



South Haven High School

www.shps.org

600 Elkenburg Street, South Haven MI 49090
269-637-0502p 269-637-0516f



2018-2019 Curriculum Guide

Academic Information and Course Descriptions

Actual course offerings will be determined by student interest and teacher availability.

January 2018

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**Daily Schedule
 South Haven High School**

"0" Hr.	6:40 a.m. – 7:25 a.m.
1 st Hr.	7:30 a.m. – 8:25 a.m.
2 nd Hr.	8:30 a.m. – 9:25 a.m.
3 rd Hr.	9:30 a.m. – 10:25 a.m.

1st Lunch	10:25 a.m. – 10:50 a.m.
4th Hr.	10:55 a.m. – 11:50 a.m.

OR

4th Hr.	10:30 a.m. – 10:25 a.m.
2nd Lunch	11:25 a.m. – 11:50 a.m.

RAM	11:55 a.m. – 12:20 p.m.
5 th Hr.	12:25 p.m. – 1:20 p.m.
6 th Hr.	1:25 p.m. – 2:19 p.m.

Dear Parents and Students:

Welcome to South Haven High School!

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

It is the goal of the faculty and administration of South Haven High School that each student will receive a quality education to help prepare him/her for his or her future. Students have the opportunity to take classes that are meaningful, varied and satisfying to the individual and her/his career goals.

We are confident that the variety of courses available to our students will provide them with the opportunity to establish a challenging educational plan. Please take your time to make quality educational decisions.

Sincerely,

Jerome J. Sardina Principal

Our Mission:

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



Our Achievements:

Outstanding Academics

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

Superior Fine Arts

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

Leader in Technology

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

Safe, Positive Environment

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

Comprehensive Athletic Program

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

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

ADMINISTRATION

Jerome Sardina *Principal*
jsardina@shps.org 637-0501
 Scott Jackson *Asst. Principal*
sjackson@shps.org 637-0508
 Doug Thorne *Dean of Students*
dthorne@shps.org 637-1057
 Adam Verseput *Athletic Director*
averseput@shps.org 637-0503

OFFICE STAFF

Sarah Sholes *Main Office*
ssholes@shps.org 637-0502
 Kristy Jenks *Main Office*
kjenks@shps.org 637-0502
 Lisa Cooper *Student Success Center*
lcooper@shps.org 637-0593
 Brenda Schrader *Athletics*
bschrader@shps.org 637-0518

STUDENT SUCCESS CENTER

Pam Latus *Counselor A-K*
platus@shps.org 637-0507
 Christin McFadyen *Counselor L-Z*
cmcfadyen@shps.org 637-0594
 Troy Ayotte *Success Coach*
tayotte@shps.org ext. 1050
 Heidi Diaz *Spec Ed Coordinator*
hdiaz@shps.org ext. 1010
 Cleveton Jack *VBISD Psychologist*
cjack@vbisd.org
 Elizabeth VanArk *VBISD Social Worker*
evanark@vbisd.org

TEACHING STAFF

Jarret Andree jandree@shps.org
 Dale Beeney dbeeney@shps.org
 Madelyn Bettis mbettis@shps.org
 Jeff Bopp jbopp@shps.org
 Kyle Boswell kboswell@shps.org
 Cory Cunningham ccunningham@shps.org
 Kristin Day kday@shps.org
 Mark Eddy meddy@shph.org
 Jessica Fiedorowicz jfiedorowicz@shps.org
 Katie Hillyard khillyard@shps.org

Megan Hodgman mhodgman@shps.org
 Kelly Ludwig kludwig@shps.org
 Katie Marshall kmarshall@shps.org
 David McWhinnie dmcwhinnie@shps.org
 Brian Milliron bmilliron@shps.org
 Jason Montgomery jmontgomery@shps.org
 Nicole Ness nness@shps.org
 Amy Nichols anichols@shps.org
 Michael Noguera mnoquera@shps.org
 Erin O'Neil eoneil@shps.org
 Jennifer Otto jotto@shps.org
 Katie Reilly kreilly@shps.org
 Lisa Rostar lrostar@shps.org
 Cory Salyer csalyer@shps.org
 Steven Stap sstap@shps.org
 Niesha Van Dop nvandop@shps.org
 Sandy VanderRoest svanderroest@shps.org
 Zoey Weber zweber@shps.org
 Letitia Wilkins lwilkins@shps.org
 Lana Williams lwilliams@shps.org
 Mark Woolcock mwoolcock@shp.org

PARAPROFESSIONALS

Lindsay Haqq Ruby Vanden Berk
 Laurie Mills Judy Weaver

Scheduling

All students will be scheduled into 1) courses needed to meet graduation requirements, 2) academic support courses, if appropriate, and 3) elective courses. When selecting courses for the next year, core courses, district required courses, and academic support classes, if appropriate, have priority over other elective courses (including band, orchestra, and choir.) As the students approach their graduation date, courses required for graduation will have the highest priority for scheduling. Students may be assigned to Honors and/or Advance Placement courses based on specific guidelines (see honors class criteria page 10). All students will have an opportunity to request elective courses into which they would like to be scheduled. Every effort is made to meet these requests. The final determination of which courses will be scheduled is based upon ALL students' interests. The district will set the guidelines for making this determination based upon student interest, staffing and financial feasibility. This may mean that students may not get their first choice elective class. All students are expected to have a full schedule and are expected to complete a full-year course in sequence within the school year. Once students have been informed of their schedules, there will be an opportunity to request a schedule change before the opening of school. Generally, schedule changes will not be made for a course that was originally requested by the student. Schedule changes are made for academic reasons only and the following guidelines apply:

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

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

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

Michigan Merit Curriculum

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

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

Michigan Merit Curriculum Requirements

MATHEMATICS - 4 Credits

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

ENGLISH LANGUAGE ARTS (ELA) - 4 Credits

English Language Arts 9, 10, 11, 12

SCIENCE - 3 Credits

Biology, Chemistry or Physics, and One Additional Science Course

SOCIAL STUDIES - 3 Credits

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

PHYSICAL EDUCATION & HEALTH - 1 Credit

VISUAL, PERFORMING, & APPLIED ARTS - 1 Credit

ONLINE LEARNING EXPERIENCE

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

WORLD LANGUAGE OTHER THAN ENGLISH - 2 Credits

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

TOTAL MICHIGAN MERIT CURRICULUM REQUIREMENTS - 18 Credits

South Haven Graduation Requirements

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

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

REQUIRED CREDITS

4 ENGLISH LANGUAGE ARTS 1 ENG 9 or Honors English 9 1 ENG 10 or Honors English 10 1 ENG 11 or Honors English 11 1 ENG 12 or LMC Eng 101/102		Some Tech Center Programs
4 MATHEMATICS 1 Algebra 1 1 Geometry or Honors Geometry 1 Algebra 2 or Honors Algebra 2 1 4 th year math or See List		Business Math/Personal Finance Hospitality Pre-Calculus AP Calculus PLTW Some Tech Center Programs
3 SCIENCE 1 Biology or Honors Biology 1 Chemistry or Honors Chemistry 1 3 rd year Science or See List		Fundamentals of Organic Chemistry AP Chemistry Honors Physics Physical Science Some Tech Center Programs
3 SOCIAL STUDIES 1 U.S. History & Geog or See List 1 World History & Geog .5 +.5 Government + Economics		Honors U.S. History AP U.S. History
0.5 HEALTH		
0.5 P.E. See List		Lifetime Fitness Team Sports Varsity Conditioning Weight Training Season of Marching Band Season of School Sport
1 VPA ARTS Art 1 Band/Orchestra See List Chorus/Choir Design & Create		Intro to Theater Yearbook Some Tech Center Programs
2 WORLD LANGUAGE 1 Spanish 1 Extra VPA Art or 1 Spanish 2 or Tech Center program		
An Online Learning Experience: this occurs in core classes		

High school content courses successfully completed in the 8th grade, as approved by the Board of Education, will meet the Michigan Merit Curriculum requirements for high school and will be applied to the 22 credits required for graduation.

General Information

Advance Placement (AP)

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

Board of Education Awards Recognition of Academic Excellence

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

Changing Classes

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

Competency Testing/Testing-Out

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

Testing Out Dates:

- **May 8-9, 2018**
- **January 15-16, 2019**
- **May 7-8, 2019**

Required Guidelines for taking Competency Tests:

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

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

Course Credit

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

Credits for Classification

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

Sophomore:	successfully completed 5 or more credits of course work and 1 year of high school
Junior:	successfully completed 10 or more credits of course work and 2 years of high school
Senior:	successfully completed 16 or more credits of course work and 3 years of high school

Educational Development Plan (EDP)

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

Grading Scale

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

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

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

Honors Courses

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

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

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

Online Courses

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

To enroll in an online course(s):

1. Review and discuss the [Online Readiness Rubric](#) (published by MVU). Page 27.
2. Review the [Parent Guide to Online Learning](#) https://micourses.org/resources/pdf/toolkit/detailed_21f_implementation_guidelines.pdf (published by MVU)
3. Print and complete the [Online Readiness Questionnaire](#). Page 29-30.
4. Review the courses offered in the [Michigan Virtual High School Course Catalog](#) <https://michiganvirtual.org/courses/students/?level=hs> (published by MVU). Consult with your counselor if you are thinking about a course provided by Edgenuity. Courses are listed on page 28.
5. Print and complete the [Virtual Learning Contract - Application Form](#). Pages 31-34.
6. Set up a meeting and return the above forms to the Student Success Center by the deadlines mentioned.

For more information on [Expanded Online Learning](#) https://micourses.org/resources/pdf/toolkit/detailed_21f_implementation_guidelines.pdf.

Personal Curriculum

Students in grades 9-12 may be eligible for a personal curriculum. A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC), which must be met for the awarding of a high school diploma in Michigan. A personal curriculum must be requested on an individual basis, and must meet certain conditions to be approved. The personal curriculum must be requested by the parent or legal guardian or staff. Students with an Individualized Education Plan (IEP) are eligible to modify the MMC to a greater extent than students without an IEP. The Personal Curriculum can be requested at any time for a student with a disability. For other students, timeline limitations apply. A student transferring into high school from outside the state or from a nonpublic school after the successful completion of two years of high school credit may be eligible for a personal curriculum. Parents, legal guardians, or staff may request a personal curriculum by completing the appropriate form in the counseling office. All requests are reviewed by a Personal Curriculum committee, approval is based upon individual student needs, and the modification requested. Please note: Requesting a PC does not guarantee the personal curriculum modifications will be made. (For more details, contact the counseling office).

Request for Early Graduation

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

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

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

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

Students with Disabilities

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

Summer School

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

Virtual Studies and Credit Recovery

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

Post-Secondary Options

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

Four-Year Colleges

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

Community Colleges

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

Career and Trade Schools

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

The Military

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

Apprenticeships

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

Honors Class Requirements & Criteria

All Honors Classes must meet the following requirements and criteria for selection:

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

English Language Arts (ELA):

Students must meet the Honors Class Requirements & Criteria listed above.

All freshmen, or new transfer students, must apply for admission to the English Honors Program and complete the Honors ELA Recommendation Form. (Pages 35-37)

Math:

Students must meet the Honors Class Requirements & Criteria listed above.

All students seeking admission to an Honors Math class must apply for consideration. To apply, send an email announcing your interest for consideration in an Honors Math class to the Math department staff prior to February 1, 2018. Selection will be based on previous teacher recommendation (rubric score: participation, attendance, effort, etc.).

Science:

Students must meet the Honors Class Requirements & Criteria listed above.

Students must earn a minimum of 85% final grade in their previous science class to be considered for an Honors class at the following level. 8th graders must earn 85% or greater as a final grade in their high school level science courses taken at the middle school to be considered as an Honors student as an incoming freshman.

Social Studies:

Students must meet the Honors Class Requirements & Criteria listed above.

Business

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

BUSINESS MATH

Semester Course; 11th, 12th

Prerequisite: Algebra 2

Math ½ credit senior year only.

This course is designed to give students who have passed Algebra, Geometry, and Algebra 2 an opportunity to take another math class. It will cover managing people and inventory, business costs, and sales and marketing.

HOSPITALITY SERVICES

Year Course (2 hrs.); 11th, 12th

Math credit senior year only.

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

PERSONAL FINANCE

Semester Course; 11th, 12th

Prerequisite: Algebra 2

Math ½ credit senior year only.

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

Engineering & Computer Science

The following five courses listed below may also be taken by seniors to satisfy their 4th year math credit.

ARCHITECTURAL DESIGN (CAD)

Semester Course; 9th, 10th, 11th, 12th
This course will use Sketchup Pro CAD software to explore architecture standards and develop professional quality designs and drawings (single-view, isometric, multi-view, section-view, etc.). 2D and 3D styles of design plans will be implemented to complete projects relating to designing houses, professional buildings (offices, parks, zoos, etc.) and city planning. This class prepares and exposes students to career possibilities in architecture by designing houses, landscaping, exploring design structures and utilizing architecture styles.

DESIGN AND CREATE (DAC)

Year Course; 9th, 10th, 11th, 12th
Students will gain hands on experience while working with cutting edge technology and machinery in a safe learning environment. Students will use laser engravers, CNC routers, vinyl cutters, lathes and other machine and hand tools to work with metal, plastic and woods. Students will also have exposure to electronics and application of electronics. With this as an evolving program, new tools and techniques will be added as available. Some projects will be assigned, while the design and completion of individual projects is strongly encouraged. There will be costs associated with some personal projects, but accommodations can be made.

GAME DESIGN AND CODING

Semester course; 9th, 10th, 11th, 12th
Students interested in Computer Science will be introduced to C++, Basic and Visual coding and programming while incorporating graphics editing. This coding will be used to design video games on different platforms and to explore apps. Coding will be used to teach creativity, problem solving, storytelling, as well as programming. Students will be given the opportunity to compete in the National STEM Video Game Challenge. This course will be offered as a semester and students returning for the second semester will be advanced project based.

INTRODUCTION TO ENGINEERING DESIGN (PLTW 1)

Year Course; 9th, 10th, 11th, 12th
Prerequisite: Algebra 1
The major focus of IED is the design process and its application. Through hands-on projects, apply engineering standards and document work. Use industry standard 3D modeling software to design solutions to solve proposed problems, document work using a digital notebook and communicate solutions to peers and members of the professional community. Vex robot kits will be introduced and used to enhance the design process applications.

ROBOTICS ENGINEERING

Semester Course; 9th, 10th, 11th, 12th
Students will explore robotics using the PLTW-POE and the VEX Robotics curricula. Build and program mechanical processes using VEX kits and RobotC computer software. Solve real world, open-ended problems using knowledge of design, small machines and computer programming. Very hands-on course while working collaboratively with peers to learn and understand all aspects of building and programming machines to meet constraints. This course will be offered as a semester and students returning for the second semester will be completing advanced based projects.

English

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

ENGLISH 9 (required)

Year Course; 9th

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

HONORS ENGLISH 9

Year Course; 9th

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

ENGLISH 10 (required)

Year Course; 10th

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

HONORS ENGLISH 10

Year Course; 10th

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

ENGLISH 11 (required)

Year Course; 11th

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

HONORS ENGLISH 11

Year Course; 11th

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

ENGLISH 12 (required)

Year Course; 12th

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

LMC ENGLISH 101

Semester Course; 12th

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

LMC ENGLISH 102

Semester Course; 12th

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

WRITING CENTER

Year Course; 10th, 11th, 12th

Prerequisite: 10th, 11th, 12th. English teacher nomination, submit a piece of writing, passion for helping others, leadership and strong communication skills. Leadership positions need additional application.
High school writing center is designed to help students with all types of writing in a low-risk, non-graded environment. Student demographics can vary, but the ultimate goal is that student's become better writers through one-on-one, guided instruction, based off reactive teaching. The peer tutor reacts to the student's needs. Students will learn how to tutor students in writing by reflecting and developing their own writing strategies. Use of professional journals, collaboration with Western Michigan University Writing Center consultants, and class instruction to prepare to work with students one-on-one. Commitment to help students learn how to learn, by helping writers of all abilities improve their overall writing skills.

Mathematics

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

ALGEBRA 1 (required)

Year Course; 9th, 10th, 11th

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

GEOMETRY (required)

Year Course; 9th, 10th, 11th

Prerequisite: Algebra 1

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

HONORS GEOMETRY

Year Course; 9th, 10th, 11th

Prerequisite: Algebra 1

The course is intended to prepare students for success in Honors Algebra II and AP Calculus. Students will learn to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, and concepts. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations accordingly. The curriculum is designed for students with a strong mathematics background who are able to commit to the additional homework and study time that may be required.

ALGEBRA 2 (required)

Year Course; 10th, 11th, 12th

Prerequisite: Geometry

This course will continue the study of functions in both symbolic as well as graphical forms. Linear, quadratic, and rational functions will be reviewed and

increased in complexity. Polynomial, exponential, logarithmic, and trigonometric functions will be introduced. Other topics will include basic conics sections, data distributions and probability.

HONORS ALGEBRA 2

Year Course; 10th, 11th

Prerequisite: Honors Criteria page 10.

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

PRE-CALCULUS

Year Course; 11th, 12th

Prerequisite: Final grade of 80% or better in Algebra 2, (students in the 70% - 80% range will be considered if spots are available), teacher recommendation, indicate interest with counselor on scheduling form, complete summer work to be turned in at specific dates during June – August.

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

AP CALCULUS

Year Course; 11th, 12th

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

An AP course in calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. Students will learn the following important topics: limits, derivatives, indefinite integrals and definite

integrals. The course will make sure students understand the concepts of calculus, using methods and its applications for each equation. Students should know how to approach the problems numerically, graphically, analytically and verbally. Students MUST have a graphing calculator that is capable of graphing a function in an arbitrary viewing window, find the zeros of function (solve equations numerically), numerically calculate the derivative of a function and numerically calculate the value of a definite integral.

BUSINESS MATH

Semester Course; 11th, 12th

Prerequisite: Algebra 2

Math ½ credit senior year only.

Mathematics elective course designed to give students who have successfully completed Algebra 1, Geometry and Algebra 2 an opportunity to understand mathematics specifically in the context of Business and Industry. Topics discussed will include Wages and Pay, Personnel, Purchasing and Inventory, Sales, and Marketing. Students will learn and apply Business Math concepts incorporating resources from the Business media, utilizing current industry examples, local businesses, and case studies. Calculations in Business math are Algebra based and instruction will also extend prior knowledge in the use of TI-NSPIRE technology.

PERSONAL FINANCE

Semester Course; 11th, 12th

Prerequisite: Algebra 2

Math ½ credit senior year only.

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

Physical Education and Health

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

HEALTH (required)

Semester Course; 9th, 10th, 11th, 12th

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

FAMILY LIVING

Semester Course; 9th, 10th, 11th, 12th

Prerequisite: Health

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

WOMEN STUDIES

Semester course; 9th, 10th, 11th, 12th

Prerequisite: Health

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

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

LIFETIME FITNESS

Semester Course; 9th, 10th, 11th, 12th

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

TEAM SPORTS

Semester Course; 9th, 10th, 11th, 12th

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

VARSITY CONDITIONING

Year Course; 11th, 12th

Prerequisite: Weight Training

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

WEIGHT TRAINING

Year Course; 10th, 11th, 12th

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

Science

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

PHYSICAL SCIENCE

Year Course; 9th, 10th, 11th, 12th

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

BIOLOGY (required)

Year Course; 9th, 10th, 11th, 12th

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

HONORS BIOLOGY

Year Course; 9th, 10th

Prerequisite: Honors Criteria page 10
Accelerated, extensive and detailed knowledge of how the living world works via rigorous course work, in depth discussions and real world based laboratory exercises. Obtain better knowledge of the impact we have on the world as living organisms, how humans function, and where our place is among other forms of life on earth. Reflect on past, current and future biological issues around the world.

CHEMISTRY (required)

Year Course; 11th, 12th

Prerequisites: Algebra 1, Biology
Introductory course focused on the large conceptual ideas of chemistry and how they relate to the real world. There is an appreciable amount of math that relates to these concepts. Topics will include matter and its properties, atomic theory, chemical bonding, nomenclature, the periodic table,

chemical equations, chemical reaction types, gases, solutions, acids and bases, and chemical equilibrium.

HONORS CHEMISTRY

Year Course; 11th, 12th

Prerequisite: Honors Criteria page 10

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

AP CHEMISTRY

Year Course; 11th, 12th

Prerequisite: Biology, Honors Chemistry (85% or higher) & SAT Math >525 recommended

This course is a continuation of Honors Chemistry. Advanced topics including acid-base equilibria, reaction kinetics, solution chemistry, nuclear chemistry, and thermodynamics are studied. Honors Chemistry and AP Chemistry are designed to be the equivalent of the general chemistry courses usually taken during the first year of college. For most students, the courses enable them to undertake first year work in the chemistry sequence at their institution with confidence or to register in courses in other fields where general chemistry is a prerequisite. Emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. Students will use demonstrations and other simulations that work with course content in ways that cannot easily be duplicated in the lab. AP Chemistry is open to all students that have completed a year of Honors Chemistry who wish to take part in a rigorous and academically challenging course. This

course can be taken along with a full year Organic Chemistry course for additional work with the concepts, reactions, and processes from organic chemistry.

Students will also expect to take part in discussions that will relate topics covered to real world applications of the concepts.

HONORS PHYSICS

Year Course; 11th, 12th

Prerequisite: Biology (85% or higher), Honors Chemistry & SAT Math >525 recommended.

This course emphasizes the application of the principles of Newtonian mechanics and kinetic theory to describe the motion of common objects in realistic circumstances. The motion of real and artificial satellites of the Earth and other planets is also studied. This course is a study of the ideas of Newtonian mechanics as well as a quantitative study. It is an algebra and trigonometry-based approach to the subject. Studying physics provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers in science, engineering, medicine and technology. It will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

FUNDAMENTALS OF ORGANIC CHEMISTRY

Year Course: 11th, 12th

Prerequisites: Biology, Chemistry (85% or higher) or Honors Chemistry or concurrent with permission of instructor

Focus primarily on the basic principles required to understand the structure and reactivity of organic molecules. Topic areas; nomenclature, bonding theories, stereochemistry, conformational analysis, and the reactions of alkanes, alkenes, alkynes, alkyl halides, aromatics, carboxylic acids, and alcohols. The chemistry of the carbonyl bond, functional groups, and carbohydrates will also be emphasized. These topic areas will be enhanced by laboratory experiences including melting point, recrystallization, extraction, vacuum filtration, distillation, refluxing, and chromatography exercises.

Social Studies

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

ECONOMICS (required)

Semester Course; 11th, 12th

You will study supply and demand and its role in the economy, banking principles, economic growth, employment policies, and government economic policy. Emphasis is placed on current economic and political developments and how they affect individual citizens as well as entire societies. The problem of scarcity, anticipating both intended and unintended consequences, analyzing costs and benefits and successfully making decisions to become responsible citizens will be studied.

GOVERNMENT (required)

Semester Course; 11th, 12th

Prerequisite: U.S. History

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

U.S. HISTORY & GEOGRAPHY (required)

Year Course; 9th

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

HONORS U.S. HISTORY

Year Course; 9th

Prerequisite: English/Language Arts course with 85% or above

This course is designed for students with a high interest in history as well as a desire to take the AP version of the course as an upper-classmen. Students who complete the Honors U.S. History course will be exposed to some AP content and rigor making the transition into the AP course much smoother. The course will cover the history of the United States from early colonization to the modern era, but with an increased emphasis on writing College Board rubric essays. Students should be strong readers of informational text, with the ability to analyze primary and secondary documents to handle the reading and writing workloads.

AP U.S. HISTORY

Year Course; 10th, 11th, 12th

Prerequisite: US History, teacher approval

The AP program in U.S. History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States History. It also prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format will be developed.

WORLD HISTORY & GEOGRAPHY (required)

Year Course; 10th

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

Student Services Programming

These classes are assigned to students based on need.

ACADEMIC SUPPORT

Year Course; 9th, 10th, 11th, 12th

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

DAILY LIVING SKILLS

Year Course; 9th, 10th, 11th, 12th

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

ENGLISH LANGUAGE ARTS

Year Course; 9th, 10th, 11th, 12th

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

FUNCTIONAL MATHEMATICS

Year Course; 9th, 10th, 11th, 12th

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

INTRODUCTION TO VOCATIONAL STUDIES

Year Course; 11th, 12th

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

ADVANCED VOCATIONAL STUDIES

Year Course; 11th 12th

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

Visual, Performing, and Applied Arts

Students are required to take 1 credit of VPAA.

ART 1

Year Course; 9th, 10th, 11th, 12th

First Semester establishes good studio practices, art vocabulary, and basic art skills. There is a strong emphasis on drawing. Drawing lessons will cover sketching, shading, contour line, and fine rendering. Students will work mostly from direct observation and from a photo. Students receive their own drawing and shading supplies and are taught how to use them. Art history lessons cover ancient Egypt through The Middle Ages. Simple graphic design and color theory concepts will be covered also. Second Semester builds on the skills taught in first semester to create more complex art works. Students will draw the figure and will use linear perspective to draw imaginary objects. There is a strong emphasis on color and using color theory to create drawings and paintings. Students will use critique as a format for looking at, learning about, and speaking about art work. Students will make glazed pottery projects using pinch and coil techniques. Art history cover the Italian Renaissance, the Mexican Mural Movement, and the Harlem Renaissance. Student work will be displayed around school and at the Art Expo in the spring.

ART 2

Year Course; 10th, 11th, 12th

Prerequisite: Art 1

This course is intended to build on knowledge and hone skills taught in Art 1 using media such as graphite, acrylic paint, watercolor, pastel and pottery. New techniques will be taught using these familiar media. Students are required to keep a sketchbook for all homework and thumbnail sketches. Critique will be used to analyze and discuss the deeper meaning in art. Art history lessons will focus on Surrealism and related artists and styles. Students will create a power point presentation on an artist. A spring art hop field trip is planned. Students will show their work in school displays, public venues, and at the school Art Expo in the spring.

ART 3

Year Course; 11th, 12th

Prerequisite: Art 2

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

ART 4

Year Course; 12th

Prerequisite: Art 3

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

BAND

Year Course; 9th, 10th, 11th, 12th

Prerequisite: Middle School Band or Equivalent

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

JAZZ ENSEMBLE

Year Course; 9th, 10th, 11th, 12th

Prerequisite: Audition AND Member of Band or Orchestra

The Jazz Band rehearses Monday, Wednesday, and Friday during "0" hour. Sectionals or individual lessons will take place when assigned on Tuesday and Thursday during "0" hour. The group performs music of many jazz and popular styles including Swing, Rock, Funk, Jazz, Waltz, Ballads, and Latin. This class is co-curricular with afterschool obligations which include, but are not limited to, Community Events, Festivals, Concerts, School Activities and Games, etc.

ORCHESTRA

Year Course; 9th, 10th, 11th, 12th

High school orchestra encompasses all string students in grades 9 – 12. Group lessons and participation in the middle school orchestra are a prerequisite. Students wishing to enter the ensemble who have previously only taken private lessons must have the director's permission and a recommendation from the private lesson instructor. Throughout the high school years, students will work on developing advanced techniques in string playing, including vibrato and work in the upper positions. Required performances include recruiting concerts at the elementary schools, Collage concert, pre-Festival Concert, District Festival, and the Spring Concert. Students will learn to become independent musicians who will be able to continue to perform

beyond their high school years. Grading is based on playing tests, written tests, participation in concerts and festival, and preparation for rehearsals. The orchestra meets as a string orchestra four days/week, and as a full orchestra with brass, winds, and percussion one day/week.

CHOIR

Year Course; males 9th-12th, females 10th-12th

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

CHORALE

Year Course; 9th, 10th, 11th, 12th

The Chorale is a select group which meets from 6:40 a.m. to 7:30 a.m. each day. Members are chosen by auditions and must also be members of the Choir or Women's Chorus. Criteria for selection includes tone quality, ability to read music, aural skills, intonation, work ethic, attitude and leadership. The number of singers chosen is between sixteen and twenty-four. The Chorale produces the annual Madrigal Dinner, participates in MSVMA Festivals and will give extra performances in and around the community. Attendance and punctuality for ALL rehearsals and performances is mandatory. Auditions for the Chorale will be held during the second week of each new school year.

CHORUS WOMEN'S

Year Course; 9th, 10th, 11th, 12th

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

YEARBOOK

Year Course; 10th, 11th, 12th

Prerequisite: B or better in English class/Application process

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

INTRODUCTION TO THEATER

Year Course; 10th, 11th, 12th

Divided into two parts, this class examines basic acting techniques the first semester and the technical aspects of the theater and advanced acting methods during the second semester. Major areas of study include voice, posture, body movement, characterization, scenery,

lighting, sound, costumes and make-up. Students are expected to participate in one play, a children's production for the elementary or a melodrama for the high school.

SCRIPT WRITING – RAM TV

Year Course; 9th, 10th, 11th, 12th

Script Writing will focus on the application of the script and screenwriting skills. Writing original scripts, filming original films, video podcasts and the production of the daily announcements will provide students opportunities to branch out into the different genres of script production. In this course students will learn how to take the happenings in the Athletic Department at South Haven High School and convey those to the South Haven Community. Through writing, speaking, and listening, the students will produce a weekly show called – "Inside Ram Sports" and cover live events. In the field of sports programming, the students will work on a deadline-based schedule which will help create the organization of the week. The coverage will be more than just highlight packages, as human interest stories will also be featured. This course may be taken more than once.

DESIGN AND CREATE (DAC)

Year Course; 9th, 10th, 11th, 12th

Students will gain hands on experience while working with cutting edge technology and machinery in a safe learning environment. Students will use laser engravers, CNC routers, vinyl cutters, lathes and other machine and hand tools to work with metal, plastic and woods. Students will also have exposure to electronics and application of electronics. With this as an evolving program, new tools and techniques will be added as available. Some projects will be assigned, while the design and completion of individual projects is strongly encouraged. There will be costs associated with some personal projects, but accommodations can be made.

World Language

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

SPANISH 1

Year Course; 9th, 10th, 11th, 12th

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

SPANISH 2

Year Course; 9th, 10th, 11th, 12th

Prerequisite: Spanish 1

Provision is made in this course for expansion of skills developed in Spanish 1. Advanced grammatical structures and extensive vocabulary are studied for the purpose of communication in the language. The student will also become better acquainted with cultural aspects of the Hispanic World.

SPANISH 3

Year Course; 10th, 11th, 12th

Prerequisite: Spanish 2

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

AP SPANISH

Year Course

Prerequisite: Spanish 1, 2 & 3 with 80% or higher in Spanish 3

Emphasis on communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. Engages students in an exploration of culture in both contemporary and historical contexts. Develop students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Van Buren Technology Center

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

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

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

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

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

Auto Body Technician Learn how to repair and paint automobiles.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pharmacy Technician Prepare to become a Certified Pharmacy Technician.

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

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

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

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

Van Buren Technology Center

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

College Credit Programs

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

To qualify, students must have:

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

Depending on the program, additional requirements may include:

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

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

Programs offering college credit include:

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

Job/Training – Placement Services

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

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

School-to-Work Program

DEFINITION:

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

ELIGIBILITY:

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

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

EVALUATION AND CREDIT

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

Dual Enrollment / Direct Credit

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

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

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

Guidelines for Dual Enrollment –

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

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

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

Academic Testing

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

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

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

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

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

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

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

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

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

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

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

NCAA Eligibility

Eligibility standards for playing Division sports in college.

Core Courses

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

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

Transferring Credit

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

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

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

Online Learner Readiness Rubric

Developed by
MICHIGAN VIRTUAL

Name

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology/Connectivity	Time Management	Interest/Motivation	Reading/Writing Skills	Support Services
	Student has little, if any, experience using a computer or the internet, and has minimal desire to develop more skills in this area.	Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5-10 hours per week on each online course.	Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support.	Student does not have consistent access to a computer and a reliable connection to the internet at home or at school.	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes.	Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning.	Student is reading at below grade level and has experienced difficulty with routine writing assignments.	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance.
	Student has limited experience using a computer and the internet, and has expressed a strong interest in developing more skills in this area.	Student has limited experience using a computer and the internet, and has expressed a strong interest in developing more skills in this area.	Student beginning to demonstrate a behavior of self-directed learning and sometimes requires real-time feedback from teachers regarding basic directions and follow up support.	Student has limited access to a computer with low-speed internet service at school or at home.	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes.	Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning.	Student is reading at grade level and has demonstrated limited proficiency with writing assignments.	Student support systems is limited, parents and school personnel are somewhat supportive of enrollment in online courses.
	Student has strong computer skills and more than adequate experience using a word processor, email application and web browser.	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits.	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support.	Student has consistent access to a computer with moderate-speed internet service at home or at school.	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes.	Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning.	Student is reading at or above grade level and has demonstrated success with a variety of writing assignments.	Student has open access to school-based mentoring/counseling service and parental support.
	Student has excellent computer skills and significant experience using a word processor, email application and web browser, and is comfortable downloading information from the internet and using other technology tools and applications.	Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course.	Student is a self-directed learner and demonstrates a high level of comfort and skill in completing new material without requiring real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity.	Student has daily access to a computer with high-speed internet service at home and a convenient location in the school building before, during and after regular school hours.	Student has demonstrated outstanding time management skills when participating in a variety of clubs, student organizations, sports and work activities.	Student has a strong interest in the content area of the online course offering, and has a high level of motivation to enroll in the online course and has a positive and realistic attitude toward online learning.	Student is reading above grade level, has strong reading skills and has demonstrated success with complex writing assignments.	Student has regularly scheduled access to school-based mentoring/counseling services and parental support. Strong district policies and identified best practices to support students as online learners.
Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:

Note: This rubric was not designed to be used as a tool to determine eligibility for enrollment in online courses, but instead to be used as a resource to help identify specific areas where students may need additional support to better ensure success.

Edgenuity Online Course Options

All online courses require a separate application and approval process. Online courses must be requested during the scheduling window and deadline. Students must meet with their counselor if wanting to take an online course.

English Language Arts

English Language Arts 9 A & B
 English Language Arts 10 A & B
 English Language Arts 11 A & B
 English Language Arts 12 A & B
 Literacy & Comprehension I A & B **
 Literacy & Comprehension II A & B **

Mathematics

Pre-Algebra A & B **
 Algebra 1 A & B
 Geometry A & B
 Algebra II A & B
 Pre-Calculus A & B
 Financial Math*
 Personal Finance*
 Concepts in Probability and Statistics A & B

Science

Physical Science A & B
 Biology A & B
 Chemistry A & B
 Physics A & B
 Environmental Science A & B

Social Studies

World History A & B
 US History A & B
 US Government *
 Economics A & B* (full-year course must be taken in 1 semester)
 Human Geography A & B (elective, must have passed US History, World History, Government, & Economics)

General Electives

Art History I *
 MI-Health *
 Intro to Art *
 Online learning & Digital Citizenship *
 Psychology A & B

Sociology *
 Strategies for Academic Success *
 3D Art I – Modeling *
 3D Art II – Animation *
 Career Planning & Development *
 Computer Applications: Office 2010 *
 Computer Science *
 Digital Arts *
 Engineering Design *
 Intro to Entrepreneurship *
 Intro to Coding *
 Health Science Concepts A & B
 Introduction to Business A & B
 Introductions to Health Science A & B
 Introduction to Information Technology A & B
 Medical Terminology *
 Microsoft Office Specialist A & B
 Foundations of Personal Wellness *

Advanced Placement®

Calculus AB
 English Language & Composition
 English Literature & Composition
 Environmental Science
 French Language & Culture
 Human Geography
 Psychology
 Spanish Language & Culture
 U.S. Government & Politics*
 U.S. History
 World History

Test Preparation

SAT
 PSAT
 ACT
 GED
 HISET
 TASC
 COMPASS
 ACCUPLACER

* Indicates a 1 semester course

** Indicates course option for students demonstrating need through an IEP



SOUTH HAVEN HIGH SCHOOL

600 Elkenburg Street • South Haven, MI • 49090

Phone: (269) 637-0500 • Fax: (269) 637-0516

Online Readiness Questionnaire (Please return to Student Success Center)

Student Information:

Student Name: (please print) _____ Date: _____

1. My access to technology is best described as:
 - I have a computer at home with internet access and I have my own email account
 - I have regular access to a computer with internet
 - I do not have a computer or an email address
2. My experience with discussion boards/online bulletin boards (Moodle, Blackboard, etc.) is:
 - I have used a discussion board for a class
 - I have accessed a discussion board but did not use it
 - I have never used a discussion board
3. My technology skills are best described as:
 - I am highly skilled with email, web browsers, word processing software, can download files, and create attachments
 - I have some experience with email, web browsers, and word processing software
 - I do not regularly use email, web browsers, and word processing software
4. When working with technology:
 - I am comfortable solving technology problems on my own with very little frustration
 - I am not comfortable solving technology problems and often need help
 - I get frustrated easily when technology problems occur and usually need help
5. When starting a new school lesson/unit:
 - I like to figure out the instructions myself using many different strategies, but will ask for help if needed
 - I will first try to follow directions, but often ask for help
 - I am most comfortable if directions are explained to me before attempting to figure them out
Myself
6. When I need help in class:
 - I feel comfortable asking questions and asking for help when I need it
 - I don't often ask questions of the teacher, but I will if I need it
 - I don't like to ask questions or ask for help
7. When it comes to completing school work:
 - I always get my assignments done on time or ahead of time
 - I mostly get my assignments done on time but sometimes I turn them in late
 - I often turn in late assignments

8. When it comes to reading and writing:

- I enjoy reading and writing and have confidence in my abilities
- I read well but I'm not comfortable expressing myself in writing
- I don't like reading and look for classes without a lot of writing assignments

9. I think an online class

- Will be a breeze and easy to complete
- May be difficult but I am capable of handling it
- Will be difficult for me and I will need a lot of help

10. Please state your goals for taking an online course. Let us know why you believe an online course would be a good educational fit for you. Share any background information that you feel is important.

Please complete this questionnaire and return it to your counselor along with your completed application.
Thank you!



SOUTH HAVEN HIGH SCHOOL

600 Elkenburg Street • South Haven, MI • 49090

Phone: (269) 637-0500 • Fax: (269) 637-0516

SHHS Virtual Learning Contract and Application Form

The purpose of an on-line course is to help students obtain a high school diploma and prepare for post-secondary education or the workforce. At the same time, it gives students the opportunity to explore technology as a tool for learning. The class will follow the same semester timelines as the traditional classroom version of the course, with progress due on a weekly basis. However, students are to complete the course requirements independently within those timelines. Because of the nature of online courses, it is important that the teacher, student, and parents agree to commit the time and energy needed to complete it successfully. There are set criteria for this class that must be met in order for the student to receive credit.

STUDENT READINESS

Student success in an online course is dependent on many factors. Academic ability, reading skills, computer skills, habits of mind, parent support, and technology access are among these essential factors. A student wishing to enroll in an online course must consult with their school counselor before making a decision about enrolling. Students must complete this online course contract and application prior to enrollment. This document must be signed by the student, parent/guardian, counselor, and superintendent or his designee. If the student has a 504 Plan or IEP, a signature from the district Special Education director or their designee must also be provided.

The following readiness factors should be considered prior to enrollment in an online course: (please refer to the Online Learner Readiness Rubric)

Academic Ability: Much of the content of an online course is conveyed through written material. It is therefore important students have strong analytical reading skills (proficient or advanced ELA scores on standardized assessments are recommended).

Computer Skills: Students should be comfortable working with a computer, navigating a website, and downloading/uploading documents. Strong typing skills are necessary. Students must be comfortable accessing and reading information on a computer for long periods, and have some basic ability to troubleshoot technical issues that may be encountered.

Habits of Mind: Online course work requires strong organizational and time management skills. Students must be independent, self-directed learners who are capable of staying on task while working from a virtual lab, home, or other remote location. Students must be committed to managing assignment due dates, and asking for help when they need assistance. Students must access the course on a daily basis and check email regularly for communications from the teacher.

Parent Support: Parent/guardian support is important to the success of online students. Parents must be aware of the online requirements, monitor work habits and progress, and ensure appropriate technology access at all times. Students should have someone who can provide technical assistance as necessary as well.

Technology Access: A student who is enrolled in our district virtual labs will have access to all appropriate technology in order to be successful. However, online learning often requires students to be able to access their courses from another remote location. Online students must therefore have access to a computer with a high-speed internet connection and a processor capable of downloading/uploading streaming video and large multimedia files. The computer should be equipped with a word processor (preferably Microsoft Word), web browser, speakers, and a USB headset with microphone.

Student Expectations

Ethics: Online students are expected to complete their own work at all times. If a student breaks this code of ethics, the Ethics Policy will be enforced, which will result in no credit for the assignment, assessment, or course. Violation of this section may result in the student being removed from the course and not receiving credit. A student must also read and acknowledge the district Acceptable Use Policy (AUP) regarding technology and the internet.

Communication: Students must also check email regularly for messages or updates from the instructor. It is the student's responsibility to contact the instructor should difficulties completing the coursework be experienced. Parents/guardians should also be in frequent contact with the instructor and inform him/her of any concerns with the course or learning problems that arise.

Attendance: Students may be asked to attend mandatory meetings or attend face-to-face contacts at school. Some students may be required to attend daily as in a traditional classroom. These requirements may be for orientation, pupil accounting requirements, or for proctored exams. If a student fails to meet the attendance requirements, they may be dropped from the class. Once a student is enrolled in a course, they must log into the course regularly. Students who are enrolled in the district's virtual learning lab are expected to attend class regularly, and be active in the course during the class hour; this means actively engaged in course activities including viewing content and completing assignments and assessments. Courses are designed for students to be actively engaged with the course work at least one hour per day per course, or more if needed to maintain pace for course completion by the end date. If a student does not stay on pace for course completion it is their responsibility to make up the time needed to complete the course on time. If a student fails to complete the course by the end date, the student will be in jeopardy of failing the course and will be dropped from enrollment. Students are then expected to re-enroll for the course in a traditional classroom setting.

VIRTUAL LEARNING APPLICATION

Student Name: (Please Print)		Date:
Date of Birth:	Grade (9-12) / school year when taking online course: Grade: _____ School Year: _____	
Student building of Enrollment	Student IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No	Student 504? <input type="checkbox"/> yes <input type="checkbox"/> No
Address:		
Student email:	Student Signature:	
Parent email:	Parent Signature:	
COURSE INFORMATION		
Course(s) Title: (list all that apply)	Subject: <input type="checkbox"/> Math <input type="checkbox"/> Ela <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other	
Course Provider: <input type="checkbox"/> Michigan Virtual <input type="checkbox"/> Edgenuity	Semester <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> Summer	
(Counselor to fill out this section)		
<input type="checkbox"/> Is course a district or state requirement? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Is the class aligned with student's goal for graduation? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Does the student possess the prerequisite skills for this course? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Is the rigor of this course sufficient for preparing students to be College, Career, and Life ready? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Does the student have an EDP on file (needed for more than 2 courses per semester) <input type="checkbox"/> YES <input type="checkbox"/> NO		
Course(s) Title: (list all that apply)	Subject: <input type="checkbox"/> Math <input type="checkbox"/> Ela <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other	
Course Provider: <input type="checkbox"/> Michigan Virtual <input type="checkbox"/> Edgenuity	Semester <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> Summer	
(Counselor to fill out this section)		
<input type="checkbox"/> Is course a district or state requirement? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Is the class aligned with student's goal for graduation? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Does the student possess the prerequisite skills for this course? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Is the rigor of this course sufficient for preparing students to be College, Career, and Life ready? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Does the student have an EDP on file (needed for more than 2 courses per semester) <input type="checkbox"/> YES <input type="checkbox"/> NO		
Reason for Interest in Online Course (check all that apply)		
<input type="checkbox"/> Accelerated Learning <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Course not offered at SHPS <input type="checkbox"/> Other: _____		

I have read this contract and understand once I am enrolled in virtual learning I am solely responsible for the completion of this course; my score earned in this course will be transferred into a grade and will appear on my transcript (HS course). My failure of any online course prevents me from registering for an online course in the future. I also understand that I may be responsible for any cost incurred by the district if I fail any course or fail to complete any course by the target date.

I understand that if I do not meet the criteria for virtual learning, I may be in jeopardy of not receiving credit for the class and be dropped from enrollment for the online course(s). **Application for virtual classes through Michigan Virtual must be turned in to the Student Success Center a minimum of 1 month prior to the start of the semester in which the class will be taken. For students seeking classes through Edgenuity, applications and all necessary documents must be received in the office for scheduling. (see the Student Success Center for exact dates).**

Student Initial: _____

Parent Initial: _____

Online Learning Course(s) 1st Semester Approved Not Approved

Notes:

Counselor Signature:

Administrator Signature: (SPED Director if applicable)

Online Learning Course(s) 2nd Semester Approved Not Approved

Notes:

Counselor Signature:

Administrator Signature: (SPED Director if applicable)

Office Use Only

Student's Name:
Date Received:
Meeting Date:
Received by ILC:



Honors ELA Application

Name of applicant: _____

Dear Student:

In order to make sound decisions in the selection process for admission to the ELA Honors Program, the Faculty Council would appreciate additional information on your academic history. Please fill out the following chart. In addition to this document, you must also submit two letters of recommendation from a faculty member or administrator (see provided form). Remember that the ELA Honors Programs will require students to complete a highly rigorous curriculum that will require studying, homework completion, essay writing, and analysis to be completed on their own time in addition to the time provided in class.

All incoming freshman must apply to be admitted to the HS ELA Honors Program, even if previously enrolled during 6-8 grade.

Current NWEA Score:	
---------------------	--

Current GPA:	
--------------	--

Previous ELA Grades	Current Semester	
	Previous Semester 1	
	Previous Semester 2	

Have you previously been enrolled in an Honors Level Course? YES NO

If yes, what was your overall grade _____

Personal Statement: Please attach a personal statement that addresses the questions below. (1 page maximum)

- Why should you be admitted to the Honors Program?
- How do you plan to handle the increase in rigor, expectations, and time commitment required for this program?
- Any additional information you would like the Faculty Council to know regarding your application.



Honors ELA Recommendation Form

Name of applicant: _____

Dear Teacher:

In order to make sound decisions in the selection process for admission to the ELA Honors Program, the Faculty Council would appreciate your candid assessment of this student. Please fill out the following chart. If you do not feel comfortable rating the student in a particular category, please leave that row blank. Your response should be as objective as possible.

	Below Average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	One of the top encountered in my career
Potential for growth						
Work ethic						
Honest and reliable						
Timely submission of assignments						
Respect for others						
Appropriate conduct						
Receptive to constructive criticism						
Ability to work cooperatively with peers						
Ability to follow through on commitments						
Ability to work independently						
Communicates effectively with teachers & peers						

In the space below or on a separate sheet of paper, please include any other information about this student that you think may be helpful to the Faculty Council during the selection process.

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

Name: _____ **Grade** _____ **Counselor** _____

Career Pathways / National Career Clusters

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

- | | |
|---|--|
| <ul style="list-style-type: none"> ❖ Arts & Communication Career Pathway <ul style="list-style-type: none"> ➤ Arts, A/V Technology & Communication ❖ Business, Management, Marketing & Technology Career Pathway <ul style="list-style-type: none"> ➤ Business, Management & Administration ➤ Finance ➤ Information Technology ➤ Marketing, Sales, & Service ❖ Engineering, Manufacturing, & Industrial Technology Career Pathway <ul style="list-style-type: none"> ➤ Architecture & Construction ➤ Manufacturing | <ul style="list-style-type: none"> ➤ Science, Technology, Engineering & Mathematics ➤ Transportation, Distribution & Logistics ❖ Health Science Career Pathway <ul style="list-style-type: none"> ➤ Health Science ❖ Human Services Career Pathway <ul style="list-style-type: none"> ➤ Education & Training ➤ Hospitality & Tourism ➤ Law, Public Safety, & Security ➤ Government & Public Services ❖ Natural Resources & Agriscience Career Pathway <ul style="list-style-type: none"> ➤ Agriculture, Food & Natural Resources |
|---|--|

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

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Health (1 semester) • P.E. or approved physical activity (1 semester) | <ul style="list-style-type: none"> • Visual, Performing and Applied Arts (1 year) • World language or an extra VPAA or Tech program (2 years) |
|--|---|

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

Extra Curricular Activities

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

Fall Sports

	Start Date
Girl's Golf (JV, Varsity)	August 8
Volleyball (9 th , JV, Varsity)	August 8
Fall Cheer (9 th , JV, Varsity)	August 8
Girl's Cross Country (JV, Varsity)	August 8
Girl's Swim (Varsity)	August 8
Boy's Cross Country (JV, Varsity)	August 8
Boy's Tennis (JV, Varsity)	August 8
Football (9 th , JV, Varsity)	August 6
Boy's Soccer (JV, Varsity)	August 8

Contact

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

Winter Sports

	Start Date
Girl's Basketball (JV, Varsity)	November 12
Boy's Basketball (9 th , JV, Varsity)	November 5
Boy's Swim (Varsity)	November 19
Wrestling (JV, Var.)	November 12
Boy's & Girls Bowling	November 12
Competitive Cheer	November 5

Mr. Joey Holland
 Mr. Larry Ash
 TBA
 Mr. Brad Adamson
 Mr. Skuza/Ms. Maryann Richmond
 Mrs. Jennifer Brooks

Spring Sports

	Start Date
Softball (JV, Varsity)	March 11
Girl's Tennis (JV, Varsity)	March 11
Girl's Soccer (JV, Varsity)	March 11
Girl's Track (Varsity)	March 11
Baseball (JV, Varsity)	March 11
Boy's Golf (JV, Varsity)	March 11
Boy's Track (Varsity)	March 11

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

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

OTHER ACTIVITIES

Academic Organizations:

First Robotics
 History Club
 National Honor Society
 Quiz Bowl
 Science Olympiad

Service Organization

Class Officers
 Key Club
 Youth Advisory Committee
 Student Senate

Activities Organizations

Critic Newspaper
 Diversity Club
 Equestrian Club
 Fellowship of Christian Athletes
 Ski Club
 Step Team

Fine Arts

Fall Play
 Art Club
 Musical

Timeline/Sign ups

Fall
 Fall
 Criteria-Based Membership
 Fall
 Late Fall

Elections in September
 September
 September
 Elections in Spring

All Year
 Fall
 Fall
 Fall
 Winter
 Spring

Tryouts: September
 Fall
 Tryouts: December

Advisor

Mr. Dee/Mrs. Wise
 Ms. Shepard
 Ms. Day
 Mr. Milliron
 Mr. Stap

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

Mr. Milliron
 Mrs. Wilkins
 Ms. Solina Warren
 TBD
 Mr. Miles
 Ms. Day

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