

# Academic Information and Course Descriptions

## Table of Contents

<i>Course Listings.....</i>	<i>2</i>
<i>Graduation Requirements.....</i>	<i>3</i>
<i>Testing Out.....</i>	<i>3</i>
<i>Zero Period.....</i>	<i>4</i>
<i>Honors Classes.....</i>	<i>4</i>
<i>Advanced Placement Classes....</i>	<i>4</i>
<i>Honors/AP GPA Requirements..</i>	<i>4</i>
<i>Direct Credit.....</i>	<i>4</i>
<i>Dual Enrollment.....</i>	<i>5</i>
<i>Online Learning.....</i>	<i>5</i>
<i>Web-Based Online Courses.....</i>	<i>5</i>
<i>Schedule Changes.....</i>	<i>6</i>
<i>Repeating a Class.....</i>	<i>6</i>
<i>Auditing a Class.....</i>	<i>6</i>
<i>Grading Scale.....</i>	<i>7</i>
<i>Attendance Cap Comp Out.....</i>	<i>7</i>
<i>Weighted Grades.....</i>	<i>7</i>
<i>Report Card Distribution.....</i>	<i>7</i>
<i>Parent Internet Viewer.....</i>	<i>7</i>
<i>Honor Graduates.....</i>	<i>7</i>
<i>Honor Roll.....</i>	<i>8</i>
<i>Academic Letter.....</i>	<i>8</i>
<i>NCAA.....</i>	<i>8</i>
<i>Four-Year Course of Study.....</i>	<i>8</i>
<i>Tips for College Admission.....</i>	<i>9</i>
<i>Non-Discrimination Policy.....</i>	<i>9</i>
<i>Standardized Tests.....</i>	<i>10</i>
<i>Career Pathways.....</i>	<i>11</i>
<i>Arts (Visual/Arts)Department.....</i>	<i>12</i>
<i>Business Department.....</i>	<i>14</i>
<i>Fine Arts Department.....</i>	<i>16</i>
<i>Industrial Tech. Dept.....</i>	<i>18</i>
<i>Language Arts Dept.....</i>	<i>21</i>
<i>Life Management Dept.....</i>	<i>24</i>
<i>Math Department.....</i>	<i>25</i>
<i>Physical/Health Educ. Dept.....</i>	<i>28</i>
<i>Science Department.....</i>	<i>30</i>
<i>Social Studies Department.....</i>	<i>34</i>
<i>World Language Dept.....</i>	<i>36</i>
<i>CTE Courses.....</i>	<i>38</i>
<i>School-To-Work.....</i>	<i>39</i>
<i>Work Experience.....</i>	<i>39</i>
<i>Independent Study.....</i>	<i>39</i>
<i>Special Education.....</i>	<i>39</i>
<i>Summer School Opportunities.....</i>	<i>39</i>
<i>Four Year Plan.....</i>	<i>40</i>

2011 – 2012

## St. Joseph High School



***Home of the Bears***

**"Committed to Excellence"**

### MISSION STATEMENT:

Our mission as a school community is to empower students through education. We achieve this goal by developing higher-level thinking skills to inspire students to become life-long learners.

- Through education
- Empower
- All students by
- Creating life-long learners with
- Higher-level thinking skills

### St. Joseph High School

2521 Stadium Drive, St. Joseph, MI 49085  
Phone: (269) 926-3200 | Fax (269) 926-3203  
Website: <http://sjschools.org/highschool>

### St. Joseph Public Schools Board of Education

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### Counselors (269) 926-3210

Susan Schweir—Student Last Names A-G  
Tracy Wagner—Student Last Names H-P  
Mitzi Tompkins—Student Last Names Q-Z

**ART**

Art 1  
Art 2  
Art 3  
Art 4  
Art 5  
Art 6  
Art 7  
Art 8  
Art 9

**BUSINESS EDUCATION**

Applied Business Tech 1 MS1  
Applied Business Tech 2 MS2  
Finance Academy 1  
Finance Academy 2  
Personal Finance MS3  
Web Page Design  
Marketing 1  
Marketing 2  
Marketing 3  
Marketing 4

**FINE ARTS**

Freshman Choir  
Chorale  
Concert Choir  
Music Theory/Appreciation 1-2  
Band  
Philharmonia Orchestra  
Symphony Orchestra  
Chamber Orchestra

**INDUSTRIAL TECHNOLOGY**

Introduction to Comp. Aided Design (CAD)  
Architectural Drafting and Design  
Engineering Drafting and Design  
Graphic Arts  
Metals Technology  
Welding Technology  
Machine Tool 1-2  
Machine Tool 3-4  
Welding and Cutting 1-2  
Introduction to Furniture Making  
Cabinetmaking  
Cont. Furniture Design & Constr.

**ONLINE LEARNING**

"Bear Essentials"

**LANGUAGE ARTS**

English 9  
H English 9  
English 10  
H English 10  
English 11  
H English 11  
English 12

**Electives**

College Writing  
AP Literature  
College Literature  
Journalism 1  
Journalism 2  
Yearbook  
Language Arts Learning Lab

**LIFE MANAGEMENT**

Foods and Nutrition  
Intro. to Culinary Arts  
Family Life Issues  
Child Study/Parenting  
Life Management

**MATHEMATICS**

Foundations Algebra 1  
Essential Geometry  
Algebra 1  
Algebra 2A  
Algebra 2B  
Algebra 2  
H Algebra 2  
Geometry  
H Geometry  
Functions, Stats and Trig  
H Trig/Pre-Calculus  
Pre-Calc/Discrete Mathematics  
AP Statistics  
AP Calculus AB  
AP Calculus BC  
Math Learning Lab

**PHYSICAL EDUCATION**

Physical Education—9th Grade  
Health Education—9th Grade  
Adv. PE - Co-ed (Interscholastic Sports)  
Individual Fitness  
Team Sports

**SCIENCE**

Foundations of Physics  
Foundations of Biology  
Biology  
H Biology  
Comparative Anatomy & Physiology  
AP Biology  
Chemistry  
H Chemistry  
AP Chemistry  
Topics in Science  
Physics  
H Physics  
AP Physics  
Geology  
Forensic Science  
Science Learning Lab

**SOCIAL STUDIES**

American Civics  
Economics  
US History/Geography  
AP US History/Geography  
World History 1/Geography  
World History 2/Geography  
AP Prin. Of Macro Economics  
Law and Society  
Intro to Psychology  
Intro to Sociology  
Social Studies Learning Lab

**WORLD LANGUAGES**

French 1  
French 2  
French 3  
French 4  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
Latin 1  
Latin 2  
Latin 3  
Latin 4

**OTHER COURSES**

Independent Study  
Work Experience  
School-to-Work  
Berrien County Career and Technical Ed.  
Consortium

H - Denotes Honors

AP - Denotes Advanced Placement

Below is a list of some of the colleges and universities SJHS students have enrolled in over the past five years:

Albion College, Arizona State University, Ball State University, Belmont, Brigham Young Univ., Carleton College, Central Michigan University, DePauw University, Grand Valley State Univ., Harvard, Hope College, Indiana University, Kalamazoo College, Michigan State University, Michigan Tech, Middlebury, Northern Michigan University, Pepperdine, Purdue University, Taylor University, University of Michigan, University of Notre Dame, Vanderbilt, Washington University, Western Michigan University, Westmont

**GRADUATION REQUIREMENTS**

Graduation from St. Joseph High School requires that a student earn a total of 22-1/2 units of credit. One-half unit of credit is received for successful completion (passing grade) of one semester’s work in a subject. All subjects are credited equally for graduation.

Students must fulfill the **Michigan Merit Curriculum (MMC)** requirement during the course of their educational tenure (K-12) to receive a St. Joseph diploma. The 22-1/2 required units shall include at least the following:

- English.....4 credits
- Math.....4 credits  
*(Algebra I, Geometry, Algebra II, 1 additional math in the senior year)*
- Science.....3 credits  
*(Biology, Chemistry or Physics, 1 additional science)*
- Social Studies.....3 credits  
*(Civics/Econ, U.S. History, World History)*
- P.E./Health.....1 credit
- Visual Performing Applied Arts.....1 credit
- Completion of on-line learning experience (see “Bear Essentials”).

Electives to reach the total of 22-1/2 credits. Eight semesters of full time attendance in high school are also required. All students will be required to participate in the Michigan Merit Exam (MME) in the 11th grade.

Courses taken before high school may count toward MMC credit if they are qualifying courses.

**NOTE:**

Personal curriculum modifications are possible as identified through Michigan Department of Education. All modifications must be arranged and approved through the student’s counselor.

Alternative courses may be added to fulfill Michigan Merit Curriculum requirements. These courses are identified in the course descriptions.

**NOTE:** Special Education Students: The Individualized Education Plan (IEP) shall identify the appropriate course or courses of study and identify the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements, or in a Personal Curriculum, and meet the requirements for a high school diploma.

**CLARIFICATION OF GRADUATION REQUIREMENTS**

**A student must meet/complete ALL graduation requirements to participate in the graduation ceremony.**

**Physical Education Waiver – Physical Disability:**

Intended for students with physical disabilities, the school counselor must have a copy of the doctor’s excuse, which must be renewed each year. Disabled students are REQUIRED to complete the Health component of PE/Health.

**Transfer Students:**

Transfer students who come to St. Joseph High School at the beginning of the 12<sup>th</sup> grade year have two options. They may earn credits at St. Joseph High School so that those credits will transfer back to their previous school, with the previous school awarding the diploma, or they may earn a St. Joseph High School diploma if they meet all graduation requirements. Students receiving their diplomas from their previous schools may participate in St. Joseph High School’s graduation ceremony if all classes are passed.

To receive St. Joseph High School credit, the transfer program of study must be approved by the high school principal who is the delegated authority to evaluate units of credit earned from other programs of study.

**TESTING OUT**

State Aid Act 380.1279b allows a student to test out of a course on a pass/fail basis.

Guidelines for Testing Out

- Student must receive a C+ or better on a comprehensive course examination (includes semester final tests and portfolio assignments) to fulfill a requirement for graduation or a prerequisite for a course sequence.
- A “CR” will be entered on the transcript, instead of a grade, if the student receives a C+ or better on the test.
- The course will not be computed in the student’s GPA.
- Student can only attempt to test out of a specific class one time.

**NOTE:** Comprehensive course examinations include both semester tests (first and second semester) or comparable tests given to enrolled students. Tests assess the MDE HSCE’s and may take up to three hours to complete. Some courses may also require completion of a portfolio or major project as assigned by the instructor.

Timeline for Testing Out For Following School Year

- The student must obtain a Test Out Request form from his/her counselor and submit it with appropriate signatures by **Friday, May 6, 2011** to enable teachers to accumulate materials before the end of the school year.
- The student may obtain course material from a

designated teacher the last week of May.

- The student will contact the principal's office during the **first week of August** to set up an appointment to take the comprehensive examination during the **second or third week of August**.
- Test results are provided to students as quickly as possible upon the return of teachers to school – preferably before or during the first week of the school year.

### **ZERO PERIOD**

Zero hour provides the student opportunity to take seven classes per day. Zero hour runs from 7:00 a.m. to 7:55 a.m. daily. The Board of Education, Superintendent, and Administration will determine on an annual basis the number of "0" hour classes that will be offered as dictated by financial budget. Pending approval, zero hour class offerings will be identified on course selection materials.

Please be aware that students must provide their own transportation to zero hour. Students who select a zero hour option are expected to commit for the length of the course.

### **FOUNDATION CLASSES**

Foundation classes are available to students who have difficulty experiencing academic success in the regular classroom setting. Placement in Foundation classes is by teacher and/or counselor recommendation through the use of assessment data. Foundation classes are designed to cover high school content expectations while focusing on skills needed for the Michigan Merit Exam/ACT. It should be noted that foundation classes do not meet requirements of NCAA (see page 6).

### **HONORS AND AP COURSES**

#### AP Courses

Advanced Placement (AP) classes, administered by the College Board and taught at local high schools, allow students the opportunity to participate in college level courses and earn college credit while still in high school. AP courses are taught by specially trained teachers who follow college curriculum approved by the College Board. At the conclusion of the course, the student has the option to take the appropriate AP exam. Depending on the result and the college or university, the course may count for college credit. Students who know where they plan to attend college in the future should check on the acceptance of the AP course with the institution. There is a fee for the exam and it is administered at St. Joseph

High School in May.

#### Honors Courses

Honors courses have been developed for motivated students interested in increasing the rigor of the course.

Students choosing to enroll in AP or Honors courses must be able to work independently, should expect rigor in the course, and make a commitment to remain in the class for the entire year.

To enroll in an Honors or AP class, a student must complete an Honors/AP application (even if already in an Honors/AP class) available during Class Meetings in January. A student's application is approved based on any one of the following:

- Student has a GPA of 3.8 (unweighted) or better in the particular subject area, or
- Student has a core academic cumulative GPA of
 

8 <sup>th</sup> Grade	3.5 and teacher approval
9 <sup>th</sup> Grade	3.3 or better
10 <sup>th</sup> Grade	3.4 or better
11 <sup>th</sup> Grade	3.5 or better, or
- Teacher recommends approval based on standardized test scores (NWEA, EXPLORE, PLAN, ACT, COMPASS, etc.), or
- Committee decision based upon consideration of all the above.

### **DIRECT CREDIT COURSES**

These courses articulate between St. Joseph High School and higher academic educational institutions for college credit. These classes are offered at our high school during the regular school day and taught by high school teachers who have been credentialed as adjunct college instructors. The curriculum has been approved by the higher academic institution to receive credit. Students taking these courses have the option of registering for college credit at a discounted rate. Students must have acceptable ACT, SAT, PLAN, or Compass Test scores in order to register. Courses currently offered for Direct Credit are identified within the Course Description.

Students are strongly encouraged to look at the following websites to see how credit transfers to Michigan Colleges or Universities:

[www.macrao.org](http://www.macrao.org) or  
[www.michigantransfernet.org](http://www.michigantransfernet.org)

Students who know where they plan to attend college

after high school should check with that particular institution to see how the credit transfers.

Note: Students automatically are eligible for a scholarship at Lake Michigan College if they meet the following criteria:

- 3.0 LMC credits
- 3.0 GPA or above in LMC classes
- 3.0 cumulative GPA at SJHS

**DUAL ENROLLMENT**

Dual Enrollment is an educational opportunity designed by law that provides an option for 11<sup>th</sup> and 12<sup>th</sup> grade students to expand their opportunities in high school by simultaneously enrolling in college. Students may take classes for college credit, high school credit, or both. Activity courses or courses that are currently taught at St. Joseph public schools may not be taken for dual enrollment. Students may petition the Principal in the case of a direct schedule conflict.

A student may take either one or two semesters of courses at a qualifying institution if they have Principal approval and they meet readiness assessment scores on either the PSAT, PLAN, ACT, or the Michigan Merit Exam. Qualifying scores are as follows:

Test	Test Section	Content Area	Score
PSAT	Critical Reading	Reading	44
	Writing Skills	Writing	49
	Mathematics	Mathematics	45
PLAN	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
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

A student may apply for a dual enrollment class by picking up a dual enrollment application from their Guidance counselor. Students may exchange a three credit college class for one high school semester class. St. Joseph Public Schools is mandated by law to pay a portion of the college tuition based on a State formula. Any amounts not covered, would be the responsibility of the student or parent/guardian. If a student fails a dual enrollment class, they must reimburse the school system for the dual enrollment fees.

**ONLINE LEARNING EXPERIENCE (Fulfilling MMC Graduation Expectation)**

A quality online learning experience is a combination of structured, sustained, integrated, and meaningful web-based learning activities. A student who has been successful in this type of experience should develop competency for being able to learn in a virtual environment (life long learning). Throughout grades 6 – 12, students are required to complete a minimum of 20 hours.

“**BEAR ESSENTIALS**” is a compilation of on-line learning experiences that a student encounters at St. Joseph Public Schools from grades 6 – 12. Through a collection of rich and diverse online learning experiences over time, a student is empowered to be productive in these types of learning experiences beyond school and into continuing education or the work place. The “Bear Essentials” are incorporated into and are continuing to grow within the framework of all courses that students take. A variety of experiences include: webquests, blogs, wiki’s, podcasts, videocasts, Book Trailers, RSS Feeds, Learning Management Systems, Online Research, Electronic Portfolio’s, Digital Story-telling, On-Line Resource validations, interactive discussions with teacher’s, interactive discussions with students, Online Field Trips, Online Simulations, Test Preparation Tools, Online Projects, Online Assignments and Career Planning Tools.

**WEB BASED - ONLINE COURSES**

Web-based instruction provides schools and students a cost-effective opportunity from a variety of providers to meet the new high school graduation requirements. These opportunities enhance local curriculum and support diverse learning styles. Through web based online learning courses, students will access and complete assignments, practice exercises, quizzes, and tests completely online, allowing for continuous feedback. Students can interact with classmates and the instructor through online discussion groups. Access to quality online curriculum and classroom support is provided. Web-based instruction is very challenging and time intensive. Students should expect to spend **more** time on these courses than their regular courses. Students who have success in online learning are usually:

- Self-motivated
- Independent Learners
- Strong written communicators
- Internet and computer literate
- Problem solvers

St. Joseph High School may provide students access to

online courses to expand curriculum offerings, to alleviate schedule conflicts, or in the unfortunate event that a student is homebound. Most on-line courses will be done through GenNET, a Berrien RESA supported program that houses a variety of hosts with courses in general education, honors, advanced placement, world languages, etc., and are designed to fulfill the MMC requirements. Other online carriers may be considered. Students may not take current St. Joseph High School courses online without special permission from the Principal.

Students interested in an online course should contact their Guidance Counselor for an application. The application must be approved by the Principal. Courses taken beyond the length of the regular school day will be the responsibility of the student or parent/guardian for cost. Courses provided to students in lieu of courses taken during the regular day will be paid for by the district and students will be provided a seat time waiver if they so choose. All students taking online courses will be assigned a mentor from the district.

### **Credit Recovery**

If a student has failed a required class that is needed as a graduation requirement or has failed classes and is behind in his/her total credits, he or she may, with prior approval from the counselor, take a class through summer school, night school, Michigan Virtual High School, or Nova Net internet-based learning summer school, GenNET Online Learning, or other approved courses.

The name of the class and indication of Credit/No Credit are entered on the SJHS transcript but not computed in the GPA.

Students in need of credit are also offered a Zero Hour NovaNET based remediation or credit recovery during 2nd semester and summer school. This type of online learning is used to assist students in completing course work. Students are recommended to these programs by instructors or counselors.

### **SCHEDULE CHANGES**

The following criteria is used:

1. Schedule changes are only made for these reasons:
  - a. incorrect placement in course
  - b. a health issue
  - c. lack of prerequisite
  - d. failure of a year-long or semester class
  - e. teacher request (with administrative or counselor approval)
2. A schedule change cannot create an overload in another class.
3. A completed Schedule Change Request form must

be submitted (forms are available in the Guidance Office). Where changes are allowed, the student will receive a new schedule. Until such time, the student must follow the original schedule.

### **REPEATING A CLASS**

If a student repeats a class:

1. Elective credit is awarded for first course taken.
2. The grade for the repeated course will be used to fulfill course graduation requirements. It is important that the student discuss this with his/her counselor before scheduling to repeat a class.
3. Both grades are used in computing GPA.

### **AUDITING A CLASS**

- Students are permitted to audit one class per semester.
- Only Juniors and Seniors are allowed to audit classes. (Exception: 9th and 10th grade students enrolled in a "Zero Period" class may choose the audit option.
- The student must obtain a contract form from counselor.
- The student must state the reason.
- Successful audit of a class will be a "NM" on the report card and credit will not be issued.
- A course required for graduation cannot be audited because credit is not given for an audit.
- Students should be aware that colleges do not accept audits as credit. Example: Colleges will not accept Physics as a class the student has completed if it is listed as an audit on the student's transcript.
- Students should be aware that the audited class cannot be counted as a prerequisite for a more advanced class.
- Students must be taking five (5) classes for credit to be allowed to audit. The audit class is in addition to the five (5) credit courses.
- The student must complete all work assigned in the class and take all tests and exams. In other words, a student must do all the work expected of other students in the class at a successful level of achievement.
- If the student is not maintaining a responsible attitude in the class, an "F" grade will result, and this will be counted against the grade point average. Before this happens it is expected that the teacher will have warned the student of the problem and sent home a letter indicating that the student was not living up to the audit contract.
- The decision to audit a class is final after the audit contract has been signed. The student cannot

request to reverse that decision and receive a grade.

- It is recommended that the student indicate the desire to audit a class when signing up for that class. The audit contract must be completed and submitted to the counselor by the sixth (6th) Friday of the semester of the audit.
- The teacher may make the recommendation that the student audit the class.
- Students who audit a class one (1) time may take the course the second time for credit.
- If there is a large class, the student taking the class for credit will be assigned to the class in preference to the student auditing the class.

**GRADING SCALE**

A = 4.0	C+ = 2.333	D- = .667
A- = 3.667	C = 2.0	F = 0
B+ = 3.333	C- = 1.667	CR "Credit"
B = 3.0	D+ = 1.333	N "No Mark" = 0
B- = 2.667	D = 1.0	

A semester grade includes both marking period grades (40% each) and the final test (20%). A student must pass a minimum of 60% of the course to receive credit in the course. Anything less than 60% results in a semester grade of "F". (EXAMPLE: A student must pass at least one marking period and the semester test OR pass both marking periods to receive credit in the course.) If a student fails a marking period due to lack of attendance, the student remains in the course for the next marking period in an effort to earn semester credit, pending the decision of an administrator and teacher.

When an "I" (Incomplete) grade is received, the student has five (5) days following the distribution of report cards to make arrangements with the teacher to make up the work, or the grade is changed to an F. Under extenuating circumstances, the teacher may extend this period.

**ATTENDANCE CAP COMP OUT**

The responsibility for good attendance rests primarily with students and parents. Our staff will make every effort to encourage good attendance, make students and parents aware of poor or inconsistent attendance, and help students correct problems that might lead to excessive absences.

A student who surpasses the 10 allowable absences per semester (11+) will be required to comp out of the semester for credit. This will require the student to successfully complete an attendance portfolio from that point forward through the end of the semester, including

daily assignments, homework, labs, etc. (as defined by the teacher). If the portfolio is complete, the student will be given the opportunity to take the final exam. For the student to pass the semester, a C+ or better must be earned on the final exam. See the Student Handbook under Attendance Cap.

**WEIGHTED GRADES**

Weighted grades will be calculated and reported on the transcript along with the unweighted GPA for college admission and scholarship purposes. Students will receive a .5 addition for honors courses, and a 1.0 addition for AP courses. The unweighted GPA will be used for all internal school awards and standings, as St. Joseph High School remains an officially unweighted school.

**REPORT CARD DISTRIBUTION**

Report cards are issued at the end of each marking period. There are four (4) report cards per school year. The first report card is distributed at Parent/Teacher Conferences. If report cards are not picked up during conferences, students are instructed to pick up their report card in the Guidance Office. The next two are distributed to students. The final report card is mailed directly to the home approximately two weeks following the close of school (unless there are unpaid fines or fees).

**PARENT INTERNET VIEWER**

Progress Reports are available to parents on a daily basis through Parent Internet Viewer. Access information is distributed at Back to School Night at the beginning of the school year. Further questions can be answered by the Technology Director at 269-926-3245.

**HONOR GRADUATES**

Graduating seniors who have a cumulative grade point average of 3.50 or better are designated as Honor Graduates and wear special braided cords during graduation ceremonies.

The names and grade point averages for Honor Graduates are released to newspapers and other media approximately four weeks before the end of the school year.

**HONOR ROLL**

The Honor Roll is published at the end of each semester. The Maize Honor Roll covers GPA's 4.00 through 3.50. The Blue Honor Roll covers GPA's of 3.49 through 3.00. An asterisk is used to denote 4.00 students.

**ACADEMIC LETTER**

Requirements: A student must have a 3.80 average or better for each semester during the school year. The Academic Letter is awarded only for classes taken at St. Joseph High School.

Exception: A student who is taking college courses must be carrying a combination of high school courses and college courses to equal three (3) units of credit per semester to be considered for an Academic Letter.

**A student must earn three (3) units of credit each semester or six (6) units of credit for the year. Auditing a class and Work Experience eliminate a student's eligibility for an Academic Letter.**

Exception: Students enrolled in a "Zero Period" class may have one class or one unit of credit that could be an Audit or Work Experience for one period and still be eligible for an Academic Letter.

Senior Academic Letter Awards are based on the first semester and the first marking period of the second semester. If a senior misses the academic letter based on the first nine weeks of the 2<sup>nd</sup> semester and obtains a 3.8 at the end of the eighth semester, the letter is awarded after graduation. It is the student's responsibility to notify the school if this happens.

**NCAA AND NAIA ATHLETIC ELIGIBILITY REGULATIONS FOR COLLEGE BOUND STUDENTS/ATHLETES**

The National Collegiate Athletic Association (NCAA) is a voluntary organization through which the nation's colleges and universities govern their athletics programs. In order for an athlete to be eligible to participate in Division I or Division II college athletics, he or she must meet minimal core course eligibility standards as follows:

**DIVISION I****16 Core-Course Rule**

- 4 years of English
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 years of additional English, Mathematics or Natural/Physical Science.
- 2 years of Social Science.
- 4 years of additional courses (from any area above, World Language or nondoctrinal Religion/Philosophy).

**DIVISION II****14 Core-Course Rule**

- 3 years of English
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, Mathematics or Natural/Physical Science.
- 2 years of Social Science.
- 3 years of additional courses (from any area above, World Language or nondoctrinal Religion/Philosophy).

ACT/SAT scores are also included in eligibility requirements.

For more information, go to [www.ncaa.org](http://www.ncaa.org) or call toll free: 877-622-2321.

**FOUR YEAR COURSE OF STUDY**

Following are four different courses of study to guide students in making course selections. When making academic choices, it is important for students to have realistic perceptions of their abilities and make selections accordingly. The indicated average GPA and ACT score are general guidelines.

**I. MOST SELECTIVE COLLEGES****ACT 28—32****GPA 3.7—4.0**

- 4 years of English – English 9, 10, 11, and 2 semesters of strong college prep electives
- 4 years of Math or more – Students need to take the most rigorous courses possible
- 3 Lab Sciences (minimum) – Students need to take the most rigorous courses possible
- 3 years of Social Studies – US History, Civics/ Economics, World History
- 2-4 years of a World Language
- (AP and Honors courses highly recommended)

**II. SELECTIVE COLLEGES**

**ACT 24—27**

**GPA 3.4—3.7**

- 4 years of English – English 9, 10, 11 and 2 semesters of strong college prep electives
- 4 years of Math (minimum) – Algebra 1, Geometry, Algebra 2, FST or PDM
- 3 years of Social Studies – US History, Civics/ Economics, World History
- 3 years of Science – Biology, Chemistry and Physics, Anatomy and Physiology
- 2-4 years of a World Language is encouraged and in some cases required
- (AP and Honors courses suggested)

**III. MODERATELY SELECTIVE COLLEGES**

**ACT 20—23**

**GPA 2.5**

- 4 years of English – 9, 10, 11 and 2 semesters of college prep electives
- 4 years of Math – Algebra 1, Geometry, Algebra 2
- 3 years of Science – Geology, Biology and Chemistry
- 3 years of Social Studies – US History, Civics/ Economics, World History
- 2 years of a World Language is encouraged, and in some cases required

**IV. OPEN ENROLLMENT**

**COMMUNITY COLLEGE, BUSINESS SCHOOL, TRADE SCHOOL OR APPRENTICESHIP PROGRAMS**

Completion of Michigan Merit Curriculum requirements. Students should take classes within the department of their major field or interest area.

**TIPS FOR COLLEGE ADMISSION**

Colleges consider the following areas when reviewing college applications for admission:

1. The high school academic record is the most important. This includes:
  - College prep classes (5 academic areas: English, Math, Science, Social Studies and World Language).
  - Level and rigor of courses such as Honors and AP courses completed.
  - Grade point average and rank in class.
2. Test Scores – ACT and/or SAT
3. Recommendations from high school teachers and/or counselors (which include student’s character and personality). Students **MUST allow at least one week when requesting a recommendation.**
4. Extracurricular activities
5. Community Service

It is suggested that students begin the college search early in the high school career to assist in making college/work plans. A VERY valuable resource is the Internet. All colleges have websites with extensive information about their schools, and many offer the option of requesting information and/or applying on-line. If Internet access is not available, both parents and students are welcome to access the Internet in our High School Media Center.

Limited college literature is available in the Guidance Office, however, the most up-to-date information is available through the internet.

**NOTICE REGARDING NON-DISCRIMINATION POLICY**

It is the policy of St. Joseph Public School District not to discriminate on the basis of race, color, religion, national origin, sex, age, marital status, height, weight, or disability in its employment practice as well as its educational programs, activities, and services. The Board reaffirms its policy to comply with Title VI, The Age Act of 1975, The Americans with Disabilities Act of 1990, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliot-Larson Civil Rights Act, and all other applicable federal and state laws and regulations prohibiting discrimination.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Title IX Coordinator  
 Superintendent  
 St. Joseph Public Schools  
 3275 Lincoln Avenue  
 St. Joseph, MI 49085  
 269-926-3100

Inquiries regarding compliance with Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Age Act of 1975, should be directed to:

Section 504 Coordinator  
 St. Joseph Public Schools  
 3275 Lincoln Avenue  
 St. Joseph, MI 49085  
 269-926-3100

**A GUIDE TO ST. JOSEPH HIGH SCHOOL STANDARDIZED TESTS**

TEST	WHEN	TEST DESCRIPTION	DATES
<b>MEAP Social Studies Test</b>	9 <sup>th</sup> Grade	Administered to all 9 <sup>th</sup> graders during the school day. It assesses required state benchmarks in Social Studies.	Mid-October
<b>PLAN</b>	10 <sup>th</sup> Grade	PLAN is a "pre-ACT" test. The results provide students important information regarding their academic and career strengths and an idea of how they will score on the ACT.	Mid-October
<b>PSAT</b>	10 <sup>th</sup> /11 <sup>th</sup> Grade	PSAT is a "pre-SAT" test that is offered to interested students. For sophomores, this is a practice test that measures critical reading, math and writing skills. For juniors, the results of the PSAT test are used for qualifying scores for all National Merit Scholarship Programs. Students may sign up for this test in the Guidance Office.	October
<b>MME (Michigan Merit Exam)</b>	11 <sup>th</sup> Grade	Required for all 11 <sup>th</sup> graders in order to graduate. Administered over a 3-day period. Day one is the ACT Test Plus Writing, Work Keys, Michigan social studies and math tests. Results of the MME determine which seniors receive the Michigan Promise Scholarship during the first years of college. ( <a href="http://www.michigan.gov/promise">http://www.michigan.gov/promise</a> )	March
<b>ACT Test * National Test</b>	11 <sup>th</sup> /12 <sup>th</sup> Grade	ACT or SAT is required for all students applying to four year colleges. Juniors are STRONGLY advised to take the ACT test at least one additional time beyond taking it as part of the MME. Pre-registration required: online or registration forms available in the Guidance Office.	Fall/Spring
<b>SAT Test * National Test</b>	11 <sup>th</sup> /12 <sup>th</sup> Grade	ACT or SAT is required for all students applying to four year colleges. Pre-registration required: online or registration forms available in the Guidance Office.	Fall/Spring
<b>Advanced Placement</b>	10 <sup>th</sup> -12 <sup>th</sup> Grade	This test covers the entire year of AP material for a course. College credit may be earned if a qualifying score is achieved and if AP credit is accepted by a post-secondary institution. Students register in advance in the Guidance Office.	Mid-May

**2011-2012 NATIONAL TEST DATES**

ACT	SAT	PSAT	ADV PLACEMENT
September 10, 2011	October 8, 2011	October 15, 2011	First Two Weeks of
October 22, 2011	November 5, 2011		May 2012
December 10, 2012	December 3, 2011		
February 11, 2012	January 21, 2012		
April 14, 2012	March 10, 2012		
June 9, 2012	May 5, 2012		
	June 2, 2012		

See registration materials for registration due dates.

Not all national test dates will be scheduled at St. Joseph High School. Please check registration information for all dates.

**Michigan Merit Exam:** Class of 2012—March 1-3, 2011; Class of 2013—March 6-8, 2012

**CAREER PATHWAYS**

<b>ARTS AND COMMUNICATION</b>			
<b>PATHWAY DESCRIPTION</b>	<b>IS THIS CAREER FOR YOU?</b>	<b>CAREER CATEGORIES</b>	<b>SJHS COURSES</b>
Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic I, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories?	Advertising & Public Relations Creative Writing Film Production Foreign Languages Journalism Radio/TV Broadcasting	Music Theory/Appreciation, Band, Choir, Orchestra, Art, Graphic Arts, CAD, Applied Business Tech, Web Page Design, Yearbook, Journalism, Economics, Law and Society, College Writing
<b>BUSINESS, MANAGEMENT, MARKETING, AND TECHNOLOGY</b>			
<b>PATHWAY DESCRIPTION</b>	<b>IS THIS CAREER FOR YOU?</b>	<b>CAREER CATEGORIES</b>	<b>SJHS COURSES</b>
Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.	Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product?	Accounting Office Administration Business Ownership Economics Personnel Hospitality/Tourism Mgmt. Computer/Information Systems Marketing/Sales Finance	Applied Business Tech, Finance Academy, Marketing, Personal Finance, Economics, Journalism, CISCO, Web Page Design, Office Tech Intern
<b>ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY</b>			
<b>PATHWAY DESCRIPTION</b>	<b>IS THIS CAREER FOR YOU?</b>	<b>CAREER CATEGORIES</b>	<b>SJHS COURSES</b>
Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.	Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking?	Architecture Precision Production Mechanics and Repair Manufacturing Technology Engineering and Related Technologies Drafting Construction	Intro to Furniture Making, CAD, Architectural Drawing, Building Trades, Physics, Economics, Welding, Auto, Chemistry, Machine Tool, Engineering Drafting, Applied Business Tech, Metals Tech, Graphic Arts, College Writing
<b>HEALTH SCIENCES</b>			
<b>PATHWAY DESCRIPTION</b>	<b>IS THIS CAREER FOR YOU?</b>	<b>CAREER CATEGORIES</b>	<b>SJHS COURSES</b>
Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.	Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine?	Dentistry Hygiene Medicine Nursing Nutrition and Fitness Therapy and Rehabilitation	Comparative Anatomy/Physiology, Biology, Chemistry, Psychology, Sociology, Protective Services, EMT, Pre Vet, Pharmacy Tech, Family Life, Child Study, Child Care, Applied Business Tech, Professional Health Care Academy, Forensic Science
<b>HUMAN SERVICES</b>			
<b>PATHWAY DESCRIPTION</b>	<b>IS THIS CAREER FOR YOU?</b>	<b>CAREER CATEGORIES</b>	<b>SJHS COURSES</b>
Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.	Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems?	Human Services Education Child and Family Services Food and Beverage Service Law and Legal Studies Law Enforcement Cosmetologist Social Services	Child Study/Parenting, Family Life, Art, Professional Health Career Academy, Psychology, Sociology, Finance Academy, Foods, Culinary Arts, Law and Society, Teacher Cadet
<b>NATURAL RESOURCES &amp; AGRISCIENCE</b>			
<b>PATHWAY DESCRIPTION</b>	<b>IS THIS CAREER FOR YOU?</b>	<b>CAREER CATEGORIES</b>	<b>SJHS COURSES</b>
Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.	Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting and fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment?	Agriculture Animal Health Care Earth Sciences Environmental Science Fisheries Management Wildlife Management Horticulture Forestry Life Sciences	Chemistry, Geology, Biology, Economics

### ARTS DEPARTMENT (VISUAL/ARTS)

The mission of the Visual Arts Department is to serve the student body with a complete foundation in the two and three dimensional visual arts. Students experience the excitement and satisfaction of artistic and academic achievement, individual expression and appreciation of others through the exploration of art history and personal production.

Visual arts students actively create, analyze and respond to artworks reflecting various cultural and historical perspectives. Students better understand the process involved in artistic endeavors and the dynamic relationships between artists and society.

#### **ART 1 Introduction to Two-Dimensional Media Design** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

Introduction to Two-dimensional Design is a general art survey course for students without previous experience in high school art. This course is designed to teach students the basic principles and elements of design through various types of two-dimensional media. Students learn to create art in two forms and have creative experience in art appreciation, studio, history, and criticism. Through these experiences students explore the different career pathways and various avenues the world of visual arts may lead the students.

All students are required to keep a daily/weekly journal of the ideas, progressions, and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

This course will investigate the media use of:

Pen/Pencil	Oil Pastel	Conte
China Marker	Charcoal	Colored Pencil
Watercolor	Computer Media	
Film Media	Photoshop	

#### **ART 2 Introduction to Three-Dimensional Ceramic/Sculpture** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** A minimum of "C" in Art 1

Introduction to Three-dimensional design is an introductory, general art survey course for students without previous art experience in high school art. This course is designed to teach students the basic principles and elements of design through various types of three-dimensional media. In this class students learn to create art in functional and non-functional three-dimensional forms. Students also have creative experiences in art appreciation, studio, history, and criticism. The history of three-dimensional design and place in diverse cultural is an integral part of the course curriculum.

All students are required to keep a daily/weekly journal of the ideas, progressions, and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

This course will investigate the media use of:

Clay	Wire	Found Object
Plaster	Woods	Metals
Paper Mache		

#### **ART 3 Advanced Two-Dimensional Media Design** (Semester Course)

**Level:** 9, 10, 11, 12

**Prerequisite:** A minimum of a "C" in Art 2

In Advanced Two-dimensional Design students are taught advanced principles and elements of design through various types of two-dimensional media. In this class students learn to relate elements and principles of art to two and three-dimensional art forms. Students learn to discuss art practicing knowledge of criticism and aesthetics. Technology is utilized through multi-media software digital photography and film. Students also have creative experiences in art appreciation, fashion, studio, history, and criticism. Through these experiences students explore the different career pathways and various avenues the world of visual arts may lead the students.

All students are required to keep a daily/weekly journal of the ideas, progressions, and homework assignments. A journal can be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

This course investigates the media use of:

Pencil/pen	Oil Pastel	Conte
China Marker	Charcoal	Colored Pencil
Watercolor	Computer Media	Oil Paint
Film Media	Photoshop	Fiber

**ART 4 Advanced Three-Dimensional Ceramic/ Sculpture Design** (Semester Course)

**Level:** 9, 10, 11, 12

**Prerequisite:** A minimum of a "C" in Art 3

Advanced Three-dimensional Ceramic/Sculpture Design is a course that is designed to teach students the advanced principles and elements of design through various types of three-dimensional media. In this class students learn to create in functional and non-functional three-dimensional forms. Students create pottery on a wheel and learn creation of mold making and relief sculpture. Students also have creative experiences in art appreciation, studio, history, and criticism. The history of three-dimensional design and place in diverse cultures is an integral part of the course curriculum.

All students are required to keep a daily/weekly journal of the ideas, progressions, and homework assignments. A journal can be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected for a grade.

This course investigates the media use of:  
 Clay Found Object Plaster  
 Woods Paper Mache Textiles  
 Wire Metals  
 Fiber Manipulation Small Jewelry Fabrication

**ART 5 The Artists Voice and Aesthetic Experiences I** (Semester Course)

**ART 6 The Artists Voice and Aesthetic Experiences II** (Semester Course)

**Prerequisite:** A minimum of a "B-" in Both Art 3 and Art 4 and instructor approval)

In The Artists Voice and Aesthetic Experiences I (Two-dimensional) and The Artists Voice and Aesthetic Experiences II (Three-dimensional) students will:

- Relate elements and principles of art to two and three-dimensional art forms
- Understand the role of crafts in the visual arts
- Discuss art practicing knowledge of criticism and aesthetics
- Learn about and create various applications of commercial art
- Utilize technology to create advanced art
- Experience advanced competitions/community outreach
- Analyze and compare drawings using a variety of aesthetic approaches
- Evaluate art based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance

- Identify subject matter, metaphor, themes, symbols, and content in drawings
- Create artworks that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content
- Create divergent, novel or individually inspired applications of art media or art elements and principles that express content
- Basic portfolio development/career connections
- **These courses will involve personal expense.**

All students are required to keep a daily/weekly journal of the ideas, progressions, and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

It is required that all students are involved in at least two community building experiences within the arts per semester. Items that count to fulfill this requirement are items such as, art show outside of school, community art projects, attendance of a community art exhibit. A monthly list of events will be posted in the classroom. All events must be approved prior to participation.

Materials/Media used in this class:

Pencil/Pen	Oil Pastel	Conte
China Marker	Charcoal	Wire
Computer Media	Clay	Plaster
Oil Paint	Fiber	Digital Imaging

**ART 7, 8, 9 Studio Art/Portfolio Design** (Semester Courses)

**Direct Credit Available**

**Prerequisite:** 8<sup>th</sup> Grade Studio Art, Art 1, Art 2, Art 3, Art 4 required. Students must take and receive a minimum of a "B" in Artists Voice (Art 5) and Aesthetic Experiences I or II (Art 6).

Students may take three semesters of this class with approval of instructor. Art 9 may be taken if student receives a B+ or better in both Studio Art/Portfolio Design 7 and 8 and portfolio review by instructor.

**These courses will involve personal expense.**

In these courses students demonstrate the advanced application of the elements and principles of design in both two and three-dimensional forms through creation, exhibition, and writing. Also in this class students learn to visually communicate ideas and emotions finding original solutions using various skills, techniques and craftsmanship. Students are provided opportunities for exposure to art through experiences in art appreciation, student shows, community building, art history, and art criticism. Students in Art 7-8 create work to exhibit in a once per semester portfolio review. This class is

designed to be a rigorous and challenging experience to the student preparing them for possible art/design related career or possibly another out of school job experience within the visual arts. This class includes in-class assignments, out of class production assignments, regular critiques, matting works, written papers, and self evaluations.

Studio Art/Portfolio Design student will:

- Prepare a diverse portfolio appropriate for scholarship and college applications
- Extend knowledge and work in various media with two and three-dimensional art
- Explore advanced rendering media to create images
- Learn about design, and engineer functional items
- Create a major craft project
- Develop discriminatory verbal vocabulary
- Refine ability to express individual ideas on questions of aesthetics

All students are required to keep a daily/weekly journal of the ideas, progressions, and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

In Art 7-8 it is a requirement that all students are involved in at least two community building experiences within the arts per semester. Items that count to fulfill this requirement are items such as, art shows outside of school, community art projects, attendance of a community art exhibit. A monthly list of events are posted in the classroom. All events must be approved prior to participation.

Examples of Materials/Media used in this class:

Pencil/pen	Oil Pastel	Conte
Colored Pencil	China Marker	Colored Pencil
Watercolor	Clay	Wire
Plaster	Woods	Metals
Wax Fiber	Found Object	Paper Mache
Computer Media	Digital Imaging	

**BUSINESS DEPARTMENT**

The mission of the Business Department is to develop student’s skills in the areas of analyzing information, thinking critically, making logical arguments, and working as part of a team. We promote the development of desirable personal qualities and attitudes that lead to career development and lifelong learning.

**APPLIED BUSINESS TECHNOLOGY 1 MS1**  
 (Semester Course)  
**Direct Credit Available**  
**MMC VPAA Credit—1/2 credit**  
**Level:** 9, 10, 11, 12  
**Prerequisite:** None

This is a one-semester course designed for all students. Students gain a working knowledge of word processing, spreadsheets, databases, PowerPoint, and Publishing applications. This class gives students the training they need to use computers at home as well as in other classes. This course is ideal for college bound students, as computer skills are becoming an assumed prerequisite.

Students may also choose to take this course and receive four direct credits from Lake Michigan College. Application and fees required.

**APPLIED BUSINESS TECHNOLOGY 2 MS2**  
 (Semester Course)  
**Direct Credit Available**  
**MMC VPAA Credit—1/2 credit**  
**Level:** 9, 10, 11, 12  
**Prerequisite:** Applied Business Technology 1

This is a one-semester course designed to enhance and broaden the skills learned in Applied Business Technology 1. Students gain additional knowledge of word processing, spreadsheets, charts, databases and PowerPoint applications. This class gives students the training they need to use computers at home as well as in other classes. Digital photography, video cameras, and other technology will be used to enhance student presentations. This course is ideal for college bound students, as computer skills are becoming an assumed prerequisite.

Students may also choose to take this course and receive four direct credits from Lake Michigan College. Application and fees required. database, and spreadsheet applications. Students acquire office skills that are useful in gaining future

employment.

**WEB PAGE DESIGN** (Semester Course)

**Direct Credit Available**

**MMC VPAA Credit—1/2 credit**

**Level:** 10, 11, 12

**Prerequisite:** Applied Business Technology (Computer Applications) or teacher recommendation

The Web Page Design course provides students with the basic hands-on skills and knowledge that an Internet professional is expected to understand and use. Students evaluate web site design, generate web icons and graphics, and create and maintain web sites.

Students may also choose to register through Lake Michigan College and receive three direct college credits. Application and fees required.

**FINANCE ACADEMY 1** (Year Course)

**Direct Credit Available**

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

**Level:** 11, 12

**Prerequisite:** None

Finance Academy 1 is a one-year course which helps students acquire the accounting skills and knowledge necessary for occupational or personal use. The course provides students the opportunity to explore accounting as a possible career choice. The topics studied include both manual and computerized accounting.

**FINANCE ACADEMY 2** (2-Hour Block) (Year Course)

**Direct Credit Available**

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

**Level:** 12

**Prerequisite:** Complete Application Packet (see counselor for packet). Interview and 3.0 minimum grade point average. Approval of CTE Director

The Finance Academy is designed to target students from the Business Management, marketing and Technology Pathway, who aspire to careers in business. Students experience all facets of finance including general business, finance, banking, accounting and real estate. Students are provided authentic business exploration as well as secondary and post-secondary educational preparation by developing career awareness as students work side by side with business professionals. College credit is earned in areas of accounting, entrepreneurship and other areas of business.

**PERSONAL FINANCE MS3** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**MMC 4th Year Math Credit—1/2 credit**

**Level:** 10, 11, 12

**Prerequisite:** None

Personal Finance is a one-semester course designed to help students realize and understand the kinds of financial matters they may face in their future.

Topics that are stressed include: career attainment and etiquette, taxes, credit buying, car buying and leasing, home purchasing and renting, budgeting, financial services, as well as other future expenses the student will encounter.

Management Support (MS) is a group of business classes as established by the Michigan Curriculum Frameworks. These courses do not have to be taken as a sequence.

**MARKETING 1** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

This course is an introduction to marketing and the marketing functions with interpersonal communication and management development of skills in the sales process of domestic and world economy. The student experiences that marketing oneself is an important factor in the marketing mix. Students may have the opportunity to participate in the school store with hands-on experiences.

**MARKETING 2** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** Suggested – Marketing 1

This course directs students to make wise business decisions. Students develop entrepreneurship in market research, inventory, distribution, business planning, business law and financing with a hypothetical opportunity to invest in the stock market. A career search is developed for each student. Students may have the opportunity to participate in the school store with hands-on experiences.

**MARKETING 3** (Semester Course)

**Level:** 11, 12

**Prerequisite:** Marketing 1 & 2

This course is designed for the second year marketing student interested in starting his/her own business. Students learn a comprehensive foundation of marketing and business management. These students may be managers of the school store.

**MARKETING 4** (Semester Course)**Level:** 11, 12**Prerequisite:** Marketing 1, 2, 3

Marketing 4 is for the career-minded student. Students will have the opportunity to become more involved in business management and obtain practical experience in store operations. Hands-on activities include store operations and management of the school store. Students may also be involved with outside businesses in the community.

**FINE ARTS DEPARTMENT**

Our mission is to provide each student with intellectual and creative art and music experiences expressed through emotional and artistic communication.

**CHORALE****MMC VPAA Credit****Level:** 9, 10, 11, 12

The Choral ensemble studies choral music from various periods of musical history, as well as concentrating on the fundamentals of music and developing musicianship skills. Emphasis is placed upon the development of the choral sound and the individual voice. Students are encouraged to participate in solo and small ensemble singing opportunities. All studies culminate in performances which include: the Fall Concert, the Holiday Concert, the Spring Concert and MSVMA Choral Festival.

**CONCERT CHOIR****MMC VPAA Credit****Level:** 10, 11, 12**Prerequisite:** Audition and/or approval of the director

The Concert Choir, intended for the serious singer, studies in depth the choral literature and vocal styles from all periods of music history. A thorough music education, including the fundamentals of music and development of musicianship skills is also covered in this course. Emphasis is placed upon the development of the choral sound and the individual voice. Solo and ensemble singing opportunities are available and encouraged. All studies culminate in performances which include: the Fall Concert, the Holiday Concert, the Spring Concert, MSVMA Choral Festival, musical participation, and various community functions.

**MUSIC THEORY/APPRECIATION 1-2****Level:** 10, 11, 12**Prerequisite:** Must currently participate in a high school music organization. Exceptions must be approved by the instructor.

Music Theory 1-2 consists of the analysis of existing music and styles, ear training and creative works by the students.

**BAND**

**MMC VPAA Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** Successful completion of 8<sup>th</sup> grade instrumental music and previous continued enrollment and/or approval of the instructor.

**St. Joseph Marching Band** is conducted during the first semester of band. The Marching Band is an instrumental music ensemble dealing with the study of marching band technique and styles at an advanced level. All classroom instruction culminates in performances. Participation in pre-school Band Camp, all home football games, marching band festivals, marching band competitions, guest appearances at other high schools, the Blossom Parade, and any other scheduled activities are required.

The Marching Band creates music and drills at a significant cost, based on sign up numbers established in the spring for the following fall. **Therefore, it is imperative that we have a firm commitment from students so that accurate drill and music can be created.**

During the winter and spring the band divides into the **Symphonic Band and Concert Band** on the basis of auditions. **Symphonic Band and Concert Band** play instrumental music from all periods of music history and is presented for study and culminates in performances. Performances include: Mid-Winter Concert, District Band and Orchestra Festival, Elementary Concerts, the Collage Concert, Upton Middle School assembly, Commencement, and any other scheduled activities as required.

Symphonic Band studies the fundamentals of music performance in depth and at a more sophisticated level than the Concert Band.

**PHILHARMONIA ORCHESTRA**

**MMC VPAA Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** Successful completion of 8<sup>th</sup> grade instrumental music or audition with the Director

The course deals with the in-depth study of orchestral literature from all periods of music history and culminates in performance. It includes the study of solo and ensemble literature and string techniques. Open to string players only, the Philharmonia Orchestra is its own performing ensemble. Performances include: Fall String Festival, Choir/Orchestra Holiday Concerts, Orchestra District Festival, Spring concert, String spectacular, and Baccalaureate.

**SYMPHONY ORCHESTRA**

**Level:** 10, 11, 12

**Prerequisite:** Audition and/or approval of the Director

The Symphony Orchestra, intended for the serious string player, studies in depth the orchestra string literature and instrumental styles from all periods of music history. Emphasis is placed upon the development of advanced string ensemble techniques. Solo and ensemble performing opportunities are encouraged and stressed. The Symphony Orchestra combines performing with winds and percussion at evening rehearsals which are normally held on Thursdays. Performances include: Fall String Festival, Holiday Concerts, Orchestra Festival, spring Concert, String Spectacular, special Chamber Orchestra performances, and Baccalaureate.

**CHAMBER ORCHESTRA**

**Level:** 10, 11, 12

**Prerequisite:** Audition and approval of the Director

The Chamber Orchestra, intended for the serious string player, is an advanced placement string orchestra class performing literature and instrumental styles from all periods of music history at the most advanced level. Solo and Chamber Ensemble performing opportunities are encouraged and expected. The Chamber Orchestra combines with the Symphony Orchestra strings class for Symphony Orchestra performances and rehearsals. Evening rehearsals are primarily on Thursday evenings. Performances include: Fall String Festival, Holiday Concerts, Orchestra Festival, Spring Concert, String Spectacular, special Chamber Orchestra performances, and a leading role in the spring musical.

## **INDUSTRIAL TECHNOLOGY DEPARTMENT**

We are committed to providing a positive, safe, productive learning environment while encouraging students to reach their maximum potential. Industrial Technology classes teach problem solving and hands-on skills that are transferable to other curricular areas and provide an additional avenue of success. We provide vocational and avocational experiences by working with local industry and educators to assure that appropriate content and employability skills are taught.

### **INTRODUCTION TO COMPUTER-AIDED DESIGN (CAD)**

**Direct Credit Available**

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

This course is an introduction to the concepts and skills required to produce basic engineering drawings. Students transfer the fundamentals of design to Computer-Aided Drafting (CAD) software. Approximately one-half of the course will be spent on the latest version of AutoCAD software. Students will also have a small introduction to AutoDESK Inventor (3D Design software) and AutoDESK Revit (Architectural Design software).

Areas emphasized include traditional design techniques, computer-aided design, orthographic projection, and view selection, dimensioning, 3D views, engineering and architectural design & software introduction. Students interested in engineering and architectural design careers should consider this class.

### **ARCHITECTURAL DRAFTING AND DESIGN** (May be taken more than one year for credit)

**Direct Credit Available**

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None. This class may be taken for 1 period or 2 periods.

This course is designed for the student interested in a more extensive study of architecture design and basic construction techniques. The course requires the student to demonstrate a firm grasp of drafting principles in their work. Computer-aided drafting (CAD) is utilized to further the student's knowledge and skills. Three levels are covered in this class. Each level will cover 1 year.

Level 1-2 - is designed for the student interested in a more extensive study in the field of drafting. Residential houses are studied and drawn on CAD. Stairways, kitchens, floor plans, interior design, house-sections, elevations, site plans, electrical drawings, and career exploration are some of the areas addressed in this course. Students will use AutoDESK Revit and Auto CAD software.

Level 3-4 – leads the student into further exploration in the field of architecture. Multi-family dwelling complexes (apartments/condos) and Commercial Architecture (stores/office buildings) are studied and drawn on CAD systems. Students expand their knowledge on AutoDESK Revit software. Students are introduced to architectural competitions.

Level 5-6 – involves independent architectural work. A project is to be determined with the instructor and may include drawing advanced residential projects, commercial designing, or the renovation design. Further investigation of advanced AutoDESK Revit or AutoCAD software programs will be emphasized. Career exploration and Internet work are also addressed.

### **ENGINEERING DRAFTING AND DESIGN**

(May be taken more than one year for credit)

**Direct Credit Available**

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

**Level:** 10, 11, 12

**Prerequisite:** Introduction to CAD and approval of instructor. This class may be taken for 1 period or 2 periods.

This course is designed for the student interested in further study of Engineering Design. Topics require the student to apply engineering and drafting principles to solve problems. Computer-aided drafting (CAD) is utilized to further the student's knowledge and skills.

Level 1-2 - is designed for the student interested in the advanced study of drafting. Computer-Aided Drafting/ Design is emphasized in this course along with career exploration. Students study manufacturing materials, advanced dimensioning techniques, AutoDESK Inventor 3-D Modeling software, fasteners and springs, detail and assembly drawings, descriptive geometry, intellectual property rights and other various engineering design topics. Approximately one-half of the course will cover 3-D design on Autodesk Inventor CAD software.

Level 3-4 – is designed for the student interested in the advanced study of drafting. As with Engineering Drafting 1, engineering/drafting principles are used to solve and draw problems. Areas emphasized include advanced dimensioning techniques known as geometric dimensioning and tolerancing (GD&T), fasteners,

forming processes, manufacturing materials, working drawings, detail and assembly drawings, 3-D drawings, gears, cams, jigs, fixtures and other specialty fields of drafting. Students will also learn Pro-Engineer software.

Level 5-6 – involves independent drafting design work. Student and instructor shall determine projects in a special field of drafting. Pro-Engineer and AutoDESK Inventor will be further explored.. Career exploration and Internet work is a part of this course.

**GRAPHIC ARTS** (Full Year or Semester Class)

**Direct Credit Available**

**MMC VPAA Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

This class is designed to introduce the students to the various components which make up the Graphic Art Industry. Students will gain knowledge and skills of the trade through instruction and hands-on projects. Career opportunities will be presented and discussed. This class follows the guideline presented through Career and Technical Education Segments and Standards. Students will produce several projects using Adobe Photoshop, illustrator, InDesign and Maya (3D animation software). Project experience include but not limited to: note pads, t-shirt silk screen, black and white photography, take-out menu, take-out box, CD cover and flying logos.

Occupational Related Job Titles include, but not limited to: Animation Design, Advertising Design, Game Developer, Desktop Publisher, Photographer, Packaging, Visual Communications, Web Design, Prepress Design

**METALS TECHNOLOGY** (Semester Class)

**MMC VPAA Credit—1/2 credit**

**MMC 4th Year Math Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

Metals Technology students develop basic knowledge and skills within the following areas: sand casting, machining and limited welding. Students learn sand casting of aluminum and basic machining operations such as turning, milling, reaming, and cutting of threads. These areas are studied and the skills developed as the student builds a belt sander designed for a 1" abrasive belt. The aluminum may be purchased from the metals account if the student wishes to take the project home or the student can supply their own aluminum. Students deciding to use the sander must supply their own electric motor. The castings and related operations are the requirements for the class.

**WELDING TECHNOLOGY** (Semester Class)

**MMC VPAA Credit—1/2 credit**

**MMC 4th Year Math Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

Welding Technology students study and develop skills in the following welding areas: arc welding, MIG welding, gas welding and gas torch cutting. Skills are developed through welding and cutting exercises. As skills progress, students fabricate and weld individual and group projects. Students learn how to operate the lathe and mill for fabrication purposes.

**MACHINE TOOL 1-2** (Full Year)

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

(2-Hour Class at M-TEC)

**Level:** 10, 11, 12

**Prerequisite:** Metal Technology

Grade of B or better in Metals Technology and approval of Metals Tech instructor. Overall grade point average of C- or better.

Students are required to provide their own transportation.

M-TEC is our Michigan Technical Education Center run by Lake Michigan College and located at the Edgewater Complex.

This class is designed to provide students with actual experiences on production quality machine tools. Students are exposed to practices associated with the safety, productivity and quality expected in today's manufacturing companies. Students experience Tool Room Lathe, Universal Vertical Milling Machine, Upright Drill Press, Vertical Belt Sander and Pedestal Grinder.

**MACHINE TOOL 3-4** (Full Year)

**MMC VPAA Credit**

**MMC 4th Year Math Credit**

(2-Hour Class at M-TEC)

**Level:** 11, 12

**Prerequisite:** Machine Tool 1-2

Instructor Recommendation at the M-TEC Center

Students are required to provide their own transportation.

This class is designed to provide students with actual experience on production quality machine tools. Students are exposed to practices associated with the safety, productivity and quality expected in today's manufacturing companies. Students experience CNC Operations, Tool Room Lathe, Universal Vertical Milling Machine, Cross-slide, Vertical Band Saw, Surface Grinder, and .00000 Inspection Equipment.

**WELDING AND CUTTING 1-2** (Full Year)**MMC VPAA Credit****MMC 4th Year Math Credit**

(2-hr. Class at Lakeshore High School)

**Level:** 10, 11, 12**Prerequisite:** Welding Technology, Grade of B or better in Welding Technology, Approval of the Welding Tech Teacher, Overall Grade Point Average of C- or better

The class, held at Lakeshore High School, is designed for the student who has a genuine interest in learning welding as part of his/her future occupation. Many areas of welding including oxyacetylene, electric arc, MIG and TIG are taught. Manual and automatic flame cutting are also included. Primary emphasis is on job entry skills. May be repeated with instructor approval.

**INTRODUCTION TO FURNITURE MAKING**

(Full Year)

**MMC VPAA Credit****MMC 4th Year Math Credit****Level:** 9, 10, 11, 12**Prerequisite:** None

This course is designed to introduce the major woodworking machines and provide work experience in the manipulation of all the equipment available in our shop. Emphasis is on operations and procedures which can be safely performed in the home workshop. During the first semester a basic casework cabinet is built. Cabinet includes front and panel door construction and dovetail drawer construction.

During the second semester, students construct a leg and rail project of their own design, according to their interests, abilities, and the limits of our shop. Related areas including finishing, mass-production, design, and wood technology are also covered. A small CNC router component will be included in the project.

**Students pay for materials used for the projects they take home.****CABINETMAKING** (Two-Hour Block)**MMC 4th Year Math Credit****Level:** 10, 11, 12

May be taken more than one year for credit

**Prerequisite:** Machine Woodworking

This course is designed for those students who have a serious desire to increase their skills in woodworking. Students construct a major cabinet for their home use. Typical examples include a hutch, dry sink, dresser, stereo cabinet, clock cabinet, kitchen cabinets, or built-in units. Students design their project using a computer aided drafting program and organize project information

on a computer-generated spreadsheet. Major emphasis is placed on the advanced joinery to close tolerances and perfection. Much attention is given to quality design, the use of fine woods, and the development and appreciation of excellent craftsmanship in construction and finishing.

**Students pay for materials used for the projects they take home.****CONTEMPORARY FURNITURE DESIGN AND CONSTRUCTION** (Full Year)**MMC VPAA Credit****MMC 4th Year Math Credit****Level:** 10, 11, 12

May be taken more than one year for credit

**Prerequisite:** Machine Woodworking

This course is intended for the advanced woodworking students. Emphasis is on contemporary design, advanced exposed joinery, the bending of wood, and wood lamination. Students design and construct their own furniture. The design work is done using a computer-aided drafting program and project organization is assisted by the use of a computer-generated spreadsheet. Research is performed by each student to solve the problems of construction of his/her design. Good quality in materials and craftsmanship are stressed.

**Students pay for materials used on the projects they take home.**

**LANGUAGE ARTS DEPARTMENT**

The mission of the Language Arts department at St. Joseph High School is to teach our students to read, write, listen and speak effectively while encouraging them in critical, analytical and creative thinking.

**REQUIRED COURSES**

**ENGLISH 9**

**MMC English Credit—Year 1**

**Level:** 9

**Prerequisite:** Required of all 9<sup>th</sup> grade students

This full year course is designed to improve the student’s ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: High School Writing; High School Reading; Hero and Culture; and Shakespearean Drama.

Students will read a variety of short stories, poetry, non-fiction selections, novels, and drama. Selections will vary from classic to contemporary, and from authors across the globe. In addition to required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice, and sentence fluency, and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, journal research, and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs).

**HONORS ENGLISH 9**

**MMC English Credit—Year 1**

**Level:** 9

**Prerequisite:** Student request and approval by Honors Committee (recommendation may be based on any or all of the following: teacher recommendation, test scores, overall GPA, English GPA). Summer reading is required. It is the student’s responsibility to pick up materials from the teacher.

This full year course is designed to improve the student’s ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: Essentially, students will cover similar material as English 9, but the themes and units may differ, with greater breadth and depth or reading and

writing (including 4-5 additional novels). Students will read a variety of short stories, poetry, non-fiction selections, novels and drama. Selections will vary from classic to contemporary, and from authors across the globe. In addition to required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice, and sentence fluency, and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, journal research, and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs).

**ENGLISH 10**

**MMC English Credit—Year 2**

**Level:** 10

**Prerequisite:** English 9 – Required of all 10<sup>th</sup> grade students

This full year course, with its focus on “Critical Stance and Response,” is designed to introduce sophomores to a selection of American Literature to improve their reading/writing/thinking skills and strategies. Additionally, students will read a variety of global and modern texts (both fiction and nonfiction), some of which will be the students’ choice.

Students will write for a variety of purposes and audiences in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry, and writing on demand) as well as in 21st century forms (e.g. digital stories, blogs, podcasts, Google Docs). Students will also practice research writing, with a focus on incorporating outside sources into their writing in meaningful ways. Writing instruction will engage students in the practice of the six traits: idea development, organization, voice, word choice, sentence fluency, and the conventions of grammar usage and mechanics. Particular focus is on the sentence and punctuation variety.

**HONORS ENGLISH 10**

**MMC English Credit --Year 2**

**Level:** 10

**Prerequisite:** Student request and approval by Honors Committee (recommendation may be based on any or all of the following: teacher recommendation, test scores, overall GPA, English GPA). Summer reading is required. It is the student’s responsibility to pick up materials from the teacher.

This full year course, with its focus on “Critical Stance and Response,” is designed to introduce sophomores to a selection of American Literature to improve their

reading/writing/thinking skills and strategies. Additionally, students will read a variety of global and modern texts (both fiction and nonfiction), some of which will be the students' choice. Essentially, students will cover similar material as English 10, but the themes and units may differ, with greater breadth and depth of reading and writing (including 4-5 additional novels).

With an emphasis on writing and publishing for an authentic audience, students will write for a variety of purposes in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry, and writing on demand) as well as in 21st century forms (e.g. digital stories, blogs, podcasts, Google Docs). Students will also practice research writing, with a focus on incorporating outside sources into their writing in meaningful ways. Writing instruction will engage students in the practice of the six traits: idea development, organization, voice, word choice, sentence fluency, and the conventions of grammar usage and mechanics. Particular focus is on the sentence and punctuation variety.

#### UPPER LEVEL COURSES

**All students need two credits of upper level English — one credit junior year and one credit senior year. They may choose from the following:**

#### **ENGLISH 11**

##### **MMC English Credit—Year 3**

**Level:** 11

**Prerequisite:** English 9 and 10

This full year course is designed to introduce juniors to a selection of British literature texts and improve their reading/writing/thinking skills and strategies. The curriculum is divided into four thematic units. Additionally, students will read a selection of modern and global texts, some of which will be the students' choice.

Students will write for a variety of purposes and audiences in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry, and writing on demand) as well as in 21st century forms (e.g. digital stories, blogs, podcasts, Google Docs). Students will also practice research writing, with a focus on incorporating outside sources into their writing in meaningful ways. Students will also practice writing on demand, personal narrative writing aimed at college essays, MME test preparation and continual grammar review.

#### **HONORS ENGLISH 11**

##### **MMC English Credit—Year 3**

**Level:** 11

**Prerequisite:** Student request and approval by Honors Committee (recommendation may be based on any or all of the following: teacher recommendation, test scores, overall GPA, English GPA).

Summer reading is required. It is the student's responsibility to pick up materials from the teacher.

This full year course is designed to introduce juniors to a selection of British Literature to improve their reading/writing/thinking skills and strategies. Additionally, students will read a variety of global and modern texts (both fiction and nonfiction), some of which will be the students' choice. Essentially, students will cover similar material as English 11, but the themes and units may differ, with greater breadth and depth of reading and writing (including 4-5 additional novels).

The curriculum is divided into four thematic units. Additionally, students will read a selection of modern and global texts, some of which will be the students' choice. Students will write for a variety of purposes and audiences in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry, and research) as well as in 21<sup>st</sup> century forms (e.g. digital story, blogs, podcasts, PowerPoint presentation, Google Docs). Students will also practice writing on demand, personal narrative writing aimed at college essays, MME test preparation and continual grammar review.

#### **ENGLISH 12**

##### **MMC English Credit—Year 4**

**Level:** 12

**Prerequisite:** English 9, 10 & 11 or College Writing

This full year course is designed with the intention of empowering 12<sup>th</sup> grade students with independence, choice, and personal relevancy with the subject of English. The study of Thomas Friedman's thesis in his book *The World is Flat* will be incorporated throughout each unit in order to address specific 21<sup>st</sup> century English skills needed to thrive in our world steeped with current and emerging technologies. Thus, students will read and write in 21<sup>st</sup>-century forms (e.g. blogs, wikis, websites, digital storytelling, PowerPoint presentation, Google Docs, virtual classroom, eReaders). In addition to this, students will read a selection of modern texts, most of which will be student-selected, focusing on theme and genre in the curriculum. Additionally, students will write for a variety of different forms and audiences (e.g. poetry, narrative, fictive novels, argumentative essay, website authorship, and technical writing). Continued practice with grammar and the Six+1 Traits of Writing is also addressed. Moreover, this

course aims to foster youth activism and leadership. Through research, design, proposal, and active participation in a student-leadership project, students will learn what it means to play an integral role in a global community.

### **COLLEGE WRITING**

**Direct Credit Option Available**

**MMC English Credit—Year 3 or 4**

**Level:** 11 & 12

**Prerequisite:** English 9, 10 & 11. Teacher recommendation if taking course during 11th grade (recommendation based on test scores, overall GPA, English GPA).

**Additional Information:** 11th graders must also turn in a parent signature acknowledgement form which states that this class will not include MME/ACT preparation or college application writing; those topics are specifically a part of English 11.

This full year course is a writing-intensive course designed to prepare students for college by teaching them to communicate clearly using several modes of discourse beginning with poetry and narrative and proceeding through several modes of formal essay writing. Students develop concrete language and discover and refine their voices as writers. The course includes analysis of other authors' work, but is centered around the students' own writing. Much class time is devoted to sharing writing in workshop groups where students learn to analyze one another's work and to give and receive feedback effectively. Portfolios of finished pieces are required throughout the year and may comprise a large portion of the students' grades. Students will write for a variety of purposes and audiences in traditional forms (e.g. poetry, narrative, essay, documentation) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentation, Google Docs and other online tools). With additional online preparation, students may elect to take the AP Language and Composition Exam; however, College Writing is not specifically an AP Language and Composition prep course.

### **AP LITERATURE**

**Direct Credit Option Available**

**MMC English Credit—Year 3 or 4**

**Level:** 11, 12

**Prerequisite:** Student request and approval by Honors Committee (recommendation may be based on any or all of the following: teacher recommendation, test scores, overall GPA, English GPA). A student's combined English and Reading PLAN Score should, at minimum, be in the mid-20s range.

Summer reading is required. It is the student's

responsibility to pick up materials from the teacher.

This year long course in literature and composition engages students in intensive study of representative works from various genres and time periods in order to prepare them for the optional AP Literature examination in May. The course requires careful reading and critical analysis as well as thoughtful discussion and writing about the literary works. Elements included in the reading are the experience, the interpretation, and the evaluation of literature. Writing will correspond to each of the elements of reading; AP Literature students may expect to write in all genres, but will spend much time refining their literary analysis and research writing skills. In addition, students may expect to use digital tools such as wikis, blogs, and Google tools. An emphasis on vocabulary, advanced literary terminology, and stylistic tools help to prepare students for the AP exam.

## **ENRICHMENT ENGLISH COURSES**

### **JOURNALISM 1** (Semester Course)

**MMC VPAA Credit** (Class satisfies half of the MMC Visual, Performing, and Applied Arts requirement)

**Level:** 9, 10, 11, 12

**Prerequisite:** Teacher recommendation for grade 9, open enrollment for grades 10, 11 & 12. Elective course.

This semester course is a writing-intensive course designed to introduce students to the journalistic skills of gathering and communicating information, the impact of journalism on society, and the changing world of journalism today. Students will practice interviewing, researching, and critically examining sources. They will read, view, and discuss various genres of journalistic writing, and will write and compose in-depth features, editorials, opinions, humor columns, and others. In working toward publication, students will focus on defining and meeting the needs of their audience and on details of copy reading, grammatical issues, and editing techniques.

### **JOURNALISM 2** (Semester Course)

**MMC VPAA Credit** (Class satisfies half of the MMC Visual, Performing and Applied Arts requirement)

**Level:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Journalism 1

Journalism 2 can also be taken on a one semester basis as an elective by any student who has successfully completed Journalism 1 and has the recommendation of the journalism teacher. Journalism 2 can be taken multiple times as an elective for credit.

Journalism 2 is a writing-intensive course designed to instruct students and give them experience in writing, editing, designing, laying out, producing and marketing the high school news magazine, the Wind-Up, the annual Literary Magazine, and other occasional publications (both print and multimedia) the class produces. Students will continue to develop their writing and communication skills and become proficient in publication design, the use of Adobe InDesign, as well as various video and audio editing programs. Students also handle the business matters of the publication; plan, design, and sell advertising; and manage copy sales.

A student cannot take Yearbook and Journalism 2 at the same time.

**YEARBOOK (Mazenblue)** (Full Year)

**Level:** 10, 11, 12

**Prerequisite:** Teacher Approval with Application

Staff members work on writing (copy, captions, headlines), design, photography, marketing (advertising and book sale campaigns), management and interpersonal skills. This is a workshop class which produces the school yearbook. Interested students must apply to the teacher.

A student cannot take Yearbook and Journalism at the same time.

**ELA LEARNING LAB**

**Level:** 9, 10, 11, 12

**Prerequisite:** Teacher/Counselor Referral

This program is designed to assist students to be successful in MMC required English Language Arts courses. The teacher will work with students on basic skills as well as help them understand new topics. This program may be recommended for student remediation or possible credit re-coup. Use of an online program (NovaNet) may be used for development in individual student needs.

**LIFE MANAGEMENT DEPARTMENT**

Life Management Education prepares students to take on adult roles and be contributing members of society. Students learn the skills necessary for independent everyday living. Life Management Education fosters the physical, social, emotional and intellectual growth of the individual and the family. By empowering individuals and strengthening the family unit the Life Management Education curriculum improves the quality of life for individuals and families.

**FOODS AND NUTRITION** (Full Year Course)

**Direct Credit Available**

**MMC VPAA Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

This course is designed to cover all aspects of food and its preparation, emphasizing an understanding of nutrition for health throughout the lifecycle. Cooking units include fruits and vegetables, quick and yeast breads, rice and pastas, meat, poultry, fish and seafood, dairy, vegetarian, desserts, and ethnic cuisines. Students must possess a willingness to try new foods and enjoy working in groups. In addition to cooking labs, students complete textbook work, lectures, interview assignments, writing and research projects, a bake-off and several group projects.

**INTRODUCTION TO CULINARY ARTS**

(Semester Course)

**Direct Credit Available**

**MMC VPAA Credit—1/2 credit**

**Level:** 11, 12

**Prerequisite:** Grade of "C" or better in Foods and Nutrition

This course is designed to expand on the fundamental concepts, skills, and techniques of basic cookery covered in Foods and Nutrition class. This course also explores the various careers in the foodservice industry through readings, interviews, and guest speakers. Students must possess a desire to be creative in the kitchen while still following the rules of food science and culinary know-how. In addition to cooking labs, students create their own restaurant menu and compete in a class cook-off as their final project.

**FAMILY LIFE ISSUES** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 10, 11, 12

**Prerequisite:** None

This course is designed to cover all aspects affecting today's families. These include units on self-exploration, family values, current trends in family structure, communication, conflict resolution, marriage, divorce and blended families, alcoholism, domestic violence, long-term illness and death. The class includes a research paper on birth order and a genogram project.

**CHILD STUDY/PARENTING** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 10, 11, 12

**Prerequisite:** None

This course is designed to cover a child's physical, emotional, social, and intellectual growth from conception to birth through school-age. Students examine how heredity and environment influence a child's development and growth using theorist's research (i.e. Piaget, Freud). Aspects of parenting explored in this course include: parenting styles, best practices and discipline techniques. Units covered include: pregnancy and environmental hazards, the birthing process, how children learn, children's literature, child abuse and career exploration. This class includes a "Baby Think It Over" simulation project.

A Family Life Education permission slip is required for the human growth and development unit.

**LIFE MANAGEMENT** (Semester Course)

**MMC VPAA Credit—1/2 credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** None

This is a comprehensive course designed to include units in communication and relationship skills, clothing care and construction, basic nutrition, and resource management. Students will be responsible for getting their own fabric and notions for sewing projects. This class includes textbook work, lectures, interview assignments, career research, a personal finance project, and community service learning.

**MATH DEPARTMENT**

Provide students the opportunity to meet baseline competencies in all State and National benchmarks while accommodating the diverse needs of all students

**FOUNDATIONS OF ALGEBRA 1**

**MMC-Algebra Credit (Not eligible for NCAA Scholarship)**

**Level:** 9

**Prerequisite:** PreAlgebra

Upton Teacher Recommendation (Explore Math Score <12)

This first-year course in Algebra is designed to strengthen the student's background in computation, including basic operations with fractions, decimal, and negative numbers. In addition, it covers numerical expressions, simple equations, inequalities, absolute values, applied word problems, functions, graphing linear equations, systems, exponents, radicals, operations with polynomials, radical expressions, and other algebraic operations necessary for future mathematics courses.

**ALGEBRA 1**

**MMC Algebra Credit**

**Level:** 9

**Prerequisite:** PreAlgebra

Upton Teacher Recommendation (Explore Math Score between 12 and 17).

Algebra 1 is designed for students who have a solid foundation in arithmetic. Students study mathematical patterns and relationships using the language of algebra. The course emphasizes linear functions and equations. Other topics include polynomials, quadric functions, exponential functions, as well as additional algebraic operations necessary for success in future math classes.

**ESSENTIAL GEOMETRY**

**MMC Geometry Credit (Not eligible for NCAA Scholarship)**

**Level:** 10

**Prerequisite:** Algebra 1

Teacher Recommendation and Completion of Algebra 1 HSCE's (Foundations of Algebra 1 Grade < B, or Explore Math Score <12).

Essential Geometry is designed for students who would normally have difficulty with a standard proof based Geometry course. Students strengthen algebra skills while learning coordinate geometry, transformations, symmetries, polygons, basic reasoning, laws of logic, angles, congruence, circles, triangles, areas, volumes, similarity, and an introduction to Trigonometry.

### **GEOMETRY**

#### **MMC Geometry Credit**

**Level:** 9, 10

**Prerequisite:** Algebra 1

Proficient in Algebra 1 HSCE's (Algebra Grade > B-).

Coordinate Geometry and transformations in both two and three dimensions are emphasized throughout the course. The course integrates Algebra with the Geometry as it emphasizes reading, critical thinking and problem solving skills. A thorough study of reflections, symmetries and translations as they relate to geometry and real life situations is presented. Other topics include polygons, formal and informal proofs, areas and volumes, similarity, logical and indirect reasoning, with an introduction to Trigonometry.

### **HONORS GEOMETRY**

#### **MMC Geometry Credit**

**Level:** 9, 10

**Prerequisite:** Algebra 1

Accepted Application for Honors Geometry (Math Grade > B+, or Core GPA Requirement Met, or Explore Math Score > 22).

This course covers the topics of Geometry in greater depth and challenges the student by including: numerous critical thinking activities; frequent enrichment activities and special semester projects that require research, written work and/or other in-depth investigations into the topics of geometry. Additionally, students in Honors Geometry make conjectures and draw conclusions with the aid of various forms of technology (including drawing software and graphing calculators). Special consideration is given to a more rigorous study of deductive reasoning, similarity and trigonometry.

### **ALGEBRA 2A**

**MMC Algebra 2 Credit** (Not eligible for NCAA Scholarship)

**Level:** 10, 11

**Prerequisite:** Geometry or Essential Geometry

Teacher Recommendation and Completion of Algebra 1 & Geometry HSCE's.

The first part of a two year Algebra 2 sequence, this class will most likely follow Essential Geometry. Students will shore up Algebra 1 topics, review topics in probability and statistics, study topics in discrete mathematics, review topics on the ACT, and prepare for a complete study of Algebra 2. The goal is for students to see mathematics both in relevant context and to help students make connections between concepts. **This course is followed by Algebra 2B.**

### **ALGEBRA 2B**

**MMC Algebra 2 Credit** (Not eligible for NCAA Scholarship)

**Level:** 11, 12

**Prerequisite:** Algebra 2A

Teacher Recommendation and Completion of Algebra 1, Geometry & Algebra 2A HSCE's.

This course is designed as a continuation of Algebra 2A. The course provides the opportunity for students to complete Algebra 2 requirements of MMC while also fulfilling the senior math related class requirement. Mathematics in relevant context and helping students make connections between concepts continues to be the goal.

### **ALGEBRA 2**

**MMC Algebra 2 Credit**

**Level:** 10, 11, 12

**Prerequisite:** Geometry

Proficient in Algebra 1 and Geometry HSCE's.

This second year algebra course reviews Algebra 1 topics, and in addition, covers special products and factoring, linear functions and their graphs, variations, matrices, roots of numbers, exponential and logarithmic functions, quadratic equations, systems of equations and selected trigonometric topics. The use of graphing calculators are integrated throughout the year as well as pure and applied mathematics.

### **HONORS ALGEBRA 2**

**MMC Algebra 2 Credit**

**Level:** 9, 10

**Prerequisite:** Geometry

Accepted Application for Honors Algebra 2 (Math Grade > B+ or Core GPA Requirement Met, or Plan Math Score > 24).

This course covers all of the topics of Algebra 2 in more depth, with a heavy emphasis on factoring polynomials, solving quadratic inequalities, simplifying rational expressions and complex fractions, and solving fractional equations. Special projects and activities are assigned

that require research, and written work. Graphing calculators are utilized wherever appropriate.

### **FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST)**

**Direct Credit Option Available**

**MMC Possible 4th Year Math Option Credit**

**Level:** 10, 11, 12

**Prerequisite:** Algebra 2

Proficient in Algebra 1, Geometry & Algebra 2 HSCE's.

As the course name implies, students learn functions, statistics and trigonometry with applications to various fields of math and science. The focus of this course is to strengthen selected topics required to study pre-calculus and to expose the student to new topics. Besides studying the fundamental concepts of algebra through polynomial, rational, exponential, and logarithmic functions, new topics include mathematical modeling, probability and statistics.

### **HONORS TRIGONOMETRY & PRE-CALCULUS**

**Direct Credit Option Available**

**MMC Possible 4th Year Math Option Credit**

**Level:** 10, 11, 12

**Prerequisite:** Algebra 2

Accepted Application for Honors Trigonometry & Pre-Calculus (Math Grade > B+, or Core GPA Requirement Met, or Plan Math Score > 24).

Topics in this course include an in-depth study of functions (circular, trigonometric, polynomial, rational and transcendental), graphing techniques, sequences and series, limits, and an introduction to calculus. In addition exponential and logarithmic techniques, trigonometry, and mathematical models are used to solve "real world" application problems. Additional topics include matrices, math induction, and analytic geometry concepts.

### **PRE-CALCULUS DISCRETE MATH (PDM)**

**Direct Credit Option Available**

**MMC Possible 4th Year Math Option Credit**

**Level:** 11, 12

**Prerequisite:** FST

Completion of FST (Grade > C)

In addition to reviewing material learned in previous courses, this course makes use of technology (graphing calculators) in stressing applications of mathematics fundamental to careers in computer science, physical science, and engineering. PreCalculus topics include: functions of many kinds, extensive manipulation of

algebraic expressions, graphing, trigonometry, limits, sequences, polar coordinates, and an introduction to derivatives and integrals. Discrete topics include: logic, properties of integers, mathematical induction, and combinatorics.

### **AP STATISTICS**

**Direct Credit Option Available**

**MMC Possible 4th Year Math Credit**

**Level:** 10, 11, 12

**Prerequisite:** Honors Algebra 2 or FST

Accepted Application for AP Statistics (Algebra 2 Math Grade > B+, or Core GPA Requirement Met, or Plan Math Score > 22).

This course is a non-calculus based introduction to statistics which acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, observing patterns and departures from patterns; planning a study, deciding what to measure and how to measure it; anticipating patterns in advance, introducing probability and simulation; and statistical inference, confirming models for explanations of patterns. This course prepares students for the Advanced Placement examination in Statistics.

### **AP CALCULUS AB**

**Direct Credit Option Available**

**MMC Possible 4th Year Math Option Credit**

**Level:** 11, 12

**Prerequisite:** PDM or Honors Trig & Pre-Calculus

Accepted Application for AP Calculus AB (Math Grade > B+, or Core GPA Requirement Met, or Plan Math Score > 25).

This course covers the topics of the differential and integral calculus and prepares students for the Calculus AP Examination given in May. In addition the course stresses problem solving and critical thinking skills through solving complex problems numerically, graphically, and analytically. The course is centered around the appropriate use of technology with dedication toward the applied nature of calculus.

### **AP CALCULUS BC**

**Direct Credit Option Available**

**MMC Possible 4th Year Math Option Credit**

**Level:** 11, 12

**Prerequisite:** AP Calculus AB

Completion of AP Calculus AB with grade of "B" or better or Teacher Recommendation.

In addition to reviewing topics from Calculus AB, with heavier emphasis on theory, this course covers the topics delineated in the BC syllabus of the Advanced Placement Program and prepares students for the Calculus BC examination given at the end of the academic year. The course emphasizes a multi-representational approach to calculus, with concepts, and problems being expressed geometrically, numerically, analytically, and verbally. Specific topics covered include: parametric, polar, and vector functions, differential equations, integration methods, and an in-depth study of mathematical series.

### **MATH LEARNING LAB**

**Level:** 9, 10, 11, 12

**Prerequisite:** Teacher/Counselor Referral

This program is designed to assist students to be successful in MMC required English Language Arts courses. The teacher will work with students on basic skills as well as help them understand new topics. This program may be recommended for student remediation or possible credit re-coup. Use of an online program (NovaNet) may be used for development individual student needs.

## **PHYSICAL/HEALTH EDUCATION DEPARTMENT**

The mission of Health Education is to teach information and skills that enable the student to make healthful living choices now and in the future. Developing an attitude of respect for one's self and others, understanding the basic health topics that affect immediate and future development, and motivating students to act upon the health-enhancing skills and information that promote responsible decision making are emphasized.

The mission of the Physical Education department is to promote an active lifestyle through a variety of fitness, recreational, team and individual sports. These activities allow students to develop in the physical, mental/emotional and social areas of their health. The structure needed to run a safe and efficient Physical Education class is used to teach individual responsibility and cooperation throughout the year.

### **PHYSICAL EDUCATION**

#### **MMC Physical Education Credit—1/2 credit**

(Semester Course)

**Level:** 9

**Prerequisite:** None

The goal of this course is to introduce and participate in a variety of individual fitness and team sport activities that provide the student an opportunity to develop or maintain physical fitness. Basic skills and concepts are taught for each sport introduced. Proper technique, safety, and individual improvement are emphasized in the strength, flexibility and cardiovascular endurance areas of class. Having fun and interacting with respect is expected from each student while they enjoy the use of our weight room, pool, indoor gyms and outdoor fields throughout the course.

### **HEALTH EDUCATION** (Required-Boys/Girls)

#### **MMC Health Credit—1/2 credit**

(Semester Course)

**Level:** 9

**Prerequisite:** None

The goal of this classroom course is to learn about the health topics that will impact immediate and future development and motivate students to act on that health-enhancing information. Students learn the steps to healthy decision-making and practice refusal

skills for a variety of risk behaviors. Personal safety and stress reduction techniques will also be taught. Building healthy relationships and understanding concepts that build self-esteem are emphasized while taking a comprehensive look at nutrition, reproductive health, fitness, mental health, challenging diseases and the dangers of alcohol, drugs and tobacco.

**ADVANCED PHYSICAL EDUCATION –  
FEATURING ALL INTERSCHOLASTIC SPORTS –  
(Co-ed)**

**Physical Education Credit**

(Semester or Year Course)

May be taken more than one year for credit

**Level:** 10, 11, 12

**Prerequisite:** None

This course is designed to develop and improve strength, agility, power and overall athleticism through plyometrics, explosiveness, weight lifting, conditioning, and sport specific skill work for Boys' Interscholastic Sports offered at St. Joseph High School.

Course structure for Advanced PE:

- 33% of class time is spent on sports specific skills  
And concepts
- 30-50% of class time is spent on strength training
- 20-40% of class time is spent on conditioning,  
Flexibility, agility, explosiveness training or a  
Different skill for the multi-sport athlete.

**INDIVIDUAL FITNESS – (Co-ed)**

**Physical Education Credit**

(Semester or Year Course)

May be taken more than one year for credit

**Level:** 9, 10, 11, 12

**Prerequisite:** 9<sup>th</sup> Grade PE/Health (9<sup>th</sup> grade students may take concurrently with permission of 9<sup>th</sup> grade PE/Health teacher.)

Each student in this class develops, plans and implements an individual exercise workout. Individual goals are met through working on health related fitness concepts: muscular strength, muscular endurance, body composition, and aerobic endurance.

This class is for the student serious about exercise and who recognizes the benefits of participating in a variety of personal fitness activities. Workouts include use of weights, cardiovascular machines, fitness tapes, teacher led fitness classes, etc. All instruction is geared toward achieving a great workout!

**TEAM SPORTS/INDIVIDUAL SPORTS—(Co-ed)**

**Physical Education Credit**

(Semester or Year Course)

May be taken more than one year for credit

**Level:** 10, 11, 12

**Prerequisite:** None

This course is for the student who enjoys participating in a variety of team and individual sports. Emphasis is placed on developing skills needed to play these games. Skills include: agility, balance, coordination, power, reaction time and speed. Activities include a variety of games.

## SCIENCE DEPARTMENT

It is the mission of the St. Joseph High School Science Department to facilitate student development in critical and analytical thinking when solving real world problems and making social decisions in a future increasingly dependent upon science and technology.

### **FOUNDATIONS OF PHYSICS** (Year Long Course)

#### **MMC Science Credit (Physics or Chemistry)**

**Level:** 9, 10

**Prerequisite:** Lowest level of Algebra or taking concurrently. NOTE: Students entering Geometry should be enrolled in Biology. If a student scores 14 or below on the Explore test, highly recommend this course.

This course is designed to meet the needs of students not yet qualified to take Biology. Foundations of Physics is an introductory physics course emphasizing the concepts of physics rather than a mathematical approach. Physics concepts are introduced in English with equations as guides to thinking rather than recipes for algebraic problem solving. Students study kinematics (the study of motion), circular motion, electricity, magnetism, light, sound and waves among other topics with a hands-on laboratory emphasis. This approach helps students fully understand the physics they are studying and make the transition from Language to Math that much easier. This course counts toward the Michigan Merit Curriculum graduation requirement and must be followed up with a Biology course to attain high school graduation credit.

### **FOUNDATIONS OF BIOLOGY** (Year Long Course)

#### **MMC Science Credit**

**Level:** 10

**Prerequisite:** Active Physics must be taken BEFORE Foundations of Biology. Must be recommended for this class by a teacher or guidance counselor. (Note: Students entering Geometry should be enrolled in Biology)

This course is designed to meet the needs of the student who has difficulties with math and science. Foundations of Biology is an academic survey course that presents essential facts and concepts that constitute a Biology course, with emphasis on student homework, lab, and class work, rather than on testing. Students will experience laboratory and field work, utilize biological facts and concepts to develop an awareness of the impact of biology on all aspects of life, and continue their development of study skills, creativity, and critical thinking.

### **BIOLOGY** (Year Long Course)

#### **MMC Science Credit**

**Level:** 9, 10, 11

**Prerequisite:** Successful completion of Algebra 1 (or equivalent) or concurrently taking Algebra 1

**GRADUATION REQUIREMENT:** The state mandates that students must take this course for graduation.

This course is designed for the college-bound student who plans to follow the Biology/Chemistry/Physics progression in high school. This is an academic survey course presenting essential facts and concepts that constitute a comprehensive high school biology course, with the emphasis on cell biology and the chemistry of living organisms. Students experience laboratory and field work, utilize biological facts and concepts to develop an awareness of the impact of biology on all aspects of life, and continue their development of study skills, creativity, and critical thinking.

### **HONORS BIOLOGY** (Year Long Course)

#### **MMC Science Credit**

**Level:** 9, 10, 11, 12

**Prerequisite:** For students already in high school, see the Academic Information section and completion of Geometry or concurrent enrollment in Geometry. Currently enrolled eighth grade students must have successfully completed Algebra, be enrolled in Geometry or Algebra 2 as a Freshman, and have a 3.3 GPA in academic areas (See Honors Classes in Academic Information section). If an Upton eighth grade student does not meet the academic requirements for the Honors program, his/her application may be reviewed by the Upton Middle School Science Department. We recommend students to take Honors Biology if they score a 20 or higher I science on the Explore test.

Honors Biology places major emphasis on the investigative approach to biological problems. Honors differs from other biology courses in St. Joseph in that the textbook authors want the student to play the role of scientist by asking questions and proposing hypotheses that might explain the problem in question. Critical thinking skills are emphasized throughout the course, especially in the testing areas. In this course students complete the laboratory investigations as though each is the first person to do so. There are no answers provided until the lab is completed. Honors places a premium on the motivated student capable of thinking for himself/herself. Because this is an honors class, students receive enriched instruction taught in an accelerated manner.

**COMPARATIVE ANATOMY AND PHYSIOLOGY**

(Year Long Course)

**Direct Credit Option Available**

**MMC Elective Science Credit**

**Level:** 11, 12 (10th grade only by permission/recommendation of biology instructor)

**Prerequisite:** Successful completion of Biology and Chemistry

This is a rigorous, college level, advanced biology course designed for the serious 11th or 12th grade student who may be considering a career in the biological or medical fields. This course follows a two-pronged approach, teaching the essentials of human anatomy, and comparing the human information to the development of invertebrate and vertebrate anatomy. Success in this course is dependent on the student’s motivation to succeed and their own self-discipline.

The extensive lab experiences in this course will involve dissections of commercially available prepared specimens that include the earthworm, crayfish, squid, shark, fetal pig, and cat. Dissections will allow the student to study other organisms and make comparisons to the anatomy and physiology of the human. The survey of the invertebrate and vertebrate organisms will build upon the information presented in Biology, without duplication of the first year biology course. Due to the extensive content of dissection material (approximately half of the course content), students who have a moral objection to animal testing, or who cannot handle animal dissections, should not register for this course.

Students are eligible to apply for, and receive, direct college credit from Lake Michigan College upon successful completion of this course.

**AP BIOLOGY** (Year Long Course)

**MMC Elective Science Credit**

**Level:** 11 & 12

**Prerequisite:** Successful completion of Honors Biology or Biology and a “B” or better in Honors Chemistry or approval of instructor.

AP Biology is a rigorous course requiring extra time and effort on the part of the student. This course meets every day 1st hour and includes “0” hour two days per week to complete lab and content requirements. Students are not able to take “0” hour in conjunction with AP Biology. The textbook requires excellent reading and comprehension skills. This course prepares students to take the AP Biology exam offered in May. A summer reading assignment or project may be assigned. Contact the teacher for this assignment before the end of the school year as a textbook is required for this assignment.

The course involves an in-depth study into basic chemistry and biochemistry, ecology, cellular and

molecular biology, genetics and biotechnology, evolution, microbiology, botany and zoology and systems. Both semesters integrate and emphasize laboratory work, along with formal laboratory write-ups and project work.

The course of study in Advanced Placement Biology follows the program proposed by the Advanced Placement Biology committee of the College Board. The AP Biology syllabus proposed by St. Joseph High School has been accepted by the College Board as one that is equivalent to a college introductory biology course. In order to earn college credit, students must pay for and pass the AP Biology exam in May.

If a student scores a 23 or higher on the Explore and/or 25 or higher on the PLAN test and/or a 26 or higher on the ACT, it is recommended that they take AP Biology.

**CHEMISTRY** (Year Long Course)

**MMC Science Credit**

**Level:** 10, 11 or 12

**Prerequisite:** Successful passing of both semesters of Biology and Algebra 1

**Chemistry is a college prep course designed for students who do not plan to enter a science related field of study in college. Successful completion of this course, however, will prepare students for a four year college chemistry course.**

All the major concepts of chemistry are supported in this course while emphasizing chemistry’s impact on society and issues involving science and technology. Societal topics discussed include water and chemical resources, nuclear chemistry, air and climate, health, and chemical industry. Class consists of lecture, small group discussion, and lab work. **There is a reduced emphasis on mathematical calculations, but algebra skills are expected.**

**HONORS CHEMISTRY** (Year Long Course)

**MMC Science Credit**

**Level:** 10, 11 or 12

**Prerequisite:** Successful completion of a course in College Prep or Honors Biology and Geometry or taking Geometry concurrently, and approval of Science Department Honors Committee. If a student scores a 20 or higher on the Explore test and/or a 21 or higher on the PLAN test, it is recommended that they take Honors Chemistry.

**This course is designed for students who enjoy mathematics or have a desire to enter a science related field in college such as engineering, medicine, pharmacy, etc.** Topics discussed are matter, solutions, atomic structure, chemical reactions, gas laws, chemical kinetics, acids and bases, chemical equilibrium and electrochemistry. A great deal of

emphasis is placed on chemical calculations and laboratory work. **This course best prepares students for AP Chemistry and first year college chemistry for science majors.**

**AP CHEMISTRY** (Year Long Course)

**MMC Elective Science Credit**

**Level:** 11 or 12

**Prerequisite:** Successful completion of Physics or concurrently enrolled in Physics. A grade of "B" or better in Chemistry. Successful completion of Trigonometry or taking concurrently. Student request with a strong background in math and science and approval of instructor.

AP Chemistry is designed to be the equivalent of a first year college chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course differs qualitatively from Chemistry with the type of textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles, and the kind of laboratory work completed by students. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth.

The description presented above comes from the College Board. This course prepares students to take the Advanced Placement Exam in Chemistry.

**TOPICS IN SCIENCE** (Semester Course 1/2 credit)

**MMC Elective Science Credit**

**Level:** 11-12

**Prerequisite:** Active Physics and Foundations of Biology. Must be recommended for this class by a teacher or guidance counselor. If a student scores 15 or below on the PLAN test, highly recommend this course.

This one semester course is designed to meet the needs of the student who struggles in math and science. This is an elective science course, which will satisfy the Michigan High School graduation requirements and will support students who struggle with reading content-based documents. Students will read scientific and popular literature as deals with current topics in science and society. It is the goal of this course to use science to continue to develop student's skills in reading, interpreting and analyzing scientific content. Students will also work toward development of study skills, creativity, and critical thinking.

**PHYSICS** (Year Long Course)

**MMC Science Credit**

**Level:** 11 or 12

**Prerequisite:** Successful completion of a course in

Biology, Chemistry and Geometry or taking Geometry concurrently.

**Physics is a college prep class designed for students who do not plan to enter a science related field of study in college; however, successful completion of this course will prepare students for a four year college.**

Physics is the study of motion and the many forms of energy. These include mechanical potential and kinetic energy, light energy, sound energy, electromagnetic energy, and atomic energy. The approach in this course is conceptual with much emphasis on practical applications. Expect much lab work and demonstrations in this class as Physics is, after all, a Physical Science. Students enrolled in this course gain an understanding of the physical world. Nature means more to people who understand its rules. To help students learn about and comprehend nature's rules, physics is treated conceptually in this course. **There is a reduced emphasis on mathematical calculations, but algebra and geometry skills are expected. Students interested in preparing for a science related field of study at the college level should take Honors Physics.**

**HONORS PHYSICS** (Year Long Course)

**MMC Science Credit**

**Level:** 11 or 12

**Prerequisite:** Successful completion of a course in Biology, Chemistry and Trigonometry or concurrently enrolled in Trigonometry and approval of Science Department Honors Committee. If a student scores a 20 or higher on the Explore test and/or a 21 or higher on the PLAN test, it is recommended that they take Honors Physics.

Honors Physics is similar to the Physics courses offered above with the exception of greater depth and mathematical treatment. **Students interested in continuing in a science related course of study at the college level should take this course.**

**AP PHYSICS** (Year Long Course)

**Direct Credit Option Available**

**MMC Elective Science Credit**

**Level:** 11 or 12

**Prerequisite:** Successful completion of a course in Biology, Chemistry, Honors Physics, Trigonometry and course in Calculus or concurrently enrolled in Calculus. Student request with a strong background in math and science and approval from instructor. If a student scores a 25 or higher on the PLAN test and/or a 26 or higher on the ACT, it is recommended that they take AP Physics.

AP Physics is a college level Physics course designed to prepare the student who is interested in a career requiring a very strong Physical Science background. The student is introduced to a large number of topics including: Mechanics, Electricity and Magnetism. Computer-based laboratories supplement the materials covered in class.

A strong mathematical background is required. Those interested in continuing their physical science education at the college level will benefit from this class. Students are strongly recommended to take the Advanced Placement Test in Physics upon completion of this course and college credit may be earned. Students eligible to apply for, and receive, direct college credit from Lake Michigan College upon successful completion of this course.

**GEOLOGY** (Semester Course 1/2 Credit)

**Direct Credit Option Available**

**MMC Elective Science Credit—1/2 credit**

**Level:** 11 & 12

**Prerequisite:** Successful completion of two years of science courses.

Geology is a semester long enrichment course for students interested in Earth concepts. The purpose of this class is to introduce students to the Earth's environment and its relationship to human affairs. Topics include minerals, rocks, rock identification, earthquakes, plate tectonics, volcanoes, glaciers, natural resources, oceanography, and the geology of Michigan.

**FORENSIC SCIENCE** (Semester Course 1/2 Credit)

**MMC Elective Science Credit—1/2 credit**

**Level:** 11 & 12

**Prerequisite:** Successful completion of two years of science courses

Forensic Science is a lab-based science course. The purpose of this course is to provide students an understanding of the science involved in crime scene investigation. Students experience science through the eyes of the crime scene investigator.. They become well-trained observers who are called to the scene of a crime to collect as much evidence as possible. This evidence may include samples of body fluids (simulated in our classroom) and fibers, casts of shoe and tire prints, measurements of crime scenes, collection of insects, and hundreds of other procedures. Often times, these same investigators help detectives interpret the evidence they have collected. By stepping into the roles of crime scene investigators, students learn numerous scientific strategies and skills.

Forensic Science is a capstone course at St. Joseph High School that integrates content from Biology, Chemistry and Physics as these apply to the field of forensic

science. Students use a variety of scientific skills and background from all of the major scientific disciplines to collect and analyze evidence left at the scene of a crime and utilize this information to do what any good scientist does, answer questions.

**SCIENCE LEARNING LAB**

**Level:** 9, 10, 11, 12

**Prerequisite:** Teacher/Counselor Referral

This intervention program is designed to assist students to be successful in MMC required Science courses. The teacher will work with students on any missing basic skills as well as help them understand new topics. This program may be recommended for student remediation or possible credit re-coup. Use of an online program (NovaNet) may be used for development in individual student needs.

**SOCIAL STUDIES DEPARTMENT**

Our mission is to help prepare young people to become responsible citizens. The Social Studies curriculum focuses on disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation to help achieve this goal.

**AMERICAN CIVICS** (Semester Course)**MMC Social Studies Credit**

**Level:** 10, 9 (If student has recommendation from 8th grade Social Studies teacher to take AP History in 10th or 11th grade)

**Prerequisite:** None

American Civics satisfies the State of Michigan statute requiring the study of Civics in high school.

This course covers the form and functions of federal, state, and local governments. The United States constitution and the rights and responsibilities of citizens are stressed. Students learn about voting and the American political system. This course teaches students how to function as successful citizens in our democratic society.

**ECONOMICS** (Semester Course)**MMC Social Studies Credit**

**Level:** 10

**Prerequisite:** 9 (If student has recommendation from 8th grade Social Studies teacher to take AP History in 10th or 11th grade)

This course focuses on improving students "economic literacy". Students identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Students gain function as consumers, producers, savers, investors, and responsible citizens. The major areas of focus are Market Economy, National Economy, International Economy, and Personal Finance.

**U.S. HISTORY/GEOGRAPHY****MMC Social Studies Credit**

**Level:** 9

**Prerequisite:** None

This course is a comprehensive study of the history of The development of the United States to its emergence as a world power. The course continues the 8th grade course and starts with Reconstruction. Emphasis is

placed on WWI, The Great Depression, WWII, Vietnam, and more recent history.

**AP U.S. HISTORY/GEOGRAPHY****MMC Social Studies Credit**

**Level:** 10,11, 12

**Prerequisite:** Student request and approval by Department Honors Committee (See Honors and AP Classes in the Academic Information section)

This course covers the period from Colonial beginnings to the Current Era. It is a comprehensive study of the history of the United States as it developed and eventually became a world power. Emphasis is placed on the social and political aspects of history. This course is also designed to prepare students for the AP US History Test.

**WORLD HISTORY 1/GEOGRAPHY**

(Semester Course, 1<sup>st</sup> Semester Only)

**Direct Credit Option Available****MMC Social Studies Credit**

**Level:** 10, 11, 12

**Prerequisite:** None

This course covers the period of history from the earliest civilizations and traces the developments of humanity and nations leading up to the period of the Industrial Revolution. Topics include Egyptian, Greek, Roman, Indian, African, American, European, and Chinese civilizations. In addition, major world religions are covered as well as the Middle Ages and the Age of Exploration.

**WORLD HISTORY 2/GEOGRAPHY**

(Semester Course, 2<sup>nd</sup> Semester Only)

**Direct Credit Option Available****MMC Social Studies Credit**

**Level:** 10, 11, 12

**Prerequisite:** None

This course covers the period from the Industrial Revolution, French Revolution, and American Revolution up to the modern day. Topics include World War I, World War II, and other major events that have shaped the modern world.

**AP PRINCIPLES OF MACROECONOMICS**

(Year Long Course)

**MMC Social Studies Credit**

**Level:** 11, 12

**Prerequisite:** Student request and approval of Department Honors Committee

(See Honors and AP Classes in the Academic Information section)

This course is an in-depth study of macroeconomics.

Areas of study covered are: basic economic concepts, measurements of economic performance, national income and price determination, The Aggregate Expenditures Model, The Financial Sector, inflation, unemployment, and stabilization policies, economic growth and productivity, and international trade and finance.

**LAW AND SOCIETY** (Semester Course)

**Level:** 10, 11, 12

**Prerequisite:** None

The course introduces students to the United States Criminal Justice System. The basic principals of criminal law are covered. This class examines crime and defenses, law enforcement, the criminal case, corrections, juvenile justice, and solutions to crime. The class also focuses on one's moral decisions and actions toward different situations to which one is exposed. Each student is made aware of the six stages of moral development and growth. The conclusion of the class converges each student's moral choices with the continuum of development thereby making each student aware of many of his/her values.

**INTRODUCTION TO PSYCHOLOGY**

(Semester Course)

**Level:** 11, 12

**Prerequisite:** None

Introduction to Psychology is a survey course designed to acquaint the student with the major concepts of psychology today. The course examines topics such as psychological research, life stages, dreams, memory, personality theories, and a variety of factors that shape human development. In addition, the course examines major psychological disorders and therapies.

**INTRODUCTION TO SOCIOLOGY**

(Semester Course)

**Level:** 11, 12

**Prerequisite:** None

This is a basic survey course in Sociology. The major units of this course include culture, culture traits and personality, deviancy, the family, aging, crime and juvenile delinquency, and poverty. The second part of the course emphasizes social problems.

**SOCIAL STUDENTS LEARNING LAB:**

**Level:** 9, 10, 11, 12

**Prerequisite:** Teacher/Counselor Referral

This intervention program is designed to assist students to be successful in MMC required Social Studies courses. The teacher will work with students on any missing basic skills as well as help them understand new topics. This

program may be recommended for student remediation or possible credit re-coup. Use of an online program (NovaNet) may provide for development in individual student needs.

## WORLD LANGUAGE

Our mission is to guide students in developing proficiency in speaking, listening, reading and writing in a world language, to provide opportunities to learn about cultural similarities and differences, and to help them to become aware of related career possibilities.

### **FRENCH 1**

**Level:** 9, 10, 11, 12

**Prerequisite:** "C" or better in English and/or approval from English teacher.

This course introduces the students to elementary French conversation and being able to express themselves in everyday situations. This course addresses basic elementary grammar, the reading of simple French stories, beginning French composition, authentic listening activities, and the culture of French speaking places and people. Main conversation topics include: introducing oneself, talking about food, family, interests, and different actions in the present and past tenses.

### **FRENCH 2**

**Level:** 10, 11, 12

**Prerequisite:** "C" or better in French 1 and/or approval from French 1 teacher.

This course is a continuation of the first year experience in the French language. The students will learn grammar beyond French 1 including the future and conditional tenses as well as grammar items such as question formation and pronoun usage. The students will be engaged in intermediate French conversations, reading of intermediate selections, composition and study of French speaking places and people. Main conversation topics include: hobbies, holidays, school activities, and a typical day.

### **FRENCH 3**

**Level:** 11, 12

**Prerequisite:** "C" or better in French 2 and/or approval from French 2 teacher.

This course emphasizes more advanced French conversation, composition and reading. A comprehensive study of pronunciation is included. An abridged French novel is read. Vocabulary and structures will be learned that will allow students to express themselves in a wider variety of situations and with a greater degree of accuracy. The students will learn more about French speaking countries and their

cultural practices and perspectives as well as the different regions of France.

### **FRENCH 4**

**Level:** 12

**Prerequisite:** "C" or better in French 3 and/or approval from French 3 teacher.

This course provides reinforcement and further development of the four communication skills: reading, writing, speaking, and listening. This level is a well-structured, more independent course which will include advanced grammar, literature, composition, conversation, pronunciation and an elementary school project. Work done in this course will be helpful in preparing for college placement examinations.

### **SPANISH 1**

**Level:** 9, 10, 11, 12

**Prerequisite:** "C" or better in English and/or approval from English teacher.

This course introduces the students to the four skills; speaking, listening, reading and writing Spanish, with an emphasis on speaking and listening. It also provides an introduction to the Spanish speaking world and its people.

### **SPANISH 2**

**Level:** 9, 10, 11, 12

**Prerequisite:** "B" or better in Spanish 1 and/or approval from Spanish 1 teacher.

The course continues to develop the students' ability to understand and speak Spanish. The necessary elements of sentence structure are practiced for correct writing and intelligent reading. An increased vocabulary and deeper understanding of culture are expected.

### **SPANISH 3**

**Direct Credit Option Available**

**Level:** 11, 12

**Prerequisite:** "B" or better in Spanish 2 and/or approval from Spanish 2 teacher.

This course presents a more advanced vocabulary and introduces or reinforces grammar patterns in an interesting way. The students enjoy reading and conversing on pertinent topics. By reading the literary selections presented by viewing and listening in Spanish, the students will deepen their cultural understanding of Spanish and Hispanic people.

### **SPANISH 4**

**Direct Credit Option Available**

**Level:** 12

**Prerequisite:** "B" or better in Spanish 3 and/or

approval from Spanish 3 teacher.

The fourth level students continue to practice and to perfect their previous knowledge. Materials are available to encourage students to listen, speak, read, and write more fluently. Students will demonstrate their skills by creating videos, skits and projects. In addition, students will explore a variety of media including film, newspapers, online resources, popular music, and recorded native Spanish speakers.

#### **LATIN 1**

**Level:** 9, 10, 11, 12

**Prerequisite:** "C" or better in English and/or approval from English teacher.

This course introduces the students to the fundamentals of Latin grammar, syntax, and vocabulary with the goal of developing basic reading fluency. The students are also introduced to the study of Roman culture, history, religion, literature, and philosophy. Since Latin is the basis for our Modern Romance languages and English vocabulary and grammar, much work is done toward a better understanding and proper usage of English.

#### **LATIN 2**

**Level:** 10, 11, 12

**Prerequisite:** "C" or better in Latin 1 and/or approval from Latin 1 teacher.

This course is a continuation of Latin 1, in which the student will complete his or her formal study of Latin grammar, syntax and vocabulary with the goal of being able to read original Latin texts. Continued emphasis is also placed on Classical civilization and history, Greek and Roman mythology and English words derived from Latin.

#### **LATIN 3**

**Level:** 11, 12

**Prerequisite:** "C" or better in Latin 2 and/or approval from Latin 2 teacher.

The course contains a rapid review of basic Latin grammar, vocabulary and syntax as well as a more in depth look at Roman history and society in the late 1<sup>st</sup> Century B.C. and the early 1<sup>st</sup> Century A.D. The students may read selections from the historians Eutropius and Suetonius, Cicero's orations and philosophical works, Caesar's *Gallic Wars*, Augustus' *Res Gestae*, Ovid's *Metamorphoses* and *Amores*, and Catullus' *Carmina*.

#### **LATIN 4**

**Level:** 11, 12

**Prerequisite:** "C" or better in Latin 3 and/or approval from the Latin 3 teacher.

The course consists of an examination of Latin poetry from the Golden Age of Rome through the study of Vergil's *Aeneid*. The poetic, historical and cultural values of the poem itself will be examined. Continued emphasis is placed on building English vocabulary as well as the historical study of the culture of Rome during the Golden Age. Depending upon the students' abilities and desires, the Advanced Placement syllabus may be followed.

## OTHER COURSES

### **BERRIEN COUNTY CAREER AND TECHNICAL EDUCATION CONSORTIUM**

#### **MMC VPAA Credit**

#### **MMC Possible 4th Year Math Related Credit (Principal Approval Required)**

We are part of the Berrien County Career and Technical Education Consortium. These classes are offered throughout the county at various sites. When students select one of these full year classes, they are automatically under the jurisdiction of the operating school. Students must observe the rules of the host school, those defined by the individual program, as well as the rules of St. Joseph High School.

#### **Specific Information:**

See Counselor or Career Tech Ed Director for specific information about course offerings.

#### **General Prerequisites:**

Prerequisites for all courses include a "C" average, excellent attendance, an application signed by a parent, and approval of the CTE Director.

#### **Transportation:**

Students are required to provide their own transportation.

### **ARTS AND COMMUNICATION**

- Dance Exploration
- **Graphic Arts/Visual Imaging**
- Media Communications I & II
- Theatre Technology
- **Music Theory/Appreciation**

### **BUSINESS, MANAGEMENT, AND MARKETING TECHNOLOGY**

- **Accounting/Finance**
- **Professional Finance Academy**
- Management Support
- **Marketing I & II**
- Network Administration
- **Web Design**

### **ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECHNOLOGY**

- **Drafting and Design**
- Automotive Technology I & II
- Automotive Technology III & IV
- Aviation
- Construction Trades
- **Cabinet/Furniture Making**
- Electronics/HTI/Robotics
- **Machine Trade & Tool Operation**
- Pre-Engineering/Infinity Project
- Welding and Cutting
- Energy Production Technology

### **HEALTH SCIENCE**

- Professional Health Careers Academy
- Allied Health Technology I & II
- **Sports Medicine**
- Dental Assisting
- Pre-Veterinary
- **Forensic Science**
- Pharmacy
- Medical First Responder (MFR)
- Emergency Medical Technician

### **HUMAN SERVICES**

- Child Care
- **Teacher Cadet**
- Law Enforcement Academy
- Hospitality and Food Service
- Fire Fighting I & II
- Cosmetology
- Hospitality Services

### **AGRISCIENCE AND NATURAL RESOURCES**

- Agriscience
- Landscape Design

\*Courses in **bold** print are offered at St. Joseph High School

**SCHOOL-TO-WORK**

**Level:** 11, 12

**Prerequisite:** Permission of Coordinator and a written agreement with the employer which specifies the responsibilities of the pupil, employer, parent(s), teacher coordinator, and school district must be on file for each student. **(Students must apply for admission to this program.)**

The School-To-Work program is for those students who wish to gain practical experience in a specific work related field. **Apprenticeship, internship, mentorship, and a career pathway plan are all arranged in cooperation with the instructor.** Students are required to meet one day a week with the Teacher Coordinator.

Credits for School-To-Work will be given as outlined:

- 1/2 credit per semester for 15 hours per week of work
- 1 credit per semester for 20 hours per week of work
- 1-1/2 credits per semester for 25 hours per week of work

Anyone choosing "Zero Period" must take 3-1/2 credits per semester.

**WORK EXPERIENCE**

**Level:** 11, 12

(11 must take 2-1/2 credits per semester in building)  
(12 must take 2 credits per semester in building)

**Prerequisite:** Permission of Coordinator and a written training agreement with the employer which specifies the responsibilities of the pupil, employer, parent(s), teacher coordinator, and school district must be on file for each student. GPA and attendance are considered.

The Work Experience program is for those students who wish to gain practical experience in a specific work related field. **(General Work Experience and Cooperative Education can be arranged in cooperation with the instructor).**

Students are required to meet one day a week with the Teacher Coordinator.

Credits for Work Experience will be given as outlined:

- 1/2 credit per semester for 15 hours per week of work
- 1 credit per semester for 20 hours per week of work
- 1-1/2 credits per semester for 25 hours per week of work (Seniors only)

Anyone choosing "Zero Period" must take 3-1/2 credit per semester.

**Exceptions for Work Experience:**

**Seniors:** Three-hour Work Experience with permission of Asst. Principal and/or Counselor and CTE Coordinator.

**Juniors:** Two-hour Work Experience with permission of Asst. Principal and/or Counselor and CTE Coordinator.

**NOTE: A student may NOT take the following courses if they are on Work Experience without Administrative approval: School-to-Work or Dual Enrollment, Office Tech Intern.**

**INDEPENDENT STUDY**

**Level:** 11, 12

**Prerequisite:** See guidelines below

The student must have parent, counselor and teacher permission. Any deviations from these guidelines must be approved by the student's counselor.

The student:

- Shall have a minimum of 3.5 grade point average in the field of study proposed.
- Shall be a Junior or Senior in status.
- Only one (1) unit of Independent Study per year may be taken unless it is a 2-hour class.
- Must have the recommendation of teacher.
- Must apply in writing to the teacher with the appropriate rationale and grade point average, etc.

**SPECIAL EDUCATION PROGRAMS**

St. Joseph High School, in partnership with the Berrien County Intermediate School District, provides a comprehensive continuum of special education services for students with identified disabilities. An Individualized Educational Planning Committee (IEPC) may place a student into a special education program based upon the child's eligibility and the nature and severity of the disability.

**SUMMER SCHOOL OPPORTUNITIES**

St. Joseph High school offers a number of summer school opportunities including the NovaNET Credit Recovery Program and P.E./Health Courses. See counselors for details.

St. Joseph High School \_\_\_\_\_ Date of Plan \_\_\_\_\_

Student's Name \_\_\_\_\_

9 <sup>th</sup> GRADE	<b>Four Year Plan</b>	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
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1. English				
2. Math				
3. Science				
4. Social Studies				
5. Other	PE/Health			
6. Other				
Zero Hour - Other				

- **Other** – Includes World Language, Life Management, Fine Arts (Art, Band, Orchestra), Industrial Arts, Business,
- **Online Experience** \_\_\_\_\_
- **Planning Notes**