South Haven High School

www.shps.org

600 Elkenburg Street South Haven, MI 49090

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2024-2025 Curriculum Guide

Academic Information and Course Descriptions

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

January 2024

This guide is not yet SHPS Board approved.

Contents

Daily Schedule
South Haven High School

Period	Start	End
0 Hour	6:40 AM	7:25 AM
1st Hour	7:30 AM	8:20 AM
2nd Hour	8:25 AM	9:15 AM
3rd Hour	9:20 AM	10:10 AM
4th Hour	10:15 AM	11:05 AM
Purple - Lunch	11:05 AM	11:30 AM
OR		
5G - Class	11:10 AM	12:00 PM
5P - Class	11:35 AM	12:25 PM
OR		
Gold - Lunch	12:00 PM	12:25 PM
6th Hour	12:30 PM	1:20 PM
7th Hour	1:25 PM	2:19 PM

*5th hour G or P notates which lunch you have.

Dear Parents and Students:

Welcome to South Haven High School!

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

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

Sincerely,
Ryan Williamson, Principal

Our Vision:

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

Our Mission:

South Haven Public Schools is THE district of choice, where all students graduate with outstanding academic skills and exemplary character.

Our Achievements:

Outstanding Academics

- Test Scores above state and national averages
- Honors, AP, and college courses
- Above-average acceptance rates at selective colleges
- Participation in direct credit and dual enrollment classes

Superior Fine Arts

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

Leader in Technology

- Student-to-computer ratio 1:1, all students have a chromebook
- Technology in classrooms and the Interactive Learning Center
- Technology integrated into the learning process

Safe, Positive Environment

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

Student Activities

- Modern facilities along with strength-training programs
- Twenty-two sports; forty different teams: opportunities for all
- Twenty-one clubs for students to enjoy and explore interests

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

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Scheduling

All students will be scheduled into 1) courses needed to meet graduation requirements, 2) academic support courses, if appropriate, and 3) elective courses. When selecting courses for the next year, core courses, district required courses, and academic support classes, if appropriate, have priority over other elective courses (including band, orchestra, and choir.) As the students approach their graduation date, courses required for graduation will have the highest priority for scheduling. Students may request Honors and/or Advanced Placement courses based on specific guidelines (see honors class criteria page 12). All students will have an opportunity to request elective courses into which they would like to be scheduled. Every effort is made to meet these requests. The final determination of which courses will be scheduled is based upon ALL students' interests. The district will set the guidelines for making this determination based upon student interest, staffing and financial feasibility. This may mean that students may not get their first choice elective class. All students are expected to have a full schedule and are expected to complete a full-year course in sequence within the school year. Once students have been informed of their schedules, there will be an opportunity to request a schedule change before the opening of school. Generally, schedule changes will not be made for a course that was originally requested by the student. Schedule changes are made for academic reasons only and the following guidelines apply:

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

Once the window for changes has closed, students are expected to follow the schedule provided. Under RARE and extenuating circumstances, a schedule may be changed within the first two weeks of the semester. (Earning a lower grade than expected or the effect of a grade on the student's GPA is not considered an extenuating circumstance.) Students will be assigned a grade each semester for any course in which they are scheduled. Final grades are assigned at the end of a semester and will appear on the transcript.

Michigan Merit Curriculum

To prepare Michigan's students with the knowledge and skills needed for college and the workplace in the 21st Century, the State of Michigan has enacted a rigorous set of statewide graduation requirements that are among the best in the nation. The Michigan Merit Curriculum is the result of an extraordinary partnership between the Executive Branch, State Board of Education, Superintendent of Public Instruction, Legislature and numerous education associations. These course/credit content guidelines outline what students should know and be able to do for each credit required in the Michigan Merit Curriculum. (www.michigan.gov/highschool) In extreme cases a personal curriculum may be necessary to complete the MMC.

Michigan Merit Curriculum Requirements

MATHEMATICS - 4 Credits
Algebra 1, Algebra 2, Geometry, and One math course in the final year of high school

ENGLISH LANGUAGE ARTS (ELA) - 4 Credits
English Language Arts 9, 10, 11, 12

SCIENCE - 3 Credits
Biology, Chemistry or Physics, and One Additional Science Course

SOCIAL STUDIES - 3 Credits
World History & Geography, US History & Geography, Civics (.5 Credit) and Economics (.5 Credit)

PHYSICAL EDUCATION & HEALTH - 1 Credit

VISUAL, PERFORMING, & APPLIED ARTS - 1 Credit

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

WORLD LANGUAGE OTHER THAN ENGLISH - 2 Credits
Complete in Grades 9-12; or equivalent learning experience in grades K-12

TOTAL MMC REQUIREMENTS - 18 Credit

South Haven Graduation Requirements

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

1. Minimum of 22 credits (including all required courses)
2. Participation in the complete State Required Tests (MME) during Junior Year
3. Be a full-time student for 8 semesters: 7 classes per semester
4. Must have a credit in Math and English during your senior year of high school
5. Class of 2028 and beyond must have ½ credit in Personal Finance

MMC Required Credits

4 - ENGLISH LANGUAGE ARTS 1 ENG 9 1 ENG 10 or equivalent 1 ENG 11 or equivalent 1 ENG 12 or equivalent	Honors English 10 AP Language (11th or 12th) AP Seminar (11th or 12th) AP Literature (12th) English 12 through MTA
4 - MATHEMATICS 1 Algebra 1 1 Geometry or Honors Geometry 1 Algebra 2 or Honors Algebra 2 1 4th Year Math or *See List ->	Business Math/Personal Finance Arch. Design/Robotics Engineering Pre-Calculus AP Statistics AP Calculus Accounting 1/2 Design & Create Video & Game Design Honors Physics Many Tech Center Programs
3 - SCIENCE 1 Biology 1 Chemistry or Honors Chemistry 1 3rd Year Science or *See List ->	Fundamentals of Organic Chemistry AP Chemistry Honors Physics Physical Science Several Tech Center Programs
3 - SOCIAL STUDIES 1 U.S. History & Geog. or *See List -> 1 World History & Geog. 0.5 Government + 0.5 Economics	AP U.S. History Honors US History
0.5 - HEALTH	
0.5 - P.E.	Lifetime Fitness Team Sports Varsity Conditioning Weight Training Swimming Season of School Sport Season of Marching Band
1 - VISUAL, PERFORMING, & APPLIED ARTS Art 1 Band/Orchestra Chorus/Choir Design & Create Intro to Theater Yearbook Architectural Design Video & Game Design	Many Tech Center Programs Art 2, 3, 4 Arch. Design/Robotics Engineering
2 - WORLD LANGUAGE 1 Spanish 1 1 Spanish 2 or Extra VPA Art or Tech Center Program	High school content courses successfully completed in the 8th grade, as approved by the Board of Education, will meet the Michigan Merit Curriculum requirements for high school and will be applied to the 22 credits required for graduation.
Online Learning Experience Incorporated into SHHS curriculum	

General Information

Advanced Placement (AP)

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

Board of Education Awards
Recognition of Academic Excellence

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

Changing Classes

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

Competency Testing/Testing-Out

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

Testing Out Dates:

- ***May 2-3, 2023***
- ***January 9-10, 2024***
- ***May 7-8, 2024***

Required Guidelines for taking Competency Tests:

- Parent permission must be obtained by each student under 18 requesting competency tests.
- A course syllabus and the textbook may be made available to the student at request from the course teacher.
- For the purpose of testing-out, **"passing" is defined as obtaining a 77% or higher**. The transcript will list the course as passed (no grade or honor points toward the grade point average will be given). Further designation will be given that the "pass" was earned through competency testing.
- The student must still meet the required 22 units of credit for graduation.
- A student is not penalized for failing the competency exam.
- A student can reapply to take the competency test again at the next testing-out/competency test period or take the course.

Course Credit

One-half (½ or 0.5) credit equals one (1) semester of work successfully completed. One (1) credit equals two (2) semesters of work successfully completed.

Credits for Classification

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

Sophomore:	successfully completed 5 or more credits of course work and 1 year of high school
Junior:	successfully completed 10 or more credits of course work and 2 years of high school
Senior:	successfully completed 15 or more credits of course work and 3 years of high school

Educational Development Plan (EDP)

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

Grading Scale

Semester (S1 or S2) grades will be determined on a 45-45-10 basis, with each 9-week quarter grade counting 45% and the final exam constituting 10%. Grades will be calculated on a 50-50 basis with each quarter counting 50% in courses without a final. Check each course syllabus for determining information.

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

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

Honors Courses

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

Off-Campus Classes (Other than Van Buren Tech Center Classes)

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

Online Courses

Online courses that have been approved by the Board of Education are accepted for credit toward graduation and may be used to meet requirements in the same subject area as the course. Online courses are comparable to traditionally taught classes in rigor and expectations. ***If a student is interested in enrolling in an online course(s), please make sure that you follow the instructions and review the Online Parent Letter (available on www.shps.org)***. Students who elect to take any online course should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and appearing on the transcript. Some online courses offered may have 100% of the course instruction provided online. These courses allow the student to complete course work outside the school day and are offered under the supervision of a certified teacher. A SHPS certified teacher is assigned to these classes as the mentor/monitor teacher to ensure the student stays on task and completes the required course work assigned by the online course. Attendance rules vary for online courses, but all online courses have some attendance requirements that must be met. Check with your counselor regarding attendance expectations. Students are expected to progress through an online course at their own pace, which may be quicker than a traditional course. The mentor teacher, principal and/or certified district staff will monitor all online courses for inactivity. If a student does not actively participate in the online course, the student may be dropped from the course without earning credit. A student is expected to complete all online courses and meet ending dates within the same time as traditional classrooms. However, under extenuating circumstances a student who is actively engaged in the online course and time on task and effort is documented may receive an "I" (incomplete) grade at the end of the semester or term. The "I" grade allows the student to complete the course by the end of a predetermined date. If the class is not completed, the student will be dropped from the online class and no credit will be awarded. Consult with your counselor if you are thinking about a course provided by Edgenuity. Courses are listed on page 31.

To enroll in an online course(s) MVU:

1. Review and discuss: Online Readiness Rubric (MVU)
2. Review the Parent Guide to Online Learning (MVU)
3. Print and complete: Online Readiness Questionnaire Pg. 32-33
4. Review the courses offered: Michigan Virtual High School Course Catalog (MVU).
5. Print and complete the Virtual Learning Contract - Application Form. Pg. 34-37
6. Set up a meeting and return the above forms to the Student Success Center by the deadlines mentioned.

For more information on Expanded Online Learning
https://micourses.org/resources/pdf/toolkit/detailed_21f_implementation_guidelines.pdf.

Personal Curriculum

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

Request for Early Graduation

The purpose of early graduation shall be to provide an educational program and delivery system which allows an option for a student who completes all high school graduation requirements (state and local, including assessments) or demonstrates mastery of required skills and competencies to graduate from high school early. Early graduation means a student, with approval, may leave school if all state and local graduation requirements have been earned. Application for early graduation involves a written request stating the reason for leaving high school early and a conference with the counselor and principal.

The request for early graduation must be made at least one year prior to the anticipated graduation date. If approved, it is understood the student is no longer eligible for school activities including clubs and sports after early graduation.

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

Students with Disabilities

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

Summer School

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

CREDIT RECOVERY OR FAST FORWARD

Credit Recovery: free, but students must come to the school building Monday - Friday 8:30 am - 12:30 pm

Fast forward: cost $50 per half credit and you take your classes from home.

- Students sign up and pay in the High School Office prior to the end of S2. Typically begins in mid-June and runs until the first week of August.

Virtual Studies and Credit Recovery

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

Career Pathways

What Are the Six Career Pathways?	Description of Pathway	Is This Career Path for You?	Career Categories
Arts and Communication 	Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!	Advertising and Public Relations Creative Writing Film Production Foreign Languages Journalism Radio and TV Broadcasting
Business, Management, Marketing, and Technology 	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? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career path!	Accounting Office Administration Business Ownership Economics Personnel Hospitality/Tourism Management Computer/Information Systems Marketing Sales Finance
Engineering/Manufacturing and Industrial Technology 	Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.	Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career path for you!	Architecture Precision Production Mechanics and Repair Manufacturing Technology Engineering and Related-Technologies Drafting Construction
Health Sciences 	Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.	Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your career path!	Dentistry Hygiene Medicine Nursing Nutrition and Fitness Therapy and Rehabilitation
Human Services 	Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.	Are you friendly, 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? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career path!	Human Services Education Child and Family Services Food and Beverage Service Law and Legal Studies Law Enforcement Cosmetologist Social Services
Natural Resources and Agriscience 	Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.	Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!	Agriculture Animal Health Care Earth Sciences Environmental Science Fisheries Management Wildlife Management Horticulture Forestry Life Sciences

Post-Secondary Options

High School students should carefully consider and explore the following education options:

Four-Year Colleges

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

Community Colleges

Community colleges provide career-oriented programs that enable students to begin their careers after two years of college (Associate's Degree) or less. Students may attend a community college for two years and then transfer to a four-year college to earn their bachelor's degree. People typically choose this option due to cost savings and/or deciding which four-year degree (Bachelor's Degree) and university to pursue.

Career and Trade Schools

Career and Trade schools offer short-term training programs and certification in a wide variety of career fields (e.g., cosmetology, dental hygiene, welding). While some last only a few weeks, others take up to two years to complete. Career and trade schools can be expensive, but some are very reasonable and there may be scholarships available. *Make sure the school you are considering is accredited, not all of them are reputable*. For more information go to https://www.vocationaltraininghq.com/.

The Military

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

Apprenticeships

Students who prefer a hands-on approach to learning may want to consider applying for an apprenticeship program. Apprentices learn a skilled trade (e.g. carpentry, plumbing, roofing, and firefighting) through a combination of classroom instruction and on-the-job training. Apprenticeship programs usually last 1-6 years. Because most apprenticeship programs have a limited number of openings, entry level can be competitive. MIROAD2WORK

NCAA Eligibility

Eligibility standards for playing sports in college.

NCAA Clearinghouse

In an effort to coordinate the certification of initial eligibility for all prospective NCAA freshman student-athletes at the Division I and II levels, the NCAA has established an initial eligibility clearinghouse.

NCAA Core Courses

Not all high school courses needed to fill local graduation requirements are considered a core course by the NCAA clearinghouse. In order to be considered a core course it must: 1) Be an academic course in one or a combination of these areas: english, mathematics, natural/physical science, social science, foreign language, non doctrinal religion or philosophy; 2) Be four-year college preparatory; and 3) Be at or above the high school's regular academic level (no remedial, special education or compensatory courses).

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

In order to practice and play as a freshman at an NCAA Division I or Division II university/college, the student-athlete must satisfy the requirements of the NCAA Bylaw 14.3. Student-athletes first entering a collegiate institution will have eligibility for practice and competition in the freshman year certified by the NCAA Initial-Eligibility Clearinghouse. It is the responsibility of the student to meet with their SHHS counselor to verify academic requirements for NCAA eligibility.

Informational brochures are available in the Student Success Center. For more information regarding the rules, please go to www.NCAA.org. Click on "Academics and Athletes", then "Eligibility and Recruiting". Or visit the Eligibility Center Website at www.eligibility center.org. Please call the NCAA Eligibility Center if you have questions at this toll-free number: 877-262-1492.

Division I Athletics (16 required Core Courses)	Division II Athletics (14 required Core Courses)
4 years English/Language Arts 3 years Math (Algebra I or higher) 2 years Natural/Physical Science 2 years Social Science 1 year of additional English, Math or Natural/Physical Science 4 years of additional courses from any area above, Foreign Language or Comparative Religion/Philosophy	3 years English/Language Arts 2 years Math (Algebra I or higher) 2 years Natural/Physical Science 3 years of additional English, Math or Natural/Physical Science 4 years of additional English, Math, Natural/Physical Science, Foreign Language, Comparative Religion or Philosophy

Students may also register with NAIA: http://www.naia.org/

Honors Class Requirements & Criteria

All students identified for Honors Classes will have meet the following criteria for selection:

- Typically a 3.25 overall GPA is required, there may be some exceptions.
  - Subject area grades from up to the last three semesters may be taken into consideration.
- Assessment Data (NWEA, M-STEP, PSAT, etc.) may be taken into consideration.
- Multiple measures will be evaluated before students will be offered enrollment into each honors class.

English Language Arts (ELA):
Students must meet the Honors Class Requirements & Criteria listed above. Students who meet the Honors Class Requirements and Criteria will be offered a spot in an Honors English class by March 31st. Students who are not notified, but believe they would like to be in an Honors Class may apply for admission by speaking with your current English teacher and completing the form found on Page 38. The deadline to apply is May 1st. Final determination will be made by a staff committee and subject to class size restrictions as well as previously stated past academic performances.

Science:
Students must meet the Honors Class Requirements & Criteria listed above. Students who meet the Honors Class Requirements and Criteria will be offered a spot in an Honors Science class by March 31st. Students who are not notified, but believe they would like to be in an Honors Class may apply for admission by speaking with your current Science teacher and completing the form found on Page 38. The deadline to apply is May 1st. Final determination will be made by a staff committee and subject to class size restrictions as well as previously stated past academic performances.

Social Studies:
Students must meet the Honors Class Requirements & Criteria listed above. Students who meet the Honors Class Requirements and Criteria will be offered a spot in an Honors Social Studies class by March 31st. Students who are not notified, but believe they would like to be in an Honors Class may apply for admission by speaking with your current Social Studies teacher and completing the form found on Page 38. The deadline to apply is May 1st. Final determination will be made by a staff committee and subject to class size restrictions as well as previously stated past academic performances.

Math:
Students must meet the Honors Class Requirements & Criteria listed above. Students who meet the Honors Class Requirements and Criteria will be offered a spot in an Honors Mathematics class by March 31st. Students who are not notified, but believe they would like to be in an Honors Class may apply for admission by speaking with your current Math teacher and completing the form found on Page 38. The deadline to apply is May 1st. Final determination will be made by a staff committee and subject to class size restrictions as well as previously stated past academic performances.

Business, Management, & Marketing

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

BUSINESS MATH

Semester Course: 11th, 12th
Prerequisite: Algebra 2
Math ½ credit senior year only.
This course is designed to give students who have passed Algebra, Geometry, and Algebra 2 an opportunity to take another math class. It will cover managing people and inventory, business costs, as well as sales and marketing.

PERSONAL FINANCE

Semester Course: 11th, 12th
Prerequisite: Algebra 2
Math ½ credit senior year only.
This course is designed to give students who have passed Algebra, Geometry, and Algebra 2 an opportunity to take another math class. It will cover gross and net pay, banking services, loans and credit cards, budgeting, taxes, insurance and investing. This class will help students apply "practical" math to their daily lives.

ACCOUNTING 1

Year Course: 10th, 11th, 12th
Prerequisite: Algebra 1
May qualify as 4th year Math.
This course involves recording, analyzing, and interpreting financial information. Those who know basic accounting principles and concepts are better able to plan and keep adequate personal budgets and business records. Accounting is the language of business. Students will study accounting procedures for a sole proprietorship, a partnership, and a corporation as it relates to our global economy.

INTRODUCTION TO BUSINESS

Semester Course: 9th - 12th
This course is designed to provide a foundation in such general business concepts as: economics, finance, accounting, business law, marketing, and other business systems. You will explore the functions of modern business management, marketing, and ethics and social responsibility.

BUSINESS MARKETING and MANAGEMENT

Semester Course: 9th - 12th
Prerequisite: Intro to Business
This course is designed for those students who wish to learn how to run and manage a business. Topics include selecting a location, raising capital, organizing operations, establishing service and credit policies, buying merchandise, preparing goods for sale, pricing, advertising, display, selling techniques, keeping accurate records, economics, and government regulations. Students will do individualized assignments from the textbook as well as group and individual projects. **Students will also participate in the operation of the new student led school store**.

DIGITAL DESIGN

Semester Course: 10th, 11th, 12th
This class is designed to have students apply their understanding of the many functions that may be accomplished with the use of technology in real business situations. Students will learn the ability to manipulate digital photography, videos and web pages with current software in a professional manner. Students will also apply the learned knowledge relating to copyright laws and infringements. Instruction will follow the Michigan Educational Technology Standards. **This class will assist in creating products for the new student-led school store, products like; stickers, T-shirts, magnets, seat cushion, keychain, megaphones, string bags, bracelets, etc**.

ACCOUNTING 2

Year Course: 11th, 12th
Prerequisite: Algebra 1
May qualify as 4th year Math.
This advanced course expands on the tenants learned in Accounting 1 while adding new topics about management accounting, cost accounting, not-for-profit accounting, and financial analysis. This involves recording, analyzing, and interpreting financial information. The study of a second year of accounting will help students build a background of knowledge for jobs and careers as well as prepare them for college business and accounting courses.

Engineering/Manufacturing Tech & Computer Science

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

ARCHITECTURAL DESIGN (CAD)

Semester Course: 9th, 10th, 11th, 12th
Counts as VPAA credit.
Math ½ credit senior year only.
This course will use CAD software to explore architecture standards and develop professional quality designs and drawings (singleview, isometric, multi-view, section view, etc.). 2D and 3D styles of design plans will be implemented to complete projects relating to designing houses, professional buildings (offices, parks, zoos, etc.) and city planning. This class prepares and exposes students to career possibilities in architecture by designing houses, landscaping, exploring design structures and utilizing architecture styles.

DESIGN AND CREATE (DAC)

Year Course: 9th, 10th, 11th, 12th
Counts as VPAA credit.
Math credit senior year only.
Students will gain hands-on experience while working with cutting edge technology and machinery in a safe learning environment. Students will use laser engravers, vinyl production, hand tools along with graphic design software to work with plastic, wood, and vinyl. As an evolving program, new tools and techniques will be added as available. Projects will be assigned, while the design and completion of individual projects is strongly encouraged. Custom t-shirts, stickers, and jewelry are some of the items students can make. There will be costs associated with some personal projects, but accommodations can be made.

VIDEO AND GAME DESIGN

Semester course: 9th, 10th, 11th, 12th
Counts as VPAA credit.
Math ½ credit senior year only.
Students interested in Computer Science, Graphic Design and Video Design will be introduced to Python and block coding along with video and graphics editing. This coding will be used to design video games on different platforms and to explore apps for second year students. Coding will be used to teach creativity, problem solving, storytelling, as well as programming. Students will also learn and apply graphic design principles when completing new game designs. Video production and editing will be introduced to students by making personal video clips and stop animation videos. This course will be offered as a year-long course and students returning for the second year will be advanced project based.

ROBOTICS ENGINEERING

Semester Course: 9th, 10th, 11th, 12th
Counts as VPAA credit.
Math ½ credit senior year only.
Students will explore robotics using the VEX Robotics curriculum. Build and program mechanical processes using VEX kits and RobotC computer software. Solve real world, open-ended problems using knowledge of design, small machines and computer programming. Very hands-on course while working collaboratively with peers to learn and understand all aspects of building and programming machines to meet constraints. This course will be offered as a semester and students returning for the second semester will be completing advanced based projects.

English

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

ENGLISH 9 (required)
Year Course: 9th
Prerequisite: English 8
Content includes spelling/vocabulary development, grammar and usage skills and using complex fiction and non-fiction text to determine evidence, reason critically, and communicate effectively in various formats including written and verbal methods. Follows Common Core State Standards for grade 9.

READ 180
Year Course: 9th for 9th English Credit
This class is designed to improve students' reading abilities by meeting individual needs in reading and writing. This research-based program uses differentiated and direct instruction, adaptive and instructional software, and high-interest literature. It focuses on comprehension, fluency, writing, and vocabulary-building. Students will practice essential reading skills and strategies with a focus on becoming confident and lifelong readers. Students are assigned to READ 180 based on previous NWEA scores, Language Arts grades, and teacher recommendations.

HONORS ENGLISH 9
Year Course: 9th
Prerequisite: Honors criteria or application
Content includes spelling/vocabulary development, grammar and usage skills and using complex fiction and non-fiction text to complete various academic tasks including literary analysis, research projects, and communicating effectively in various formats such as written and verbal methods. Follows Common Core State Standards for grade 9.

ENGLISH 10 (required)
Year Course: 10th
Prerequisite: English 9
Content includes spelling/vocabulary development, grammar and usage skills and using complex fiction and non-fiction text to determine evidence, reason critically, and communicate effectively in various formats including written and verbal methods. Follows Common Core State Standards for grade 10.

HONORS ENGLISH 10
Year Course: 10th
Prerequisite: Honors criteria or application
Content includes spelling/vocabulary development, grammar and usage skills and using complex fiction and non-fiction text to complete various academic tasks including literary analysis, research projects, and communicating effectively in various formats such as written and verbal methods. This rigorous course has increased standards and expectations. This course provides the reading and writing skills required for success in AP English courses. Follows Common Core State Standards for grade 10.

ENGLISH 11 (required)
Year Course: 11th
Prerequisite: English 10
This course focuses on American Literature and emphasizes the exploration and use of logical argument, logical fallacies, and rhetorical and persuasive devices in the crafting of well-supported argumentative claims. This course will expand students abilities in advanced composition, writing skills, and literary analysis through a variety of literature sources and independent research. Students will investigate a variety of topics, including current social issues. Students will engage in thoughtful, focused and respectful discussions in a variety of formats. Follows Common Core State Standards for grade 11.

ENGLISH 12 (required)
Year Course: 12th
Prerequisite: English 11
English 12 is a class designed to promote verbal, written, and critical-thinking skills. Content includes using complex fiction and non-fiction text to determine evidence, reason critically, and communicate effectively in various formats including written and verbal methods. A variety of texts, both fiction and informational, will be used to promote critical thinking of both the text and its implications and effects on society. Follows Commons Core State Standards for grade 12.

AP ENGLISH LANGUAGE & COMPOSITION
Year Course: 11th or 12th
Prerequisite: Honors English 10 or application and approval from the staff committee
Language and Composition challenges students to become skilled readers of prose who understand the power of rhetoric, as well as skilled writers who can write for a variety of purposes. The primary focus is on the reading of non-fiction texts from a wide range of time periods, styles, authors, and subjects, designed to prepare students for college level analysis and research in any subject area. This course also emphasizes the development within each student, not only of close reading strategies, but also effective writing and speaking skills. Students taking this course should anticipate a rigorous pace. Students should have the ability to read accurately from a range of genres, to discuss intelligently and listen carefully, to write with clarity, and to accept and offer criticism constructively. AP English Language exams are administered in May.

AP ENGLISH LITERATURE & COMPOSITION
Year Course: 12th or teacher approval
Prerequisite: AP English Language or application and approval from the staff committee
An introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will have the opportunity to earn college credit by taking the AP exam.

AP Seminar
Year Course: 11th or 12th
Prerequisite: C or better in Eng 9 and Eng 10
Foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

Mathematics

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

ALGEBRA 1 (required)
Year Course: 9th, 10th, 11th
Algebra 1 includes the introduction of variables, constants, expressions, equations and functions. In this course students will solve one-variable equations and inequalities, write and graph linear equations, and solve systems. They will also simplify and factor polynomials, graph and solve quadratic and exponential equations and analyze data.

GEOMETRY (required)
Year Course: 9th, 10th, 11th
Prerequisite: Algebra 1
Students will develop analytical and spatial reasoning skills through learning to recognize, draw, construct, visualize, compare, classify and transform geometric shapes in both two and three dimensions. Students also develop an awareness of the properties of a shape and of the hierarchical relationships among shapes. Throughout the course, students will apply their knowledge of Algebra to geometric situations.

HONORS GEOMETRY
Year Course: 9th, 10th,
Prerequisite: Algebra 1
The course is intended to prepare students for success in Honors Algebra II and AP Calculus. Students will learn to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, and concepts. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations accordingly. The curriculum is designed for students with a strong mathematics background who are able to commit to the additional homework and study time that may be required. Grade weighting for this course will be weighted according to the Honors rubric on pg. 7.

ALGEBRA 2 (required)
Year Course: 10th, 11th, 12th
Prerequisite: Geometry
This course will continue the study of functions in both symbolic as well as graphical forms. Linear, quadratic, and rational functions will be reviewed and increased in complexity. Polynomial, exponential, logarithmic, and trigonometric functions will be introduced. Other topics will include basic conics sections, data distributions and probability.

HONORS ALGEBRA 2
Year Course: 10th, 11th
Prerequisite: Honors Criteria page 12.
This course will continue the study of functions in both symbolic as well as graphical forms. Linear, quadratic, and rational functions will be reviewed and increased in complexity. Polynomial, exponential, logarithmic, and trigonometric functions will be introduced. Other topics will include basic conics sections, data distributions and probability. This class is for students who wish to continue their study of mathematics beyond Algebra 2. Grade weighting for this course will be weighted according to the Honors rubric on pg. 7.

PRE-CALCULUS
Year Course: 11th, 12th
Prerequisite: B- or better in Algebra 2, C- to C+ range will be considered if spots are available with teacher recommendation.
Pre-calculus is an advanced level math class *(honors points are earned for this course)* intended for students who may wish to further study math and/or science. Pre-calculus is a combination of further studies in trigonometry coupled with an introduction to Calculus. Systems of Equations, Functions, and Limits are traditional topics. Grade weighting for this course will be weighted according to the Honors rubric on pg. 7.

AP CALCULUS
Year Course: 11th, 12th
Prerequisite: B- or better in Pre-Calc, C- to C+ range will be considered if spots are available with teacher recommendation.
AP Calculus is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Grade weighting for this course will be weighted according to the AP section of the rubric on pg. 7.

AP STATISTICS
Year Course: 11th, 12th
Prerequisite: B- or better in Algebra 2, C- to C+ range will be considered if spots are available with teacher recommendation.
An introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Grade weighting for this course will be weighted according to the AP section of the rubric on pg. 7.

Physical Education and Health

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

HEALTH (required)

Semester Course: 9th, 10th, 11th, 12th
This course focuses primarily on students' personal health. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. The course will consist of nutrition, prevention and control of disease, first aid, mental and emotional health, alcohol, drug use and abuse, and tobacco. The course will also focus on the school board approved curriculum of Reproductive Health.

HEALTHY LIVING

Semester Course: 11th, 12th
Prerequisite: Health
This course will prepare students for a successful transition into a healthy independent lifestyle. It explores current health issues and focuses on ways to decrease risk and promote a high state of wellness. Topics include: mental health, personal finances, stress management, sexual health, social health, healthy lifestyles, nutrition, and consumer health. This course is an elective and does not fulfill the semester Health requirement.

FAMILY LIVING

Semester Course: 9th, 10th, 11th, 12th
Prerequisite: Health
This course focuses primarily on having a healthy family. Building a solid foundation of good decision-making skills when it comes to developing healthy dating skills, maintaining a healthy marriage, healthy pregnancy, and how to raise healthy children.

LIFETIME FITNESS

Semester Course: 9th, 10th, 11th, 12th
This course will provide instruction and evaluation in skills, rules, strategies, and history of lifetime sports such as badminton, bowling, pickle-ball, ultimate-Frisbee, disc golf, team handball, speedball, bocce and orienteering. Increasing student fitness through the use of the weight room, heart rate monitors, pedometers, and fitness testing will be used to achieve this goal. Students will also learn necessary nutritional information.

SWIMMING

Year Course: 9th, 10th, 11th, 12th
For advanced and beginners. Can be taken both semesters. Beginning swimmers will learn the basics of freestyle, backstroke and breaststroke while advanced swimmers will continue to work on technique and speed with all four strokes.

TEAM SPORTS

Semester Course: 9th, 10th, 11th, 12th
This course will provide instruction and evaluation in skills, rules, strategies and history of team sports such as basketball, flag football, soccer, ultimate-Frisbee, softball/wiffle ball, badminton, and pickleball. Students will participate in drills to improve their skills along with competition and class tournaments to apply those skills to game situations. Increasing student fitness through games, workouts and fitness testing will also be a component of the class.

VARSITY CONDITIONING

Year Course: 10th, 11th, 12th
Prerequisite: Weight Training
This course is designed for the varsity student-athlete to maximize their full potential in athletics. Personal programs will be provided for these athletes to increase strength, speed, agility and fitness. Students will be assessed for improvement in all areas. This course will also provide the necessary nutritional information to maximize the students' training.

WEIGHT TRAINING

Year Course: 9th, 10th, 11th, 12th
This course will provide an introduction to strength, speed, agility, and fitness training. The techniques and safety guidelines of each will be taught along with assessing improvement in all of these areas. This course will also provide the necessary nutritional information to maximize the students' training. This class is for athletes that need specific sport training and also for the student that wants to improve their strength and fitness.

WOMEN STUDIES

Semester course: 9th, 10th, 11th, 12th
Prerequisite: Health
Young females today are growing up with more demands today than in the past. They are being raised in a culture with high pressure, a cyberculture world, high expectations of academic achievement, and a variety of extracurricular involvement, impeccable physical appearances, this semester course will provide young female students with the tools necessary for single parent homes, and social stressors. to empower them to reconcile conflicting roles and manage stress so they are successful women in our society.

Science

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

PHYSICAL SCIENCE

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

The purpose of this course is to provide students with a broad-based introduction to chemistry, physics and earth science concepts. It is suggested for students that need a good foundational understanding or review of science concepts to apply in later courses. It also counts as a third science requirement for graduation. Laboratory work, technology applications and scientific reasoning skills will be incorporated throughout the year.

BIOLOGY (required)

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

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

HONORS BIOLOGY

Year Course: 9th, 10th

Prerequisite: Honors Criteria page 12

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

CHEMISTRY (required)

Year Course: 10th, 11th, 12th

Prerequisites: Algebra 1, Biology

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

HONORS CHEMISTRY

Year Course: 10th, 11th, 12th

Prerequisite: Algebra 1, Biology and Honors Criteria page 12

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

AP CHEMISTRY

Year Course: 11th, 12th

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

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

HONORS PHYSICS

Year Course: 11th, 12th

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

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

FUNDAMENTALS OF ORGANIC CHEMISTRY

Year Course: 11th, 12th

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

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

Social Studies

Students are required to take 3 credits of Social Studies (U.S. History, World History, Economics {½ credit}, and Government {½ credit}).

U.S. HISTORY & GEO. (required)
Year Course: 9th, 10th
The focus of this course is the post-Civil War era to the modern era with major emphasis on the civil, political, social and economic developments and transitions which have, and are, occurring in the U.S. There is a review of the pre-Civil War period with emphasis on the Declaration of Independence, the Constitution and core democratic values, which are cornerstones of American Democracy. We look at the connections between the past and present as to how events have affected and affect our way of life in America.

HONORS U.S. HISTORY
Year Course: 9th, 10th
Prerequisite: ELA course with 85% or above
This course is designed for students with a high interest in history as well as a desire to take the AP version of the course as an upper-classman. Students who complete the Honors U.S. History course will be exposed to some AP content and rigor making the transition into the AP course much smoother. The course will cover the history of the United States from early colonization to the modern era, but with an increased emphasis on writing College Board rubric essays. Students should be strong readers of informational text, with the ability to analyze primary and secondary documents to handle the reading and writing workloads. Grade weighting for this course will be weighted according to the Honors rubric on pg. 7.

AP U.S. HISTORY
Year Course: 10th, 11th, 12th
Prerequisite: US History, teacher approval
The AP program in U.S. History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States History. It also prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format will be developed. Grade weighting for this course will be weighted according to the AP rubric on pg. 7.

WORLD HISTORY & GEO. (required)
Year Course: 10th, 11th
This course will teach students about the integrated study of social sciences to prepare them to become conscious of world events. World History will discover and research the five (5) different themes of Geography: 1) The specific location of places; 2) Their characteristics; 3) How those people interact with their natural environment; 4) How people, goods, and ideas move between places; and 5) How those places compare to each other. Also presented will be concepts on the integration of World History by presenting a chronological narrative of world history from the earliest civilization to the present in different parts of the world. An integration of such themes as political and economic development and the effect of contact between cultures will be explored.

ECONOMICS (required)
Semester Course: 11th, 12th
You will study supply and demand and its role in the economy, banking principles, economic growth, employment policies, and government economic policy. Emphasis is placed on current economic and political developments and how they affect individual citizens as well as entire societies. The problem of scarcity, anticipating both intended and unintended consequences, analyzing costs and benefits and successfully making decisions to become responsible citizens will be studied.

GOVERNMENT (required)
Semester Course: 11th, 12th
Prerequisite: U.S. History
The topic areas of study include: The Foundations of American Government, Political Behavior: Government by the People, The Legislative Branch, The Executive Branch, The Judicial Branch, Core Democratic Values, Civil Liberties and Rights, Current Political Issues, and Civic Responsibility.

ETHNIC STUDIES
Semester Course: 10th, 11th, 12th
An introduction to the historical and socio-cultural experiences of racial and ethnic groups in the United States. Focus will be on key issues such as immigration, political stratification, employment, Americanization, class, racial and ethnic identity, and gender roles that have shaped relations in American Society. Study is inter- and multi-disciplinary. A comparative approach covering African American, Mexican American, Asian American, Native American, and Middle Eastern American.

CURRENT EVENTS
Semester Course: 9th, 10th, 11th, 12th
Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion.

REEL HISTORY
Semester Course: 9th, 10th, 11th, 12th
Modern History will be studied through the film industry. Classes will watch a film that fits a SS content standard and then research to discover the level of accuracy of that film to true history.

PSYCHOLOGY
Semester Course: 9th - 12th
This is a one semester course. It is a Social Studies elective for students in grade 11-12. In the seven units the following concepts will be discussed and taught: What is Psychology? Theories of personality. Development over the lifespan. Neurons, hormones, and the brain. Body rhythms and mental states. Sensations and perception. Thinking & intelligence. Memory. Learning. Behavior in social culture and cultural context. Psychological disorders. Approaches to treatment and therapy. The textbook used is Invitation to Psychology by Wade and Travers.

SOCIOLOGY
Semester Course: 9th - 12th
This is a one semester course. It is a Social Studies elective for students in grades 11-12. In the six units the following concepts will be discussed and taught: The Sociological Perspective. Culture. Socialization. Social Structure & Social Interaction. Societies to Social Interaction. Deviance and Social Control. Social Class in the United States. Sex and gender. Race and Ethnicity. The textbook used is Sociology: a down to earth approach by James Henslin.

Student Services Programming

These classes are assigned to students based on need.

PEER-to-PEER
Year Course: 10th, 11th, 12th
This program is designed to pair students who have disabilities (Link) up with students in the general ed. curriculum (Peer) for ONE class every day. The Peer will earn an elective credit and go to the Links class to be a mentor, positive role model, and help with socialization and independence. Students must get approval to be a peer. Dependability and good attendance are essential.

FRESHMAN SEMINAR
Year Course: 9th
Designed for all SHHS incoming freshmen, Freshman Seminar is a course designed to educate and support incoming 9th graders with their transition to high school and to empower them with the necessary skills they will need academically, behaviorally, and socially to carry out a successful high school career. This course is designed to focus on personalization of each student's high school education through the areas of Study Skills, Career Pathway exploration, and Technology Integration. Study skills curriculum focuses on organizational skills, test taking skills, note taking skills, using graphic organizers, reading graphs and tables as well as building vocabulary. All study skills will be reinforced in all core courses so students have the opportunity to transfer the skills learned in the Freshman Seminar course to all of their other courses. Life planning, goal setting, and career pathway exploration will be incorporated into an EDP (educational development plan) to use for postsecondary and/or career planning.

ACADEMIC SUPPORT
Year Course: 9th, 10th, 11th, 12th
Prerequisite: Teacher approval, IEP
Used to support a student's goals and objectives on their IEP. It is a time to receive extra time or support when needed. It is also a time for the student to consult with their case manager or other ancillary special education staff. May be taken multiple years.

DAILY LIVING SKILLS
Year Course: 9th, 10th, 11th, 12th
Prerequisite: Teacher approval, IEP
Help students gain skills in banking, budgeting, cooking, and many more adult living skills. Using hands-on small group instruction to gain skills to be successful as adults in the community.

ENGLISH LANGUAGE ARTS
Year Course: 9th, 10th, 11th, 12th
Developed around individual needs. Using online and small group instruction students should expect to improve their functional reading and comprehension skills greatly.

FUNCTIONAL MATHEMATICS
Year Course: 9th, 10th, 11th, 12th
Developed around a student's individual needs. Using online and small group instruction students should expect to improve their functional mathematics skills greatly.

INTRODUCTION TO VOCATIONAL STUDIES
Year Course: 11th, 12th
This class is an introduction to job seeking, obtainment and functional site performance. Using small group instruction and work based learning opportunities, students will explore jobs that interest them and gain skills to help them obtain competitive employment.

ADVANCED VOCATIONAL STUDIES
Year Course: 11th 12th
This class is for advanced job seekers looking to hone their job seeking, obtainment, and site performance skills. Using small group instruction, simulations, and work based learning opportunities, students will gain skills in resume' writing, job seeking strategies, interviewing techniques, and many other employment related tasks.

Visual, Performing, and Applied Arts

Students are required to take 1 credit of VPAA.

ART 1

Year Course: 9th, 10th, 11th, 12th
First Semester establishes good studio practices, art vocabulary, and basic art skills. There is a strong emphasis on drawing. Drawing lessons will cover sketching, shading, contour line, and fine rendering. Students will work mostly from direct observation and from a photo. Students receive their own drawing and shading supplies and are taught how to use them. Art history lessons cover ancient Egypt through The Middle Ages. Simple graphic design and color theory concepts will be covered also. Second Semester builds on the skills taught in the first semester to create more complex art works. Students will draw the figure and will use linear perspective to draw imaginary objects. There is a strong emphasis on color and using color theory to create drawings and paintings. Students will use critique as a format for looking at, learning about, and speaking about art work. Students will make glazed pottery projects using pinch and coil techniques. Art history will cover the Italian Renaissance, the Mexican Mural Movement, and the Harlem Renaissance. Student work will be displayed around school and at the Art Expo in the spring.

ART 2- 2D and 3D Studio

Year Course: 10th, 11th, 12th
Prerequisite: Art 1
This class will build on the skills and techniques learned in Art 1 to create more complex 2D and 3D artwork. Most projects will have an option for creating 2D or 3D artwork. 2D studio work will include drawing, painting, printmaking, digital art and mixed media. Students will develop more refined design and color theory concepts. 3D studio work will include sculpture, ceramics, jewelry making, and mixed media. Students will develop more refined structures through both additive and subtractive techniques. Students will also craft both functional and nonfunctional ceramics and jewelry. Students will explore creative problem solving to communicate their ideas. Students will analyze and evaluate their work and the work of others. Art history will cover a range of historical and contemporary art. A sketchbook will be used for planning and homework. Student work will be displayed around the school, and at the school Art Expo in the spring. There will be an end of semester exam.

Art 3 – 2D Art Studio

Year Course: 11th, 12th
Prerequisite: Art 2
This class will build on the skills and techniques learned in Art 2 to create more complex 2D artwork with more refined design and color theory concepts. Studio work will include working in depth with drawing media including graphite, color pencil, charcoal, pastels, ink, painting media including tempera, acrylic, watercolor, as well as collage, printmaking, mixed media and digital art. Projects will become student driven as students explore creative problem solving to communicate their ideas and pursue their individual artistic style. Career study opportunities will be explored and portfolio preparation will begin. Students will experience art criticism, aesthetics, group work, cultural awareness, and evaluation techniques of their own work and the work of others. Art history lessons will cover a range of historical and contemporary art. Students will create a presentation on an artistic movement. A sketchbook will be used for planning and homework. Student work will be displayed around the school, in public venues, and at the school Art Expo in the spring. One or more field trips will be taken. There will be an end of semester exam.

Art 3 – 3D Art Studio

Year Course: 11th, 12th
Prerequisite: Art 2
This class will build on the skills and techniques learned in Art 2 to create more complex artwork developing more refined sculpture techniques including additive, subtractive, relief and assemblage. Studio work will include working in depth with a variety of 3D media including paper, wood, metal, stone, ceramics, and mixed media. Projects will become student driven as students explore creative problem solving to communicate their ideas and pursue their individual artistic style. Career study opportunities will be explored and portfolio preparation will begin. Students will experience art criticism, aesthetics, group work, cultural awareness, and evaluation techniques of their own work and the work of others. Art history will cover a range of historical and contemporary art. Students will create a presentation on an artistic movement. A sketchbook will be used for planning and homework. Student work will be displayed around the school, in public venues, and at the school Art Expo in the spring. One or more field trips will be taken. There will be an end of semester exam.

Art 4 – Independent Studio

Year Course: 12th
Prerequisite: Art 3
This class will build on the skills and techniques learned in Art 1-3 to create more sophisticated 2D or 3D artwork. Studio work will include working in depth with students chosen medium(s) creating artwork to support their artistic message. Projects will be student driven as they explore creative problem solving to communicate their ideas and pursue their individual artistic style. Career study opportunities will be explored and students will work on portfolio preparation. Students will experience art criticism, aesthetics, group work, cultural awareness, and evaluation techniques of their own work and the work of others. Art history will cover a range of historical and contemporary art. Students will create a presentation on an artist. A sketchbook will be used for planning and homework. Student work will be displayed around the school, in public venues, and at the school Art Expo in the spring. One or more field trips will be taken. There will be an end of semester exam. Seniors in their second semester are required to have a one person exhibit in the Art Expo in May as the final exam, no exemptions. The exam/exhibit will include every aspect necessary for an art show from promotion to set up and tear down of the show.

BAND

Year Course: 9th, 10th, 11th, 12th
Prerequisite: MS Band or equivalent
Band is a multi-grade group, comprised of 9th-12th grade students. The band rehearses daily as a year-long enrolled class during the school day. This is a co-curricular class with many after school obligations, which include, but are not limited to: marching band, concert band, pep band, concerts, festivals, sporting events, etc. Advanced and specialized opportunities are available to students in band through private lessons, solo and ensemble festivals, full orchestra membership, individual or small group performances, pit orchestra, Tri-M Music Honor Society, and more!

JAZZ ENSEMBLE

Year Course: 9th, 10th, 11th, 12th
Prerequisite: Audition AND active member of Band or Orchestra.
The Jazz Ensemble is a "0" hour enrolled course that meets daily from 6:40 am to 7:30 am. The Jazz Ensemble performs music of many jazz and popular styles, including: swing, rock, funk, jazz, waltz, ballads, latin and more! This is a co-curricular class with many after school obligations which include, but are not limited to: community events, festivals, concerts, school activities, games, etc. Given that this class is audition only with select membership and is co-curricular with requirements beyond the current membership in band or orchestra, grades will be weighted with honors for this course.

ORCHESTRA

Year Course: 9th, 10th, 11th, 12th
High school orchestra encompasses all string students in grades 9 – 12. Group lessons and participation in the middle school orchestra are a prerequisite. Students wishing to enter the ensemble who have previously only taken private lessons must have the director's permission and a recommendation from the private lesson instructor. Throughout the high school years, students will work on developing advanced techniques in string playing, including vibrato and work in the upper positions. Required performances include recruiting concerts at the elementary schools, Collage concert, pre-Festival Concert, District Festival, and the Spring Concert. Students will learn to become independent musicians who will be able to continue to perform beyond their high school years. Grading is based on playing tests, written tests, participation in concerts and festival, and preparation for rehearsals. The orchestra meets as a string orchestra four days/week, and as a full orchestra with brass, winds, and percussion one day/week.

CHOIR

Year Course: tenor and bass voices 9th-12th, soprano and alto voices 10th-12th
The Choir is a mixed voice ensemble. This class is for all interested students who demonstrate a passion for music, having a positive attitude, a strong work ethic and personal desire to improve as a vocalist and overall musician. Choir members will learn to read music using solfege, develop healthy vocal techniques and a better understanding of the vocal instrument. The Choir will take part in all school concerts and events, MSVMA Choral Festivals, and other potential performances. Interested students who are new to the choral program should express interest to Ms. Hillyard as well as their counselor.

CHORALE

Year Course: 9th, 10th, 11th, 12th
The Chorale is a select group which meets from 6:40 a.m. to 7:25 a.m. each day. Members are chosen by auditions and must also be members of the Choir or Treble Chorus. Criteria for selection includes tone quality, ability to read music, aural skills, intonation, work ethic, attitude and leadership. The number of singers chosen is between sixteen and twenty-four. The Chorale holds a leadership role in some of our performances, participates in MSVMA Festivals and will give extra performances in and around the community when available. Attendance and punctuality for ALL rehearsals and performances is mandatory. Auditions for the Chorale will be held during the second week of each new school year. Given that this class is audition only with select membership and is co-curricular with requirements beyond the current membership in vocal music, grades will be weighted with honors for this course.

TREBLE CHORUS

Year Course: 9th, 10th, 11th, 12th
The Treble Chorus is a non-audition ensemble open to all interested Soprano and Alto singers, regardless of previous singing experience. 9th grade soprano and alto voices must sing in the Treble Chorus and may move on to the Choir at the end of their freshman year. Chorus members will learn to read music using solfege, develop healthy vocal techniques and a better understanding of the vocal instrument. The Chorus will take part in all school concerts and events, MSVMA Choral Festivals, and potential other performances.

YEARBOOK

Year Course: 9th, 10th, 11th, 12th
Prerequisite: C+ or better in HS English class or Application process
Students in this class will be responsible for all aspects of production of the Purple & Gold, the official South Haven High School Yearbook Students will develop skills including interviewing, writing copy and captions, digital photography, photo editing, and page design. Experience is not necessary, but time management, teamwork, and communication skills are essential. Admission to this class is by Advisor Approval with prerequisite met or an application must be submitted by mid-May. Applications are available in the Student Success Center. May be taken multiple years.

INTRODUCTION TO THEATER

Year Course: 10th, 11th, 12th
Divided into two parts, this class examines basic acting techniques the first semester and the technical aspects of the theater and advanced acting methods during the second semester. Major areas of study include voice, posture, body movement, characterization, scenery, lighting, sound, costumes and make-up. Students are expected to participate daily in a variety of theatrical activities. As a participation-based class, consistent attendance is imperative. This course may be taken more than once.

SCRIPT WRITING – RNN TV

Year Cours: 10th, 11th, and 12th
Script Writing will focus on the application of the script and screenwriting skills. Writing original scripts, filming original shorts, podcasting, and the production of the daily announcements will provide students opportunities to branch out into the different genres of production. In this course, students will learn how to take the happenings at South Haven High School and convey those to the student body and community. The students will work on a deadline-based schedule. The coverage will consist of sports highlights, human interest stories, as well as features. This course may be taken more than once.

World Language

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

SPANISH 1

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

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

SPANISH 2

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

Prerequisite: Spanish 1

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

SPANISH 3

Year Course: 10th, 11th, 12th

Prerequisite: Spanish 2

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

SPANISH 4

Year Course: 11th, 12th

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

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

Van Buren Technology Center

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

The Van Buren Technology Center (VBTC) is an educational service of the Van Buren Intermediate School District. The CTE programs provide a multi-faceted training experience, utilizing high-tech equipment and training, in combination with project and work-based learning, to assist students as they explore career options, prepare for college, and develop skills for the workplace.

Advanced Manufacturing

Study the operation of metal-working equipment. Develop skills from basic cutting to state-of-the-art computerized numerical machines (CNC). Previously known as Machine Tool, this program combines high-tech machines with hands-on projects. Students are engaged with brainstorming, engineering, machining and robotics. Work on Vertical Milling Machines and Engine Lathes, along with 3-axis Computer Numeric Controlled Milling and Lathe Machines. Build a foundation of manufacturing skills that will help you gain an engineering background or enter an apprenticeship. Also, learn skills in Master Computer Aided Machining software and programming. Through the Tooling University online curriculum, students can work toward National Institute Metalworking Skills (NIMS) certification.

Agriculture and Natural Resources

Learn and develop the leadership and teamwork skills necessary in the industry today. Students can test their skills in the Future Farmers of America (FFA) youth organization, plus help plan and implement community-based projects. First-year students will learn about different aspects of plant science, animal science, and natural resource concepts. Second-year curriculum includes learning concepts related to floral design, veterinary science, production agriculture, landscape management, wildlife management, and much more!

Allied Health Technologies

In this program, you will be introduced to a variety of careers in health care including careers as a Physician, Nurse, Physical, Occupational, and Respiratory Therapist, Kinesiologist, Psychologist, and Radiologist. This program also introduces students to a variety of fields of study in: Dentistry, Optometry, Audiology, Sports Medicine, Veterinary Medicine, Massage Therapy, and Chiropractic Medicine. Students engage in many hands-on "clinical" skills, acquire academic knowledge in areas such as: medical terminology, anatomy and physiology, and core health care foundations. Students will also participate in job shadow experiences further allowing them to explore their career options.

Auto – Brakes, Engines, & Suspension (BES)

Learn about automobile engine construction, brakes technology, steering and suspension designs, from the textbook and lab. In our state-of-the-art auto shop, students work as a team with real customers' vehicles to troubleshoot and repair problems. Students who successfully complete the program may be eligible to take the State of Michigan Auto Mechanic Certification exams. Students who would be successful in this program like to work with their hands, fix things, solve problems, work with tools, work on a team, work on cars and trucks and understand more about automobiles.

Auto – Electrical & Engine Performance (EEP)

In this program students learn to diagnose and repair the following systems: automotive electric, starting, charging, lighting, audio, safety restraints, and computer systems along with basic hybrid maintenance for the first semester. During the second semester students will learn to diagnose and repair the following systems: ignition, fuel injection, emissions engine management, intake and exhaust, and on-board not diagnostic systems, along with basic alternative fuel systems. students also have the opportunity to take the Michigan State Certification test and upon successful completion of those tests students are eligible to work in a licensed repair facility. Students who successfully complete the automotive EEP program, will have obtained skills valuable to finding a job as an automotive technician.

Cadet Teacher Academy

Students receive face-to-face classroom instruction two days per week to learn beginning teaching skills/methodology. Three days per week, students work with a mentor teacher, gaining classroom experience, first by observing, then advancing to actual lesson development and delivery. Students also have the opportunity to participate in the "Family, Career and Community Leaders of America" (FCCLA) student organization. An enrollment packet is also required for the Cadet Teacher Academy, which includes field placement information. Students may also qualify to receive their "Proficiency Certificate for Teacher Assistants" and/or Career Readiness Certificate. This would allow students to be qualified as a Classroom Paraprofessional upon graduation from high school. Participation in an orientation before the start of the school year is also required. Students in this program should enjoy working with children and be creative. Skills that would assist in the success of this program would be effective communication, compassion, flexibility, and self-motivation/management. This program provides the opportunity to work with the public and give back to the community.

Commercial Design

Here at The Exchange Company, the work we do is used to sell, promote, explain, narrate and inform those around us. As a commercial artist, you'll plan, analyze, and create visual solutions to communications problems using a variety of methods such as color, type, illustration, photography, animation, and various print and layout techniques. You will develop the foundations in Commercial Design and explore a variety of art techniques, both traditional and digital. Some future career choices include: graphic designer, illustrator, art director, animator, advertising design, book design, web page designer, and more!

Construction Trades

Students will learn and apply the concepts of plumb, level, and square through practical on-site applications. Emphasis is placed on "hands-on" learning and correcting mistakes. Construction areas covered in this program include: safety, hand and power tool operations, masonry skills, framing, roofing, siding, drywall hanging and finishing, door/trim applications, and estimating. Students will also gain knowledge in electrical, cabinet making and more. In both the on-site and

off-site programs, students will construct a residential home.

Cosmetology
This program can be a gateway to an exciting, fast-paced, ever changing career for our students- opening the door to many opportunities. In this three-year, 1500 hour program, students are taught all aspects of hair, skin, and nails. This environment is very hands-on, where students learn manicures, pedicures, facials, hair cutting, hair coloring, waxing, hairstyling, scalp massages and more. After proper training and the appropriate amount of hours, students are able to perform services on clients, on our salon floor. When completing this program, students are extremely prepared for the State Licensure exams and have acquired on-the-job training, salon management skills, the ability to work well with others, and a life-long career.

Culinary Arts & Catering Management
The Culinary Arts and Catering Management program, which is recognized by the Culinary Institute of America and is a member of the Michigan Restaurant Association, includes segments from a variety of related industries. Students develop skills through field trips, banquets, on-and-off-site food service events, textbook/workbook activities, hands-on cooking, and culinary/cooking. Qualifying students can earn college credit and industry certifications. ServSafe, a nationally recognized sanitation certification, is a hospitality services industry requirement. Students who successfully complete ProStart Levels I and II are issued a certificate from the National Restaurant Association.

Cyber Security & Computer Network Technology
Cyber Security is one of the fastest growing industries in the world with millions of high paying jobs unfilled. Our program at VB Tech teaches you the skills needed to be successful in this industry. The program begins with computer and network hardware and software, including personal computers, tablets, phones, Windows, Linux, Android, routers, switches, wireless access points, cabling, servers and dozens of other types of electronic equipment. The second-year is advanced studies and certifications in local area networks, wide area networks and network security. As a part of the program, students will have the opportunity to apply for internships at local school districts and we also have many post-secondary opportunities. In addition, students are encouraged to earn industry certifications. In order to be successful in this program, students need self-motivation, a good work-ethic and good time management skills.

Dental Occupations
This one-year program provides concentrated work in the dental office. Students will become proficient in chairside dental assisting and all aspects of the dental office. Some of the skills that will be taught included filling a cavity, doing sealants, whitening teeth, learning tooth names and numbers, performing sterilization, medical terminology and medical math. The class involves participation in a non-paid work-based learning experience where eligible students will go to dental offices. Students who are 18 years old by the end of the school year may test to receive x-ray certification.

Early Childhood Careers and Education
Students who enjoy working with children of all ages will learn about children's emotional, physical, social, and cognitive development, as well as appropriate learning activities for each child's age level. Get hands-on experience working with children in a preschool lab and in other classroom settings. Students will also learn about working with at-risk children, and children with developmental disabilities. Second year students can participate in our student organization, "Family, Career and Community Leaders of America" (FCCLA) where they have the opportunity to organize and facilitate dynamic Community Service projects and events. Students may qualify for their ETS ParaProfessional Certification upon completion of the program. Students who are interested in this program enjoy working with children at all age levels, being part of a team, and completing hands-on projects and field experiences.

Emergency Medical Technician (EMT)
Learn immediate medical care techniques for the critically ill/injured person, including Airway Management, CPR, AED Auto Rescue/Extrication, and Emergency Childbirth. Certification in Medical First Responder or Emergency Medical Technician is available for students who successfully complete the program and pass the state exams. Students in this program must desire to be on a trained medical team that uses state-of-the-art communications, the latest life-saving pre-hospital care equipment and staff ambulances that are like mobile emergency rooms. The ability to maintain composure under the stress of a life-threatening emergency and quick responses are skills that will help a student to be successful in this program.

Engineering & Architectural Design
In this program, students will learn the foundational principles behind the fields of engineering and architecture. Working as a team, you will invent solutions to challenges, be exposed to new technologies and ideas, and learn how to benefit the world through problem-solving designs. Students will sketch designs, learn Computer Aided Design (CAD) software and 3D printing technologies, as well as programming and electronics that will help make design ideas and inventions come to life. As part of both the CTE and Project Lead the Way (PLTW) curricula, students will also partner with colleges, as well as real engineers and architects, to create solutions to real-world problems and develop ideas for new creations.

Finance, Investment, Technology (FIT)
Through FIT, students will become familiar with various career opportunities in finance/accounting and how investments work. In this course, students will gain a deeper understanding of how businesses operate behind the scenes. This course takes a realistic approach to business management, accounting principles, investments, and technology, preparing students for life outside the classroom. In addition to financial accounting, students will be introduced to investment tools, and put their skills to the test competing in a real-life stock market simulation. Through class work, projects, and practical applications, students will learn how to organize financial information, develop interviewing skills, and are provided the opportunity to earn numerous industry recognized certifications. Successful completion of this course would be an asset to any resume or transcript.

Fire Science Academy
This program is a State of Michigan approved Firefighter 1 & 2 academy. Students will learn how to work as a team, exercise leadership, and serve their communities. Cadets will focus on the principles of life safety, incident stabilization and property conservation.

Students who are at least 16 and pass the class with a 75% or higher will be eligible to take the Michigan Firefighter 1 & 2 Hazardous Materials Operations exam for state certification. This program is not for the faint of heart. Cadets will be expected to perform at the adult and professional level.

Law Enforcement
In this course you will learn about basic policies and procedures of the legal system, study juvenile delinquency problems and theories, and become more familiar with the work of youth agencies, legislative involvement, and new approaches to juvenile crime prevention. Classroom participation, job shadows, and field trips are included. Qualifying first year students can earn six credits from Lake Michigan College (LMC). Second year students are placed in an intern program. An application process, including background check, are required for this program. Students who are interested in this program enjoy hands-on activities, learning from actual police officers, collecting evidence and working as part of a team.

Marketing/Entrepreneurship
Learn and apply marketing skills that allow you to be successful in today's highly competitive business world. Units include: management and communication skills, sales, visual merchandising, job interviewing, product planning, marketing research and advertising. This course will also teach you how to research a business idea, write a business plan, and start your own business. Participation and competition in the national Distributive Education Clubs of America (DECA) student organization is encouraged for all students. Good verbal and written communication skills, time management, and the ability to work with others are qualities that will help a student succeed in this program.

Medical Biotechnology
This program focuses on various techniques that are used in the medical biotechnology industry to modify living organisms, to create new medicines or processes in the field of medicine. In this program, students learn how to conduct experiments, collect and process data, and interpret and communicate results. Students will use microscopes, centrifuges, pipettes, and electrophoresis equipment while learning critical lab skills, and gaining insight into biotechnology career fields. Students in this program will also complete Project Lead the Way's (PLTW) Medical Interventions (MI) course, where they will investigate how to prevent, diagnose, and treat disease.

Patient Care
The Patient Care program is an excellent opportunity for students interested in any career in healthcare. Specifically, the Patient Care program focuses on nursing and preparing students to pursue a Michigan Certified Nursing Association (CNA) license. Classroom instruction is divided between lecture and hands-on learning. This program provides a solid foundation in the basics of medical terminology, anatomy, physiology, and medical math. Students can become certified through the American Heart Association in CPR and First Aid. Students interested in this program should have an interest in the healthcare field as well as enjoy working with people of all ages, cultures and backgrounds. Success in this program would include the ability to work on a team, good communication skills and most importantly, having care and compassion towards people.

Pharmacy Technician
Pharmacy Technicians help pharmacists provide medication and other health care products to patients. This college-level program prepares students to work in a pharmacy/hospital setting through classroom study and hands-on learning. Students will learn about pharmacy law and ethics, medical terminology, anatomy and physiology, pharmaceutical terminology and abbreviations, infection control procedures, pharmaceutical prescription preparation and dispensing procedures, pharmacy computer applications, insurance procedures, drug research, and patient/customer relations. Students in this program should have good memorization skills, be detail oriented, follow directions well, enjoy multitasking, work well under pressure and be good at problem solving. This program requires you to work with people and accept responsibility.

Polymer Technology
Study the operations of plastic manufacturing and produce plastic products on machines used in industry today. Students in this program will receive hands-on training with computers, CAD and design software, laser engraving equipment, hand tools, large machinery and measuring equipment (calipers, micrometers). Students need to be creative and have problem-solving abilities, as well as be comfortable working one-on-one with customers in industry.

Print MediaTechnologies
In this program, we take ideas from concept to printed product. We focus on learning how to print on almost any surface, using the latest imaging technology and production methods. Imagine wrapping a car in graphics, or creating a new design trend for all types of apparel and items, like t-shirts and skateboards. This class will push your creativity to new levels as we take design and graphics beyond two dimensions. As part of the Print Media Technologies class, you will be challenged to think differently, risk bravely and explore the vast world of printing by working on real projects with real clients. Print Media is all about developing tomorrow's imaging professionals, in every aspect, to reach success in both career and life.

Software Engineering
This course provides the opportunity to learn many different software languages and developmental tools, such as C++, C#, Java, Python, HTML5, Visual Studio, NetBeans, etc., while developing several project. The projects can come from a wide range of applications, including web applications, computer graphics and image processing, scientific modeling, databases, games, embedded systems, computer vision, artificial intelligence and/or robotics.

Welding
Learn how to safely use the various welding equipment and produce professional welds. Apply your knowledge of various types of welds in a high-tech welding lab. Work independently while learning precise measurements and angles, and a variety of welding processes including: Gas Metal Arc Welding, Gas Tungsten Arc Welding, Shielded Metal Arc Welding, Flux Core Arc Welding, Resistance Welding, and more! Students in this program will receive hands-on training in different welding processes, working with large industrial machinery, cutting metal, joining pieces of metal together with an electric ARC, proper use of hand tools and bending/manipulating metal. Students should be comfortable working one-on-one with special customer projects.

Van Buren Technology Center

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

High School Credit for Tech Courses

By successfully completing a career and technical education program you may fulfill a Michigan Merit Curriculum (MMC) requirement. **Typically** a CTE program will fulfill one of the following, check with your counselor to be sure which, if any, apply.

- 1 credit - Applied Technical Math/Math 4th credit
- 1 credit – Science 3rd credit
- 1 credit – VPAA (Visual, Performing or Applied Arts)
- 1 credit – World Language

VB Tech Academic Credit Course Guide

Work-Based Learning

Job placement revolves around the concept of work-based learning. Work-based learning (WBL) consists of a variety of experiences that provide students with an opportunity to continue their CTE training at a place of employment. Field trips, job shadows, cooperative learning, school to work, and presentations about future apprenticeship opportunities are all examples of WBL experiences that students may have the opportunity to participate in at Van Buren Tech. The structure and length of each WBL experience varies depending on the type, with some lasting a day and others lasting a week, a month, a semester, or even an entire school year. Some WBL experiences are paid, while others are not; some experiences take place in the school setting, while others occur out in local communities. WBL experiences are coordinated by the school district via a contract (training agreement) with an employer agreeing to provide a supervised educational experience related to school instruction (training plan) and monitored by a certified WBL coordinator employed by Van Buren Tech.

Career Guidance

VBTech's Career Guidance Coordinators complement the services provided by local school counselors by empowering students to consider their academic performance, personality, strengths, and career interests in order to plan and pursue individualized college and career goals. The Career Guidance Coordinators are all State of Michigan certified school counselors and are trained and have experience helping students with a myriad of topics such as career exploration, sorting through post-secondary options, learning more about financial aid opportunities, personal/social issues, and more!

School-to-Work Program

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

ELIGIBILITY:
- Seniors seeking to earn money and receive credit (½ or 0.5) per semester for successful completion of work experience at a job related to a short or long-term career goal
- Ninety percent (90%) attendance during a 30-day school period prior to employment and verified by the school attendance officer
- Counselor approval and parental consent
- May only be for a maximum of three hours out of the school day

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

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

Michigan Transfer Agreement (MTA) College Program

Students will take 30 college credit hours through LMC. Students can start taking these courses as early as 10th grade. Students who complete the 30 credit hour MTA can transfer those credits to most Michigan colleges and universities which will fulfill a portion of the lower-division general education requirements. Students can qualify for MTA/dual enrollment by earning a 3.0 or better cumulative GPA and taking one of the following assessments: Accuplacer, ACT, or SAT. See the table for scores that qualify students for MTA/dual enrollment.

For more information visit https://www.mitransfer.org/michigan-transfer-agreement and speak with your guidance counselor.

Dual Enrollment

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

Dual Enrollment Classes

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

Guidelines for Dual Enrollment

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

- Students can qualify for dual enrollment by earning a 3.0 or better cumulative GPA and taking one of the following assessments: Accuplacer, ACT, or SAT. See the table for scores that qualify students for dual enrollment.

	SAT	Accuplacer (NG)	ACT	Senior only GPA
E (English/Writing)	Writing/Language 27 OR 5's on all 3 Essay Scores (Reading, Analysis, Writing)	WritePlacer 6 OR WritePlacer 5 and Next Gen Writing 250	English 18	2.9 Unweighted Cumulative GPA
R (Reading)	Reading 26	Reading 253 OR WritePlacer 6 OR WritePlacer 5 and Next Gen Writing 250	Reading 17	2.9 Unweighted Cumulative GPA
M (Math)	Math 23 OR Math Composite 460	Quant/Alg/Stats 237	Math 18	N/A

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

Informational packets are available in the counseling office.

Academic Testing

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

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

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

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

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB) – is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

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

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

Michigan Student Test of Educational Progress (M-STEP) – The M-STEP is a 21st century computer-based assessment designed to gauge how well students are mastering state standards in science and social studies. This is part of the required MME taken in April or May by 11th graders.

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

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

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

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

Transferring Credit

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

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

1. To transfer home-school credits to South Haven High School for graduation status, an affidavit must be signed by the parents or legal guardian indicating that the student was educated in an organized educational program. (School Attendance Law, Section 1561 (3) PARAGRAPH (F)) Credits that have been validated by an outside agency or clearinghouse will also be accepted.

2. All documents showing credits earned, validation documents, waivers and affidavits must be presented to the school before attendance so that correct placement can be made.

3. Placement will be determined by South Haven High School Counseling personnel on the basis of: the student's age; the student's performance on accepted national tests to be administered or requested by South Haven High School Counseling personnel; by administering the subject area exam given to South Haven High School students; or other methods of evaluation deemed appropriate by counseling or teaching staff.

4. Any home-school credits transferred will be accepted for credit only and have no grade attached and will be listed on the student's transcript as "home-schooled credit".

5. A maximum of seven (7) home-schooled credits will be transferred per school year.

6. All students, including home-school students, transferring to South Haven High School must attend for their entire school year and accumulate at least five (5) credits during that year to be eligible to receive a diploma or participate in graduation activities from South Haven High School. Students transferring from an accredited high school due to a change in parental residence (parents move into South Haven Public School district from another accredited school district) may be granted a waiver from this requirement by the building principal and superintendent.

7. All students, including home-schooled students, transferring to South Haven High School will not be eligible for graduation honors unless they attended South Haven High School for two (2) years previous to their graduation date and accumulate at least eleven (11) credits during those two (2) years.

8. Home-schooling credits or credits transferred from other institutions for graduation must be received by the first day of the second semester of the graduation year desired by the student.

Edgenuity Online Course Options

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

English Language Arts
English 9A and 9B (IC and CR)
English 10A and 10B (IC and CR)
English 11A and 11B (IC and CR)
English 12A and 12B (IC and CR)

Mathematics
Algebra 1A and 1B (IC and CR)
Geometry A and B (IC and CR)
Algebra 2A and 2B (IC and CR)
Pre-Calculus A and B (IC and CR)
Financial Math A and B (IC and CR)
Trigonometry* (IC and CR)
Pre-Algebra A and B (IC and CR)**
Math Models with Apps A and B (IC and CR)

Science
Biology A and B (IC and CR)
Chemistry A and B (IC and CR)
Physics A and B (IC and CR)
Physical Science A and B (IC and CR)
Environmental Science A and B (IC and CR)
Earth and Space Science A and B (IC and CR)

Social Studies
US History & Geo. A and B (IC and CR)
World History & Geo. A and B (IC and CR)
Civics/Government* (IC and CR)
Economics* (IC and CR)

Electives (meet an MMC grad requirement)
Introduction to Art* (prerequisite for Art History)
Art History 1*
MI-Contemporary Health*
Foundations of Personal Wellness A and B
Spanish 1A and 1B
Spanish 2A and 2B
Spanish 3A and 3B

General Exploratory Electives
Career Planning & Development*
Human Geography A and B
Introduction to Business A and B
Introduction to Health Science A and B
Introduction to Information Technology A and B
Medical Terminology A and B
Modern World History A and B
Nursing Assistant A and B
Personal Finance* (can use as 0.5 Sr math CR)
Pharmacy Technician A and B
Psychology A and B
Sociology*
Strategies for Academic Success*

Advanced Placement ®
See counselor if an AP offering other than what SHHS teachers provide is desired.

Test Preparation (not for credit)
PSAT, SAT, ACT
GED, HISET, TASC
COMPASS, ACCUPLACER

Courses offered with a SHHS teacher will be the priority in scheduling.

* Indicates a 1 semester course
** Indicates course option for students demonstrating need through an IEP

SOUTH HAVEN HIGH SCHOOL

600 Elkenburg Street • South Haven, MI • 49090
Phone: (269) 637-0500 • Fax: (269) 637-0516

Online Readiness Questionnaire
(Please return to Student Success Center)

Student Information:

Student Name: (please print) _____ Date: _____

1. My access to technology is best described as:
   - ☐ I have a computer at home with internet access and I have my own email account
   - ☐ I have regular access to a computer with internet
   - ☐ I do not have a computer or an email address

2. My experience with discussion boards/online bulletin boards (Moodle, Blackboard, etc.) is:
   - ☐ I have used a discussion board for a class
   - ☐ I have accessed a discussion board but did not use it
   - ☐ I have never used a discussion board

3. My technology skills are best described as:
   - ☐ I am highly skilled with email, web browsers, word processing software, can download files, and create attachments
   - ☐ I have some experience with email, web browsers, and word processing software
   - ☐ I do not regularly use email, web browsers, and word processing software

4. When working with technology:
   - ☐ I am comfortable solving technology problems on my own with very little frustration
   - ☐ I am not comfortable solving technology problems and often need help
   - ☐ I get frustrated easily when technology problems occur and usually need help

5. When starting a new school lesson/unit:
   - ☐ I like to figure out the instructions myself using many different strategies, but will ask for help if needed
   - ☐ I will first try to follow directions, but often ask for help
   - ☐ I am most comfortable if directions are explained to me before attempting to figure them out Myself

6. When I need help in class:
   - ☐ I feel comfortable asking questions and asking for help when I need it
   - ☐ I don't often ask questions of the teacher, but I will if I need it
   - ☐ I don't like to ask questions or ask for help

7. When it comes to completing school work:
   - ☐ I always get my assignments done on time or ahead of time
   - ☐ I mostly get my assignments done on time but sometimes I turn them in late
   - ☐ I often turn in late assignments

8. When it comes to reading and writing:
   - ☐ I enjoy reading and writing and have confidence in my abilities

☐ I read well but I'm not comfortable expressing myself in writing
☐ I don't like reading and look for classes without a lot of writing assignments

9. I think an online class
   ☐ Will be a breeze and easy to complete
   ☐ May be difficult but I am capable of handling it
   ☐ Will be difficult for me and I will need a lot of help

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

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

SOUTH HAVEN HIGH SCHOOL

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

SHHS Virtual Learning Contract and Application Form

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

STUDENT READINESS

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

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

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

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

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

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

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

Student Expectations

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

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

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

VIRTUAL LEARNING APPLICATION

Student Name: (Please Print)	Date:	
Date of Birth:	Grade (9-12) / school year when taking online course: Grade: School Year:	
Student building of Enrollment:	Student IEP? ☐ Yes ☐ No	Student 504? ☐ Yes ☐No
Address:		
Student email:	Student Signature:	
Parent email:	Parent Signature:	
Do you want progress updates on Edgenuity classes emailed weekly? ☐ Yes ☐ No		

COURSE INFORMATION

Course(s) Title: (list all that apply)	Subject: ☐ Math ☐ELA ☐Science ☐ Social Studies ☐Other
Course Provider: ☐ Michigan Virtual ☐Edgenuity	Semester ☐ 1st ☐ 2nd ☐Summer

(Counselor to fill out this section)

☐ Is the course a district or state requirement? ☐ YES ☐ NO
☐ Is the class aligned with student's goal for graduation? ☐ YES ☐ NO
☐ Does the student possess the prerequisite skills for this course? ☐ YES ☐ NO
☐ Is the rigor of this course sufficient for preparing students to be College, Career, and Life ready? ☐ YES ☐ NO
☐ Does the student have an EDP on file (needed for more than 2 courses per semester) ☐ YES ☐ NO

Course(s) Title: (list all that apply)	Subject: ☐ Math ☐ELA ☐Science ☐ Social Studies ☐Other
Course Provider: ☐ Michigan Virtual ☐ Edgenuity	Semester ☐ 1st ☐ 2nd ☐Summer

(Counselor to fill out this section)

☐ Is course a district or state requirement? ☐ YES ☐ NO
☐ Is the class aligned with student's goal for graduation? ☐ YES ☐ NO
☐ Does the student possess the prerequisite skills for this course? ☐ YES ☐ NO
☐ Is the rigor of this course sufficient for preparing students to be College, Career, and Life ready? ☐ YES ☐NO
☐ Does the student have an EDP on file (needed for more than 2 courses per semester) ☐ YES ☐ NO

Reason for Interest in Online Course (check all that apply)

☐Accelerated Learning ☐ Credit Recovery ☐Course not offered at SHPS
☐ Other: _____

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

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

Student Initial: _____ Parent Initial: _____

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

Notes:

Counselor Signature:	Administrator Signature: (SPED Director if applicable)

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

Notes:

Counselor Signature:	Administrator Signature: (SPED Director if applicable)

Office Use Only
Student's Name:
Date Received:
Meeting Date:
Received by ILC: