b>“B” Lunch</b>	<b>10:55 a.m.</b>	–	<b>11:20 a.m.</b>
B Ram Class	10:55 a.m.	–	11:20 a.m.
4 <sup>th</sup> Hr.	11:25 a.m.	–	12:20 p.m.
5 <sup>th</sup> Hr.	12:25 p.m.	–	1:20 p.m.
6 <sup>th</sup> Hr.	1:22 p.m.	–	2:19 p.m.

## Our Mission:

To offer our students innovative learning opportunities that engage, ignite and challenge them and to support our students in taking control of their own futures through service, citizenship, scholarship, and personal responsibility.



## Our Achievements:

### Outstanding Academics

- M-STEP Scores above state and national averages
- Honors and college courses on campus
- Above-average acceptance rates at selective colleges
- Participation in direct credit and dual enrollment classes

### Superior Fine Arts

- Award-winning Band, Choir and Orchestra programs
- State, National and International recognition of quality
- Local, Regional, State and National Awards won by South Haven High School Art and Industrial Art students

### Leader in Technology

- Excellent student-to-computer ratio, all students have access to computers
- Technology in classrooms, labs and media center.
- Technology integrated into the learning process

### Safe, Positive Environment

- Strong programs and personnel to maintain a safe school and positive learning environment
- Numerous clubs and activities
- Diverse student population with quality relationships

### Comprehensive Athletic Program

- Adequate facilities along with strength-training programs
- Twenty-one sports; thirty-eight different teams: opportunities for everyone
- Competitive schedule; numerous state qualifiers

South Haven Public Schools shall not discriminate in its policies and practices with respect to compensation, terms or conditions of employment because of an individual's race, color, national origin, gender, age, weight, marital status, political belief, sexual orientation, or handicap/disability. The district reaffirms its policy of compliance with all applicable federal and state laws and regulations prohibiting discrimination.

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 Ruby Vandenberg

## Scheduling

All students will be scheduled into 1) courses needed to meet graduation requirements, 2) academic support courses, if appropriate, and 3) elective courses. When selecting courses for the next year, core courses, district required courses, and academic support classes, if appropriate, have priority over other elective courses (including band, orchestra, and choir.) As the students approach their graduation date, courses required for graduation will have the highest priority for scheduling. Students may be assigned to Honors and/or Advance Placement courses based on specific guidelines (see honors class criteria page 9). All students will have an opportunity to request elective courses into which they would like to be scheduled. Every effort is made to meet these requests. The final determination of which courses will be scheduled is based upon ALL students' interests. The district will set the guidelines for making this determination based upon student interest, staffing and financial feasibility. This may mean that students may not get their first choice elective class. All students are expected to have a full schedule and are expected to complete a full-year course in sequence within the school year. Once students have been informed of their schedules, there will be an opportunity to request a schedule change before the opening of school. Generally, schedule changes will not be made for a course that was originally requested by the student. Schedule changes are made for academic reasons only and the following guidelines apply:

1. Students may not drop a course to have a "free" hour
2. Students are expected to challenge themselves academically
3. A course required to stay on track for graduation cannot be dropped
4. A failed course required for graduation must be made up
5. The same course cannot be retaken for additional credit, but may be retaken to replace the existing grade
6. A schedule should be balanced between academic and non-academic (elective) courses
7. Courses need to be consistent with student's current IEP
8. Courses need to be consistent with language learner's needs
9. Academic support classes will be scheduled as needed

Once the window for changes has closed, students are expected to follow the schedule provided. Under RARE and extenuating circumstances, a schedule may be changed within the first two weeks of the semester. (Earning a lower grade than expected or the effect of a grade on the student's GPA is not considered an

extenuating circumstance.) Students will be assigned a grade each semester for any course in which they are scheduled. Final grades are assigned at the end of a semester and will appear on the transcript.

## Michigan Merit Curriculum

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

The Michigan Merit Curriculum is aligned with developing Michigan High School Content Expectations (HSCE). These course/credit content guidelines outline what students should know and be able to do for each credit required in the Michigan Merit Curriculum. ([www.michigan.gov/highschool](http://www.michigan.gov/highschool)) In extreme cases a personal curriculum may be necessary to complete the MMC.

### Michigan Merit Curriculum Requirements

#### MATHEMATICS - 4 Credits

Algebra 1, Algebra 2, Geometry, and One math course in the final year of high school

#### ENGLISH LANGUAGE ARTS (ELA) - 4 Credits

English Language Arts 9, 10, 11, 12

#### SCIENCE - 3 Credits

Biology, Chemistry or Physics, and One Additional Science Course

#### SOCIAL STUDIES - 3 Credits

World History & Geography, US History & Geography, Civics (.5 Credit) and Economics (.5 Credit)

#### PHYSICAL EDUCATION & HEALTH - 1 Credit

#### VISUAL, PERFORMING, & APPLIED ARTS - 1 Credit

#### ONLINE LEARNING EXPERIENCE

Students may achieve this requirement by taking an online course, participating in structured online learning activities, or participating in online experiences integrated into required Michigan Merit Curriculum courses.

#### WORLD LANGUAGE OTHER THAN ENGLISH - 2 Credits

Complete in Grades 9-12; or equivalent learning experience in grades K-12

#### TOTAL MICHIGAN MERIT CURRICULUM REQUIREMENTS - 18 Credits

## South Haven Graduation Requirements

The following are required for participation in the graduation ceremony and the earning of a diploma through South Haven High School.

1. Minimum of **22** credits ( including all required courses)
2. Participation in the complete State Required Test during Junior Year.
3. Be a full time student for 8 semesters: 6 classes per semester

Credits Required

<b>4</b>	<b>English Language Arts</b>	
1	ENG 9	or Honors English 9
1	ENG 10	or Honors English 10
1	ENG 11	or Honors English 11
1	ENG 12	or College ENG 101 + ENG 102

>	Some Tech Center Programs
>	Some Tech Center Programs

<b>4</b>	<b>Mathematics</b>	
1	Algebra 1	
1	Geometry	or GeoDesign
1	Algebra 2	or Honors Algebra 2
1	PreCalculus	or 4th year math <span style="float: right;">See list</span>

Hospitality (worth 2 credits)	AP Calculus
Many Tech Center Programs	PLTW
Business Math/Personal Finance	
Financial Math - Virtual	
>	College Physics 101/102

<b>3</b>	<b>Science</b>	
1	Biology	or Honors Biology
1	Chemistry	or Honors Chemistry
1	Physical Science	or 3rd year Science <span style="float: right;">See list</span>

College Chemistry 111/112	
College Physics 101/102	
A Science course - Virtual	
>	Some Tech Center Programs

<b>3</b>	<b>Social Studies</b>	
1	U.S. History & Geog	or AP U.S. History
1	World History & Geog	
.5 +.5	Government + Economics	

<b>0.5</b>	<b>Health</b>	
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<b>0.5</b>	<b>P.E.</b>	or An approved physical activity <span style="float: right;">See list</span>
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Lifetime Fitness	Varsity Conditioning
Weight Training	Team Sports
A season of Marching Band	
>	A season of a school sport

<b>1</b>	<b>VPA Arts</b>	Visual, Performing or Applied <span style="float: right;">See list</span>
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<b>2</b>	<b>World Language</b>	
1	Spanish 1	
1	Spanish 2	or an extra VPA Art, or Tech program.

>	Band/Orchestra	Yearbook
	Intro to Theater	Chorus/Choir
	Intro to Industrial Art	Art 1
	some Tech Center Programs	

<b>An Online Learning Experience</b>	this already occurs in many core classes
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High school content courses successfully completed in the 8th grade, as approved by the Board of Education, will meet the Michigan Merit Curriculum requirements for high school, and will be applied to the 22 credits required for graduation.

## General Information

### Advance Placement (AP)

Advance Placement courses are college level courses offered at the high school. These courses are approved by the College Board. Students who participate in the AP program gain college level skills and have the opportunity to earn college credit based upon their score on the student paid AP Exam given in the spring. (The amount of credit and the score needed vary by college.) AP courses are taught by trained high school teachers who follow course guidelines developed and published by the College Board. AP courses are available to all students who have successfully completed the prerequisite for the course. Students taking AP courses should be motivated and open to being challenged. It is an opportunity to prepare for college while still in a high school setting.

### Board of Education Awards Recognition of Academic Excellence

Board of Education Academic Awards are presented to all sophomore, junior and senior students receiving a 3.200 or higher cumulative grade point average. Each student must have been graded in at least four (4) hours of classes each marking period to be eligible for this award.

### Changing Classes

Schedule changes will only be allowed during designated times prior to the start of the school year. Students may not request schedule changes after the start of school. Dropping a class after two weeks will result in an "F" in that class for the semester.

### Competency Testing/Testing-Out

Michigan law requires high schools to allow students to test out of courses by exhibiting mastery on the final exam.

Testing Out Dates:

- January 10-11, 2017
- May 9-10, 2017

Required Guidelines for taking Competency Tests:

- Parent permission must be obtained by each student under 18 requesting competency tests
- A course syllabus and the textbook may be made available to the student at request from the guidance office.
- For the purpose of testing-out, **"passing" is defined as obtaining a 77% or higher.** The transcript will list the course as passed (no grade or honor points toward the grade point average will be given). Further designation will be given that the "pass" was earned through competency testing.
- The student must still meet the required 22 units of credit for graduation.

- A student is not penalized for failing the competency exam.
- A student can reapply to take the competency test again at the next testing-out/competency test period or take the course.

### Course Credit

One-half (½) credit equals one (1) semester of work successfully completed. One (1) credit equals two (2) semesters of work successfully completed.

### Credits for Classification

There will be a new classification system for students. Instead of automatically moving up a grade each year, students have to earn a set amount of credits to be promoted to the next grade level. The requirements are listed below:

<b>Sophomore:</b>	successfully completed 5 or more credits of course work and 1 year of high school (7 credits at 1 <sup>st</sup> semester end)
<b>Junior:</b>	successfully completed 10 or more credits of course work and 2 years of high school (13 credits at 1 <sup>st</sup> semester end)
<b>Senior:</b>	successfully completed 16 or more credits of course work and 3 years of high school (19 credits at 1 <sup>st</sup> semester end)

### Educational Development Plan (EDP)

All students in grades 7-12 are required to have an Educational Development Plan (EDP), which is initially created in the 7th grade, and updated throughout high school by the student. The EDP is a plan of action that allows students to identify and record career goals, as well as personal and academic assessment results, and extracurricular activities. This plan is available online and allows students to create a four-year plan that will meet and follow the student's selected Career Pathway. Revisions of the EDP shall be made upon request of the student or parent/guardian. Students in SHPS will use an online application, such as Career Cruising, which is an interactive, comprehensive career guidance resource-based reference that provides career search tools, multimedia interviews with people in certain careers, labor market information regarding various careers, college, and university information. The online resource allows students to find careers that match their interests in terms of school subjects, education level, income, working conditions and other important factors. Once a student has signed up for this, students and parents may access this from home.



**Grading Scale**

A semester (final) grade will be determined on a 40-40-20 basis, with each 9-week quarter grade constituting 40 percent and the final exam constituting 20 percent. Points are earned based on the grade earned and the type of class:

- Regular Class-** all general education and electives
- Honors/LMC Class-** Algebra 2, Biology, English, Pre- Calc, and Chemistry or any class taken through Lake Michigan College for both high school/college credit
- AP Class-** U.S. History, Calculus and Spanish.

Grade	Percentages	Regular	Honors/LMC	AP
A	92.5-100%	4.0	4.5	5.0
A-	89.5-92.4%	3.667	4.125	4.584
B+	86.5-89.4%	3.333	3.75	4.166
B	82.5-86.4%	3.0	3.375	3.75
B-	79.5-82.4%	2.667	3.0	3.334
C+	76.5-79.4%	2.333	2.652	2.916
C	72.5-76.4%	2.0	2.25	2.5
C-	69.5-72.4%	1.667	1.875	2.084
D+	66.5-69.4%	1.333	1.5	1.666
D	62.5-66.4%	1.0	1.125	1.25
D-	59.5-62.4%	0.667	0.75	0.834
F	0-59.4%	0	0	0

**Honors Courses**

Honors courses are designed to address the needs and interests of motivated students interested in experiencing college like course work. An honors curriculum typically covers as much of the same content as the non-honors courses. However, the materials may vary. Content is covered at a faster pace and with more depth and rigor. Students will engage in critical thinking as evidenced by weighing and citing evidence to justify a theses, explanation, or argument. They will read scholarly materials and write technically and for the purpose of research. They will gain skills and knowledge leading to career and college readiness. The additional rigor in honors courses will demonstrate to college admissions officers' preparedness and a willingness to take on additional challenges and responsibility. The courses are for students who have demonstrated success in courses leading up to honors leveled courses and most importantly, for students wishing to prepare for courses in the college setting. Students who plan to attend a post-secondary institution of higher education should consider honors courses.

**Off-Campus Classes  
(Other than Vo-Tech Center Classes)**

On-line courses from accredited institutions (such as E2020) mentored by South Haven High School staff will be given a Credit/No Credit if it is a class that is being repeated and will be given a grade if the class is taken for the first time.

**Online Courses**

Online courses that have been approved by the Board of Education are accepted for credit toward graduation and may be used to meet requirements in the same subject area as the course. Online courses are comparable to traditionally taught classes in rigor and expectations. Students who elect to take any online course should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and appearing on the transcript. Some online courses offered may have 100% of the course instruction provided online. These courses allow the student to complete course work outside the school day and are offered under the supervision of a certified teacher. A SHPS certified teacher is assigned to these classes as the mentor/monitor teacher to ensure the student stays on task and completes the required course work assigned by the online course. Attendance rules vary for online courses but all online courses have some attendance requirements that must be met. Check with your counselor regarding attendance expectations. Students are expected to progress through an online course at their own pace, which may be quicker than a traditional course. The mentor teacher, principal and/or certified district staff will monitor all online courses for inactivity. If a student does not actively participate in the online course, the student may be dropped from the course without earning credit. A student is expected to complete all online courses and meet ending dates within the same time as traditional classrooms. However, under extenuating circumstances a student who is actively engaged in the online course and time on task and effort is documented may receive an "I" (incomplete) grade at the end of the semester or term. The "I" grade allows the student to complete the course by the end of a predetermined date. If the class is not completed, the student will be dropped from the online class and no credit will be awarded.

**Personal Curriculum**

Students in grades 9-12 may be eligible for a personal curriculum. 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 in Michigan. A personal curriculum must be requested on an individual basis, and must meet certain conditions to be approved. The personal curriculum must be requested by the parent or legal guardian or staff. Students with an Individualized Education Plan (IEP) are eligible to modify the MMC to a greater

extent than students without an IEP. The Personal Curriculum can be requested at any time for a student with a disability. For other students, timeline limitations apply. A student transferring into high school from outside the state or from a nonpublic school after the successful completion of two years of high school credit may be eligible for a personal curriculum. Parents, legal guardians, or staff may request a personal curriculum by completing the appropriate form in the counseling office. All requests are reviewed by a Personal Curriculum committee, approval is based upon individual student needs, and the modification requested. Please note: Requesting a PC does not guarantee the personal curriculum modifications will be made. (For more details, contact the counseling office).

## **Request for Early Graduation**

The purpose of early graduation shall be to provide an educational program and delivery system which allows an option for a student who completes all high school graduation requirements, (state and local including assessments), or demonstrates mastery of required skills and competencies to graduate from high school early.

Early graduation means a student, with approval, may leave school if all state and local graduation requirements have been earned. Application for early graduation involves a written request stating the reason for leaving high school early, and a conference with the guidance counselor and principal.

The request for early graduation must be made at least one year prior to the anticipated graduation date. If approved, it is understood the student is no longer eligible for school activities including clubs and sports. It is also understood, parents assume full responsibility for the student, thus ending high school attendance.

Please see the office of the principal or guidance office for the complete policy and request for early graduation form.

## **Students with Disabilities**

The Special Education Department provides programs and services for students with disabilities per the Individualized Education Program (IEP). Instruction may be provided within the general education classroom with or without accommodations and/or in a classroom with a general education teacher with a special education teacher providing support. Additionally, some students receive instruction in a categorical special education classroom where core content instruction is delivered by the special education teacher as determined by the IEP with parent's input. All courses that earn credit towards graduation follow the Michigan Merit Curriculum and sequence with appropriate modifications and accommodations per the student's IEP or personal curriculum. For students with moderate to severe disabilities, an alternative curriculum will be provided leading to a certificate of completion in lieu of a high school diploma. The determination as to whether or not a student will work towards a diploma or a certificate of completion is made at the IEP team meeting prior to the student entering high school with parent input.

## **Summer School**

Students that fail a required class may attend summer school for credit recovery. Parents and students needing Summer School/Credit Recovery classes will be notified when materials are available. A combination of teacher instruction and Edgenuity will be used in the classroom.

## **Virtual Studies and Credit Recovery**

Students may use Edgenuity online courses to recover credit required for graduation. Edgenuity course work is aligned to state standards and is designed to help students master core subjects. Edgenuity may also be substituted for regular classroom instruction in rare instances where a scheduling conflict exists. Based on Michigan legislation 21F, students are able to request up to two online courses a semester. These classes will be taken at home during the school day. More information can be obtained from the counseling office. A catalogue of classes offered by the state is located at <https://micourses.org/>.



## Post-Secondary Options

High school students should carefully consider and explore the following educational options.

### Four-Year Colleges

A four-year college education, or bachelor's degree, can open doors to career opportunities and higher earning potential. Four-year colleges vary in size, costs, admission policies, and majors they offer. It is becoming more and more important to make sure students have done as much as possible in high school to be competitive for admission to college. Colleges use the following information when determining whether or not to accept an applicant: ACT/SAT test scores, rigor of subjects, grade point average, class rank, activities/awards, recommendations, and essays. For full consideration for scholarships, students should apply on-line to college early in the fall of their senior year.

### Community Colleges

Community colleges provide *affordable*, career-oriented programs that enable students to begin their careers after two years of college or less. Students may attend a community college for two years and then transfer to a four-year college to earn their bachelor's degree.

### Career and Trade Schools

Career and Trade schools offer short-term training programs in a wide variety of career fields (e.g., cosmetology, dental hygiene, welding). While some last only a few weeks, others take up to two years to complete. Career and trade schools can be expensive, and not all of them are reputable. *Make sure the school you are considering is accredited.*

### The Military

The military trains individuals to protect the interests of our country. The military offers qualified high school graduates a good salary and job training. The military also provides discipline and structure, as well as opportunities for career advancement and travel. In addition to the Army, Navy, Air Force and Marines, there are opportunities in the Reserves and National Guard. For more information go to [www.military.com](http://www.military.com).

### Apprenticeships

Students who prefer a hands-on approach to learning may want to consider applying for an apprenticeship program. Apprentices learn a skilled trade (e.g. carpentry, plumbing, roofing, and firefighting) through a combination of classroom instruction and on-the-job training. Apprenticeship programs usually last 1-6 years. Because most apprenticeship programs have a limited number of openings, entry level can be difficult.

## Honors Class Requirements & Criteria

All Honors Classes have the same requirements and criteria for selection:

- 3.00 overall GPA.
- Subject area grade from last three semesters.
- Application for Math and Science classes.
- Assessment Data (MAP, M-STEP, etc...)
- Students currently enrolled in an honors class with 89% or lower must re-apply.
- Students with a 90% or higher can apply to switch into honors.
- After looking at the multiple measures, the top 28 students will be enrolled in the honors class.
- Students are welcome to apply each year.

The following is a listing of courses that might be offered during the 2016-2017 school year. Actual course offerings will be determined by student interest and teacher availability.

## Business

The following classes are designed to introduce students to the business world while teaching employability skills.

### ACCOUNTING

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 1, computer skills

*Math credit senior year only.*

Accounting relates to different careers, learn accounting terminology, concepts, principles, and procedures. The students will use workbooks and accounting software to complete basic accounting procedures. Accounting for proprietorships and corporations will be covered.

### HOSPITALITY SERVICES

Year Course (2 hrs.); 11<sup>th</sup>, 12<sup>th</sup>

*Math credit senior year only.*

Students are introduced to various venues of hospitality such as food and beverage, lodging, casino management, spas, cruise lines and more. Students gain useful job skills as well as on-site experience that will

prepare them for various jobs in the hospitality industry and give them a foundation for college. Students spend the first 12 weeks of this one-year program in the classroom learning basic skills such as safety training, kitchen basics, food prep, and food sanitation. Then, to reinforce these skills and learn new ones, students have the opportunity to participate in six separate three-week nonpaid work experiences with area businesses. Students will only be cooking one day per week on average.

### BUSINESS MATH

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 2

*Math ½ credit senior year only.*

This course is designed to give students who have passed Algebra, Geometry, and Algebra 2 an

opportunity to take another math class. It will cover managing people and inventory, business costs, and sales and marketing.

### PERSONAL FINANCE

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 2

*Math ½ credit senior year only.*

This course is designed to give students who have passed Algebra, Geometry, and Algebra 2 an opportunity to take another math class. It will cover gross and net pay, banking services, loans and credit cards, budgeting, taxes, insurance and investing. This class will help students apply "practical" math to their daily lives.

## Computer Science

### COMPUTER AIDED DESIGN (CAD)

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Computer skills, basic math and geometry.

Introductory course, interest in engineering, architecture, design-related careers, or learning new applications of computer technology. Multiple programs used to develop professional quality designs and drawings (single-view, isometric, multi-view, section-view, etc...) to create portfolios.

### COMPUTER APPLICATIONS

Semester Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Basic keyboarding skills with an emphasis on increasing speed and accuracy. Use basic Microsoft applications (Word, PowerPoint, Excel and Publisher). All work is done in an online-learning environment.

### DIGITAL GRAPHIC DESIGN

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Computer skills

Explore and expand knowledge of electronic imaging and graphic

communications. Learn the technical skills to compose, draw and paint on a computer screen in addition to photographic image making, scanning, digital painting and image manipulation. Develop artistic problem solving and approaches to get an image or message noticed.

### MACHINE CONTROL & DESIGN

Semester Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Design, build, and program mechanical processes using VEX kits and RobotC computer software. Solve real world, open-ended problems using knowledge of design, small machines, and computer programming. Very hands-on, work collaboratively with peers to learn and understand all aspects of building and programming machines, present designs in the local STEM fair and other competitions.

### INTRODUCTION TO ENGINEERING DESIGN (PLTW 1)

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 1

*Math credit senior year only*

The major focus of IED is the design process and its application. Through hands-on projects, apply engineering standards and document work. Use industry standard 3D modeling software to design solutions to solve proposed problems, document work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

### PRINCIPLES OF ENGINEERING (PLTW 2)

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Intro to Engineering Design

*Math credit senior year only.*  
Survey course exposure to major concepts encountered in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Develop problem-solving skills and apply knowledge of research and design to create and document solutions to various challenges.

## English

Students are required to take 4 credits of English (9, 10 11, and 12).

### **ENGLISH 9 (required)**

Year Course; 9<sup>th</sup>

English 9 provides the freshman student with broad experience in all areas of Language Arts: reading, writing, speaking, and listening. Students will experience readings in a variety of literary forms, both fiction and non-fiction. Developmental work in writing, vocabulary, critical reading and grammar is also an integral part of the course. Students will be given the opportunity to use technology for this class study.

### **HONORS ENGLISH 9**

Year Course; 9<sup>th</sup>

Prerequisite: Honors Criteria page 9  
Course content includes instruction in spelling/vocabulary, grammar and usage, punctuation, sentence variety, and advanced composition and literary genre. Students should expect a rigorous combination of reading and writing activities.

### **ENGLISH 10 (required)**

Year Course; 10<sup>th</sup>

Prerequisite: English 9  
Content includes spelling/vocabulary development, grammar and usage skills and introduction to the research process, basic oral communications skills, literary analysis, and the study of American Literature.

### **HONORS ENGLISH 10**

Year Course; 10<sup>th</sup>

Prerequisite: Honors Criteria page 9  
Course content includes instruction in spelling/vocabulary, grammar and usage, punctuation, advanced composition, literary analysis, research process, oral communication skills, reading skills and the study of literature.

### **ENGLISH 11 (required)**

Year Course; 11<sup>th</sup>

Prerequisite: English 10  
Content includes spelling/vocabulary, advanced composition skills, practical writing skills, literary analysis, and the study of a variety of British literature. Preparation for the MME will be extensively examined.

### **HONORS ENGLISH 11**

Year Course; 11<sup>th</sup>

Prerequisite: Honors Criteria page 9  
Course content includes instruction in spelling/vocabulary, grammar and usage, punctuation, advanced composition, literary analysis, research process, oral communication skills, reading skills and the study of literature.

### **ENGLISH 12 (required)**

Year Course; 12<sup>th</sup>

Prerequisite: English 11  
English 12 is a class designed to promote skills. Although there may be some literature, this will not be a traditional literature-based English class. The class will more specifically focus on writing skills, composition building, current events, and real-life English skills. Additionally, this class will help prepare seniors for the MME/SAT test.

### **LMC ENGLISH 101**

Semester Course; 12<sup>th</sup>

Prerequisites: ENGL 093 or ENGL 094 or passing score on Assessment  
First course in two-semester English sequence focuses on expository writing and closely related activities of critical reading and thinking. Primary attention given to formal elements of short essays based upon or incorporating documented source material.

### **LMC ENGLISH 102**

Semester Course; 12<sup>th</sup>

Prerequisite: ENGL 101  
Extension and intensification of elements of expository writing and critical reading and thinking covered in ENGL 101. Particular emphasis given to formal, stylistic and rhetorical considerations and techniques involved in developing longer critical essays that incorporate documented evidence from broad range of source materials. A deep examination of world literature is included.

### **CREATIVE WRITING**

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Students in this course will generate free-writing in a journal, study models of good writing, and experiment with poetry and prose. Students will develop a sense of speaker and audience and learn to revise their work using concrete, sensory details and appropriate choice of diction, syntax, and purpose. Student will also evaluate submissions from students for a literary magazine that the class will edit and informally publish for the student body.

### **INTRODUCTION TO DEBATE**

Semester Course 10<sup>th</sup>, 11<sup>th</sup>

Expose students to the debate process, principles and applications of debate, and research techniques. This will be a challenging course because a lot of research and preparation (individually and with others) are required along with debating in front of the class and audiences.

### **WORLD MYTHOLOGY**

Semester Course 10<sup>th</sup>, 11<sup>th</sup>

Present the major myths and their traditions from around the world in a manner that preserves their appeal as fine literature. Myths reflect human nature, with its needs and desires, hopes and fears. The study of world mythology leads students to broaden their knowledge, understanding, and appreciation of others and themselves. Critical thinking, writing, speaking, and interpreting are skills that will be focused on. A variety of writing assignments, vocabulary exercise, activities, tests and quizzes, along with daily homework and memorized debate assignments are required.

## World Language

Students are required to take 2 credits of a World Language (or an extra VPAA or tech program).

### **SPANISH 1**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Fundamentals of Spanish pronunciation, grammar, vocabulary, and conversations are presented in this course. Skills are developed in the areas of listening, speaking, reading, and writing with the focus on Spanish as a means of communication and self-expression. The cultures of the countries in which Spanish is spoken will be studied.

### **SPANISH for NATIVE SPEAKERS 1**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Teacher Approval

This class satisfies the first year of the world language requirement for high school students. This class will give the native speakers more of a language arts foundation of Spanish as well as teach them about the Spanish speaking countries and how their dialects compare and contrast. Also, touch a bit on literature.

### **SPANISH 2**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Spanish 1

Provision is made in this course for expansion of skills developed in Spanish 1. Advanced grammatical structures and extensive vocabulary are studied for the purpose of

communication in the language. The student will also become better acquainted with cultural aspects of the Hispanic World.

### **SPANISH for NATIVE SPEAKERS 2**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Pre-requisite: Spanish for Native Speakers 1 or Spanish 1 with an appropriate exam

This class satisfies the second year of the world language requirement for high school students. This class will develop more vocabulary and grammar so as to help the students become fluent in written as well as spoken language. They will also have a more advanced look at Spanish Literature.

### **SPANISH 3**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Spanish 2

This course expands the student's knowledge in the areas of speaking, writing, listening comprehension, and reading skills. Included in this course are a thorough grammar review and an introduction to Spanish literature. Goals include the mastery of advanced grammatical structures and oral and written self-expression in Spanish.

### **SPANISH 4**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Spanish 3

This course continues the development of speaking, writing, listening, comprehension, and reading skills learned in earlier course work. It places a strong focus on Spanish literature and culture. It is aimed at meeting the needs of students who plan to continue their study of Spanish in college.

### **AP SPANISH**

Year Course

Prerequisite: Spanish 3 – B average

This course will provide highly motivated and successful Spanish students the opportunity to develop advanced level communication skills in Spanish. Using authentic resources, students will develop the speaking, listening, reading and writing skills necessary to prepare them to take the Advanced Placement Language and Culture examination. Students will be strongly encouraged to take the examination. This course will be conducted in Spanish. By the end of the course, students will be expected to achieve a pre-advanced proficiency according to the ACTFL scale.

## Mathematics

Students are required to take 4 credits of Math (Algebra 1, Geometry, Algebra 2, and a senior math).

### **ALGEBRA 1 (required)**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>

Algebra 1 includes the introduction of variables, constants, expressions, equations and functions. In this course students will solve one-variable equations and inequalities, write and graph linear equations, and solve systems. They will also simplify and factor polynomials, graph and solve quadratic and exponential equations and analyze data.

### **GEOMETRY (required)**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>

Prerequisite: Algebra 1

Students will develop analytical and spatial reasoning skills through learning to recognize, draw, construct, visualize, compare, classify and transform geometric shapes in both two and three dimensions. Students also develop an awareness of the properties of a shape and of the hierarchical relationships among shapes. Throughout the course, students will apply their knowledge of Algebra to geometric situations.

### **ALGEBRA 2A**

Year Course, teacher approval

Prerequisite: Geometry

This is an Algebra 2 course for those students who would normally have difficulty with the standard Algebra 2 course. The same topics of Algebra 2 are covered at a reduced pace.

Topics include: linear functions, inequalities, quadratics, and polynomial and rational expressions.

*This class must be taken in combination with Algebra 2B in order to meet the state's mathematics graduation requirements.*

### **ALGEBRA 2B**

Year course, teacher approval

Prerequisite: Algebra 2A

This is an Algebra 2 course for students who would normally have difficulty with the standard Algebra 2 course. This is the equivalent of second semester Algebra 2, but topics are covered at a reduced pace.

Topics include: linear functions, inequalities, quadratics, and

polynomial and rational expressions, exponential and logarithmic functions, conics, trigonometry, and probability and statistics. *This class must be taken in combination with Algebra 2A in order to meet the state's mathematics requirements.*

### **ALGEBRA 2 (required)**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Geometry

This course will continue the study of functions in both symbolic as well as graphical forms. Linear, quadratic, and rational functions will be reviewed and increased in complexity. Polynomial, exponential, logarithmic, and trigonometric functions will be introduced. Other topics will include basic conics sections, data distributions and probability.

### **HONORS ALGEBRA 2**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>

Prerequisite: Honors Criteria page 9

This course will continue the study of functions in both symbolic as well as graphical forms. Linear, quadratic, and rational functions will be reviewed and increased in complexity. Polynomial, exponential, logarithmic, and trigonometric functions will be introduced. Other topics will include basic conics sections, data distributions and probability. This class is for students who wish to continue their study of mathematics beyond Algebra 2.

### **PRE-CALCULUS**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 2

Pre-calculus is an advanced level math class intended for students who may wish to further study math and/or science. Pre-calculus is a combination of further studies in trigonometry coupled with an introduction to Calculus. Systems of Equations, Functions, and Limits are traditional topics. One or two projects are included throughout the school year based on current topics in math and/or science.

### **AP CALCULUS**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Final grade of 85% or better in Pre-Calculus and 24 or better on the Math portion of the ACT

An AP course in calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. Students will learn the following important topics: limits, derivatives, indefinite integrals and definite integrals. The course will make sure students understand the concepts of calculus, using methods and its applications for each equation. Students should know how to approach the problems numerically, graphically, analytically and verbally. Students MUST have a graphing calculator that is capable of graphing a function in an arbitrary viewing window, find the zeros of function (solve equations numerically), numerically calculate the derivative of a function and numerically calculate the value of a definite integral.

### **ACCOUNTING**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 1, Computer skills  
*Math credit senior year only.*

Students learn how accounting relates to different careers, learn accounting terminology, concepts, principles, and procedures. The students will use workbooks and accounting software to complete basic accounting procedures. Accounting for proprietorships and corporations will be covered.

### **BUSINESS MATH**

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 2

*Math ½ credit senior year only.*

Mathematics elective course designed to give students who have successfully completed Algebra 1, Geometry and Algebra 2 an opportunity to understand mathematics specifically in the context

of Business and Industry. Topics discussed will include Wages and Pay, Personnel, Purchasing and Inventory, Sales, and Marketing. Students will learn and apply Business Math concepts incorporating resources from the Business media, utilizing current industry examples, local businesses, and case studies. Calculations in Business math are Algebra based and instruction will also extend prior knowledge in the use of TI-NSPIRE technology.

## **PERSONAL FINANCE**

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 2

*Math ½ credit senior year only.*

Personal Finance is a mathematics elective course that is designed to give students who have successfully completed Algebra I, Geometry and Algebra II an opportunity to enhance their financial literacy skills, develop informed money management strategies, create an interest in financial management, appreciate ethical money management, and achieve financial well-being. This course follows the programming of Dave Ramsey's High School Personal Finance curriculum. Guided by Dave's Baby Steps (R) students will explore Saving and Budgeting, Credit and Debt, Financial Planning and Insurance and Income Taxes and Giving.

## **HOSPITALITY SERVICES**

Year Course (2 hrs.); 11<sup>th</sup>, 12<sup>th</sup>

*Math credit senior year only.*

Students are introduced to various venues of hospitality such as food and beverage, lodging, casino management, spas, cruise lines and more. Students gain useful job skills as well as on-site experience that will prepare them for various jobs in the hospitality industry and give them a foundation for college. Students spend the first 12 weeks of this one-year program in the classroom learning basic skills such as safety training, kitchen basics, food prep, and food sanitation. Then, to reinforce these skills and learn new ones, students have the opportunity to participate in six separate three-week nonpaid work experiences with area businesses. Students will only be cooking one day per week on average.

## **INTRODUCTION TO ENGINEERING DESIGN (PLTW 1)**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Algebra 1

*Math credit senior year only*

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

## **PRINCIPLES OF ENGINEERING (PLTW 2)**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Intro to Engineering Design

*Math credit senior year only.*

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.



## Physical Education and Health

Students are required to take 1 credit - ½ credit of Lifetime Fitness (or approved physical activity) and ½ credit of Health.

### **HEALTH (required)**

Semester Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This course focuses primarily on students' personal health. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. The course will consist of nutrition, prevention and control of disease, first aid, mental and emotional health, alcohol, drug use and abuse, and tobacco. The course will also focus on the school board approved curriculum of Reproductive Health.

### **FAMILY LIVING**

Semester Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Health

This course focuses primarily on having a healthy family. Building a solid foundation of good decision making skills when it comes to developing healthy dating skills, maintaining a healthy marriage, healthy pregnancy, and how to raise healthy children.

### **WOMEN STUDIES**

Semester course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Health

Young females today are growing up with more demands today than in the past. They are being raised in a culture with high pressure, a cyber-culture world, high expectations of academic achievement, and a variety of extracurricular involvement, impeccable physical appearances,

single parent homes, and social stressors. This semester course will provide young female students with the tools necessary to empower them to reconcile conflicting roles and manage stress so they are successful women in our society.

### **LIFETIME FITNESS**

Semester Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This course will provide instruction and evaluation in skills, rules, strategies, and history of lifetime sports such as badminton, bowling, pickle-ball, ultimate-Frisbee, disc golf, team handball, speedball, bocce and orienteering. Increasing student fitness through the use of the weight room, heart rate monitors, pedometers, and fitness testing will be used to achieve this goal. Students will also learn necessary nutritional information.

### **TEAM SPORTS**

Semester Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This course will provide instruction and evaluation in skills, rules, strategies and history of team sports such as basketball, flag football, soccer, ultimate-Frisbee, softball/whiffle ball, badminton, and pickle ball. Students will participate in drills to improve their skills along with competition and class tournaments to apply those skills to game situations. Increasing student fitness through games, workouts and fitness testing will also be a component of the class.

### **VARSITY CONDITIONING**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Weight Training

This course is designed for the varsity student-athlete to maximize their full potential in athletics. Personal programs will be provided for these athletes to increase strength, speed, agility and fitness. Students will be assessed for improvement in all areas. This course will also provide the necessary nutritional information to maximize the students' training. A study table will be utilized for in-season athletes.

### **WEIGHT TRAINING**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This course will provide an introduction to strength, speed, agility, and fitness training. The techniques and safety guidelines of each will be taught along with assessing improvement in all of these areas. This course will also provide the necessary nutritional information to maximize the students' training. This class is for athletes that need specific sport training and also for the student that wants to improve their strength and fitness.

## Science

Students are required to take 3 credits of Science (Biology, Chemistry, and 3<sup>rd</sup> year)

### **PHYSICAL SCIENCE**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

The purpose of this course is to provide students with a broad-based introduction to chemistry, physics and earth science concepts. It is intended and designed for students who have previously had difficulty in science and math. Laboratory work, technology applications and research skills will be incorporated throughout the year.

### **BIOLOGY (required)**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This course will teach students to apply numerous conceptual topics to their specific functional effects on living organisms. Brief lectures on specific concepts will be followed by corresponding laboratory exercises and/or other activities. The laboratory oriented nature of the course necessitates cooperative group work, but many assignments and activities will be completed individually either inside or outside of class. Topics learned will include the characteristics of living things, chemistry of life, cell structure and function, major chemical processes of plants/animals/microbes, cell growth and division, ecosystems, ecological/environmental relationships, and evolution.

### **HONORS BIOLOGY**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>

Prerequisite: Honors Criteria page 9  
Accelerated, extensive and detailed knowledge of how the living world works via rigorous course work, in depth discussions and real world based laboratory exercises. Obtain better knowledge of the impact we have on the world as living organisms, how humans function, and where our place is among other forms of life on earth. Reflect on past, current and future biological issues around the world.

### **CHEMISTRY (required)**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisites: Algebra 1, Biology

This course is an introductory course focused on the large conceptual ideas of chemistry and how they relate to the real world. There is an appreciable amount of math that relates to these concepts. Topics will include matter and its properties, atomic theory, chemical bonding, nomenclature, the periodic table, chemical equations, chemical reaction types, gases, solutions, acids and bases, and chemical equilibrium.

### **HONORS CHEMISTRY**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Honors Criteria page 9

This is an introductory chemistry course that is intended for students with a genuine interest in the sciences. The course includes topics found in a typical first semester college chemistry class. The organization, methods of instruction, and expectations of this class are intended to help prepare the college-bound student for advanced studies. Topics discussed are the states of matter, atomic and molecular structure, stoichiometry, chemical bonding, reactions of metals and nonmetals, gas laws, acid-base theory, solution properties, and chemical equilibrium. Numerous lab activities will require students to apply the lecture material and communicate their findings in written reports. Students who successfully complete Honors Chemistry may enroll in LMC Chemistry 111.

### **FUNDAMENTALS OF ORGANIC CHEMISTRY**

Year Course: 11<sup>th</sup>, 12<sup>th</sup>

Prerequisites: Biology & Chemistry (85% or higher) or Honors Chemistry or concurrent with permission of instructor  
Introduction to organic chemistry, focusing primarily on the basic principles required to understand the structure and reactivity of organic molecules. Topic areas will include nomenclature, bonding theories, stereochemistry, conformational

analysis, and the reactions of alkanes, alkenes, alkynes, alkyl halides, aromatics, carboxylic acids, and alcohols. The chemistry of the carbonyl bond, functional groups, and carbohydrates will also be emphasized. These topic areas will be enhanced by laboratory experiences including melting point, recrystallization, extraction, vacuum filtration, distillation, refluxing, and chromatography exercises.

### **HUMAN ANATOMY/PHYSIOLOGY**

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite; Biology, Chemistry

In depth study of the structures and functions of the human body for students interest in biological sciences or a career in the medical field. Students will gain a working knowledge of the various systems in the human body and how they function together to maintain a living system. Dissections of organisms and observations of tissues from humans will be required.

### **LMC CHEMISTRY 111**

Semester Course; 12<sup>th</sup>

Prerequisites: Algebra 2

This is a direct credit class offered by South Haven High School and Lake Michigan College. This is an introductory course that meets transfer requirements toward B.S. degrees in the sciences or as general studies credit for liberal arts students. Four semester credits can be earned upon successful completion of the course. It is a rigorous course that requires prior knowledge of fundamental chemistry principles. Topics discussed are the states of matter, atomic and molecular structure, complex ions, stoichiometry, chemical bonding, reactions of metals and nonmetals, heat of reaction, nomenclature, solutions, acid-base theory, gas behavior, and nuclear chemistry.

**LMC CHEMISTRY 112**Semester Course; 12<sup>th</sup>

Prerequisites: CHEM 111

This is a direct credit class offered by South Haven High School and Lake Michigan College. This is an introductory course that meets transfer requirements toward B.S. degrees in the sciences or as general studies credit for liberal arts students. Four semester credits can be earned upon successful completion of the course. Students who complete both CHEM 111 and CHEM 112 earn a total of eight semester credits for transfer. It is a rigorous course that requires prior knowledge of fundamental chemistry principles. Continuation of CHEM 111 with emphasis on ionic equilibria. An extensive examination of chemical kinetics is also included. Laboratory exercises involve solubility product, titration, and methods of quantitative analysis.

**LMC PHYSICS 101**Semester Course; 12<sup>th</sup>

Prerequisites: Algebra 2

*Math ½ credit senior year only.*

This is a direct credit class offered by South Haven High School and Lake Michigan College. Five semester credits can be earned upon successful completion of the class. This course emphasizes the application of the principles of Newtonian mechanics and kinetic theory to describe the motion of common objects in realistic circumstances. The motion of real and artificial satellites of the Earth and other planets is also studied. This course is a study of the *ideas* of Newtonian mechanics as well as a quantitative study. It is an algebra and trigonometry-based approach to the subject. This course is recommended for biology, pre-medical, and liberal arts students. The course is also recommended to science and engineering majors as an excellent foundation in physics before moving on to calculus-based physics classes.

**LMC PHYSICS 102**Semester Course; 12<sup>th</sup>

Prerequisites: PHYS 101

*Math ½ credit senior year only.*

This is a direct credit class offered by South Haven High School and Lake Michigan College. Five semester credits can be earned upon successful completion of the class. Students who complete both PHYS 101 and PHYS 102 can earn a total of ten semester credits for transfer. This course is a study of the forms of energy. The principles of heat transfer, waves, electricity and magnetism, light, sound, and modern physics are studied. This course is recommended for biology, pre-medical, and liberal arts students. The course is also recommended to science and engineering majors as an excellent foundation in physics before moving on to calculus-based physics classes.

## Social Studies

Students are required to take 3 credits of Social Studies (U.S. History, World History, Economics, and Government).

**CONTEMPORARY ISSUES**Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This class explores change in a variety of areas that are of interest to students today. Lessons include controversial issues involving the media, world hunger, violence in American life, child abuse, and America's relationship with its neighbors, health and environmental issues, social and political implications of current health issues, and social justice. Current events and thematic units are used to increase student awareness on the relationship between daily world events and our own personal lives. This course requires extensive student participation and class presentations.

**ECONOMICS (required)**Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

You will study supply and demand and its role in the economy, banking principles, economic growth, employment policies, and government

economic policy. Emphasis is placed on current economic and political developments and how they affect individual citizens as well as entire societies. The problem of scarcity, anticipating both intended and unintended consequences, analyzing costs and benefits and successfully making decisions to become responsible citizens will be studied.

**GOVERNMENT (required)**Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: U.S. History

The topic areas of study include: The Foundations of American Government, Political Behavior: Government by the People, The Legislative Branch, The Executive Branch, The Judicial Branch, Core Democratic Values, Civil Liberties and Rights, Current Political Issues, and Civic Responsibility

**PSYCHOLOGY**Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Psychology is the study of individual human behavior and development from birth to death. An understanding of positive self-achievement through the use of individual skills and talents will be studied. An objective look at the past, present and future will be approached in a personal and social context. A positive outlook on life will be instilled through the study of behavior and how it relates to individuals and society. Students will research and create a PowerPoint presentation. Teaching techniques are: the text, discussions, visual aids, essays, quizzes, lectures, note-taking, current events, oral reports and presentation, and a research paper.

## **REEL HISTORY**

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: U.S. History, World History  
U.S. History and World History will be studied through the film industry. Classes will watch a film that fits a content standard and then research to discover if the film was accurate and correct.

## **SOCIOLOGY**

Semester Course; 11<sup>th</sup>, 12<sup>th</sup>

Sociology is the study of individuals in groups, large society and human relationships. It prepares students to understand others and themselves in the social environment, to become better citizens in our society, and knowledge in making decisions now and in the future. It makes them aware that most of the time they are a part of and/or a leader of a group. This course will help students to be aware of social problems and give them some directions in challenging and solving them, learn to be positive toward living in the community of their choice and a global society. A PowerPoint presentation on a subject of their choice is required.

## **U.S. HISTORY & GEOGRAPHY (required)**

Year Course; 9<sup>th</sup>

The focus of this course is the post-Civil War era to the modern era with major emphasis on the civil, political, social and economic developments and transitions which have, and are, occurring in the U.S. There is a review of the pre-Civil War period with emphasis on the Declaration of Independence, the Constitution and core democratic values, which are cornerstones of American Democracy. We look at the connections between the past and present as to how events have affected and effect our way of life in America.

## **AP U.S. HISTORY**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: US History, teacher approval  
The AP program in U.S. History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States History. It also prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should 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 to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format will be developed.

## **WORLD HISTORY & GEOGRAPHY (required)**

Year Course; 10<sup>th</sup>

This course will teach students about the integrated study of social sciences to prepare them to become conscious of world events. World History will discover and research the five (5) different themes of Geography: 1) The specific location of places; 2) Their characteristics; 3) How those people interact with their natural environment; 4) How people, goods, and ideas move between places; and 5) How those places compare to each other. Also presented will be concepts on the integration of World History by presenting a chronological narrative of world history from the earliest civilization to the present in different parts of the world. An integration of such themes as political and economic development and the effect of contact between cultures will be explored.

## **Student Services Programming**

**These classes are assigned to students based on need.**

## **ACADEMIC SUPPORT**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Teacher approval, IEP  
Used to support a student's goals and objectives on their IEP. It is a time to receive extra time or support when needed. It is also a time for the student to consult with their case manager or other ancillary special education staff. May be taken multiple years.

## **DAILY LIVING SKILLS**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Teacher approval, IEP  
Help students gain skills in banking, budgeting, cooking, and many more adult living skills. Using hands on small group instruction to gain skills to be successful as adults in the community.

## **ENGLISH LANGUAGE ARTS**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Developed around individual needs. Using online and small group instruction students should expect to improve their functional reading and comprehension skills greatly.

## **FUNCTIONAL MATHEMATICS**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Developed around a student's individual needs. Using online and small group instruction students should expect to improve their functional mathematics skills greatly.

## **INTRODUCTION TO VOCATIONAL STUDIES**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

This class is an introduction to job seeking, obtainment and functional site performance. Using small group instruction and work based learning opportunities, students will explore jobs that interest them and gain skills to help them obtain competitive employment.

## **ADVANCED VOCATIONAL STUDIES**

Year Course; 11<sup>th</sup> 12<sup>th</sup>

This class is for advanced job seekers looking to hone their job seeking, obtainment, and site performance skills. Using small group instruction, simulations, and work based learning opportunities, students will gain skills in resume' writing, job seeking strategies, interviewing techniques, and many other employment related tasks.

## Visual, Performing, and Applied Arts

Students are required to take 1 credit of VPAA.

### **BAND**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Middle School Band or Equivalent

The band is a multi-grade group comprised of 9<sup>th</sup> – 12<sup>th</sup> grade students. The band rehearses daily during 4<sup>th</sup> hour and is a full-year course. This is a co-curricular class with afterschool obligations which include, but are not limited to, Marching Band, Concert Band, Pep Band, Concerts, Festivals, etc.

### **ORCHESTRA**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

High school orchestra encompasses all string students in grades 9 – 12. Group lessons and participation in the middle school orchestra are a prerequisite. Students wishing to enter the ensemble who have previously only taken private lessons must have the director's permission and a recommendation from the private lesson instructor. Throughout the high school years, students will work on developing advanced techniques in string playing, including vibrato and work in the upper positions. Required performances include recruiting concerts at the elementary schools, Collage concert, pre-Festival Concert, District Festival, and the Spring Concert. Students will learn to become independent musicians who will be able to continue to perform beyond their high school years. Grading is based on playing tests, written tests, participation in concerts and festival, and preparation for rehearsals. The orchestra meets as a string orchestra four days/week, and as a full orchestra with brass, winds, and percussion one day/week.

### **JAZZ ENSEMBLE**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Audition AND Member of Band or Orchestra

The Jazz Band rehearses Monday, Wednesday, and Friday during "0" hour. Sectionals or individual lessons will take place when assigned on Tuesday and Thursday during "0" hour. The group performs music of

many jazz and popular styles including Swing, Rock, Funk, Jazz, Waltz, Ballads, and Latin. This class is co-curricular with afterschool obligations which include, but are not limited to, Community Events, Festivals, Concerts, School Activities and Games, etc.

### **WOMEN'S CHORUS**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

The Women's chorus is a non-audition ensemble open to all interested women, regardless of previous singing experience. 9<sup>th</sup> grade women must sing in the Women's Chorus and may audition for the Choir at the end of their freshman year. Chorus members will learn to read music using solfege, develop healthy vocal techniques and a better understanding of the vocal instrument. The Chorus will take part in all school concerts, MSVMA Chorale Festivals, and potential other performances.

### **CHOIR**

Year Course; males 9<sup>th</sup>-12<sup>th</sup>, females 10<sup>th</sup>-12<sup>th</sup>

The Choir is an auditioned ensemble. This class is for all interested students who demonstrate a passion for music, having a positive attitude, a strong work ethic and personal desire to improve as a vocalist and overall musician. Choir members will learn to read music using solfege, develop healthy vocal techniques and a better understanding of the vocal instrument. The Choir will take part in all school concerts, MSVMA Chorale Festivals, the Madrigal Dinner (chamber ensembles), and school assemblies (potentially). Auditions are held in the spring for the upcoming school year's ensemble.

### **CHORALE**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

The Chorale is a select group which meets from 6:40 a.m. to 7:30 a.m. each day. Members are chosen by auditions and must also be members of the Choir or Women's Chorus. Criteria for selection includes tone quality, ability to read music, aural

skills, intonation, work ethic, attitude and leadership. The number of singers chosen is between sixteen and twenty-four. The Chorale produces the annual Madrigal Dinner, participates in MSVMA Festivals and will give extra performances in and around the community. Attendance and punctuality for ALL rehearsals and performances is mandatory. Auditions for the Chorale will be held during the second week of each new school year.

### **YEARBOOK**

Year Course, open to 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: B or better in English class/Application process

Students in this class will be responsible for all aspects of Design, Compilation and Production of the annual South Haven High School Yearbook. Specific skills to be learned will include: Journalistic Style Copy Writing; Desktop Publishing using Adobe InDesignCS; Photography and Image Editing using Adobe Photoshop; Advertising Sales and Layout; Customer and Public Relations. Team building and cooperation is an integral part of the operation of this class that stresses leadership and responsibility. Good writing skills are required for admittance along with recommendations from teachers. Admission to this class is by Advisor Approval ONLY and an application must be submitted by mid-April. Complete application packets are available in the guidance office.

### **INTRODUCTION TO THEATER**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Divided into two parts, this class examines basic acting techniques the first semester and the technical aspects of the theater and advanced acting methods during the second semester. Major areas of study include voice, posture, body movement, characterization, scenery, lighting, sound, costumes and make-up. Students are expected to participate in one play, a children's production for the elementary or a melodrama for the high school.

## **ART 1**

Year Course; 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

First Semester establishes good studio practices, art vocabulary, and basic art skills. There is a strong emphasis on drawing. Drawing lessons will cover sketching, shading, contour line, and fine rendering. Students will work mostly from direct observation and from a photo. Students receive their own drawing and shading supplies and are taught how to use them. Art history lessons cover ancient Egypt through The Middle Ages. Simple graphic design and color theory concepts will be covered also.

Second Semester builds on the skills taught in first semester to create more complex art works. Students will draw the figure and will use linear perspective to draw imaginary objects. There is a strong emphasis on color and using color theory to create drawings and paintings. Students will use critique as a format for looking at, learning about, and speaking about art work. Students will make glazed pottery projects using pinch and coil techniques. Art history cover the Italian Renaissance, the Mexican Mural Movement, and the Harlem Renaissance. Student work will be displayed around school and at the Art Expo in the spring.

## **ART 2**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Art 1

This course is intended to build on knowledge and hone skills taught in Art 1 using media such as graphite, acrylic paint, watercolor, pastel and pottery. New techniques will be taught using these familiar media. Students are required to keep a sketchbook for all homework and thumbnail sketches. Critique will be used to analyze and discuss the deeper meaning in art. Art history lessons will focus on Surrealism and related artists and

styles. Students will create a power point presentation on an artist. A spring art hop field trip is planned. Students will show their work in school displays, public venues, and at the school Art Expo in the spring.

## **ART 3**

Year Course; 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Art 2

Students will learn about and focus on Impressionist and Post-Impressionist styles. A required personal sketchbook will be used for homework, thumbnail sketches, rough drafts, and museum sketches. New media and techniques include: pen and ink, oil painting, and potter's wheel. Students will create a Power Point presentation on a specific culture and it's pottery in conjunction with a coil project. Art careers and portfolio preparation will be discussed. Field trips will be to the Art Institute of Chicago and selected venues in Grand Rapids. Students will exhibit their work in the school; public venues, and Art Expo.

## **ART 4**

Year Course; 12<sup>th</sup>

Prerequisite: Art 3

Students will focus on Modern and Post Modern art and artists, use ideologies in their graphic design, drawings and paintings, sculpture, computer graphics, acrylic and oil. A self-portrait in graphite, a social justice project using text, a senior art project and Power Pont presentation on a famous artist is required. A personal sketchbook is required for all homework, brainstorm, thumbnail sketches, rough drafts and museum sketches. Art careers and portfolio preparation will be discussed. Field trips will be to the Art Institute of Chicago and selected venues in Grand Rapids. Students will exhibit their work in the school displays and public venues. A senior exhibit is required as the final exam in May at Art Expo, no

exemptions. The exam/exhibit includes every aspect of an art show from creating and sending invitations to setting up and tearing down the show.

## **DIGITAL GRAPHIC DESIGN**

Year Course; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Prerequisite: Computer skills

This course will explore and expand student's knowledge of electronic imaging and graphic communications. Students will learn the technical skills to compose, draw and paint on a computer screen in addition to photographic image making, scanning, digital painting and image manipulation. Students are encouraged to develop solutions and approaches to get an image or message noticed. Emphasis will be placed on artistic problem solving.

## **ARCHITECTURAL DESIGN**

Year Course

This course covers

architectural/structural drafting, architectural art, civil/structural technologies, and layout design. Students will design and draw working blueprints of their home, including floor plans, elevations, plot plans and a two-point perspective of their residence. This course is designed to develop student skills in construction, technical lettering, freehand sketching, drawing organization, uses of various scales, computer-aided drafting and Interior Design. Architectural Design & Drafting provides knowledge and technical experience which enables students to advance to an entry-level draftsman and get a feeling of what interior designers tasks are in relation to Architecture. If time permits, students will construct models of houses they design.



## Van Buren Technology Center

Students may participate during their junior and senior years in a Tech Center program.

The Van Buren Technology Center (VBTC) is an educational service of the Van Buren Intermediate School District. The Center provides students with quality training in 30 career/technical programs which include: core technical training, academic integration, and alignment with post-secondary education. Upon completion of their training, students are assisted by job placement coordinators in finding employment and exploring further educational opportunities.

**Advanced Manufacturing** Study the operation of metal-working equipment. Develop skills from basic cutting to state-of-the-art computerized numerical machines (CNC).

**Agriculture and Natural Resources** Grow plants, design landscapes, create floral arrangements, or study animal science in a lab or classroom setting.

**Allied Health Technologies** Study health care therapy fields such as physical, occupational, respiratory, massage, sports medicine, or X-ray technology.

**Auto Body Technician** Learn how to repair and paint automobiles.

**Auto – Brakes, Engines, & Suspension (BES)** Study the braking, steering/suspension systems and engine construction to work toward certification as a licensed automotive technician.

**Auto – Electrical & Engine Performance (EEP)** Study auto electrical equipment and engine performance. Use diagnostic tools as you work toward certification as a licensed auto technician.

**Cadet Teacher Academy** A program for college-bound students who would like to explore a career in teaching.

**Commercial Art** Study the areas of visual arts, and develop a portfolio as you create products used in businesses today.

**Computer Aided Design (CAD)** Produce drawings and 3-D solid models with computer software.

**Computer Programming, Game and Web Design** Students can choose focus and learn web languages.

**Construction Trades** Study residential and light commercial construction the very best way – with hands-on learning.

**Cosmetology** Study the science of hair, theory, and style techniques in preparation for becoming a licensed cosmetologist.

**Culinary Arts and Catering Management** Prepare and serve meals and bakery products, cater special events both on and off the premises.

**Early Childhood Careers and Education** Learn about child development and assist in the on-site preschool.

**Emergency Medical Technician (EMT)** Learn emergency response techniques to care for a critically ill/injured person in the pre-hospital setting.

**Fire Science** Help save lives with search and rescue and basic fire-fighting techniques.

**Fundamentals of Patient Care** Use patient care fundamentals to provide basic patient care for persons with health related needs.

**Global Business Management and Finance** Develop skills in both accounting and business management concepts and procedures in a competitive global market.

**Health Academy** Study medical and/or general studies college classes to help build a foundation in the health care field.

**Law Enforcement** College coursework covering the fundamentals of law enforcement theory, history, and legal procedures.

**Marketing/Entrepreneurship** Learn basic marketing techniques including sales, promotion, distribution, product pricing and service management. Or, learn the fundamentals to be your own boss and start your own business.

**PC Tech and Computer Network Technologies** Design, build, install, and maintain computers and computer network systems.

**Pharmacy Technician** Prepare to become a Certified Pharmacy Technician.

**Polymer Technologies (Plastics)** Study the operations of plastic manufacturing and produce plastic products on machines used in industry today.

**Print Media** Study the day-to-day operations of a screen printing or lithographic print shop.

**Van Buren Early College Health Alliance** Prepare for college while learning skills applicable to a number of different health-care fields.

**Welding** Study the basic welding techniques and processes needed to weld various types of metals in a high-tech lab.

## Van Buren Technology Center

Students may participate during their junior and senior years in a Tech Center program.

### College Credit Programs

Take college classes while still in high school! With 30 available programs, the Van Buren Tech Center offers exciting opportunities to area students who want to jump-start their careers. In addition to regular high school elective credit, many programs offer direct college credit to qualifying students.

To qualify, students must have:

- Minimum cumulative grade point of 2.5
- Maintain good attendance
- College math/reading/writing entrance exams may be required by the individual college
- Meet their local school district requirements for dual enrollment (students should see their high school counselor)

Depending on the program, additional requirements may include:

- Minimum of C in general education Algebra
- Minimum of C in general education Biology
- Application, interview, and background check
- ACT, SAT, or Compas scores may be required

Based on the individual program, direct college credit is available through Kalamazoo Valley Community College (KVCC), Lake Michigan College (LMC), or Southwestern Michigan College (SMC). Plus, depending on the course, credit hours may transfer to a four-year university.

Programs offering college credit include:

Allied Health/Early College Health Alliance  
 Business Management & Finance  
 Cadet Teacher Academy  
 Computer Aided Design  
 Computer Networking  
 Early Childhood Careers & Education  
 Health Academy  
 Hospitality Services  
 Law Enforcement  
 Marketing/Entrepreneurship  
 Pharmacy Technician  
 Programming/Interactive Media

### Job/Training – Placement Services

Placement services available to high school students include: Vocational Co-op, Work Experience, Part-time and Full-time Job Placement. A Placement Coordinator will be available at the high school to assist those students who are interested in any of these programs or services.

Vocational Co-op Program Students who have completed or are enrolled currently in approved vocational programs may qualify for Co-op, provided they are recommended by their vocational instructors and their counselors. Technology Center programs are all approved vocational programs, plus South Haven High School has some approved vocational offerings. South Haven High School Co-op students will receive a maximum of three (3) credits per year for the successful completion of a full year on the program. Students must remain as full-time students.

### School-to-Work Program

#### DEFINITION:

A program of work-based learning providing students with a planned program of job training and/or various types of work experiences coordinated with school-based learning.

#### ELIGIBILITY:

- Seniors seeking to earn money and receive credit (1/2 per semester for successful completion of work experience at a job related to a short or long-term career goal)
- Ninety percent (90%) attendance during a 30-day school period prior to employment and verified by the school attendance officer
- Counselor approval and parental consent
- May only be for a maximum of three hours out of the school day

Students meeting the STW criteria should contact the VBTC Job Placement Coordinator assigned to South Haven to complete the necessary paperwork process.

#### EVALUATION AND CREDIT

- Students will be evaluated by the supervisor/employer once during each nine-week period on the performance of assigned duties based on a 4-point grading scale.
- Students may lose credit for any violations of the Occupational Training Agreement (OTA) and/or the Rules Sheet.
- Students who violate the OTA or who are terminated from employment will not be eligible for additional services from the Van Buren Technology Center's Job Placement Coordinator.

## Dual Enrollment / Direct Credit

9<sup>th</sup> – 12<sup>th</sup> grade students may take classes through a local community college provided they meet the qualifications.

**Direct Credit Classes** – Direct credit college classes may be used for credit at both the high school and college level. Students attend classes at their high school. What makes direct credit different from dual enrollment classes is that they are taught by high school teachers who have been credentialed as college instructors. Grades and credit may be recorded on an official transcript as college-level courses. Direct credit classes offered at South Haven High School are: English 101 and 102, General Chemistry 111 and 112, Physics 101 and 102.

**Dual Enrollment Classes** – Dual Enrollment college courses may be used for credit at both the high school and college level. Students attend classes at the college campus. The classes are taught by college faculty members. Grades and credits are recorded on an official college transcript as college-level classes.

### Guidelines for Dual Enrollment –

Effective April, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

- Students can qualify for dual enrollment by taking one of the following assessments: PLAN, PSAT, ACT, MME, or SAT. See the table for scores that qualify students for dual enrollment.
- Students may qualify for specific college classes even though they do not meet all test score requirements.
- Students must be enrolled in at least one high school class and maintain a full high school schedule.
- A student must pass the core class at the high school (if it's offered) before enrolling in the college course.
- Students may exchange each three-credit college class for one high school semester class.
- The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
- Students are allowed a maximum of 10 college classes during their high school years.
- If a student fails a college class or withdraws from a class after the deadline they will have to reimburse the high school for the cost of that class.
- South Haven High school does not provide transportation to the college campus.
- Informational packets are available in the counseling office.

Assessment	Test Section	Content Area	Minimum Qualifying Score
PLAN	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
PSAT	Critical Reading	Reading	44
	Writing Skills	Writing	49
	Mathematics	Mathematics	45
ACT	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
MME	Reading	Reading	1100
	Writing	Writing	1100
	Mathematics	Mathematics	1100
	Science	Science	1100
	Social Studies	Social Studies	1100
SAT	Critical Reading	Reading	500
	Writing Skills	Writing	500
	Mathematics	Mathematics	500

## Academic Testing

South Haven High School administers a wide variety of State and Nationally recognized tests.

Grade 9	Grade 10	Grade 11	Grade 12
MAP (required)	MAP (required)	PSAT (required)	ACT National (optional)
PSAT (required)	PSAT (required)	MME (M-STEP, SAT, WorkKeys - required)	AP (optional)
	ACT National (optional)	ACT National (optional)	SAT National (optional)
	SAT National (optional)	AP (optional)	

**ACT National – (American College Test) ACT** is a national Saturday college entrance exam usually taken during junior and/or senior year. Students receive scores in English, Reading, Math, and Science Reasoning, as well as a Composite score. There is also an optional Writing Test. ACT scores range from 1 – 36. National Saturday test dates are: September, October, December, February, April and June. Students must pre-register on-line approximately 4 weeks before the test date. A fee is associated with this test. To check locations and register for the test go online to [www.actstudent.org](http://www.actstudent.org).

**ADVANCED PLACEMENT PROGRAM (AP)** – Develops Course Descriptions and exams for 37 college-level courses in 22 subject areas. A fee is associated with this test. Tests are ordered in March. Test administered in May.

**MAP (NWEA)** - The MAP test is an academic growth test for the areas of Reading and Math. When students take the MAP adaptive tests, they are presented with test questions at different levels of difficulty, that adjust based on their responses. At the end of a testing sequence, the student receives an overall score, called RIT that indicates the instructional level appropriate for him or her. Students, parents, and teachers will be able to watch the students’ growth over time; their scores from Baseline Middle School will follow them to the High School. These tests will be given to 9<sup>th</sup> and 10<sup>th</sup> graders up to 3 times per year.

**Michigan Merit Exam (MME)** – Are state assessments that provides a way to measure all Michigan students and provide valuable information to the state, schools, and parents on their children’s academic progress. It includes the Michigan Component Test, a free SAT (state), and the Work Keys. The statewide test and re-testing dates are in April for all 11<sup>th</sup> graders. It is required testing for graduation.

**Michigan Component Test** – The Michigan Component Test will include summative assessments designed to measure student growth in English language arts, mathematics, science and social studies. This is part of the required MME taken in April by 11<sup>th</sup> graders.

**Scholastic Assessment Test (SAT) State** – The SAT is a college admission test that shows colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math. Colleges and universities can use the SAT to make admission decisions. This is part of the required MME taken in April by 11 graders.

**Work Keys** – Is a work skills assessment that helps to prepare, build, and increase global competitiveness and develop successful career pathways. This is part of the required MME taken in April by 11<sup>th</sup> graders.

**PSAT/NMSQT – (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test)** - The PSAT is a practice test for the SAT Reasoning Test. This test is also used to determine National Merit Semifinalists. The test benefits students by providing personalized feedback on academic skills to aid learning and to help prepare for the expectation of college. Each student will receive three scores: Critical Reading, Math Reasoning, and Writing Skills.

**SAT National – (Scholastic Assessment Test)** - The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and colleges and universities can use the SAT to make admission decisions.

## NCAA Eligibility

Eligibility standards for playing Division sports in college.

### Core Courses

- **NCAA Division I requires 16 core courses.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

For more information regarding the rules, please go to [www.NCAA.org](http://www.NCAA.org). Click on “Academics and Athletes” then “Eligibility and Recruiting.” Or visit the Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877/262-1492.

## Transferring Credit

Guidelines for any transfer or home school student hoping to attend South Haven High School.

When a student returns to or enters South Haven High School after home schooling or is a transfer student, the following procedure will be followed (assuming the student is a resident of the South Haven Public School District or a verified School of Choice attendee and meets all other criteria for admission to South Haven High School):

1. To transfer home-school credits to South Haven High School for graduation status, an affidavit must be signed by the parents or legal guardian indicating that the student was educated in an organized educational program. (School Attendance Law, Section 1561 (3) PARAGRAPH (F)) Credits that have been validated by an outside agency or clearinghouse will also be accepted.
2. All documents showing credits earned, validation documents, waivers and affidavits must be presented to the school before attendance so that correct placement can be made.
3. Placement will be determined by South Haven High School Counseling personnel on the basis of: the student's age; the student's performance on accepted national tests to be administered or requested by South Haven High School Counseling personnel; by administering the subject area exam given to South Haven High School students; or other methods of evaluation deemed appropriate by counseling or teaching staff.
4. Any home-school credits transferred will be accepted for credit only and have no grade attached and will be listed on the student's transcript as "home-schooled credit".
5. A maximum of seven (7) home-schooled credits will be transferred per school year.
6. All students, including home-school students, transferring to South Haven High School must attend for their entire school year and accumulate at least five (5) credits during that year to be eligible to receive a diploma or participate in graduation exercises from South Haven High School. Students transferring from an accredited high school due to a change in parental residence (parents move into South Haven Public School district from another accredited school district) may be granted a waiver from this requirement by the building principal and superintendent.
7. All students, including home-schooled students, transferring to South Haven High School will not be eligible for graduation honors unless they attended South Haven High School for two (2) years previous to their graduation date and accumulate at least eleven (11) credits during those two (2) years.
8. Home-schooling credits or credits transferred from other institutions for graduation must be received by the first day of the second semester of the graduation year desired by the student.

## Extra Curricular Activities

South Haven High School offers a wide variety of activities for students outside the normal school day.

### **Fall Sports**

	<b>Start Date</b>
Girl's Golf (JV, Varsity)	August 10
Volleyball (9 <sup>th</sup> , JV, Varsity)	August 10
Fall Cheer (9 <sup>th</sup> , JV, Varsity)	August 10
Girl's Cross Country (JV, Varsity)	August 10
Girl's Swim (Varsity)	August 10
Boy's Cross Country (JV, Varsity)	August 10
Boy's Tennis (JV, Varsity)	August 10
Football (9 <sup>th</sup> , JV, Varsity)	August 8
Boy's Soccer (JV, Varsity)	August 10

### **Contact**

Mr. Barry Shanley  
 Ms. Brandi Dietz  
 Mrs. Jennifer Brooks  
 Mrs. Lindsay Haqq  
 Ms. Amy Garber  
 Mrs. Lindsay Haqq  
 Mr. Randy Bartles  
 Mr. Troy Ayotte  
 Mr. David Barden

### **Winter Sports**

Girl's Basketball (JV, Varsity)	November 7
Boy's Basketball (9 <sup>th</sup> , JV, Varsity)	November 14
Boy's Swim (Varsity)	November 21
Wrestling (JV, Var.)	November 14
Boy's Bowling	November 14
Girl's Bowling	November 14
Competitive Cheer	November 7

Mr. Joey Holland  
 Mr. Larry Ash  
 Mr. Mike Erickson  
 Mr. Tim Simpson  
 Mr. Skuza/Ms. Maryann Richmond  
 Mr. Skuza/Ms. Maryann Richmond  
 Mrs. Jennifer Brooks

### **Spring Sports**

Softball (JV, Varsity)	March 13
Girl's Tennis (JV, Varsity)	March 13
Girl's Soccer (JV, Varsity)	March 13
Girl's Track (Varsity)	March 13
Baseball (JV, Varsity)	March 13
Boy's Golf (JV, Varsity)	March 13
Boy's Track (Varsity)	March 13

Mrs. Wilma Wilson/Mr. Dave Gumpert  
 Mr. Kevin Powell  
 Mr. Steve Brzezinski  
 Mrs. Lindsay Haqq  
 Mr. David McWhinnie  
 Mr. Doug Thorne  
 TBD

- Students must meet MHSAA eligibility requirements and have a physical and signed training rules prior to participation.
- Most sports offer opportunities for summer participation.
- Students who hope to be eligible for scholarships for collegiate athletics must review the NCAA eligibility requirements in the General Information section of this book.

## **OTHER ACTIVITIES**

### **Academic Organizations:**

Science Olympiad  
 National Honor Society  
 History Club  
 First Robotics

### **Timeline/Sign ups**

Late Fall  
 Criteria-Based Membership  
 Fall  
 Fall

### **Advisor**

Mr. Stap  
 Ms. Day  
 Ms. Shepard  
 TBD

### **Service Organization**

Student Senate  
 Class Officers  
 Key Club  
 Youth Advisory Committee

Elections in Spring  
 Elections in September  
 September  
 September

Mrs. Bettis  
 Mrs. Bettis  
 Ms. VanderRoest  
 Ms. Olsen

### **Activities Organizations**

Ski Club  
 Fellowship of Christian Athletes  
 Diversity Club  
 Equestrian Club

Winter  
 Fall  
 Fall  
 Fall

Mr. Miles  
 TBD  
 TBD  
 Mrs. McGuire

### **Fine Arts**

Fall Play  
 Musical  
 Art Club

Tryouts: September  
 Tryouts: January  
 Fall

Mrs. O'Neil/Ms. Hillyard  
 Mrs. O'Neil/Ms. Hillyard  
 Ms. Rostar



**Michigan Merit Curriculum  
Graduating Class of 20  
South Haven High School**

Name: \_\_\_\_\_ Grade \_\_\_\_\_ Counselor \_\_\_\_\_

**Career Pathways / National Career Clusters**

Circle which pathway / career cluster best represents you current career interest.

- ❖ Arts & Communication Career Pathway
  - Arts, A/V Technology & Communication
- ❖ Business, Management, Marketing & Technology Career Pathway
  - Business, Management & Administration
  - Finance
  - Information Technology
  - Marketing, Sales, & Service
- ❖ Engineering, Manufacturing, & Industrial Technology Career Pathway
  - Architecture & Construction
  - Manufacturing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
- ❖ Health Science Career Pathway
  - Health Science
- ❖ Human Services Career Pathway
  - Education & Training
  - Hospitality & Tourism
  - Law, Public Safety, & Security
  - Government & Public Services
- ❖ Natural Resources & Agriscience Career Pathway
  - Agriculture, Food & Natural Resources

9 <sup>th</sup> Grade School Year		10 <sup>th</sup> Grade School Year	
1	English 9	1	English 10
2	U.S. History & Geography	2	World History & Geography
3	Science	3	Science
4	Math: _____	4	Math: _____
5		5	
6		6	
11 <sup>th</sup> Grade School Year		12 <sup>th</sup> Grade School Year	
1	English 11	1	English 12
2	Economics / Government	2	Math: _____
3	Science: _____	3	
4	Math: _____	4	
5		5	
6		6	

Other Requirements to be incorporated into the four – year course plan are:

- Health (1 semester)
- P.E. or approved physical activity (1 semester)
- Visual, Performing and Applied Arts (1 year)
- World language or an extra VPAA or Tech program (2 years)

**Please Note: Required classes must be taken until successfully passed in order for a student to graduate.**