Essexville-Hampton Public Schools

GARBER HIGH SCHOOL CURRICULUM GUIDE
(FOR 2015-2016 School Year)

THERE'S NO BETTER PLACE TO LEARN

State and National Exemplary High School 1986-1987

Essexville-Hampton Schools
213 Pine Street
Essexville, Michigan 48732
894-9710

REVISED FEBRUARY 2015

BARRY KENNISTON
Principal

SUZANNE D. BROWN
Interim Assistant Principal
Dear Garber/Cramer Student and Parent(s):

Enclosed is the 2015-2016 Garber High School Curriculum Guide for your use in helping your student choose his/her classes for the 2015-2016 school year. All of the information is important, especially the sections concerning requirements for graduation.

We are pleased to announce that we continue to support a Career Pathways program. This involves students selecting a "Career Path" in the 8th grade and planning their academic course work and extracurricular activities around the area selected. Our goal is to aid students in more thoughtful course selection and in planning for the future.

Beginning in March, we will begin meeting with juniors, then sophomores, freshmen and 8th graders to determine the courses they wish to take next year. Students will bring home a course request form which requires a parent/guardian signature. This form must be returned to counseling as soon as possible. Because these requests establish the schedule for next year, students will be expected to remain in the classes they have selected unless academic difficulties occur.

We hope you will review the Career Pathway information provided in this guide and will help your son/daughter in this decision-making process. If your student needs to make-up any courses, plans for credit recovery need to be discussed at this time.

We want to help Garber students select the best educational program possible to prepare them for further educational training or for the job market. We look forward to an exciting 2015-2016 school year.

Sincerely,

Bill Harris       Lisa Reynolds
Counselor       Counselor
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<tr>
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<td>SPECIAL EDUCATION</td>
<td>23-24</td>
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<tr>
<td>NOTICE OF NON-DISCRIMINATION POLICY</td>
<td>44</td>
</tr>
</tbody>
</table>
CURRICULUM GUIDE FOR STUDENTS

This Curriculum Guide has been compiled to provide information for students and parents to aid them in planning a meaningful educational experience. The four years of education at Garber High School will greatly influence and determine what opportunities will be available for individual students in their future. We urge that serious consideration be given to your goals to develop a program of study for further education for your life’s work.

In each of your high school years, certain courses shall be required and are designed especially to give you basic skills necessary to make a positive contribution to our society. You will have an opportunity to select courses from a wide range of other areas. Use your elective program wisely to explore and develop your own interests and prepare yourself to meet your individual goals for life.

Teachers and counselors will make recommendations for appropriate courses for individual students; however, we do not encourage you to choose an easier level course. You do have the right to enroll in a higher level class, contrary to teacher and/or counselor recommendations. This is your Curriculum Guide to aid you, your parents, and counselor, in planning a program appropriate for you. However, the major responsibility in developing an individualized program must come from you. We hope you will utilize the Guide to answer important questions such as:

1. Will I fulfill the requirements for each year and graduation?
2. Will I fulfill the requirements necessary for employment at the end of high school or for further education?
3. Are my selected courses appropriate to best serve my interests and abilities?

PHILOSOPHY OF GARBER HIGH SCHOOL

Believing that the educated citizen is an integral part of our democratic society, Garber High School takes as its major objectives the organization, fostering, and support of a program of education that will encourage and enable the young men and women of our community to attain an education commensurate with their abilities, aptitudes, and interests.

Our society is composed of individuals, with unique characteristics and with rights, privileges, and responsibilities defined by law and established by the community, Garber High School pledges itself to encourage and strengthen the concepts of individual dignity and integrity.

In order to provide educational opportunities that afford basic skills and information necessary for post secondary studies, entry into the work force, and the ability to be self-sufficient, the school will:

1. Offer a curriculum which includes as wide a range as possible of required and elective courses in academics, the fine arts, physical education and technical education, given the size of the student body.
2. Provide guidance activities including academic, career, and post secondary educational options, and aid the student in selecting a CAREER PATHWAY.
3. Offer life skills preparation with classes in industrial arts, life sciences, and business, through both the local school and the Intermediate School District (Career Center).
4. Provide follow-up studies to determine the effectiveness of the high school program and make revisions of the curriculum where necessary.
5. Develop a climate to encourage inquisitiveness, creativity, and student desire to improve academically.
6. Develop in the student an appreciation of the value of work and the ability to become economically independent.
7. Combine extracurricular activities, work experiences, job shadowing, and internships to allow students to have a variety of experiences which will expand their interests and enable them to make career decisions.
8. Provide a media center with a wide range of learning materials.
9. Strive to attract and retain a staff of qualified, competent personnel to provide an opportunity for professional growth and development.

It is, therefore, the commitment of Garber High School to support, develop, and maintain a program and facilities which will help the individual to become an educated, contributing member of society.

UNITS OF CREDIT

All courses in the curriculum are organized to give one-half (1/2) unit of credit for each semester of acceptable work (D- or better as the semester grade). Units of credit in the Michigan Merit Curriculum are based on content not duration of the class. For example a student in Algebra I completes the state algebra requirement in 1 year, but a student in Algebra Fundamentals(I,II,III) will take a year-and-a-half to earn one state algebra credit.

HOW GPA AND CLASS RANK ARE DETERMINED

Beginning with the Class of 2011, Garber High School will use a formula (ACT X 27.778 + GPA X 250) for selecting the top ten students for top academic honors as well as valedictorian and salutatorian. At the end of the third marking period of their senior year, students with honor graduate status will have their GPA and highest ACT score calculated into a list utilizing the formula. (The ACT score used will be the score from Michigan Merit testing unless the student provides documentation of a higher score by the end of the third marking period of their senior year.) Starting in the 2015-16 school year, students will be taking the SAT test and a new formula will be developed to determine class ranking (This will start with the class of 2017.) These students will be individually honored at the graduation ceremony. As in all other GPA calculations, there will be no rounding of GPA or points. To determine graduation honors for seniors, rank is computed at the end of the third nine-week marking period:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>.7</td>
</tr>
<tr>
<td>E</td>
<td>.0</td>
</tr>
</tbody>
</table>

Semester Grades are determined by the following weighting unless an alternative weighting is listed in the course syllabus after having administrative approval:

- 1st marking period of a semester: 40% weight
- 2nd marking period of a semester: 40% weight
- Final Exam: 20% weight

*Courses taken prior to high school that meet Michigan Merit Curriculum guidelines for state credit will be listed as a credit rather than a letter grade. They will not influence GPA or class rank.

*Due to the complexity of the Michigan Merit Law, policies and guidance will continue to evolve. This guide is intended for general guidance, but is subject to change as State policies change.
### Content Area: Mathematics - (4 credits)

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>Algebra II</td>
</tr>
<tr>
<td>1 Additional Math or Math-Related class</td>
</tr>
</tbody>
</table>

*MMath must be taken during the senior year.*

### English - Language Arts – (4 credits)

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
</tr>
<tr>
<td>English 10 (English 10H)</td>
</tr>
<tr>
<td>English 11 (English 11H)</td>
</tr>
<tr>
<td>English 12</td>
</tr>
</tbody>
</table>

### Social Studies – (3 credits)

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History (including Geography)</td>
</tr>
<tr>
<td>U.S. History (including Geography)</td>
</tr>
<tr>
<td>Government/Civics</td>
</tr>
<tr>
<td>Economics</td>
</tr>
</tbody>
</table>

### Science – (3 credits)

*May fulfill 3rd science credit by completing an approved computer science program or approved CTE program, district approved science course or additional option allowed as 2nd credit.*

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Physics, Chemistry, Anatomy or Ag. Science</td>
</tr>
<tr>
<td>Additional Science</td>
</tr>
</tbody>
</table>

### Health & Physical Education – (1.0 credit)

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Current Health Practices</td>
</tr>
</tbody>
</table>

### Visual, Performing, and Applied Arts – (2 credits)

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
</tr>
<tr>
<td>Additional Coursework in Visual, Performing or Applied Arts</td>
</tr>
</tbody>
</table>

### Technology – (.50 credits)

*(Plus online requirement)*

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Tech OR Intro to Drafting</td>
</tr>
<tr>
<td>Online Requirement</td>
</tr>
</tbody>
</table>

### Foreign Language – (2 credits*)

*2nd credit can be earned through completion of a department approved formal CTE program or an additional visual, performing and applied arts*

<table>
<thead>
<tr>
<th>Credits to Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish sequence or other as approved</td>
</tr>
</tbody>
</table>

### Total:

<table>
<thead>
<tr>
<th>Total units of required MMC classes: 19.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total units of required Garber classes: 8.5 Credits</td>
</tr>
<tr>
<td>Total credits required for graduation: 28 Credits</td>
</tr>
</tbody>
</table>
FRESHMAN REGISTRATION
The 9th grade registration form below is an example of required Michigan Merit Curriculum courses and required Garber graduation courses. Students can substitute different courses from the approved MMC/Garber requirement list, if appropriate.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses</td>
<td>Selections</td>
</tr>
<tr>
<td>1</td>
<td>*Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Algebra A (Y)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra 1A (Y)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry A (Y)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>*English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 9A (Y)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>*Social Studies</td>
<td>World History A (Y)</td>
</tr>
<tr>
<td>4</td>
<td>*Science</td>
<td>Biology (Y)</td>
</tr>
<tr>
<td>5</td>
<td>*PE/Health</td>
<td>PE or Health (S)</td>
</tr>
<tr>
<td>6</td>
<td>*Technology</td>
<td>Global Tech (S) or Intro to Drafting (S)</td>
</tr>
<tr>
<td>7</td>
<td>**Elective</td>
<td>See Page 5 (S)</td>
</tr>
<tr>
<td>8</td>
<td>**Elective</td>
<td>See Page 5 (S)</td>
</tr>
</tbody>
</table>

*Denotes: MMC required courses (see page 3)
**Denotes: Garber High School graduation required courses which equals 8.5 additional credits
(Y) = yearlong courses that must be taken 1st and 2nd semester
(S) = semester courses that will be scheduled 1st or 2nd semester

ALTERNATE SELECTION(S):

Cramer students earned Garber High School credit in their eighth grade year in the following classes as long as he/she had a passing (D- or better) grade:
Algebra I (Semester 1 and 2)
Earth Science (Semester 1 and 2)
Foreign Language courses taken for a full semester or more
High school students may elect to repeat a class they took as Cramer students for which they received high school credit. To be eligible to repeat a class, a Cramer student must have received a C+ grade or lower or have administrative approval. Upon completion of the repeated class, the grade they received at Cramer will be dropped with the students’ high school record showing only the class and grade earned in high school. If you desire to retake a course please fill in the table below:

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Semester(1st and/or 2nd)</th>
<th>Grade earned in course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended to repeat a class (particularly math) if the student received a C- or below.

**PLEASE SELECT FIVE OF THE ELECTIVES LISTED BELOW AND FILL THEM IN THE TABLE ON PAGE 4. PLEASE LIST ALTERNATE COURSE(S) TO TAKE IF YOU ARE NOT ABLE TO GET YOUR FIRST SELECTIONS.**

*HEALTH (S) - PREFERRED BY END OF 10TH GRADE*

*GLOBAL TECH OR INTRO TO DRAFTING (S) - REQUIRED BY END OF 10TH GRADE*  

(Y = YEAR LONG COURSE, S = SEMESTER)

<table>
<thead>
<tr>
<th>Band(Y)</th>
<th>Drama(S)</th>
<th>Computer Literacy (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garber Singers(Y)</td>
<td>Acting(S)</td>
<td>Keyboarding(S)</td>
</tr>
<tr>
<td>Art I(S)</td>
<td>Powertech(S)</td>
<td>Nutrition(S)</td>
</tr>
<tr>
<td>Jewelry(S)</td>
<td>Metals (S)</td>
<td>Computer Lit.(S)</td>
</tr>
<tr>
<td>2-D Design(S)</td>
<td>Woods(S)</td>
<td>Careers(S)</td>
</tr>
<tr>
<td>3-D Design(S)</td>
<td>Intro. Drafting (S)</td>
<td>Spanish I(Y)</td>
</tr>
<tr>
<td>Seminar (S)</td>
<td>Intro. to AutoCad (S)</td>
<td></td>
</tr>
</tbody>
</table>

**IS ENGLISH THIS STUDENT’S PRIMARY LANGUAGE? _______ IF NOT, IS THERE A NEED FOR ASSISTANCE? _______**

My son/daughter and I understand that the above requests will be honored to the best of the school’s ability. Because these requests establish the schedule for next year, **schedule changes will be made only due to academic difficulties or course conflicts.** Specific teacher requests cannot be honored. Please review your requests carefully and make an informed decision.

Parent(s) Signature: ________________________________

Student Signature: ________________________________

**RETURN TO 8TH GRADE ENGLISH TEACHER BY _____________________________**
SOPHOMORE REGISTRATION

The 10th grade registration form below is an example of required Michigan Merit Curriculum courses and required Garber graduation courses. Students can substitute different courses from the approved MMC/Garber requirement list, if appropriate.

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>Semester 1</th>
<th>Selections</th>
<th>Semester 2</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>Requirements</td>
<td>Courses</td>
<td>Selections</td>
<td>Requirements</td>
</tr>
<tr>
<td>1</td>
<td>*Math</td>
<td>Algebra 1A (Y)</td>
<td></td>
<td>*Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry A (Y)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 2A (Y)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>*English</td>
<td>English 10A (Y)</td>
<td></td>
<td>*English</td>
</tr>
<tr>
<td>3</td>
<td>*Social Studies</td>
<td>US History A (Y)</td>
<td></td>
<td>*Social Studies</td>
</tr>
<tr>
<td>4</td>
<td>*Science</td>
<td>Anatomy A (Y)</td>
<td></td>
<td>*Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics 1 (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chem 2 (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics 2 (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>*Foreign Language</td>
<td>Spanish 1 (Y)</td>
<td></td>
<td>*Foreign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 2 (Y)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See page 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>* Visual, Performing Arts Credit</td>
<td>See Page 3 &amp; 7</td>
<td></td>
<td>* Visual, Performing Arts Credit</td>
</tr>
<tr>
<td>7</td>
<td>**Elective</td>
<td>See Page 7</td>
<td></td>
<td>**Elective</td>
</tr>
<tr>
<td>8</td>
<td>**Elective</td>
<td>See Page 7</td>
<td></td>
<td>**Elective</td>
</tr>
</tbody>
</table>

*Denotes: MMC required courses (see page 3)
**Denotes: Garber High School graduation required courses which equals 8.5 additional credits
(Y)=yearlong courses that must be taken 1st and 2nd semester
(S) = semester courses that will be scheduled 1st or 2nd semester

ALTERNATE SELECTION(S):

1) ___________________________ 2) ___________________________
PLEASE SELECT SIX OF THE ELECTIVES LISTED BELOW AND FILL THEM IN THE TABLE ON PAGE 6. PLEASE LIST ALTERNATE COURSE(S) TO TAKE IF YOU ARE NOT ABLE TO GET YOUR FIRST SELECTIONS.

*HEALTH (S) - PREFERRED BY END OF 10TH GRADE

*GLOBAL TECH (S) OR INTRO TO DRAFTING (S) PREFERRED BY END OF 10TH GRADE

(Y = YEAR LONG COURSE, S= SEMESTER)

<table>
<thead>
<tr>
<th>Band (Y)</th>
<th>Garber Singers(Y)</th>
<th>Drama (S)</th>
<th>Acting (S)</th>
<th>Art I(S)</th>
<th>Powertech(S)</th>
<th>AutoCad (Y)</th>
<th>Intro. AutoCad(S)</th>
<th>PE II (S/Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Jewelry(S)</td>
<td>Powertech II(S)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2-D Design(S)</td>
<td>Metals(S)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3-D Design(S)</td>
<td>Woods(S)</td>
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<td></td>
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<tr>
<td>Varsity Choir(Y)</td>
<td>Accounting(Y)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

IS ENGLISH THIS STUDENT’S PRIMARY LANGUAGE? ______  IF NOT, IS THERE A NEED FOR ASSISTANCE? ______

My son/daughter and I understand that the above requests will be honored to the best of the school’s ability. Because these requests establish the schedule for next year, schedule changes will be made only due to academic difficulties or course conflicts. Specific teacher requests cannot be honored. Please review your requests carefully and make an informed decision.

Parent(s) Signature: _______________________________

Student Signature: _______________________________

RETURN TO COUNSELING BY ___________________________
JUNIOR REGISTRATION
The 11th grade registration form below is an example of required Michigan Merit Curriculum courses and required Garber graduation courses. Students can substitute different courses from the approved MMC/Garber requirement list, if appropriate.

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>Requirements</td>
<td>Courses</td>
</tr>
<tr>
<td>1</td>
<td>*Math</td>
<td>Algebra 2A (Y)</td>
</tr>
<tr>
<td>2</td>
<td>*English</td>
<td>English 11A (Y)</td>
</tr>
<tr>
<td>3</td>
<td>*Social Studies</td>
<td>Govt or Econ (S)</td>
</tr>
<tr>
<td>5</td>
<td>*Foreign Language</td>
<td>Spanish 1 (Y)</td>
</tr>
<tr>
<td>6</td>
<td>*Visual, Performing Arts Credit</td>
<td>See Page 3 &amp; 9</td>
</tr>
<tr>
<td>7</td>
<td>**Elective</td>
<td>See Page 9</td>
</tr>
<tr>
<td>8</td>
<td>**Elective</td>
<td>See Page 9</td>
</tr>
</tbody>
</table>

*Denotes: MMC required courses (see page 3)
**Denotes: Garber High School graduation required courses which equals 8.5 additional credits

(Y) = yearlong courses that must be taken 1st and 2nd semester.
(S) = semester courses that will be scheduled 1st or 2nd semester

ALTERNATE SELECTION(S):
1) ___________________________  2) ___________________________

CAREER CENTER:  1) ___________________________
                2) ___________________________
                3) ___________________________
PLEASE SELECT SIX OF THE ELECTIVES LISTED BELOW AND FILL THEM IN THE TABLE ON PAGE 8. PLEASE LIST ALTERNATE COURSE(S) TO TAKE IF YOU ARE NOT ABLE TO GET YOUR FIRST SELECTIONS.

*HEALTH(S) - PREFERRED BY END OF 10TH GRADE

*GLOBAL TECH (S) OR INTRO TO DRAFTING (S) PREFERRED BY END OF 10TH GRADE

(Y = YEAR LONG COURSE, S = SEMESTER)

<table>
<thead>
<tr>
<th>Band(Y)</th>
<th>Drama(S)</th>
<th>Intro. Drafting(S)</th>
<th>Intro. To Educ.(S/Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garber Singers(Y)</td>
<td>Acting(S)</td>
<td>Intro.AutoCad(S)</td>
<td>Jazz Band(Y)</td>
</tr>
<tr>
<td>Art I(S)</td>
<td>Powertech(S)</td>
<td>Nutrition(S)</td>
<td>Conditioning(S/Y)</td>
</tr>
<tr>
<td>Jewelry(S)</td>
<td>Powertech II(S)</td>
<td>Computer Lit.(S)</td>
<td>Intern(S)</td>
</tr>
<tr>
<td>2-D Design(S)</td>
<td>Metals(S)</td>
<td>Bus. Tech. I,II,III,IV(S)</td>
<td>Varsity choir(Y)</td>
</tr>
<tr>
<td>3-D Design(S)</td>
<td>Woods(S)</td>
<td>Psychology(S)</td>
<td>Careers(S)</td>
</tr>
<tr>
<td>Keyboarding(S)</td>
<td>Accounting(Y)</td>
<td>Multi-Media(Y)</td>
<td>Spanish I,II,III,IV(Y)</td>
</tr>
<tr>
<td>Autocad II,III,IV(Y)</td>
<td>PE II(S/Y)</td>
<td>AP Courses</td>
<td>Career Center Courses</td>
</tr>
<tr>
<td>Speech (S)</td>
<td>Seminar (S)</td>
<td>Comp. Prog/Design</td>
<td></td>
</tr>
</tbody>
</table>

IS ENGLISH THIS STUDENT’S PRIMARY LANGUAGE? _______ IF NOT, IS THERE A NEED FOR ASSISTANCE? _______  

My son/daughter and I understand that the above requests will be honored to the best of the school’s ability. Because these requests establish the schedule for next year, **schedule changes will be made only due to academic difficulties or course conflicts.** Specific teacher requests cannot be honored. Please review your requests carefully and make an informed decision.

Parent(s) Signature: __________________________________________

Student Signature: ____________________________________________

RETURN TO COUNSELING BY ____________________________________
**SENIOR REGISTRATION**

The 12th grade registration form below is an example of required Michigan Merit Curriculum courses and required Garber graduation courses. Students can substitute different courses from the approved MMC/Garber requirement list, if appropriate.

<table>
<thead>
<tr>
<th>12th Grade</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>Requirements</td>
<td>Courses</td>
</tr>
<tr>
<td>1 *Math</td>
<td>Pre-Calc A (Y)</td>
<td>*Math</td>
</tr>
<tr>
<td></td>
<td>AP Calc A (Y)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr. Math A (Y)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See page 10</td>
<td></td>
</tr>
<tr>
<td>2 *English</td>
<td>English 12A (Y)</td>
<td>*English</td>
</tr>
<tr>
<td>3 *Science (If Needed)</td>
<td>Anatomy A (Y)</td>
<td>*Science (If Needed)</td>
</tr>
<tr>
<td></td>
<td>Physics 1 (S)</td>
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</tr>
<tr>
<td></td>
<td>Chem 2 (S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics 2 (S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Chem (Y)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth Science (S)</td>
<td></td>
</tr>
<tr>
<td>4 *Foreign Language (If Needed)</td>
<td>Spanish 2 (Y)</td>
<td>*Foreign Language (If Needed)</td>
</tr>
<tr>
<td></td>
<td>See Page 3</td>
<td></td>
</tr>
<tr>
<td>5 *Visual, Performing Arts Credit (If Needed)</td>
<td>See Page 3 &amp; 11</td>
<td>*Visual, Performing Arts Credit (If Needed)</td>
</tr>
<tr>
<td>6 **Elective</td>
<td>See Page 11</td>
<td>**Elective</td>
</tr>
<tr>
<td>7 **Elective</td>
<td>See Page 11</td>
<td>**Elective</td>
</tr>
<tr>
<td>8 **Elective</td>
<td>See Page 11</td>
<td>**Elective</td>
</tr>
</tbody>
</table>

*Denotes: MMC required courses (see page 3)  
**Denotes: Garber High School graduation required courses which equals 8.5 additional credits  
(Y) = yearlong courses that must be taken 1st and 2nd semester.  
(S) = semester courses that will be scheduled 1st or 2nd semester

ALTERNATE SELECTION(S):

1) ____________________________  2) ____________________________

CAREER CENTER:

1) ____________________________  
2) ____________________________  
3) ____________________________
PLEASE SELECT EIGHT OF THE ELECTIVES LISTED BELOW AND FILL THEM IN THE TABLE ON PAGE 10. PLEASE LIST ALTERNATE COURSE(S) TO TAKE IF YOU ARE NOT ABLE TO GET YOUR FIRST SELECTIONS.

*HEALTH(S) - PREFERRED BY END OF 10TH GRADE

*GLOBAL TECH (S) OR INTRO TO DRAFTING (S) PREFERRED BY END OF 10TH GRADE

(Y = YEAR LONG COURSE, S = SEMESTER)

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</tr>
</thead>
<tbody>
<tr>
<td>2-D Design(S)</td>
<td>Metals(S)</td>
<td>Jewelry(S)</td>
<td>Powertech II(S)</td>
<td>Nutrition(S)</td>
<td>Music (Y)</td>
<td>Jewelry(S)</td>
<td>Powertech II(S)</td>
<td>Nutrition(S)</td>
<td>Jazz Band(Y)</td>
<td>Multi-Media(Y)</td>
<td>Jazz Band(Y)</td>
<td>Varsity choir(Y)</td>
<td>Jazz Band(Y)</td>
<td>Accounting(Y)</td>
<td>Career Center Courses</td>
<td>Varsity choir(Y)</td>
<td>Careers(S)</td>
<td>Spanish I,II,III,IV(Y)</td>
<td>Comp. Prog/Design</td>
<td></td>
</tr>
<tr>
<td>3-D Design(S)</td>
<td>Metals(S)</td>
<td>Jewelry(S)</td>
<td>Powertech II(S)</td>
<td>Nutrition(S)</td>
<td>Music (Y)</td>
<td>Jewelry(S)</td>
<td>Powertech II(S)</td>
<td>Nutrition(S)</td>
<td>Jazz Band(Y)</td>
<td>Multi-Media(Y)</td>
<td>Jazz Band(Y)</td>
<td>Varsity choir(Y)</td>
<td>Jazz Band(Y)</td>
<td>Accounting(Y)</td>
<td>Career Center Courses</td>
<td>Varsity choir(Y)</td>
<td>Careers(S)</td>
<td>Spanish I,II,III,IV(Y)</td>
<td>Comp. Prog/Design</td>
<td></td>
</tr>
</tbody>
</table>

IS ENGLISH THIS STUDENT’S PRIMARY LANGUAGE? _______ IF NOT, IS THERE A NEED FOR ASSISTANCE? _______

My son/daughter and I understand that the above requests will be honored to the best of the school’s ability. Because these requests establish the schedule for next year, schedule changes will be made only due to academic difficulties or course conflicts. Specific teacher requests cannot be honored. Please review your requests carefully and make an informed decision.

Parent(s) Signature: ________________________________

Student Signature: ________________________________

RETURN TO COUNSELING BY ___________________________
ACADEMIC COURSE DESCRIPTIONS

NOTE: (Y) indicates a year long course; (S) indicates a semester long course.

********** ART DEPARTMENT **********

*Courses in this department meet the Michigan Merit Curriculum Art Requirement.

ART I (Semester 1)  PREREQUISITE: NONE
Art I is the preferred prerequisite for all other art classes. Students learn the elements and principles of design and apply them to a variety of projects including drawing, painting, ceramics, and sculpture. Art I gives students experience in the use of tools, media, and design elements required for success in the high level art classes.

JEWELRY DESIGN (S)  PREREQUISITE: ART 1 PREFERRED
Students will use design techniques to produce jewelry such as earrings, rings, bracelets, pendants, necklaces and small sculptures. Students will use a variety of media including wire, sheet metal, hemp, glass, plastic, wood, and cast metal.

ADVANCED JEWELRY (S)  PREREQUISITE: JEWELRY DESIGN
Students will continue to increase their skill and knowledge of jewelry design by producing more advanced projects at a high level of craftsmanship. Emphasis is on creative problem solving, and excellent craftsmanship.

3-DIMENSIONAL DESIGN (S)  PREREQUISITE: ART 1 PREFERRED
Students will use the elements and principles of design to produce 3-dimensional projects in a variety of media including clay/ceramics, plaster, Styrofoam, paper Mache, and wood.

ADVANCED 3-D DESIGN (S)  PREREQUISITE: 3-DIMENSIONAL DESIGN
Students will continue to increase their skill and knowledge of 3-dimensional design in a variety of media. Emphasis is on creative problem solving and personal expression. Students will produce 3-5 major projects per marking period.

2-DIMENSIONAL DESIGN (S)  PREREQUISITE: ART 1 PREFERRED
Students will use the elements and principles of design to increase their drawing skills in a variety of media including pencil, ink, pastel, charcoal, colored pencil, and scratchboard. Students will use the elements and principles of design to increase their painting skill in a variety of media including watercolor, tempera, ink, acrylic and watercolor pencil.

ADVANCED 2-D DESIGN (S)  PREREQUISITE: 2-DIMENSIONAL DESIGN
Students will continue to increase drawing and painting skills in a variety of media. Emphasis is on creative problem solving and personal expression. Students will produce 3-5 major projects per marking period.

PORTFOLIO ART(S)  Prerequisite: Instructor Approval, Art 1, 2-D, 3-D
Portfolio art is a guided studies studio art class in which students will build a portfolio (collection) of their artwork in a variety of media in both 2 and 3 dimensions. Students will produce 4 to 6 major works a semester, and include a written reflective statement with each project. Students will organize and display their portfolio at the end of the semester.
******* BUSINESS/TECHNOLOGY DEPARTMENT *******

KEYBOARDING (S)  
PREREQUISITE: NONE
Keyboarding is a one semester course. Concepts include tabulation, business correspondence, report formats, business forms, and speed/accuracy development. This course is recommended to all students, regardless of whether or not they pursue a business program. This course may be taken for an applied art credit.

COMPUTER LITERACY (S)  
PREREQUISITE: NONE
This is a one-semester course that gives the student an understanding of computer hardware and software terminology, issues with computer ethics, privacy, and the Internet. It provides a “hands-on” learning experience with Microsoft Office and Google. Computer literacy may be taken for an applied art semester credit.

COMPUTER PROGRAMMING AND DESIGN(S)  
PREREQUISITE: ALGEBRA 1
This is a one-semester course that gives students opportunities to learn the basic control structures in computer programming including If-Then statements, While Loops, and For Loops. Students will also look at developing data structures and functions or methods to help supplement their programs. Programming environments will include TI-83/84 calculators, Scratch, and possibly Java. Students will learn the basics of digital media creation and manipulation. We will look at designing, developing, and maintaining websites, light graphic design and image manipulation, and possibly light video editing.

ACCOUNTING I (S,Y)  
PREREQUISITE: NONE
Accounting I is a full-year course. Accounting is the study of financial operations of businesses: how to record the operations, how to summarize operations, and how to make decisions about the operations. After learning the basic manual accounting procedures, the students have an introduction to microcomputer-oriented accounting. This course may be used to fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II.

INTERNSHIP/SCHOOL-TO-WORK (S)  
PREREQUISITE: JUNIOR/SENIOR
Students are selected by application only and must be a junior or senior. This course is designed to allow students the opportunity for career exploration and/or to develop employability skills. This may be a paid or non-paid job placement involving one or two blocks of school release time, generally of one semester duration.

WORK-BASED LEARNING (S/Y)  
PREREQUISITE: SENIOR
Students are selected by application only. Job placement is in a field closely related to the preparation area of the student and the student must be enrolled in a related class at Garber. The Employer Agrees to (1) Comply with our non-discrimination policy, (2) complete an evaluation for each marking period, (3) Not terminate the student without consultation with the school coordinator, (4) provide a work schedule of sufficient length to develop competencies for the occupation. The student Agrees to (1) Follow the policies and procedures of the employer, (2) Complete assignments of the employer and the school coordinator, (3) Not quit the training program without the approval of the school coordinator.

******* COMMUNICATIONS DEPARTMENT *******

*Courses in this department meet the Michigan Merit Curriculum Fine Art Requirement.

DRAMA (S)  
PREREQUISITE: NONE
This is a one-semester elective course open to all grade levels. The class includes pantomime, acting, fundamentals of play production, technical theater, and a short unit on the history of theater. The primary goal of this course is to introduce the student to the basic fundamentals of drama as a performing art and to the
primary technical aspects of the theater. In addition, the theater is placed within an historical perspective.

**ACTING FOR THE STAGE (S)**

PREREQUISITE: NONE

This one-semester course does not have a prerequisite, but DRAMA is strongly recommended. The course will concentrate on the actor and the play. The actor uses improvisations, develops a character with the body, solves special problems (fighting, fainting, music, etc.), acts from the written word, and learns about make-up. Students learn about interpreting a play, developing a character, rehearsing, polishing and performing. It is possible the class may include a performance.

**SPEECH (S)**

PREREQUISITE: NONE

This one-semester required course is open to all grade levels. The class includes verbal and nonverbal communication aspects; listening strategies, public speaking, and interviewing techniques. The primary goal of this course is to strengthen oral communication abilities, enabling students to effectively communicate in their daily lives.

********* ENGLISH DEPARTMENT *********

**ENGLISH 9 (Y)**

PREREQUISITE: NONE

In this required course, each semester is divided into skills and literature with composition and vocabulary exercises in both. Sentence structure, usage, and punctuation skills are emphasized. Students will be introduced to the various genres of classes and contemporary narrative and informational texts that will be read and analyzed throughout high school. Students will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies.

**ENGLISH 10 (Y)**

PREREQUISITE: ENGLISH 9

This required course consists of skills (grammar, punctuation, usage), vocabulary, compositions based upon personal experience and literature. This class will meet the curriculum requirements designed by the State of Michigan for the 10 grade, including critical response and stance.

**ENGLISH 10 HONORS (Y)**

PREREQUISITE: TEACHER REC.

This course consists of skills (grammar, punctuation, usage), vocabulary, compositions based upon personal experience and literature. This class will meet the curriculum requirements designed by the State of Michigan for the 10th grade, including critical response and stance. This class is designed to move at a faster pace than English 10, including a more demanding writing and reading load.

**ENGLISH 11 (Y)**

PREREQUISITE: ENGLISH 10

This required course for the Michigan Merit Curriculum focuses on literature, writing and transformational thinking. The course consists of skills (grammar, punctuation, and usage), vocabulary and composition.

**ENGLISH 11 HONORS (Y)**

PREREQUISITE: ENGLISH 10

This required course for the Michigan Merit Curriculum focuses on literature, writing and transformational thinking. The course consists of skills (grammar, punctuation, and usage), vocabulary and composition. This class is designed to move at a faster pace than English 11, including a more demanding writing and reading load.

**ENGLISH 12(Y)**

PREREQUISITE: ENGLISH 11

This required course for the Michigan Merit Curriculum uses classic and contemporary texts to develop a world perspective through the lens of leadership skills. The class includes practice in skills (grammar, punctuation, and usage), vocabulary and composition as well as analysis of informational text. Research elements and a formal research paper are included in this course.
ADVANCED PLACEMENT ENGLISH (Y)
PREREQUISITE: TEACHER RECOMMENDATION
Taught at college level, this one-year course prepares students to take the College Entrance Examination Board (CEEB) Advanced English Literature and Composition Examination, with the possibility of receiving college English credit or advanced standing as determined by the college of a student's choice. The course includes in-depth literary analysis of several genres: drama, novel, poetry, and short story. Our primary text will be the anthology *Literature: Structure, Sound, and Sense* by Laurence Perrine and Thomas R. Arp, supplemented by selections based upon reading lists recommended by the College Board. Writing consists of frequent compositions, requiring critical analysis and sensitive perception, as well as topics from previous AP tests and creative pieces.

********** FOREIGN LANGUAGES DEPARTMENT **********
(Two years of a foreign language are required; see page 3 for option to replace 2nd credit)

SPANISH I (Y)  PREREQUISITE: NONE
In this year-long class, students acquire the basic vocabulary necessary to greet others, order food, make purchases, and understand directions in Spanish. They also learn how to describe themselves, their families, their homes and their activities. They learn where in the world Spanish is spoken and how the lives of the people in those countries are similar to and different from their own. Students also learn how Spanish can help them right here in the United States. A wide variety of activities including games, skits, stories, music and movies to help the students learn to read, write, understand and speak in Spanish. The computer lab is used regularly to explore authentic Spanish-language materials on the Internet and to practice Spanish vocabulary and grammar with on-line games and activities.

SPANISH II (Y)  PREREQUISITE: SPANISH I
In the second year, students continue to acquire basic vocabulary as they learn how to plan a vacation, get a hotel room, and talk about the weather in Spanish. They also learn how to describe people and things and to talk about their daily routines including what they do at home and at school. Regular activities include games, speaking with a partner, acting out stories, reading easy novels, and using the Internet. Students have the opportunity to compete in dance, song, skits, displays and interpretive readings a Central Michigan University's annual foreign language day. By the end of this year, students are able to understand a great deal of spoken and written Spanish. Their ability to speak and write continues to improve and students find that they know enough to get their point across in many situations. At least once during the year, students will participate in restaurant day where they prepare and eat an authentic meal using only Spanish.

SPANISH III (Y)  PREREQUISITE: SPANISH II
Students review and expand on some of the topics and grammar structures learned in the first two years. Now they are able to go beyond basic statements of fact into sharing their thoughts and opinions on a variety of topics. Units of study include relationships, fashion, education, careers, the environment, food, and leisure activities. Students are able to speak in paragraphs and are expected to use Spanish in the classroom whenever possible. Classroom conversations, videos, music, games, and computer activities are a regular part of the class. Cultural readings, magazine articles, short stories and several short novels are read. Once again, students have the chance to participate in foreign language day at Central Michigan University. At least once during the year, students will participate in "restaurant day" where they prepare and eat an authentic meal using only Spanish.
SPANISH IV (Y)  PREREQUISITE: SUCCESSFUL COMPLETION OF SPANISH III
In their final year at Garber, students are expected to speak mainly in Spanish. Daily classroom conversations, literature selections, and advanced grammar study give students the base they need to be successful in a college foreign language class. If scheduling permits, students have the opportunity to teach a few lessons to our elementary students. Once again students have the chance to participate in foreign language day at Central Michigan University. At least once during the year, students will participate in a cultural day where they prepare and eat an authentic meal using only Spanish. Students will also read some of the masterpieces of literature.

********** INDUSTRIAL & TECHNOLOGY **********

EDUCATION DEPARTMENT

*Courses in this department meet the Michigan Merit Curriculum Applied Art Requirement.

POWER TECHNOLOGY (S)  PREREQUISITE: NONE
This one semester course is designed to introduce the student to basic mechanical and electrical power systems. In mechanical power systems, the students will study the internal combustion engine and disassemble and reassemble a small gas 4 stroke cycle engines as well as learn about 2 stroke cycle engine theory.

POWER TECHNOLOGY II (S)  PREREQUISITE: POWER TECH I
This is a one-semester course in which students will first study and work on two-Stroke Cycle small engines. Following the two-stroke engine unit, students will study topics related to automotive care and maintenance. In electrical systems, students will learn about A.C. and D.C. electric power, series/parallel circuits and basic circuit components.

GLOBAL TECHNOLOGY I (S)  PREREQUISITE: NONE
This course OR Introduction to Drafting is required and will expose the student to a wide range of technologies used throughout the world and fulfill the 20 hour online requirement in the Michigan merit curriculum. The student will rotate through a series of 10-15 hours of modules dedicated to various types of technologies such as electronics, computer graphics, plastics, computer aided drafting, computerized numerical control, structural design, aerodynamics, satellite communications, lasers and fiber optic communication, robotics and computer animation. The students will learn both the theory and application of these technologies as well as information regarding careers in these fields of study.

ADVANCED GLOBAL TECHNOLOGY (S)  PREREQUISITE: GLOBAL TECHNOLOGY I
This class is designed to be a fun and exciting, yet educational experience. Students will apply basic scientific principles while making such things as airplanes, race cars, robotic arms, battle bots, boats, etc. The entire class is activity-based where the bulk of the time will be spent making something that will accomplish a given task. Students may also be exposed to the world of web page design as well.
INTRO TO DRAFTING (S)  
This course OR Global Technology is required and designed to introduce the student to the field of drafting and fulfill the 20 hour online requirement in the Michigan merit curriculum. The student will complete drawings in the following areas, orthographic projection, pictorial drawing, sections, and size description. The course is aimed at students wanting to explore the field of drafting and design as well as students wanting to explore Auto-Cad but who first need to have some drafting background.

INTRO TO AUTO CAD (S)  
In this one semester course students will be introduced to Auto Cad and its applications as a drafting and design tool. Students will learn the basics of computer Aided Drafting as well as how to prepare drawings designed to cover additional drafting concepts and will add depth to their knowledge of topics covered in Intro to Drafting.

AUTO CAD/DRAFTING II,III,IV (Y)  
This series of one year courses is designed to give the student more in-depth knowledge and drafting skills in both mechanical and architectural drafting. Students will study more advanced topics as well as prepare drawings using Auto Cad and traditional skills. Students in Auto CAD II, III, and IV will be on a specialized schedule based on their chosen discipline (mechanical or architectural). If both Chemistry 2 and 3 and Physics 2 and 3 are taken then one of the two semester courses may be used to fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II.

MULTI MEDIA (Y) / YEARBOOK  
This two semester course will instruct students in the care and use of digital equipment, the essential properties of how computers work in general and specific operations regarding a variety of media. Students will work in and out of print, video, software and viral mediums to present their findings for each project. The class will be project intensive and may require after school attendance at games, events, dances, etc. The successful student must be able to work cooperatively with others to complete tasks which may include (but not limited to) web page design, yearbook design, video announcements and the layout of the school’s newspaper.

METALS I, II, III, IV (FALL/WINTER SEMESTER) (S)  
This course is designed to expose students to Metal Working Technology. Students will learn about various metals and their common and unique properties. Students will complete required exercises and projects in precision measuring, bench metal work, sheet metal, basic machining and welding. This course may be used to fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II.

WOODS I, II, III, IV (FALL/WINTER SEMESTER) (S)  
In this one semester course, students will learn how to use modern woodworking tools, safely and efficiently. Students must pass safety tests on all required power tools. Students will complete lab exercises as well as a project of their own choosing. This course may be used to fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II.

********** LIFE SKILLS DEPARTMENT **********

NUTRITION (S)  
This is a one-semester elective course which provides an understanding of the science of nutrition based upon the food pyramid. The relationship between diet, disease prevention, and quality healthy life-style is further emphasized by using the lab to provide practical appreciation of these principles.

CAREER READINESS (S, Y)  
This class is designed to help students plan their future. The format is hands on and covers a variety of the
following topics: obtaining post-secondary training (college, the military, etc.,) completing employment forms, preparing a portfolio, interviewing skills, finding success at work, understanding employer expectations, leaving a job on a positive note, dealing with self-evaluation, and reviewing and planning a personal career pathway. Test preparation including ACT test prep, WorkKeys, essay writing and informational reading may be covered.

COMPASS LEARNING / E2020 (S, Y)  PREREQUISITE: ADMINISTRATIVE APPROVAL
This course allows students to recover credit in the areas of English 9, English 10, Biology, Algebra I, Algebra fundamentals and Geometry. Students work individually using a computer for interactive instruction that includes video lectures from a master teacher. Work is self-paced and credit is based on successful completion of the module rather than at the completion of the semester or year. The student will have credit appear on their report card rather than receive a letter grade. Two online courses per semester are available to students who fit the “profile of a successful student” and who meet all other criteria. A variety of courses are available through www.micourses.org. Please see your counselor or the school website for information.

INTRODUCTION TO EDUCATION (Y)  PREREQUISITE: JR OR SR & ADMINISTRATIVE APPROVAL
This class focuses on the study of child development coupled with actual time spent working with students. Interaction may be individually, as a whole class or in learning centers. Topics/activities may include tutoring, addressing learning styles, playing learning games, field trips, testing assistance, reading interventions, presentations, computer interactions, mediation between students, etc. The class will emphasize promoting responsible behavior and providing alternatives, direction and limits in disciplining children.

******** MATH DEPARTMENT ********

PRE-ALGEBRA (Y)  PREREQUISITE: NONE / TEACHER RECOMMENDATION
The main focus of Pre-Algebra is increasing the basic computational skills for real integers, fractions and decimals. Topics may include: estimation, data analysis and probability, solving one-step equations and inequalities, exponents, ratios, proportions, percents and algebraic skills connected to geometry.

ALGEBRA I (Y)  PREREQUISITE: TEACHER RECOMMENDATION
This is a two semester course that will cover the Algebra I component of the Michigan Merit Curriculum. Topics include: algebraic expressions, solving and graphing equations and inequalities, problem solving, and probability and statistics.

GEOMETRY (Y)  PREREQUISITE: ALG I / ALG FUND. I,II,III
The goals of geometry are to develop understanding and basic structure of plain and solid geometry, to develop capacity for spatial visualization, to develop precise geometric language, to use and strengthen algebraic skills, and to experience satisfaction that comes from clear and creative thinking. This course meets the requirements for the geometry credit in the Michigan Merit Curriculum.

ALGEBRA II (Y)  PREREQUISITE: ALG I/ALG FUND./GEOMETRY
This is a two semester course that will cover the Michigan Merit Curriculum. Topics include: Functions (linear, quadratic, polynomial, rational, power, exponential, logarithmic and trigonometric); Calculations of real and complex numbers; conic sections; probability and statistics; and arithmetic and geometric sequences.

STATISTICS/PROBABILITY/DATA ANALYSIS (S)  PREREQUISITE: GEOMETRY & COUNSELOR RECOMMENDATION
Topics covered in the course are collecting and analyzing data, conducting studies, measuring probability, recognizing patterns, making estimates and other practical applications of math.

PRE-CALCULUS (Y, CORE)  PREREQUISITE: ALG II (C+)
Pre-calculus spends a great deal of time studying many different types of functions with some emphasis on
techniques used in graphing them. Trigonometry and its applications are covered in depth as well as a study of exponential equations and logarithms.

ADVANCED PLACEMENT CALCULUS (Y, CORE) PREREQUISITE: PRE CALC (C+)
The course contains a review of elementary functions and approximately a semester and one-half of calculus. Advanced Placement Mathematics prepares a student to take the CEEB Advanced Placement Mathematics Test.

ACCOUNTING I (Y) PREREQUISITE: NONE
Accounting I is a full-year course. Accounting is the study of financial operations of businesses: how to record the operations, how to summarize operations, and how to make decisions about the operations. After learning the basic manual accounting procedures, the students have an introduction to microcomputer-oriented accounting. This course may be used to fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II.

In addition to Accounting, the following courses may fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II: Woods, Drafting, Metals, advanced chemistry (2, 3 or AP) or advanced physics (2 or 3) taken after the science requirement has already been met. Chemistry 1 and Physics 1 can only be applied to the science requirement.

********** MUSIC DEPARTMENT **********
*Courses in this department meet the Michigan Merit Curriculum Fine Art Requirement.

GARBER SINGERS (Y) PREREQUISITE: NONE
Garber Singers is a vocal music elective class which provides students with the opportunity for training in musical skills, knowledge, and experience. Through this group, students participate in musical opportunities which foster growth, musical understanding, and improved vocal technique. This class is open to all students in grades 9-12, but is primarily for freshmen and sophomores. Students are expected to attend all scheduled rehearsals and concerts. Concerts include but not limited to Holiday Show-Off, MSVMA District and State Choral Festival and a Spring Concert. Optional participation in MSVMA Solo & Ensemble is available to all students.

VARSITY CHOIR (Y) PREREQUISITE: GARBER SINGERS/AUDITION
Varsity Choir is a performance-oriented choral organization comprised of students in grades 11-12 with previous musical skills and performance experience. Music from a variety of styles will be studied and performed. The expansion of the individual singer’s knowledge of music literature, history, vocal production, performance, as well as development of musical taste and literacy are primary objectives of instruction. A placement audition is required prior to enrollment in the class. Students are expected to attend all scheduled rehearsals and concerts. Concerts include but not limited to Holiday Show-Off, MSVMA District and State Choral Festival and a Spring Concert. Optional participation in MSVMA Solo & Ensemble is available to all students.

MARCHING/CONCERT BAND (Y) PREREQUISITE: NONE
The Concert Band is comprised of freshmen and sophomores, and performs all different forms of band music. It is also part of the marching band in the fall. During the course of the year, students will work toward specific performances and concerts. Additionally, the students will learn about music theory and history as they prepare for these performances.

MARCHING/SYMPHONIC BAND (Y) PREREQUISITE: JR/SR
This band is comprised of juniors and seniors. It is also part of the marching band in the fall. This group will
perform more advanced music and will work toward specific concerts throughout the year. Like the Concert Band, the students will learn about music theory and history as they prepare for these performances.

**GARBER JAZZ EXPRESS (Y)**
**PREREQUISITE: MEMBER OF A CONCERT BAND AND AUDITION IF NECESSARY**
The jazz band is a zero-hour course, meaning that it meets before class, four mornings per week. The group works on learning about and performing the various styles of jazz music, including swing, be-bop, Latin, and funk. Members of the band will also work on jazz theory and improvisation. All members of the group must be in a concert band unless they are playing bass, guitar, or piano.

**PHYSICAL EDUCATION & HEALTH DEPARTMENT**

**PHYSICAL EDUCATION I (S) PREREQUISITE: NONE**
This required course for 9th grade students includes a variety of individual and team sports. Emphasis is placed upon the development of skills to enable the students to be successful participants. Examples of activities offered may include weightlifting, swimming, gymnastics, bowling, tennis, soccer, and many other sports activities. This class is based primarily on a daily participation grade which includes both attitude and effort.

**CURRENT HEALTH PRACTICES (S) PREREQUISITE: NONE**
This is a one-semester required course which will include the following topic areas: violence prevention, nutrition education, alcohol, tobacco and drug education, non-communicable diseases, communicable diseases, and reproduction units.

**PHYSICAL EDUCATION II (S/Y) PREREQUISITE: PE I PREFERRED**
This elective course allows students to choose from a wide variety of sports and activities. There may be an opportunity for field trips each semester. This would involve an extra fee for students. Tournament play may be set up for various sports. This class is for the student who loves a wide variety of sports or competitive activity.

**CONDITIONING (S/Y) PREREQUISITE: PE I PREFERRED**
This full block course will allow for the student to work at a variety of aspects of conditioning including strength training, cardiovascular exercise, plyometric training, and an overview and understanding of muscle anatomy. This class is for the individual to develop themselves both mentally and physically and will be based on daily participation and overall effort put forth.

**SCIENCE DEPARTMENT**

**BIOLOGY (Y) PREREQUISITE: NONE**
The topics examined in this required course will include cell biology, cell division, genetics, ecology, and taxonomy. Laboratory activities are an integral part of this course. This course meets the full requirement for biology in the Michigan Merit Curriculum.

**ENVIRONMENTAL EARTH SCIENCE (S,Y) PREREQUISITE: NONE**
This course is available to students of all grade levels. Environmental issues and fundamental concepts of Earth Science will be taught. Units covered may include the Earth and the universe, the Earth’s air and water,
the Earth’s crust, the changing crust, the Earth’s history and a wide variety of environmental topics. Study will include laboratory experience.

HUMAN ANATOMY AND PHYSIOLOGY (Y) PREREQUISITE: BIOLOGY
The focus of this one-year course is human biology. The structure and function of the human body systems are studied through reading, lecture, and laboratory work.

*CHEMISTRY 1 (S) PREREQUISITE: NONE
This class involves chemistry related concepts for all students. Topics may include atomic and molecular structure, the periodic table, atomic theory, equilibrium, kinetics, states of matter, acids-bases, oxidation-reduction, energy, families of elements, common chemical changes and naming chemical compounds. Study will include laboratory experience and basic mathematical operations for chemistry will be introduced.

*CHEMISTRY 2 (S) PREREQUISITE: CHEM 1 or C+ or better in Geometry to start the chemistry sequence at Chem. 2
This class builds on topics introduced in chemistry 1. Topics may include atomic and molecular structure, the periodic table, atomic theory, equilibrium, kinetics, states of matter, acids-bases, oxidation-reduction energy, families of elements, common chemical changes and naming chemical compounds. Study will include laboratory experience.

*CHEMISTRY 3 (S) PREREQUISITE: CHEMISTRY 2
This class involves in depth analysis and advanced mathematical calculations applied to chemistry related concepts. Topics may include atomic and molecular structure, the periodic table, atomic theory, equilibrium, kinetics, states of matter, acids-bases, oxidation-reduction, energy, families of elements, common chemical changes and naming chemical compounds. Study will include laboratory experience.

**PHYSICS 1 (S) PREREQUISITE: NONE
This class involves physics related concepts for all students. Students will study mechanics and many forms of energy as well as basic electricity facts, waves, and applications of light and sound. Study will include laboratory experience.

**PHYSICS 2 (S) PREREQUISITE: Physics 1 or Students need to be concurrently enrolled in Algebra 2 with a C+ or better in geometry or completion of Alg. 2 prior to enrolling is recommended.
Physics is the organized study of the fundamental laws of nature. Emphasis is placed upon the mathematical study of these laws with laboratory experience for each topic. Topics may include motion, kinetic theory, vectors, energy, power, electricity, momentum, waves, light, and nuclear energy. Study will include laboratory experience.

**PHYSICS 3 (S) PREREQUISITE: PHYSICS 2 AND ALG. 2
Physics is the organized study of the fundamental laws of nature. Emphasis is placed upon the advanced mathematical study of these laws with laboratory experience for each topic. Topics may include motion, kinetic theory, vectors, energy, power, electricity, momentum, waves, light, and nuclear energy.

ADVANCED PLACEMENT CHEMISTRY (Y) PREREQUISITE: CHEMISTRY 2-3
This one-year college level course prepares the student to take the CEEB. The content of this course is that of a chemistry course with college level texts and lab manuals used.
WORLD HISTORY AND GEOGRAPHY (Y)  PREREQUISITE: NONE
This required course in World History and Geography seeks to foster citizens who actively and systematically investigate the world and its relationships. The study of world history and geography requires students to develop important questions, conduct inquiry, evaluate and develop historical arguments and brings together the physical and human dimensions of the world in the study of people, places, and environments. Students will analyze ways in which people interacted with one another in political, social, and economic ways. Students will identify achievements in art, architecture, literature, philosophy and invention, and assess their impact on society. World history is important for students in the 21st century, because of the role the past plays in shaping the present.

UNITED STATES HISTORY AND GEOGRAPHY (Y)  PREREQUISITE: SOPHOMORE+
This required course in history and geography is vital and essential for citizens in a democratic society such as the United States. History and geography help us understand the origins, development, growth and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the US prepares us to take up the challenges of life in contemporary society by helping us see the common and diverse strands that formed and continue to shape our life while developing the habits of mind essential for democratic citizenship.

PSYCHOLOGY (S)  PREREQUISITE: SOPH+
This is a one semester elective class in psychology which will focus on the roots of human behavior as seen from the standpoint of the natural sciences. It will cover such topics as learning theory, memory, personality theories, human relations and biology of behavior. This is a class designed mainly for juniors and seniors.

ADVANCED PLACEMENT US HISTORY (Y)  PREREQUISITE: U. S. HISTORY
A course, taught at the college level, prepares the student to take the College Board Advanced Placement U.S. History Examination. Chronologically, the course covers American History from colonialism up to the present time. Emphasis will be placed upon using primary sources and documents in the study of history. This course is encouraged for students seeking a four year college degree. (This course will be taught on an every-other-year basis – '13-'14, '15-'16, etc.)

GOVERNMENT (S)  PREREQUISITE: JUNIOR
This is a required course. Topics included in the course are: the electoral process, federalism and limited government. Separation of powers is addressed with a concentration on each of the three branches of government at the federal level and with comparisons and differences in the state and local process. The impact of interest groups, political parties and bureaucracy on the political process are studied.

WORLD STUDIES (S)  PREREQUISITE: JUNIOR+
The major thrust of this elective course is to make students more aware of the world beyond their local community and nation. Significant regions of the world will be studied. Each region's history, geography, culture, and current events will be studied with highest priority given to the areas of the world of most current significance.

ECONOMICS (S)  PREREQUISITE: JUNIOR
This required course focuses on aspects of microeconomics and macroeconomics including the free market, money supply, factors of production price fluctuation, business cycle fluctuations and the laws of supply and demand are covered. Comparisons are made between free enterprise and other economics systems in our
global economy. Theoretical learning is enhanced by the experience of Junior Achievement consultants. Students will also participate in a stock market simulation and compile a budget project.

**********SPECIAL EDUCATION DEPARTMENT**********

COMMUNITY BASED INSTRUCTION  PREREQUISITE – SOPH. + AND TEACHER REC.
This class is designed for students to experience a variety of jobs and the skills needed to perform these jobs. Students will be placed on actual job sites throughout the community based upon interests and aptitudes. Student performance will be monitored and evaluated by the coordinator and the community site manager.

BASIC ED. SCIENCE  PREREQUISITE: NONE
This class is based on general science fundamentals and could cover content from Biology, Earth Science, Physics, and Chemistry. Students will examine and apply concepts through scientific investigation.

BASIC ED. BIOLOGY  PREREQUISITE: NONE
The topics examined in this course will include cell biology, cell division, genetics, ecology, and taxonomy. This course meets the full requirement for biology in the Michigan Merit Curriculum.

BASIC ED. MATH  PREREQUISITE: NONE
This class will focus on core math content. Pre-algebra, Algebra, and Geometry concepts will be covered at an individualized pace. Functional skills necessary for daily living including time, money, and measurement will be incorporated based on individual needs.

BASIC ED. ALGEBRA I  PREREQUISITE: NONE
This course will cover the Algebra I component of the Michigan Merit Curriculum. Topics include: algebraic expressions, solving and graphing equations and inequalities, problem solving, and probability and statistics. Pacing will vary per student based on IEP goals, so completion of the course will occur upon mastery of content and may take multiple semesters.

BASIC ED. GEOMETRY  PREREQUISITE: BE ALGEBRA
This course will cover the geometry component of the Michigan Merit Curriculum. The goals of geometry are to develop understanding and basic structure of plain and solid geometry, to develop capacity for spatial visualization, to develop precise geometric language, to use and strengthen algebraic skills, and to experience satisfaction that comes from clear and creative thinking. Pacing will vary per student based on IEP goals, so completion of the course will occur upon mastery of content and may take multiple semesters.

BASIC ED. ENGLISH  PREREQUISITE: NONE
This is a year-long course which covers concepts related to reading comprehension and composition. Students will work from a variety of texts to develop a greater understanding of themselves and others through literature. Vocabulary, grammar, and critical analysis will also be covered.

BASIC ED. READING  PREREQUISITE – TEACHER REC.
This course develops skills in basic reading and reading strategies using a phonics-based approach. Content focuses on sound/symbol relationships, decoding text, and oral reading fluency. Written expression and reading comprehension will also be covered.

BASIC ED. US HISTORY  PREREQUISITE: NONE
This course develops a basic understanding of important eras and documents of the United States. Students will begin with the settling of America and progress through time until current history. Writing on major topics and exploring current events will be included.
BASIC ED. WORLD HISTORY
PREREQUISITE: NONE
This year-long course will examine history from a global perspective. Students will study geography of regions, historical developments, interaction of people, and achievement in the arts. Students will reflect upon decisions of the past to determine how choices made today may affect the future.

BASIC ED. ECONOMICS
PREREQUISITE: NONE
Students will learn basic skills about the world of money and finance, in a practical way. Main topics will include economic systems, consumers/producers, supply and demand, stocks, money, labor and banking will give students a practical look at how the economics of daily living affects our lives.

BASIC ED. GOVERNMENT
PREREQUISITE: NONE
This course develops basic skills in functioning as a responsible citizen with an understanding of the democratic process. Students will study the history of government, the three branches, and checks and balances. Special emphasis is placed on citizen participation through voting and how government affects student’s lives directly.

*******SEMINARS/ENRICHMENT ELECTIVES*******

SEMINARS
PREREQUISITE: NONE
The primary intent of the seminars is to provide tutoring/mentoring assistance to students. Students may also take seminars for advanced study, completing independent projects, etc

BAY-ARENAC ISD CAREER CENTER
COURSE DESCRIPTIONS
Note: Career Center courses may be approved for academic credit in Math, English, Science and 2nd year of Foreign Language if a schedule conflict exists or a student needs credit recovery in those areas. This must have counselor approval.

ARTS AND COMMUNICATIONS PATHWAY

X145 X146 GRAPHICS & PRINTING COMMUNICATIONS I AND II
X245 X246 2 YEARS
This program is designed for students interested in the graphics and printing industry such as Computer Graphics, Printing, Photography, Graphic Design, Screen Printing and Illustration. Students will create and produce the award winning magazine, THE INSIDER. Other projects include designing calendars, CD-Rom covers, ad campaigns and more. Second year students will learn how to create web pages, animation & video. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

BUSINESS, MANAGEMENT, MARKETING & TECHNOLOGY PATHWAY

X198 X199 BUSINESS ESSENTIALS & TECHNOLOGY (FORMERLY KNOWN AS BIP) X298 X299
2 YEARS
Students are offered advanced office technology in the career fields of Administrative Office Professional, Multimedia Specialist, and Medical & Legal Office Professional. Students have the opportunity to be certified in an authorized testing center. Certifications may be earned in Microsoft Word, Access, PowerPoint, Excel and Vista. This curriculum can benefit students in any career area. Students may earn college credit. Student Club: BPA (Business Professionals of America)
**EMERGING TECHNOLOGY – COMPUTERS, MULTIMEDIA & SOFTWARE 2 YEARS**

Students have the opportunity to become certified specialists in several computer and networking fields. Students can focus on Computer Repair/Networking. Some of the skills taught are: Installing Cable, Configuring Routers and Switches, Network Administration, Network & Computer Diagnostics, etc. Students who focus on Web Application will learn skills such as Java, Basic and C Visual Programming, SQL Programming, Flash, Dream weaver, etc. Seven certifications and college credit may be earned in this program. Student Club: BPA (Business Professionals of America)

**CULINARY ARTS, TOURISM & HOSPITALITY MANAGEMENT 2 YEARS**

This program offers students practical hands-on experiences and training in a variety of food production and service areas. The state-of-the-art, award winning *BLOOMING CHEFS RESTAURANT*, located in the Center, is open to the public and offers table and banquet service. Students may earn Serve Safe and Pro-Start certifications as well as college credit. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

**MARKETING & MANAGEMENT 2 YEARS**

This program is for students interested in owning or running a business. The course focuses on effective use of promotional tools such as social networking. Students will work with area business people to apply classroom instruction, create displays to promote activities and events, and participate in community service activities and fundraisers. Leadership development, team skills, professionalism and effective oral and written communication skills prepare marketing students for a variety of careers in marketing. Student Club: DECA (an association of marketing students)

**HEALTH SCIENCES PATHWAY**

**FORENSIC SCIENCE 1 YEAR**

Forensic Science is a program that allows students to discover the scientific answers to questions involving mysterious circumstances, medical or legal issues. Program features include a state-of-the-art forensic lab, use of investigative tools, DNA testing, toxicology, chemistry, ballistics, medical and physical science applications, chemical handling and contamination procedures.

**PHYSICAL THERAPY, OCCUPATIONAL THERAPY & SPORTS MEDICINE 1 YEAR**

Students will learn how the body heals after injury or illness with the assistance of rehabilitative services. Program features include a specially equipped rehabilitation facility, basic patient care, therapeutic program development, rehabilitative equipment training, and patient management.

**VETERINARY SCIENCE 1 YEAR**

In the Veterinary Science program a Doctor of Veterinary Medicine will provide instruction to students while they learn about science through the medical and surgical treatment of animals. Program features include an operating veterinary clinic with kennels, an exam and prep area, a surgical procedure operating room, animal care and handling, vital signs and nursing skills, and principals of surgical nursing.

**DENTAL OCCUPATIONS 1 YEAR**

Dental Occupations is a one year program that offers training in all aspects of the dental profession. The program prepares students to work in a professional and competent manner with individuals of all ages. Students experience the challenge of working in the Career Center Dental Clinic and on
work experience in area offices or dental labs. College credit and certifications may be earned. Student Club: HOSA (Health Occupations Students of America)

**X194 X195 HEALTH TECHNOLOGY/MEDICAL SCIENCE I AND II**

**X294 X295 2 YEARS**
The classroom for the program is located at Bay Medical Center and has been designed for the highly motivated academic student interested in pursuing a career in a medical profession. Teaching is a team approach with community professionals sharing their expertise. Students have the opportunity to participate in six mentorships. Examples are: Physical Therapy, Pharmacy, Veterinary Medicine and Speech Pathology. A second year of study is available for students wishing to pursue an in-depth study of a specific health care field. College credit and certifications may be earned. Student Club: HOSA (Health Occupations Students of America)

**X108 NURSING ASSISTANT**

**X208 1 YEAR**
This is an advanced academic program for the motivated student who is interested in pursuing a career in nursing or other allied health careers. This program provides students with the skills necessary for a smooth transition from high school to college. Students may earn college credits in the LPN/ RN programs or other related health programs at both Delta College and Davenport University. Student Club: HOSA (Health Occupations Students of America)

**HUMAN SERVICES PATHWAY**

**X123 EARLY CHILDHOOD & EDUCATION X223 1 YEAR**
Elementary Schools: Teaching is a team approach with community professionals. Students learn how to create a safe, comfortable environment in which children can grow and learn. This program is unique in that students are able to further develop these skills in the Career Center’s licensed pre-school. Students experience working and observing in the Career Center Preschool, Community Pre-schools, Day Care Centers and sharing their expertise. Students work towards their Child Development Associate Certificate which is nationally recognized. College credit and certification may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

**X233 COSMETOLOGY (Seniors Only)**

**1 YEAR**
This course is designed to prepare students for the state cosmetology examination and licensing process. Cosmetologists provide beauty services such a caring for the hair, beautifying the face and grooming hands and nails. The clinical salon lab environment provides a real world, hands-on training with customers and establishes clientele. Licensing and college credit may be earned. (NOTE: This course requires full-time attendance during the summer between the junior and senior year). Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

**X155 LAW ENFORCEMENT/CRIMINAL JUSTICE X255 1 YEAR**
This program offers training in all aspects of the criminal justice profession. Students will have an opportunity to learn first hand the technical skills needed for Fingerprinting and Photography, Collecting Physical Evidence, Basic Police Functions, the Court System, the Bill of Rights/Amendments and the Corrections System. Students have the opportunity to participate in a work experience with various criminal justice organizations during the second semester. Interesting guest speakers and field trips provide first hand knowledge. College credit and certifications may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)
MANUFACTURING & INDUSTRIAL TECHNOLOGY PATHWAY

X105 X107 COLLISION REPAIR & CUSTOM PAINTING
X205 X207 2 YEARS
Students will develop the hands-on skills necessary to repair damaged vehicles along with painting and refinishing. The Career Center has a large auto body repair shop that has all of the tools and equipment found in most independent body shops and dealerships. Students have the opportunity to tour area body shops as well as hear guest speakers with the latest information on collision repair. The Unitized Structural Body Repair Michigan Certification is offered. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X111 X113 AUTO MECHANICS X211
X213 2 YEARS
Students have the opportunity to learn the skills necessary to take the Michigan Motor Vehicle Mechanics Competency Tests. The large service area has up to date equipment that would be found in many dealerships or independent garages. Students will work on newer, donated vehicles to develop their skills. Field trips and guest speakers help to make the program interesting and up to date. Students will also develop their skills in local businesses on mentorship's and internships. The program has been nationally certified through ASE. College credit and certifications may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X117 X119 BUILDING TRADES I & II X217
X219 2 YEARS
During the first year, students learn the basic skills of residential home construction. Exciting projects are centered on units in Carpentry, Masonry and Electrical Wiring. During the second year students apply their skills while building a residential home in the community. Mentorship’s and internships at area businesses expose students to the work place environment. Apprenticeships are also an option. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X177 X179 ELECTRONICS/ROBOTICS
X277 X279 2 YEARS
Students in this program have the opportunity to learn about Electricity, Computers, Solid State and Digital Electronics, Robotics and Automation as well as communication electronics. Hands-on skills as well as high technology and scientific knowledge make electronics one of the most interesting and exciting career areas. Students will work on projects such as building and programming a robot as well as building a radio receiver. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X171 X173 ENGINEERING/DRAFTING X271
X273 2 YEARS
Drafters prepare technical drawings to build industrial machinery and other manufactured products. Mechanical drafters draw detailed working diagrams of machinery and mechanical devices, including dimensions, tolerances, finishes and other engineering information. Students learn through hands-on experiences, group activities, field trips and lectures. Students work with other Career Center pro-grams to design and build projects. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X151 X153 HEATING, AIR CONDITIONING AND REFRIGERATION X251
X253 2 YEARS
Student in this program specialize in installation, maintenance and repair. Many technicians perform both installation and service on all types of heating and cooling equipment. Students have the opportunity to work with the Building Trades program on the project house and with Habitat for Humanity. Students install gas lines, fabricate and install ductwork and complete heating and air conditioning systems. Students are prepared and tested for EPA Certification. With a satisfactory score, the student receives Federal Refrigerant Handling Certification. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X165 X167 PRECISION MACHINING  
X265 X267 2 YEARS
Students learn how to set up and operate various metal-working machines and construct projects from engineering drawings. Machinists use machine tools such as lathes, drill presses and milling machines to produce precision, machined parts. Students also have hands-on opportunities with the latest high tech advancements in computerized machinery such as Computer Numerical Control (CNC). Students may earn certification through the National Institute of Metal Working Skills. Apprenticeships as well as college credit are possible. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X183 X184 SMALL ENGINE REPAIR X283  
X284 2 YEARS
Chain saws and garden equipment are just a few of the gasoline powered engines that are used in everyday life. Students have the opportunity to take apart, reassemble and operate several different kinds of engines while working as a part of a team. Students also assist in the operation of an in-class repair shop. They also have the opportunity for mentorship’s, internships and full and part-time jobs. Customer service skills including sales are also taught. Students have the opportunity to receive a certificate for successful completion of the computerized Part Smart Program. Michigan Motorcycle Repair Certification is offered. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

X187 X189 WELDING X287  
X289 2 YEARS
Students are prepared for a variety of jobs in the metal fabrication industry. Along with training in various types of welding and cutting processes, the student receives instruction in the use of industrial equipment. Students have the opportunity to design and build special projects that are used in the community such as the River of Lights displays. Field trips, mentorship’s and internships expose students to the workplace. Students may take the AWS (American Welding Society) certification test at Delta College. College credit may be earned. Student Club: Skills USA VICA (Vocational Industrial Clubs of America)

NATURAL RESOURCES & AGRISCIENCE PATHWAY

X161 X163 AGRISCIENCE X261  
X263 2 YEARS
This program is designed for students to explore the exciting field of today’s agriscience careers, including Environmental Technology, Indoor and Outdoor Plantscaping, Plant and Animal Sciences, Pest Management, Biotechnology and Floral Design. The program has a new fully operational green-house. Students have the opportunity for field trips, interesting guest speakers, mentorship’s and internships. Pesticide Applicator Certification is offered. College credit may be earned. Student Club: National FFA (Future Farmers of America)
**RECOMMENDED COURSE OF STUDY FOR ADMISSION TO A FOUR YEAR COLLEGE**

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<tbody>
<tr>
<td>ENGLISH:</td>
<td>Four credits are required, <strong>recommend AP English.</strong></td>
</tr>
<tr>
<td>FOREIGN LANGUAGE:</td>
<td>Two credits in a language are recommended, three or four credits in a single language are strongly recommended.</td>
</tr>
<tr>
<td>MATHEMATICS:</td>
<td>Four credits are strongly recommended, including algebra, geometry, Algebra II, pre-calculus, AP Calculus, and AP Computer Science.</td>
</tr>
<tr>
<td>SCIENCE:</td>
<td>Three or four credits are strongly recommended, including one credit of biology, physics or chemistry or AP Chemistry.</td>
</tr>
<tr>
<td>THE SOCIAL SCIENCES:</td>
<td>Three or four credits are recommended, including AP History.</td>
</tr>
<tr>
<td>ELECTIVES:</td>
<td>Fine and applied arts are required (combined 2.0 credits)</td>
</tr>
</tbody>
</table>

*Any athletes seriously considering playing at the college level need to check the following website for course requirements: [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org)*
## CAREER PATHWAYS PLANNING INFORMATION

### Arts and Communication

For those students interested in the careers listed below:

<table>
<thead>
<tr>
<th>Advertising agent/Commercial artist</th>
<th>Musician (vocal, instrumental, music therapy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect/Interior Designer</td>
<td>Printing/Public Relations</td>
</tr>
<tr>
<td>Fashion design/Graphics Designer</td>
<td>Theater performance/TV/Radio</td>
</tr>
<tr>
<td>Journalist/Reporter/Photographer</td>
<td>Stage Technician</td>
</tr>
<tr>
<td>Language (interpreter, signing, etc.)</td>
<td>Web Designer</td>
</tr>
</tbody>
</table>

### 9th Core Courses
- English 9
- Biology
- World History
- Geometry
- Geometry Fund.
- Current Health
- PE
- Global Technology

### Electives
- Spanish I
- Nutrition
- Drama/Acting
- Seminar
- Garber Singers
- Band
- Industrial Technology Classes
- Computer Literacy

### Experience/Activity
- Portfolio/Career Exploration
- Foreign Language
- Newspaper staff
- Community Service
- Theatre productions
- Forensics
- Competitions

### 10th Core Courses
- Next appropriate level of English
- Next appropriate math course, Algebra II
- U.S. History

### Electives
- Drama/Acting
- Seminar
- Art Classes
- Garber Singers
- Intro to Drafting/Auto CAD
- Symphonic Band
- Spanish II
- Broadcast/Media

### Experience/Activity
- Job Shadow
  (Career Exploration)
- Career Center Visitation
- Portfolio Visits (individual appts.)
- Portfolio additions/
- Career Exploration
- Theatre productions
- Forensics

### 11th Core Courses
- Next Appropriate English Course

### Electives
- AP Computer Science
- Drama/Acting
- Art Courses
- Advanced Global Technology
- Psychology
- Auto CAD (II, III and IV)
- Computer Literacy
- Symphonic Band
- Varsity Choir
- Spanish III
- Speech

### Experience/Activity
- Campus visits (individual appts.)
- Rotarians Job Shadowing
- Portfolio additions/
- Career Exploration
- Theater productions
- Yearbook
- Forensics
- Community Service
- Internships
- Broadcast/Media
12th Core Courses
Next Appropriate English Course

Algebra II,
Pre-calculus, AP Calculus

Anatomy, Chemistry,
AP Chemistry, Physics
Government, Economics,

Electives
AP Computer Science
Drama/Acting
Art Courses
Psychology
Auto CAD/Drafting (II, III)
Computer Literacy
Seminar
Seminar
Symphonic Band
Spanish IV
Varsity Choir
Speech

Career Center Options
Graphics/Printing
Experiecne/Activity
Campus Visits (individual appts.)
Co-OP
Internships
Rotarians’ Job Shadow
Theater productions
Forensics
Newspaper
Community Service Portfolio additions/
Career Exploration
Foreign Language
Competitions
Broadcast/Media

Career Center Options
Graphic Arts
Computer Networking

Business, Management, Marketing and Technology

For those students interested in the careers listed below:

Accountant
Auto Sales
Banker/Broker
Computer
Technician
Systems Analyst
Programmer
Financial Analyst/Entrepreneurship
Food Service Manager (Hotel Management)
Insurance Agent

Medical Transcriptionist
Office/Technical Professional
Pharmaceutical Sales
Real Estate Agent
Retail Sales
Small Business Owner
Travel Agent

9th Core Courses
English 9
Biology
World History
Algebra I, Algebra Fund. I/II/III,
Geometry, Geometry Fund.

Electives
Spanish I
Drama/Acting
Seminar
Art Classes
Garber Singers
Band

Experience/Activity
Portfolio/Career Exploration
Newspaper staff
Community Service
Forensics
Foreign Language
Computers/Multimedia
<table>
<thead>
<tr>
<th>10th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course</td>
<td>Marketing with Math</td>
<td>Job Shadow</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy</td>
<td>(Career Exploration)</td>
</tr>
<tr>
<td></td>
<td>Keyboarding</td>
<td>Career Center Visitation</td>
</tr>
<tr>
<td></td>
<td>Nutrition I</td>
<td>Campus Visits (individual appts.)</td>
</tr>
<tr>
<td></td>
<td>Accounting 1</td>
<td>Community Service</td>
</tr>
<tr>
<td></td>
<td>Forensics Seminar</td>
<td>Portfolio additions/</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Career Exploration</td>
</tr>
<tr>
<td></td>
<td>Spanish II</td>
<td>Newspaper Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forensics</td>
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<td></td>
<td></td>
<td>Robotics</td>
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<tr>
<td>Next appropriate Math Course, Algebra II</td>
<td></td>
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<tr>
<td>U.S. History</td>
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</tr>
<tr>
<td>Biology, Earth Science, Physical Science, Chemistry, Anatomy</td>
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</tbody>
</table>

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<tr>
<th>11th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course</td>
<td>Spanish III</td>
<td>Rotarians’ Job Shadow</td>
</tr>
<tr>
<td>Government, Economics</td>
<td>Computer Literacy</td>
<td>Portfolio additions/</td>
</tr>
<tr>
<td>Speech</td>
<td>Spanish III</td>
<td>Career Exploration</td>
</tr>
<tr>
<td></td>
<td>Keyboarding</td>
<td>Campus Visits (individual appts.)</td>
</tr>
<tr>
<td></td>
<td>Nutrition I</td>
<td>Community Service</td>
</tr>
<tr>
<td></td>
<td>Accounting I</td>
<td>Internships</td>
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<tr>
<td></td>
<td>Drama</td>
<td>Forensics</td>
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<tr>
<td></td>
<td>Psychology</td>
<td>Newspaper Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robotics</td>
</tr>
<tr>
<td>Geometry, Algebra II, Precalculus (advanced, AP Calculus)</td>
<td></td>
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<tr>
<td>Anatomy, Chemistry</td>
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<tr>
<td>AP Chemistry, Physics</td>
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</tbody>
</table>

**Career Center Options**
- Business Info Processing
- Marketing/Management
- Commercial Foods
- Computer Networking

<table>
<thead>
<tr>
<th>12th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course</td>
<td>Marketing with Math</td>
<td>Co-op</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy</td>
<td>Rotarians’ Job Shadow</td>
</tr>
<tr>
<td></td>
<td>Keyboarding</td>
<td>Internships</td>
</tr>
<tr>
<td></td>
<td>Nutrition I</td>
<td>Campus Visits (individual appts.)</td>
</tr>
<tr>
<td></td>
<td>Accounting I</td>
<td>Portfolio additions/</td>
</tr>
<tr>
<td></td>
<td>Spanish IV</td>
<td>Career Exploration</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Community Service</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Newspaper Staff</td>
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<tr>
<td></td>
<td></td>
<td>Robotics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing/Management</td>
</tr>
<tr>
<td>Algebra II, Precalculus, AP Calculus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy, Chemistry</td>
<td></td>
<td></td>
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<tr>
<td>AP Chemistry, Physics</td>
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<tr>
<td>Government, Economics</td>
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<tr>
<td>Speech</td>
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</tr>
</tbody>
</table>
Science, Engineering Manufacturing and Industrial Technology

For those students interested in the careers below:

Aerospace Engineer     Electrical Engineer
Home Entertainment Repairer     Auto body repair/technician /design
Chemical Engineer     Aircraft Pilot
Industrial Engineer     Manufacturing Technology
Civil Engineer     Civil Engineer
Mechanical Engineer     Computer Hardware Technician
Medical Equipment Technician     Construction trades (builder, carpenter, Office
Machine Repairer     electrician, plumber, roofer, dry wall installer)
Plastics Engineer /     Draftsman (CAD)
Rubber Technologist/Chemist
Transportation Specialist

9th Core Courses
English 9
Biology
World History
Algebra I
Geometry

Electives
Spanish I
Drama/Acting
Music Seminar
Art Classes
Garber Singers
Band
Industrial Technology Classes
Computer Literacy
Nutrition

Experience/Activity
Portfolio/Career Exploration
Robotics
Industrial Tech. Competitions
Community Service
Theatre/Set Const.
Foreign Language
Science Olympiad

10th Core Courses
Next Appropriate English Course

Next Appropriate Math Course,
Algebra II

U.S. History
Biology, Earth Science, Physical
Science, Chemistry, Anatomy

Electives
Intro to AutoCAD
Global Technology
Intro to Drafting
Auto CAD
Computer Literacy
Drawing
Keyboarding
Power Technology (I) (II)
Art I
Spanish II
Advanced Drawing
Woodworking

Experience/Activity
Robotics
Career Center Visitation
Campus Visits (individual appts.)
Job Shadow
Community Service
Portfolio additions/
Career Exploration
Robotics

11th Core Courses
Next Appropriate English Course,
Geometry, Algebra II,
Precalculus (advanced, AP Calculus)

Electives
Power Technology (I) (II)
Intro to Drafting
Auto CAD/Drafting (I, II or III)
Intro to Auto CAD
Computer Literacy
Drawing
Keyboarding

Experience/Activity
Rotarians’ Job Shadow
Internships
Community Service
Campus Visits (individual appts.)
Portfolio additions/
Career Exploration
Robotics
Anatomy, Chemistry, (Advanced, AP Chemistry), Physics

Arts I
Spanish III
Woodworking

Government, Economics, Speech

Career Center Options

Auto Body Repair
Auto Mechanics
Building Trades
Electronics
Engineering/Drafting
Heating, Air, Refrigeration

Machine Trades
Small Engine Repair
Truck Mechanics
Welding
Computer Net/Technologies

12th Core Courses

Next Appropriate English Course

Algebra II,
Pre-calculus, AP Calculus
Power Technology (I) (II)

Anatomy, Chemistry, AP
Chemistry, Physics,

Government, Economics, World
Speech

Electives

Manufacturing Technology I
Auto CAD/Drafting (II, III)
Intro to Auto CAD
Computer Literacy
Drawing/Advanced Drawing
Keyboarding
Art I
Spanish IV
Woodworking

Experience/Activities

Rotarians’ Job Shadow
Co-op
Community Service
Campus Visits (individual appts.)
Portfolio additions/
Career Exploration
Robotics

Career Center Options

Auto Body Repair
Auto Mechanics
Building Trades
Electronics
Engineering/Drafting
Heating, Air, Refrigeration

Machine Trades
Small Engine Repair
Truck Mechanics
Welding
Computer Net/Technologies
# Health Sciences

For those students interested in the careers listed below:

<table>
<thead>
<tr>
<th>Allied Health Provider</th>
<th>Nursing (Certified, R.N.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Trainer</td>
<td>Occupational Therapist (Asst.)</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Dentist (Hygienist)</td>
<td>Physical Therapist (Asst.)</td>
</tr>
<tr>
<td>Dietitian</td>
<td>Physician (Physician’s Asst.)</td>
</tr>
<tr>
<td>EMT</td>
<td>Surgical Technician</td>
</tr>
<tr>
<td>Hospital Technician</td>
<td>Veterinarian (Tech, Aid)</td>
</tr>
<tr>
<td>Medical Lab Technician</td>
<td>X-ray Technician/Radiologist</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td></td>
</tr>
</tbody>
</table>

### 9th Core Courses
- English 9
- Biology
- World History
- Algebra I

- PE
- Global Technology
- Current Health

### Electives
- Spanish I
- Drama/Acting
- Seminar
- Art Classes
- Garber Singers
- Band
- Industrial Technology Classes
- Computer Literacy
- Nutrition

### Experience/Activity
- Portfolio/Career Exploration
- Foreign Language
- Science Olympiad
- Community Service
- Geometry

### 10th Core Courses
- Next Appropriate English Course

- Next Appropriate Math Course, Algebra II
- U.S. History
- Biology, Earth Science, Physical Science, Chemistry, Anatomy

### Electives
- Nutrition I
- Accounting I
- Computer Literacy II
- Spanish PE II

### Experience/Activity
- Delta College
- Campus Visits (individual appts.)
- Medical Explorers
- Portfolio additions/ Conditioning
- Career Exploration
- Community Service
- Career Center Visitation
- Job Shadow
- Health Science Camp,

### 11th Core Courses
- Next Appropriate English Course, Government, Economics
- Speech
- Geometry, Algebra II
- Pre-calculus (advanced, AP Calculus)
- AP Chemistry, Physics
- Anatomy Chemistry

### Electives
- Nutrition I
- Conditioning
- Computer Literacy
- Spanish III
- Psychology
- Accounting I

### Experience/Activity
- Rotarians' Job Shadow
- Community Service
- Campus Visits (individual appts.)
- Internships
- Portfolio additions/
- Career Exploration
- Medical Explorers
Career Center Options
Dental Occupations
Health Technology
Nursing Asst. / Health Careers
Forensic Science
Veterinary Science
Physical Therapy, Occupational Therapy and Sports Medicine

12th Core Courses
Next Appropriate English Course
Government, Economics
Speech
Algebra II
Precalculus, AP Calculus

Electives
Nutrition I
Psychology
Computer Literacy
Marketing/Math
Spanish IV
Accounting I

Experience/Activity
Rotarians’ Job Shadow
Community Service
Campus Visits (individual appts.)
Co-op
Portfolio additions/
Career Exploration
Internships
Medical Explorers

Career Center Options
Dental Occupations
Health Technology
Nursing Asst. / Health Careers
Forensic Science
Veterinary Science
PT, OT and Sports Medicine

Human Services

For those students interested in the careers below:

Chef
Child Care Worker / Nanny
Cosmetologist
Counselor
Elementary Teacher/Special Education
Flight Attendant
Firefighter
Hotel Management
Judge
Event Planner

Law Enforcement Officer
Lawyer
Military Professions
Politician
Probation Officer
Psychologist
Recreational Therapist/Play Therapist
Secondary Teacher
Social Worker
<table>
<thead>
<tr>
<th>9th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>Spanish I</td>
<td>Portfolio/Career exploration</td>
</tr>
<tr>
<td>Biology</td>
<td>Drama/Acting</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>World History</td>
<td>Nutrition</td>
<td>Newspaper staff</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Art Classes</td>
<td>Community Service</td>
</tr>
<tr>
<td>Geometry</td>
<td>Garber Singers</td>
<td>Theatre production</td>
</tr>
<tr>
<td>Current Health</td>
<td>Band</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
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<tr>
<td>Global Technology</td>
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</tbody>
</table>

<table>
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<th>10th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course</td>
<td>Nutrition I</td>
<td>Job Shadow</td>
</tr>
<tr>
<td>Next Appropriate Math Course, Algebra II</td>
<td>Drama/Acting</td>
<td>Theater productions</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Art I</td>
<td>Campus Visits (individual appts.)</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>Portfolio additions/</td>
</tr>
<tr>
<td></td>
<td>Conditioning</td>
<td>Career Exploration</td>
</tr>
<tr>
<td></td>
<td>Garber Singers</td>
<td>Community Service</td>
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<tr>
<td></td>
<td>Symphonic Band</td>
<td>Career Center</td>
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<tr>
<td></td>
<td>Computer Literacy</td>
<td>Forensics</td>
</tr>
<tr>
<td></td>
<td>Advanced Drawing</td>
<td>Newspaper Staff</td>
</tr>
<tr>
<td></td>
<td>Spanish II</td>
<td></td>
</tr>
<tr>
<td>Biology, Earth Science, Physical Science, Chemistry I, Anatomy, PE II</td>
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<table>
<thead>
<tr>
<th>11th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course, Geometry, Algebra II, Precalculus (advanced, AP Calculus)</td>
<td>Nutrition I</td>
<td>Rotarians Job Shadow</td>
</tr>
<tr>
<td>Anatomy, Chemistry</td>
<td>Drama/Acting</td>
<td>Yearbook</td>
</tr>
<tr>
<td>AP Chemistry, Physics</td>
<td>Art I</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Government, Economics</td>
<td>Art Classes</td>
<td>Campus Visits (individual appts.)</td>
</tr>
<tr>
<td></td>
<td>Varsity Choir</td>
<td>Internships</td>
</tr>
<tr>
<td></td>
<td>Symphonic Band</td>
<td>Portfolio additions/</td>
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<tr>
<td></td>
<td>Computer Literacy</td>
<td>Career Exploration</td>
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<tr>
<td></td>
<td>Psychology</td>
<td>Community Service</td>
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<tr>
<td></td>
<td>Spanish III</td>
<td>Forensics</td>
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<tr>
<td></td>
<td></td>
<td>Theatre Productions</td>
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<tr>
<td>Early Childhood</td>
<td></td>
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<tr>
<td>Commercial Foods</td>
<td></td>
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<tr>
<td>Law Enforcement</td>
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</tbody>
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<table>
<thead>
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<th>12th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
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</thead>
<tbody>
<tr>
<td>Next Appropriate English Course</td>
<td>Nutrition I</td>
<td>Rotarians’ Job Shadow</td>
</tr>
<tr>
<td>AP English</td>
<td>Drama/Acting</td>
<td>Co-op</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Art Classes</td>
<td>Internships</td>
</tr>
<tr>
<td>Precalculus, AP Calculus</td>
<td>Varsity Choir</td>
<td>Campus Visits (individual appts.)</td>
</tr>
<tr>
<td>Anatomy, Chemistry</td>
<td>Symphonic Band</td>
<td>Portfolio additions/</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy</td>
<td>Career Exploration</td>
</tr>
<tr>
<td></td>
<td>Intro. to Elementary Education</td>
<td>Community Service</td>
</tr>
<tr>
<td></td>
<td>Spanish IV or French IV</td>
<td>Forensics</td>
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<tr>
<td></td>
<td>Psychology</td>
<td>Theatre Productions</td>
</tr>
<tr>
<td></td>
<td>Yearbook</td>
<td>Speech</td>
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<tr>
<td></td>
<td>Speech</td>
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</tr>
</tbody>
</table>
Career Center Options
Early Childhood
Cosmetology
Commercial Foods
Law Enforcement

Natural Resources/Environmental Science

For those students interested in the careers listed below:

- Agricultural Extension Agent
- Aquatics Scientist
- Biologist
- Chemist
- Conservationist/Forester
- Environmental Scientist
- Chemical Technologist

- Horticulturist
- Landscape Architect
- Marine Biologist (Engineer)
- Meteorologist
- Physicist
- Water Treatment Plant Technician

9th Core Courses                                   Electives                                Experience/Activity
English 9     Spanish I     Portfolio/Career Exploration
Biology     Drama/Acting    Science Olympiad
World History                     Newspaper staff
Algebra I     Art Classes     Community Service
Geometry    Garber Singers
Band
PE     Industrial Technology Classes
Global Technology
Current Health

10th Core Courses    Electives                  Experience/Activity
Next Appropriate English Course,  Intro to Drafting/Auto CAD
Next Appropriate Math Course   Computer Literacy
Algebra II     Art Classes                   Job Shadow
U.S. History          Auto CAD/Drafting I (II)   Science Olympiad
Biology, Earth Science, Physical Spanish II
Science, Chemistry, Anatomy

Experience/Activity
Portfolio/Career Exploration
Science Olympiad
Newspaper staff
Community Service
Foreign Language

Campus Visits (individual appts.)
Portfolio additions/Career Exploration
Community Service
Career Center Visitation

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<table>
<thead>
<tr>
<th>11th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course, Computer Literacy</td>
<td>Rotarians’ Job Shadow, Internship, Campus Visits (individual appts.), Portfolio additions/</td>
<td></td>
</tr>
<tr>
<td>Geometry, Algebra II, Precalculus (advanced, AP Calculus)</td>
<td></td>
<td>Career Exploration, Community Service, Science Olympiad</td>
</tr>
<tr>
<td>Anatomy, Chemistry, Government, Economics, AP Chemistry, Physics</td>
<td>Drawing/Painting, Art Courses, Auto CAD/Drafting (II, III), Spanish III</td>
<td></td>
</tr>
</tbody>
</table>

**Career Center Options**
- AgriScience/Horticulture

<table>
<thead>
<tr>
<th>12th Core Courses</th>
<th>Electives</th>
<th>Experience/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Appropriate English Course, Computer Literacy</td>
<td>Rotarians’ Job Shadow, Science Olympiad, Campus Visits (individual appts.), Portfolio additions/</td>
<td></td>
</tr>
<tr>
<td>Algebra II, Precalculus, AP Calculus</td>
<td>Spanish IV, Art Courses, Auto CAD/Drafting (II, III), AgriScience/Horticulture</td>
<td>Career Exploration, Internship, Community Service, Co-op</td>
</tr>
<tr>
<td>Anatomy, Chemistry, Government, Economics, Speech</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# The Personal Curriculum

**A Tool for Modifying the Michigan Merit Curriculum**

**Michigan Merit Curriculum (MMC)**

<table>
<thead>
<tr>
<th>Subject Area Credit Requirements</th>
<th>Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 English Language Arts (ELA) Credits</strong></td>
<td>✓ Modifications allowed for students with an Individualized Education program (IEP) or transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• 1 credit in 9th, 10th, 11th, and 12th grade</td>
<td></td>
</tr>
<tr>
<td>• All credits aligned to state content expectations</td>
<td></td>
</tr>
<tr>
<td><strong>4 Mathematics Credits</strong></td>
<td>✓ Complete at least 3.5 math/math-related credits</td>
</tr>
<tr>
<td>• 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II)</td>
<td></td>
</tr>
<tr>
<td>• 1 math or math-related credit required in the final year which could include any of the credits described above or may be an additional district credit not aligned with state content expectations</td>
<td></td>
</tr>
<tr>
<td>• Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 1.5 years, without requesting a personal curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>3 Science Credits</strong></td>
<td>✓ Modifications allowed for students with an IEP or transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• 1 Biology credit required</td>
<td></td>
</tr>
<tr>
<td>• 2nd credit of either Chemistry, Physics, Anatomy, or Agricultural Science</td>
<td></td>
</tr>
<tr>
<td>• May fulfill 3rd science credit by completing an approved computer science program or state approved CTE program, district approved science course or additional option allowable as 2nd credit</td>
<td></td>
</tr>
<tr>
<td>• All credits aligned to state content expectations</td>
<td></td>
</tr>
<tr>
<td><strong>3 Social Studies Credits</strong></td>
<td>✓ No modification of Civics</td>
</tr>
<tr>
<td>• ½ Civics credit required</td>
<td>✓ Minimum successful completion of 2 social studies credits prior to modification</td>
</tr>
<tr>
<td>• ½ Economics credit</td>
<td>✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit OR 1 social studies credit (other than Civics) can be fulfilled by completing a state approved CTE program</td>
</tr>
<tr>
<td>• 1 U.S. History and Geography credit</td>
<td>✓ Additional modifications allowed for students with an IEP or transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• 1 World History and Geography credit</td>
<td></td>
</tr>
<tr>
<td>• All credits aligned to state content expectations</td>
<td></td>
</tr>
<tr>
<td><strong>1 Physical Education and Health Credit</strong></td>
<td>✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit</td>
</tr>
<tr>
<td>• ½ credit in health</td>
<td>✓ Modify the health and PE credit requirements if student must do so to complete a state approved CTE program</td>
</tr>
<tr>
<td>• ½ credit in PE or district approved participation in extracurricular athletics or activities involving physical activity</td>
<td>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• Credit must align to state guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>1 Visual, Performing, and Applied Arts Credit</strong></td>
<td>✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit</td>
</tr>
<tr>
<td>• Credit must align to state guidelines</td>
<td>✓ Modify the arts credit requirement if student must do so to complete a state approved CTE program</td>
</tr>
<tr>
<td><strong>2 World Language Credits (Begin with Class of 2016)</strong></td>
<td>✓ Modifications allowed for students with an IEP or transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• Completion during grades K-12 of 2 credits of a foreign language that are grade appropriate or an equivalent learning experience</td>
<td>✓ Additional modifications allowed for students with an IEP or transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• Students graduating in 2016-2020 may substitute 1 credit if they successfully complete a state approved CTE program or VPAA credit</td>
<td></td>
</tr>
<tr>
<td>• Credits must align to state guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>Online Learning Experience</strong></td>
<td>✓ Modifications allowed for students with an IEP or transfer students who have completed 2 years of high school</td>
</tr>
<tr>
<td>• Online course, learning experience, or experience is incorporated into one or more required credits</td>
<td></td>
</tr>
</tbody>
</table>
MASTERY TESTING

The Essexville-Hampton Board of Education acknowledges that some pupils may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specified courses. Further, Sections 1278 (a) (4) (c) and 1279b of the School Code of Michigan have been amended to allow them to demonstrate such mastery, either through written papers, projects, portfolios, or other comparable forms. It is the intent of the board to extend to all pupils the opportunity to demonstrate mastery in the range of courses offered at Garber High School and to allow for the most efficient and effective use of instructional time.

The following policy statements apply:

1. This policy will apply equally to all students at Garber High School.

2. The board shall grant high school credit in any course to a pupil enrolled in Garber High School, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation.

3. No grade may be earned by testing out of a course; the notation “Credit” will apply.

4. Credits earned through this provision will count toward graduation and will count toward specific subject requirements.

5. The student and his/her parents will be required to apply for mastery testing and sign a statement acknowledging their compliance with state and district requirements.

6. Application forms can be picked up in the Garber Counseling Office and must be submitted to the Garber Counseling Office for approval.

7. Tests will be administered within a two week period of time prior to the start of each semester.

EARLY GRADUATION

The Board of Education recognizes that certain students have pursued an accelerated program which allows them to complete their graduation requirements earlier than an eight semester program.

The Board will allow students who have completed their graduation requirements at the end of their sixth or seventh semester at Garber to be considered for early graduation. Early graduation is not recommended for students since there is more to the development of a student than completing coursework. The Board also recognizes that factors such as maturity, development of interpersonal relations and the like should also be considered before a student requests this option.

The Superintendent has established the necessary administrative guidelines to ensure that the early graduation policy is in accordance with State regulations and is properly communicated to both the students and their parents. The Superintendent has also established guidelines and procedures for the establishing of class rank and participation in commencement exercises.

Application forms can be picked up in the Garber Counseling Office.
DUAL ENROLLMENT

The Board of Education recognizes the value to the students and to the Essexville District for students to participate in programs offered by accredited colleges, universities, and post-secondary institutions in Michigan.

Dual Enrollment is a program which can extend educational learning options for students who qualify to take courses at a post-secondary institution while attending grades nine through twelve in high school.

In order for a course to qualify for Dual Enrollment the following conditions must apply:

• The course must be offered for post-secondary credit.
• The course offered by an eligible postsecondary institution must not be offered by Garber High School including Advance Placement and online courses.
• If the course is offered by Garber but the district has determined that the course is not available to the eligible pupil because of a scheduling conflict beyond the eligible pupil's control then the course is eligible.
• The course offered by a postsecondary CTE program is offered for postsecondary credit or is part of a noncredit occupational training program leading to an industry-recognized credential that is not offered through the school district, intermediate school district, area vocational-technical education program or state approved nonpublic school in which the eligible pupil is enrolled.

Courses that are a hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education, are not eligible for Dual Enrollment. If a course is equivalent to an AP course offered at Garber then the equivalent college course is not eligible.

Per State of Michigan law the Essexville-Hampton District will pay for:

(i) Not more than 10 courses overall.
(ii) If the eligible pupil first enrolls in a course when the eligible pupil is in grade 9, not more than 2 courses during each academic year in the eligible pupil's first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible pupil's fourth academic year of enrollment in an eligible postsecondary institution.
(iii) If the eligible pupil first enrolls in a course when the eligible pupil is in grade 10, not more than 2 courses during the academic year in the eligible pupil's first academic year of enrollment in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible pupil's second academic year of enrollment in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible pupil's third academic year of enrollment in an eligible postsecondary institution.
(iv) Subject to the overall course limit under subparagraph (i), if the eligible pupil first enrolls in a course under this act when the eligible pupil is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.

State law requires that all school districts pay a pupil’s tuition and mandatory course fees, including technology fees, materials fees (including textbooks), registration fees, and any late fees charged by the postsecondary institution. Beginning in the 2012-13 school year, eligible pupils enrolling in a postsecondary course for high school credit, college credit, or both, shall have the costs of required textbooks paid for by the school district if the amount of foundational money generated for the course is great enough to cover the expense. Eligible charges do not include transportation, parking costs, or most activity fees.
However, under the law, the total amount of tuition and fee support shall not exceed either of the following:

- The total amount of the tuition and fees for the course(s)
- The statewide pupil-weighted average foundation allowance, adjusted for the proportion of the school year that the pupil attends the postsecondary institution

Ex. - The statewide weighted-average foundation for FY 2014-15 is $7,315.00, which equates to $3,657.50 per semester. Garber High School has an 8-hour block schedule of courses so each course would equate to $457.19 per course ($3,657.50 ÷ 8).

If a pupil fails to successfully complete a district/school paid postsecondary course, he or she is responsible for the fees/tuition not refunded by the postsecondary institution.

Full-time student enrollment is required of all Garber students and may be composed of a combination of high school and approved college courses (i.e. – A student must be enrolled in eight (8) courses per semester.) Grades for college courses are recorded on the Garber transcript as CR or NCR and are not reflected in the high school GPA.

The district, however, cannot restrict ineligible students from attending post-secondary institutions in the evening or summer, but ineligible students must take 8 classes at Garber for both semesters. An ineligible student may choose to attend college, pay his/her own fees and attend in their spare time. To have classes counted as a portion of their high school schedule a student must be eligible for Dual Enrollment. To be eligible a student must not be in high school more than four years, not be a foreign exchange student and have the following qualifying score(s): ACT: Mathematics 22, Reading 21, Science 24, English. Other test scores such as EXPLORE, PLAN, Compass, MME, PSAT, and SAT can be used to qualify for dual enrollment. Please see your counselor if you have questions regarding these scores.

Students must apply for dual enrollment during the semester PRIOR to the semester in which they plan to enroll. For example, in order to be a dual enrollment student in the fall semester, applications must be completed by April 30th.

It is expected that a dual enrolled student will regularly attend and meet all requirements of the college course. Failure of a college course is reflected on both the high school and college transcript.

**GRIEVANCE PROCEDURES**

for

Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendment Act of 1972
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975
Title II of the Americans with Disability Act of 1990

Section I

Any person believing that the Essexville-Hampton Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

Lori Flippin, Assistant Superintendent
Mark Jaffe Administration Building
303 Pine Street Essexville, MI 48732
Telephone: (989) 894-9700

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following
steps:

Step 1: A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

Step 2: A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the coordinator’s response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3: If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the superintendent’s response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within 40 (forty) days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within 10 (ten) days of this meeting.

Step 4: If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to:
- Office for Civil Rights
- Department of Education
- Washington, D.C. 20202

Inquiries concerning the nondiscriminatory policy may be directed to:
- Director, Office for Civil Rights
- Department of Education
- Washington, D.C. 20202

The local coordinator, on request, will provide a copy of the district’s grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator’s office.

**NOTICE OF NON-DISCRIMINATION POLICY**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the American with Disability Act of 1990, it is the policy of the Essexville-Hampton Public School district that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during a program or activity or in employment. The following person has been designated to handle injuries regarding the nondiscrimination policies:

Assistant Superintendent
Essexville-Hampton Public Schools
303 Pine Street
Essexville, MI 48732
(989) 894-9700