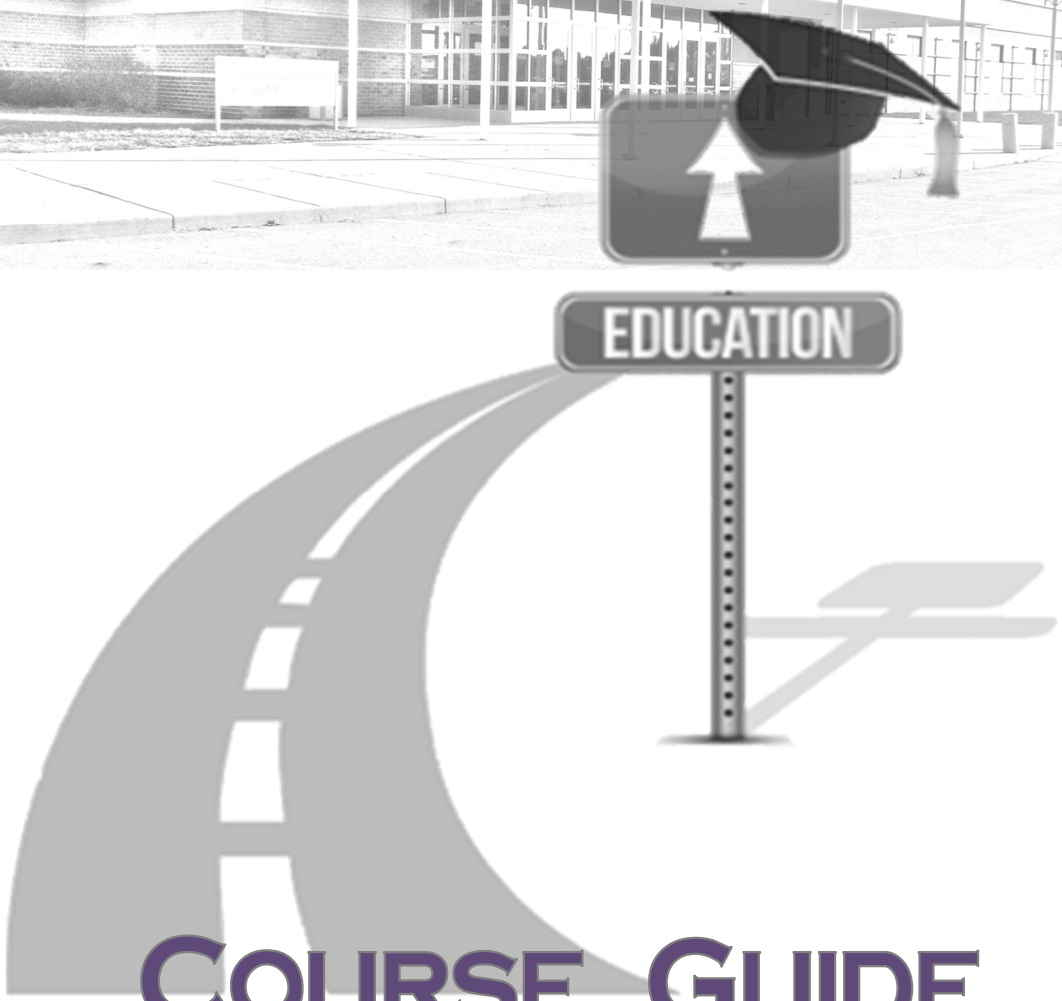
# Fowlerville High School




# Course Guide

# 2025 - 2026

# Non-Discrimination Policy and Grievance Procedure

It is the policy of the Board of Education that the District will not discriminate against any person based on sex, race, color, national origin, religion, height, weight, marital status, handicap, age, or disability. The District reaffirms its long-standing policy of compliance with all applicable federal and state laws and regulations prohibiting discrimination.

The Assistant Superintendent is appointed the Civil Rights Coordinator regarding complaints of discrimination involving employment, educational services, programs and activities. Inquiries or complaints by employees, students and/or their parent(s)/guardian(s) related to discrimination based on disability/handicap, sex, race, color, national origin, religion, height, weight, age, or marital status should be directed to:

The Assistant Superintendent of Schools
Fowlerville Community Schools
P.O. Box 769
7677 Sharpe Road, Suite A
Fowlerville, Michigan 48836
(517) 223-6027

In the event a complaint is against the Assistant Superintendent of Schools, the complaint should be directed to The Superintendent of Schools at the above address. In the event a complaint is against the Superintendent of Schools, the complaint should be directed to The Vice-President of the Board of Education at the above address.

The Civil Rights Coordinators, as specified herein, are designated to receive and resolve complaints from any person who believes that he/she may have been discriminated against in violation of this policy. Any person who believes he/she has been discriminated against in violation of this policy should file a written complaint with the Civil Rights Coordinator within ten (10) calendar days of the alleged violation. The Civil Rights Coordinator will then take the following action: **First**, cause an investigation of the complaint to be commenced. **Second**, arrange for a meeting to occur with the complainant, which may include School District staff who are knowledgeable of the facts and circumstances of the particular complaint or who have particular expertise that will assist in resolving the complaint. **Third**, complete the investigation of the complaint and provide, in writing, a reply to the complainant. If the Civil Rights Coordinator determines that a violation has occurred, he/she shall propose a fair resolution of the complaint and deliver the determination to the complainant and the Superintendent. In the event the complaint is against the Superintendent, a copy of the determination shall be delivered to the President of the Board of Education.

The complainant may **appeal** the determination of the Civil Rights Coordinator or Board Vice-President to the Superintendent, or, in the case of a complaint against the Superintendent, to the President of the Board, by so notifying the Superintendent or Board President in writing within the (10) calendar days of the Civil Rights Coordinator's determination. The Superintendent or Board President may conduct additional investigation of the facts and circumstances surrounding the complaint.

The Superintendent, or Board President in the case of a complaint against the Superintendent, shall affirm or reverse the Civil Rights Coordinator's decision and, if warranted, implement the Civil Rights Coordinator's proposed resolution or a modification thereof. The Superintendent or Board President's decision shall be final.

The Board Vice-President or President may elect to secure the services of an outside party to investigate the facts and circumstances surrounding any complaint against the Superintendent.

Upon completion of, or at any point in, the grievance process, complainants have the right to file a complaint with the Office for Civil Rights, US Department of Education, Washington, D.C. 20201. The complainant should first be directed to the following address:

Office for Civil Rights
600 Superior Avenue, Suite 750
Cleveland, OH 44114
(216) 522-4970 phone
(216) 522-2573 fax

## NOTICE OF NONDISCRIMINATION

It is the policy of Fowlerville Community Schools that the district will not discriminate in its programs, services, or activities against any person based on race, color, national origin, gender, disability, or age. Inquiries or complaints related to discrimination should be directed to:

The Assistant Superintendent of Schools
Fowlerville Community Schools,
P.O. Box 769
7677 Sharpe Rd., Suite A
Fowlerville, MI 48836

## STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Livingston Applied Technology Education Consortium, and the Fowlerville Community School complies with all Federal laws and regulations of the U.S. Department of Education. It is the policy of the Livingston Applied Technology Education Consortium and Fowlerville Community Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or limited English proficiency shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity to which it is responsible or for which it receives financial assistance from the U.S Department of Education.

CONTACT:

FOWLERVILLE COMMUNITY SCHOOLS
ASSISTANT SUPERINTENDENT
7677 Sharpe Road, Suite A, P.O. BOX 769
FOWLERVILLE, MICHIGAN 48836
(517)223-6027

FOWLERVILLE HIGH SCHOOL IS AN EQUAL OPPORTUNITY EMPLOYER

January 2025

Dear Parents & Students,

This updated curriculum guide is designed to assist you in developing or refining a personalized education plan. It provides essential information, including graduation requirements, detailed course descriptions for the 2025–2026 school year, and guidelines on testing out and dual enrollment. Please review the guide carefully, as it is an important resource for selecting the most appropriate courses for next year.

It is important to remember that decisions made during freshman year can significantly influence the classes students can take throughout high school. Parents are encouraged to support their students in pursuing a rigorous academic program throughout all four years. Seniors, in particular, should focus on enrolling in challenging courses that will help them transition successfully to postsecondary education or the workforce.

I hope this guide helps students create an effective educational plan that prepares them for the career opportunities and challenges of the 21st century. If you have any questions or need assistance, please don't hesitate to contact me at 517-223-6040.

Sincerely,

Nicholas Zajas, Principal
Fowlerville High School

## RESPONSIBILITIES

### STUDENT AND PARENT

It is the responsibility of the student and parent(s), with the guidance and advice of the school faculty and counselors, to review and determine the future plans and aspirations of the student. Once his/her program is designed, it is the responsibility of the student to carry it through to completion. After consultation with his/her teachers and counselor, the student and his/her parent(s) may request to change this program as achievement of goals indicates it to be necessary. ***SINCE STAFFING, CLASS SIZE, ETC., ARE DETERMINED THROUGH PRE-REGISTRATION, IT MAY NOT ALWAYS BE POSSIBLE TO HONOR REQUESTS FOR A CHANGE OF PROGRAM. STUDENTS IN HIGH SCHOOL ARE NOT GUARANTEED THE SAME TEACHERS EACH SEMESTER.***

### TEACHER

It is the responsibility of the teacher, whose experience with the student enables him/her to identify the student's abilities and achievements, to work with the student, the counselor, and the parents. The teacher's opinions, based on classroom experience, will further help the student to make his/her program realistic and workable.

### COUNSELOR

It is the responsibility of the counselor to help the student plan a program which satisfies the graduation requirements of the school and to recommend that the major emphasis on the student's program is one which reflects the student's future plans, interests, and aptitudes. Finally, it is the responsibility of the counselor to review with each student the progress he/she is making toward his/her educational and vocational goals. Necessary changes in this program are made through student, parent, and teacher contacts.

### ADMINISTRATOR

It is the responsibility of the administrator to facilitate the scheduling process, resolve scheduling issues, and build the master schedule.

## ADDING/DROPPING CLASSES

Students may change their schedule for the following reasons within the first week of a semester provided the schedule change does not cause a course to exceed acceptable class size limits or cause a large disparity in section size seat loads. Reasons include:

- Needs to be put into a more or less rigorous course as recommended by their teacher.
- Student was scheduled into a course, which he/she has already successfully completed.
- A change in school program, example: programs and/or classes being dropped or added by the administration.
- The student has an incomplete schedule. Example: the student has only five classes printed on his/her schedule for a 6-hour day.
- The student does not have the prerequisites for a course.
- The primary changes in a student schedule should be related to the student's four-year career plan.

If a student wants a schedule change for a reason different than the one stated above, he/she needs to pick up a schedule change form from their counselor and sign up to meet with their counselor. All schedule changes must be completed by the end of the first full week of school.
Students who stop attending class without an approved schedule change will be considered truant.
Students taking a yearlong class, AP courses in particular, are expected to stay for the full year unless they fail the first semester, or it is mutually agreed upon by both the teacher, parent and student that he/she is allowed to drop the class at semester time.

**It should be noted that the master schedule may not allow classes to be switched and class seat limits will be strictly enforced.**

## EDUCATIONAL OPPORTUNITIES

### ACADEMIC FOCUS

This course allows 10th-12th grade students to recover lost credit by completing one or more online courses. Instruction and assessments are presented by teachers in an online virtual classroom environment. Students work independently during class, but a teacher is present for assistance. Enrollment into the Academic Focus course is by permission only through counselors or administrators. Students will receive credit/no credit for each online course.

### BLENDED COURSE

In a blended course, a student will complete standard course curriculum through a combination of in-seat instruction during class along with online instruction via an internet-based program/site. The course will be scheduled either during 1st or 6th hour and students will not be required to be in school during these hours on the days that the class is working online. Students may take no more than two blended courses per state attendance guidelines. The course curriculum is the same as the regular in-seat version of the course. All course material would be posted on the internet-based program/site for students. Class work would be completed and turned into the teacher via the internet-based program/site and in person.

### CREDIT RECOVERY-EARNING CREDITS FOR FAILED CLASSES

Students who are deficient in credits due to failing a course(s) may attempt earning back credit in the courses failed outside the regular school day. Students may attend Fowlerville High School's summer school program or take the equivalent course through credit recovery. Students may also be granted credit for correspondence courses or on-line courses. All courses must be equivalent to those classes offered at Fowlerville High School and conform to the criteria established by the NCA. Pre-approval by the counseling department is also required to receive credit. Each Credit Recovery course allows the student to earn either a credit/no credit. **The student must pay for tuition and fees for these programs.**

Any credits successfully completed through external classes fulfill requirements due to loss of credit or to failure. **All courses must be pre-approved by the principal and the counselor in writing in order to receive Fowlerville High School credit.**

Students wishing to regain eligibility for athletics may receive credit for classes successfully completed in a recognized education program. All external credit being earned to fulfill eligibility must be submitted to the principal and athletic director prior to the start of practice dates per season as officially defined by the Michigan High School Athletic Association (M.H.S.A.A.). Ineligible students will not be eligible to practice or play in athletic contests until all documentation is verified.

### TAKING THE SAME TITLED HIGH SCHOOL COURSE TWICE

Courses with set curriculums (college bound and Advanced Placement) are not able to be taken twice for credit, a grade, and/or for the added GPA boost to the GPA. Courses that can be taken twice include courses for which the curriculum changes from year to year. Ex. Band, Theatre, Physical Education courses, WRAP, CI program courses, etc. Students with questions about a course should see their respective counselor or an administrator.

### DUAL ENROLLMENT

Fowlerville High School encourages qualified students to attend local colleges and universities in an effort to meet their needs and interests. Dual enrollment allows students to earn high school and college credit.

The State School Aid Act contains the following provisions:

1 - The student must be enrolled in at least 1 high school class and progressing satisfactorily towards graduation.
2 - The student must also be enrolled for the class in the post-secondary institution (college or university) during the regular school year.
3 - The college class must be one not offered by the local district and must be an academic course (as opposed to an "activity course").
4 - The student has qualified by meeting state testing requirements.

5 - When a student is dual enrolled in a college course(s), high school credit will be bestowed using the following conversion method:
    a. 1-2 college semester credit hours = 0.5 high school credits.
    b. 3-4 college semester credit hours = 1.0 high school credits
    c. 5+ college semester credit hours or Early Middle College (EMC) based on program requirements.
6 - Students must decide at the time of enrollment whether the college course will count as a high school credit, college credit or both.
7 - Students must declare to their respective counselor whether their dual enrollment course(s) will be marked credit (CR) or a grade on their transcript by the end of the drop/add deadline for each semester. CR on a transcript does not impact a G.P.A., while a grade will impact a student's G.P.A.

**WARNING – College courses taken for high school credit may not be accepted toward degree requirements at the university level. Please consult with your potential university choices prior to declaring how to count the college credit.*

The district will pay tuition and fees under this policy that meets the above qualifications. There is a financial limitation for the student based upon a portion of the state foundation grant. The student will be responsible for textbooks, calculators, and transportation. For additional information, contact the high school counselors or principal.

**MICHIGAN VIRTUAL HIGH SCHOOL**

Online Advanced Placement (AP) courses are available to students in cases where FHS does not offer the AP course in the subject requested i.e.. AP Calculus BC, AP Computers, etc. The enrollment fee for the course, approximately $750.00, is paid for by the district. It is the responsibility of the student and parents to purchase requested textbooks and/or supplemental materials. MIVHS AP courses will be listed on the student transcript with FHS credit, and the grade will be weighted per our weighted grade policy. The AP course options can be found by visiting the following website: www.mivhs.org.

**ONLINE COURSES VIA 21F**

According to the State School Aid Act signed into law in June 2013, section 21f allows pupils in grades 5-12 to enroll in up to two online courses during an academic term. Pupils can choose from local district category or the statewide catalog of online course syllabi from Michigan Virtual University (MVU): https://micourses.org/

There are six reasons a school can deny enrollment of an online course:

1. Student already has earned credit in the course.
2. The course does not generate academic credit.
3. The course is inconsistent with graduation requirements or the career interest of the student.
4. The student doesn't possess prerequisite knowledge and skills for the course, or the student has demonstrated failure in a previous online course in the same subject.
5. The course is of insufficient quality or rigor.
6. The course cost exceeds the 1/12th per pupil foundation allowance established by the State.

District prerequisites for online courses:

1. Have passed all previous online courses.
2. Student must have scored proficient or college ready in all areas on last standardized assessment.
3. Student scored a 77% or higher in the previously sequenced course in the subject area.
4. Course must satisfy the Michigan Merit Curriculum course sequence and/or be in the area of student interest on their latest Educational Development Plan or career field.
5. The course must not be one that is offered by the local district and must be an academic course (as opposed to an "activity course").

Course selection process:

- Students listen to the course information presented by a counselor in class and read through the course guide given during the class presentation.
- If students are interested in taking a course online in place on taking it in-seat, the student must then meet with their respective counselor prior to their designated time to select classes in the computer lab.

- The counselor will validate if the student is eligible to take the course(s) online. If the student is deemed eligible, the student will be given the 21f form.
- The student must have the completed 21f form at the time of course selection (when students select their courses). The 21f form must be completed and submitted to the counselor at that time.
- Once a student is in an online course, the student must remain in the online course until the semester ends.
- New students to the school will have one week from the start date to sign up for online courses.
- Counselors will submit the 21f form to the Michigan Virtual University (MVU) mentor. The mentor will then enroll the student in the appropriate course.
- Students will work on the course during the respective class period allotted in the designated area. Students are not to move around the building, but rather be in the assigned area.
- Senior students enrolled in MI Virtual classes are subject to all required assignments, individual assessments and do not qualify for the FHS senior exam policy in MI Virtual courses.

Misc. information:
The school district is responsible for paying up to 1/12th of the district's foundation allowance or per pupil payment as calculated in the State School Aid Act for a semester course. If a student is denied access to online courses due to the reasons listed above, a student or parents can appeal the denial by submitting a letter to the superintendent of the intermediate school district (ISD) in which the student's educating district is located. A response to the appeal must be issued within five days after it is received.

**PERSONAL CURRICULUM**
A personal curriculum (PC) modifies certain requirements of the Michigan Merit Curriculum (MMC) which must be met for the awarding of a Fowlerville High School diploma. For students without disabilities, modification of credit requirements is limited to a specific set of options set forth in the law. For students with disabilities who have IEPs, other modifications of credit requirements may be sought. Please note that the intent of the PC is to allow some flexibility in the MMC while holding all students accountable to as many of the content standards as practicable. Specific printed information about the PC process can be picked up in the Counseling Office of Fowlerville High School or can be found online at www.fowlervilleschools.org under the counseling tab of the high school. For allowable modifications find the Personal Curriculum Modification Options form at the end of this guide.

**SUPPLEMENTAL COURSES**
Students attending Fowlerville High School may receive a maximum of six credits (toward the 22 credits required for graduation) from supplemental course work not completed at the high school. This includes dual enrollment courses, on-line courses, enrichment courses, and/or any other courses not taken at Fowlerville High School. All supplemental courses must be pre-approved by the counseling department and/or the building principal for credit to be granted. Students will be given a credit/no credit grade for all but dual enrollment classes that are fulfilling FHS graduation requirements. This policy does not apply to repeating failed classes.

**CLEP PROGRAM**
College Board approved CLEP courses be taken for HS credit (CR), but do not currently satisfy any state or district graduation requirements. CLEP courses also must not conflict with FHS AP courses which are available for students to take in-seat. CLEP courses are only taken for CR at the high school. Please see your respective counselor or an administrator with any questions and for additional information about the CLEP program. Students must successfully pass one exam per CLEP class period each semester. Exam score must be ≥ 50 to earn CR for the independent study course.

**TESTING OUT POLICY**
Public Act 335, 1279B of the State School Code, requires the opportunity for any high school student to "test out" of any course. The "test out" option does not include courses that the student is currently attending. To test out, a student will need to exhibit a mastery of the subject matter by attaining a grade of not less than a C+ (77%) on a final examination. The student may also be required to demonstrate mastery through authentic assessment devices used in the course that may include a portfolio, performance, paper, project or presentation. Students must test out or pass the first semester of a yearlong course before they are eligible to test out of the second semester. It is important to note that by

successfully testing out of a course, a student will miss participation in class discussions and opportunities to develop higher level thinking skills that are nurtured on daily contact with the instructor.

Credit earned is to be based on "credit/no credit" with no grade recorded and will not be included in a computation of grade point average. Credit achieved will be counted toward fulfillment of a prerequisite within a subject area and course sequence. It will also fulfill a credit requirement toward the 22 credits needed to graduate from Fowlerville High School. For example, testing out of a math course will enable a student to take the next course in the math sequence as well as satisfy one of the 4 credits required for graduation. Students may not receive credit thereafter in a lower-level course in the same subject area.

It will be necessary for students to submit requests to test out of courses in order to be included in the test out opportunity. A test out registration form must be completed and returned to the Counseling Office.

Students can pick up the materials for each test out course after the last day of the 2nd semester. The information will include a course description, a course syllabus, and a description of the test out requirements.

Students cannot test out of previously failed classes. Students requesting to test out of a class must complete the requirements during the established time period or they will not qualify for "testing out".

For each course, there will be a $50 textbook and materials deposit fee required at sign up. The deposit will be returned upon completion of the testing out packet and final exam or assessment. No refund will be given to students who sign up, but do not complete the testing out process. Students should listen to the morning announcements for the dates of sign up.

## CAREER PATHWAYS

### FOCUSING ON THE FUTURE

The concept of the career pathways is based on the need to focus on planning for our students' future. We are constantly being bombarded by data that illustrates the rapidly changing workplace. Employers challenge us to provide our graduates with workplace skills that are not traditionally a part of what we have always recognized as the "high school curriculum."

One very practical step we can take to begin this "focus on the future" is to create a pathway from kindergarten through the twelfth grade toward preparation for a career. By using common language, and by viewing schooling as a process by which each individual gains knowledge and the ability to apply it, students can see linkages between schooling and a career that they want.

Upon entering junior high, specific activities that are introduced across the curriculum and integrated among all disciplines further focus the student on his/her career goals. A career planning guide that assists the teachers, students, and parents will be used in this process of planning.

The common language referred to earlier helps all students see careers grouped together in pathways: Every job imaginable can fall under one of these broad categories. If young students can see careers in these terms, their exploration of service-related jobs (i.e., fireman, policeman) at the first and second grades can be linked to a more "mature" and in-depth research project in the health/human services pathways as senior high students.

### EDUCATIONAL DEVELOPMENT PLAN (EDP)

All students attending Fowlerville High School will modify an Educational Development Plan (EDP) that was initiated in the 8$^{th}$ grade. An EDP encompasses not only career goals, but also academic achievement, awards, honors, interests, work experience, demographic data, and other items of personal importance to the student. In this EDP, there are six elements that will be covered during the four years of high school.

Personal Information – Students will be asked to provide information concerning school participation, extracurricular activities, special recognition, and personal interests.

Career Pathway Goal – Students will choose two or three careers to explore through job shadowing, mentoring, and internships.

Educational/Training Goals – Students will have the opportunity to explore post-secondary options such as apprenticeships, technical schools, military service, and 2-year or 4-year college experiences.

Career Assessment Results – Results of interest surveys, aptitude testing, and standardized assessments will be used to determine the career pathway for which a student is best suited.

Plan of Action – Students will plan a four-year schedule based on the education required to enter the chosen career field. They will select academic courses related to the pathway and will have opportunities to revise or update their plan annually.

Parent Consultation/Endorsement – The parent will endorse all EDP's before the student enters the ninth grade.

**ESSENTIAL EMPLOYABILITITY SKILLS**

Developing career readiness and employability skills have become an increasingly critical part of education. Employers are desperately seeking people with a combination of skills that seem to fall under this career readiness and employability umbrella that also include such things as soft skills, customer service skills and life skills.

Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers.

While technical skills and subject-specific knowledge are important to employers, employability skills are essential to students' professional development. Employability skills are the core, transferable skills that are needed in nearly every job. FHS is determined to best prepare all students with the skills necessary to prepare students for life after high school, thus FHS has taken the most demanded employability skills and implemented them into our respected departments. When students learn how to conduct themselves in the 21st century workforce, they will be equipped to succeed in a broad range of careers—not just their field of interest.

| | |
|---|---|
| **Interpersonal Skills:** | **Special Education and Counseling** |
| **Communication Skills:** | **English and World Languages** |
| **Problem Solving and Critical Thinking:** | **Math** |
| **Teamwork:** | **Science and Health/Physical Education** |
| **Leadership and Ethics:** | **Extracurricular activities and Social Studies** |
| **Digital Literacy:** | **Business and Technology** |
| **Creativity:** | **Fine Arts** |

**LUNCH AND LEARNS (LnL)**

Fowlerville High School is dedicated to providing students with a rigorous curriculum, opportunities to explore career paths, and experiences to learn about post-secondary options. During the school year, all students (no matter grade or credit level) can participate in the bi-monthly Lunch and Learn program to meet and speak with individuals working in a specific profession. Our Career Counselor organizes at least two LnLs per month where local companies will be in the media center during all lunches to talk with students who are interested in their respective profession. It is a great opportunity for students to meet and learn from people in the actual profession to network and learn additional information regarding the profession. While this is not a course for a student to take, it is a fantastic opportunity for a student to better their options for post-high school.

## CAREER PATHWAYS COURSES

**MHSAA REFEREE INTERNSHIP**
This Independent Study is a yearlong elective course in which you will explore the many facets of athletic contests at various levels. The class is unique in that; you will pair with a certified referee (Legacy program). To gain experience you will be mentored and work directly with a certified referee during the current year athletic season. This course will provide access, support, and training to certify junior and senior level students as MHSAA referees. MHSAA referees with the intent for students to referee sub-varsity athletic contests during the school year.

**CHILDHOOD DEVELOPMENT EDUCATION INTERNSHIP**
This course is a yearlong or semester long elective course in which you will explore the many facets of childhood development including, but not limited to the social, emotional, physical, and intellectual development of elementary and middle school aged children.
This class is unique because students are paired with a certified teacher and gain experience working directly with school-age children. This separates the class from other electives offered at Fowlerville High School. This opportunity is exciting and rewarding, while at the same time, it requires a great deal of responsibility. The study seeks to provide the independent study student with insight into the nature of learning at an elementary-middle school age.

**COOPERATIVE EDUCATION (Co-Op) /WORK BASE LEARNING /INTERNSHIPS**
Students can earn money while they learn through on-the-job training. All work based/internships operate through the Co-op program and respective staff member. Co-op is a capstone experience for students to work in a job related to their vocational class. Co-op is a work-based learning experience, which includes structured work experiences that are directly related to the student's educational program. The school and participating business organizations develop training and evaluation plans for the student's course of study and the means to measure his/her progress and success. Co-op offers students an opportunity to extend the classroom into a workplace setting. These structured work experiences may be paid or unpaid and they carry academic credit for students that are participating and successfully completing the program. The student must complete an average of 10 hours per week on the job site per credit hour of Co-op. The student may have an opportunity to get released early from school to go to their work site. Due to potential conflicts of interest as well as rules set forth by the State of Michigan's Child Labor Laws and parents, Fowlerville High School is unable to provide work cooperative credit for students employed by or supervised by a family member.

**WORK READINESS ASSESSMENT PROGRAM (WRAP)** – 12th grade & teacher recommendation only.
The WRAP is a classroom-based course designed to support students who need additional instruction and assessment related to entry-level vocational skills. Students participate in classroom activities 4 hours a week, as well as participate in paid work experience at local businesses for 6 hours a week. Topics covered include exploring personal interests and work preferences, workplace safety, developing good work habits, budgeting and money management, conflict resolution, and communication skills. This class does not receive a grade; you will receive Credit or No Credit.

## GRADUATION REQUIREMENTS

Transforming your goals into reality requires more than luck. Careful planning and preparation throughout high school are necessary to satisfy not only the graduation requirements, but also entrance requirements for college and the NCAA eligibility standards for students who plan to pursue collegiate athletics.
The chart below lists the graduation requirements for Fowlerville High School, the College Preparatory Curriculum Mandate, and the National Collegiate Athletic Association's (NCAA) Core Curriculum Standards for Freshman Eligibility.

| | **Fowlerville High School Graduation Requirements** | **College Prep Curriculum** Mandated by the President's Council Of State Universities of Michigan | **NCAA Core** Curriculum Division 1* |
|---|---|---|---|
| Total Credits | 22 Credits | | |
| English – 4 credits | ➢ Freshman Literature & Composition<br>➢ Sophomore Literature & Composition<br>➢ Junior English credit<br>➢ Senior English credit | 4 years (emphasis on reading, writing, thinking & speaking skills) | 4 years |
| Mathematics – 4 credits | ➢ Algebra I<br>➢ Geometry<br>➢ Algebra II<br>➢ 4th yr math experience | 4 years (through Algebra II) | 3 years, Alg I or higher |
| Science – 3 credits | ➢ Physical /Earth Science<br>➢ Science credits- approved MMC courses. (See curriculum guide) | 4 years recommended for STEM Majors | 2 years natural/physical science (1 year of lab if offered) |
| Foundations of Physical Education– ½ credit | ➢ .5 credit can be earned completion of 3 HS sport seasons<br>➢ 4 years of marching band | | |
| Health – ½ credit | Health | | |
| Social Studies – 3 credits | ➢ American History<br>➢ World History<br>➢ Economics/Government | 3 years (1 year of World History and 1 year of American History strongly recommended) | 2 years |
| Fine & Applied Arts (art, music, drama, business, technology) - 1 credit | See curriculum guide for courses fulfilling the VPAA credit | | |
| World Language 2.0 credits | ➢ Spanish or<br>➢ French or<br>➢ German<br>➢ CTE Program or Personal Curriculum<br>2.0 VPAA credit | 3 years in one language strongly recommended | |
| Electives | ➢ 4 credits | | 4 years of additional courses from above, world language or non-doctrinal religion / philosophy |

*NCAA Core Curriculum Standards differ for Division II schools. Students interested in pursuing athletics in college should register with the NCAA no later than the beginning of their senior year at www.ncaa.org.

**CREDIT STATUS TO MEET GRADUATION REQUIREMENTS**
Students are not reclassified based on their credits but must meet the standards below to graduate within the anticipated four-year period.

| CREDITS EARNED | CLASS | GRADE |
|---|---|---|
| 16 and above | Senior | Grade 12 |
| 10 and above | Junior | Grade 11 |
| 4 and above | Sophomore | Grade 10 |
| 0 and above | Freshmen | Grade 09 |

When students have failed a core course, a counselor will add that course into the student's schedule for the following academic year. If a student recovers credit prior to the school year, the counselor will add in one of the student's alternate courses listed on the scheduling form.

**Graduation Requirement**
State of Michigan Required Tests Students will be required to complete standardized tests as prescribed by the State of Michigan in order to graduate from Fowlerville High School. These tests include but are not limited to the ACT, SAT, and all M-Step components. Students must put forth a good faith effort to complete the test to the best of their ability.

**BILITERACY SEAL**
Juniors or seniors who demonstrate Intermediate High Proficiency on acceptable world language assessments would be eligible for having a biliteracy seal for their diploma and noted on their transcript. The cost of the test (APPL) is $25, and the student would be responsible for the cost. The APPL was created and approved by ACTFL. The assessment would be administered at FHS by appropriate staff. Students should see their respective counselor or administrator with any questions.

**GRADING POLICY**
Weighted grades will be used for all advanced placement courses. The following weighted grade system will be used for these calculations:

| GRADE | PERCENTAGE | STANDARD VALUE | WEIGHTED VALUE | MEANING |
|---|---|---|---|---|
| A | 93 – 100 | 4.00 | 4.50 | Excellent |
| A- | 90 – 92 | 3.67 | 4.17 | Excellent |
| B+ | 88 – 89 | 3.33 | 3.83 | Good |
| B | 83 – 87 | 3.00 | 3.50 | Good |
| B- | 80 – 82 | 2.67 | 3.17 | Good |
| C+ | 78 – 79 | 2.33 | 2.83 | Average |
| C | 73 – 77 | 2.00 | 2.50 | Average |
| C- | 70 – 72 | 1.67 | 2.17 | Average |
| D+ | 68 – 69 | 1.33 | 1.83 | Poor |
| D | 63 – 67 | 1.00 | 1.50 | Poor |
| D- | 60 – 62 | 0.67 | 1.17 | Poor |
| E | 0 – 59 | 0.00 | 0.50 | Fail |
| CR | | 0.00 | 0.00 | Pass |
| NC | | 0.00 | 0.00 | Fail |
| WF | | 0.00 | 0.00 | Fail |

| Art Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS7001<br>HS7002 | Art I | 1.0 | 9,10,11,12 | None | VPAA |
| HS7041 | Ceramics | 0.5 | 10,11,12 | Art I full year | VPAA |
| HS7051<br>HS7052 | Art II | 1.0 | 10,11,12 | * Art I<br>B or better | VPAA |
| HS7101<br>HS7102 | Art III | 1.0 | 11,12 | *Art I & Art II<br>B or better | VPAA |
| HS7151<br>HS7152 | Art IV | 1.0 | 12 | *Art I, II, III<br>B or better | VPAA |
| HS7171<br>HS7172 | AP Studio Art 2D Design | 1.0 | 11,12 | *Art I, II preferably Art III<br>B or better | VPAA |
| HS7192 | 3D Art & Design | .5/1.0 | 10, 11, 12 | Art I | VPAA |

*A portfolio may be submitted to the instructor for placement in Art II, Art III, Art IV

ART I, VPAA
This course is designed to enable students to acquire and use the elements of art. Through the use of various media, students work with line, color, texture, shape and form in various art projects. Content work will include a completed art portfolio for each student. Projects include but are not limited to drawing in a variety of media, acrylic and watercolor painting, and three-dimensional arts such as paper mache and assemblage/recycled sculptures. Students will participate in the FHS spring art show and will have the opportunity to enter art competitions. Art I is a full-year course.

CERAMICS, VPAA
Students will experience the study of ceramics. The four basic building methods in clay (pinch, coil, slab and wheel), plus sculpture and various decorating methods will be taught in great detail. Improvement in skill development and design possibilities is a must. Students will learn how to glaze and fire their works and learn safety information about the firing process. There will be a $30.00 clay fee. There will be a focus on ceramic vocabulary and ceramic techniques. Students will keep a progressive journal of their research, techniques, and drawings.

ART II, VPAA
This course allows students to further pursue skills developed in Art I. Content work will include a portfolio of each art student. Projects include but are not limited to: drawing in a variety of media such as charcoal, oil pastels, pen, and pencil, watercolor and acrylic painting, ceramics and wheel throwing, mixed media pieces, and three-dimensional assemblages/recycled art. A $20.00 ceramic fee will be assessed per student to help defray the cost of ceramics. A basic introduction to Art History will be taught through the studying of various artists. Students will participate in the FHS spring art show and will have the chance to enter area art competitions. They will have an opportunity to take a field trip to the Detroit Institute of Arts, with a minimum charge. Art II is a full-year course.

ART III, VPAA
This course expands upon the basic elements of art to a more technical level. Students will explore additional media as well as beginning to create a personal art portfolio. A student's own style and imagination will be stressed. Projects include but are not limited to: drawing, painting, batik, prismacolored pencils, watercolor, sculpting, wire, plaster, ceramics, charcoal, and pastels. For those students choosing to do ceramics a **$20.00 clay fee** will be assessed to help defray the cost. They will have an opportunity to take a field trip to the Detroit Institute of Arts, with a minimum charge. Art III is a full-year course.

ART IV, VPAA
Students will pursue and continue developing skills introduced in previous art classes. The emphasis of the class will be to complete a personal art portfolio. Students will have the opportunity to enter area art competitions. Projects include but are not limited to: drawing charcoal, wire sculpture, watercolor, pastels,

acrylic painting, ceramics, batik, scratch boards, prismacolored pencils, plaster and printmaking. For those students choosing to do ceramics a **$20.00 clay fee** will be assessed per student to help defray the cost of ceramics. They will participate in the FHS spring art show and will have an opportunity to take a field trip. Art IV is a full-year course.

AP STUDIO ART 2D DESIGN, VPAA
AP Studio Art is designed for students who are seriously interested in the practical experience of art. This is a very intense course in the creation of art. Summer homework will be given and you are expected to work one hour or more every day on your artwork outside of class to produce quality work. AP Studio Art students submit in depth portfolios for evaluation at the end of the school year. The AP program is based on the premise that college-level material can be taught successfully to secondary school students. AP Studio Art is a full year course.

3D ART & DESIGN VPAA
3D Art Design is a studio project orientated class exploring different media areas of 3-Dimensional and ceramic design. The emphasis of this course is to expose students to 3D art mediums and to build their creative skills through the elements and principles of design. These projects will be mostly sculptural based for 3D work. Projects may include ceramic projects (focusing on creating in clay, different clay techniques and the glazing process), cardboard creations, packaging tape people, paper sculpture, shoe design, fiber arts, metal work, recycled art and more. There will be a $30.00 fee for materials.

| Business Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS695 | Business Computers | 0.5 | 9,10,11,12 | None | |
| HS6191<br>HS6192 | Marketing I | 1.0 | 10,11,12 | Completion of 9th grade | 4th year math experience, VPAA, Economics |
| HS6MKII121<br>HS6MKII122 | Marketing II-School Store | 1.0 | 11,12 | Completion of Marketing I Student application | 4th year math experience |
| | Marketing II-Retail Management and Operations | 1.0 | 12 | Completion of Marketing I | 4th year math experience |
| HS6111 | Cooperative Education | 0.5/1.0 | 11,12 | Instructor permission | |
| HS6252 | Leadership | 0.5/1.0 | 9-12 | Application | |

BUSINESS COMPUTERS

Businesses and post-secondary institutions expect students to have basic computer software skills. This course is designed to help students understand the basic operations and concepts of technology, Computer applications will provide students with the skills they need in Microsoft Office and Google. Students will study the social, ethical, and human issues related to the use of technology. At the conclusion of the semester, students will have used technology as a productive, communication, research, problem-solving and decision-making tool in the business field.

MARKETING I, 4th year math experience, VPAA, Economics

This course provides a basic foundation in marketing. Students study economic functions at work, in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the chance of a successful transition into the world of work. Leadership development will be provided through DECA activities and competitive events. This class is a prerequisite for Marketing II courses.

MARKETING II, School Store 4th year math experience

Welcome to The Coliseum! The school store is a hands-on activity-based class for students to continue their education in the business or marketing field. This class will offer students the opportunity to promote business, organize and plan for inventory, learn the basics of retailing, and have an actual work-based learning opportunity. Students will utilize skills from their Marketing I class to be creative with advertising and the promotion of the store in general. Students will become members of the DECA organization and compete with local area schools in marketing events and with opportunities for community service work. Acceptance into this course is application based. This is a 4th year math experience and college credit may be possible.

MARKETING II - Retail Management and Operations – 4TH Year math experience

This project-based learning course focuses on behind the scenes operations and management of the school store and related future businesses (t-shirts, posters, etc.) using the four basic management functions as our guide - planning, organizing, leading, and controlling. This course is for students who were successful in Marketing 1 and want a more in-depth look at how to manage and prepare for business activities. Students will become members of the DECA organization and compete with local area schools in marketing events and with opportunities for community service work. This course can be taken in conjunction with Marketing 2-School Store.

COOPERATIVE EDUCATION (Co-op)

Students can earn money while they learn through on-the-job training. All work based/internships operate through the Co-op program and respective staff member. Co-op is a capstone experience for students to work in a job related to their vocational class. Co-op is a work-based learning experience, which includes structured work experiences that are directly related to the student's educational program. The school and participating business organizations develop training, and evaluation plans the student's course of study and the means to measure his/her progress and success. Co-op offers students an opportunity to extend the classroom into a workplace setting. These structured work experiences may be paid or unpaid and they carry academic credit for students that are participating and successfully completing the program. The student must complete an average of 10 hours per week on the job site per credit hour of Co-op. The student may have an opportunity to get released early from school to go to their work site. Due to potential conflicts of interest as well as rules set forth by the State of Michigan's Child Labor Laws and parents, Fowlerville High School is unable to provide work cooperative credit for students employed by or supervised by a family member.

WORK READINESS ASSESSMENT PROGRAM (WRAP) – 12th grade and teacher recommendation only. WRAP is a classroom-based course designed to support students who need additional instruction and assessment related to entry-level vocational skills. Students participate in classroom activities 4 hours a week, as well as participate in paid work experience at local businesses for 6 hours a week. Topics covered include exploring personal interests and work preferences, workplace safety, developing good work habits, budgeting and money management, conflict resolution, and communication skills. This class does not receive a grade; you will receive Credit or No Credit.

LEADERSHIP

Leadership class will give any interested student the opportunity to examine and practice the skills needed to be an effective leader. The class provides time and exercises to examine these skills as they relate to each individual. This class will help each student: identify leadership styles, practice group-processing skills, develop an improved self-image about their own leadership ability, improve their communication skills, help them learn the importance of setting both long- and short-term goals, define and practice appropriate problem-solving techniques. Various events throughout the school will be used to display their leadership work.

| **Language Arts Courses-** Bold Courses are NCAA Division 1 approved | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS1001<br>HS1002 | **Freshman Literature and Composition** | 1.0 | 9 | None | MMC |
| HS1051<br>HS1052 | Freshman Lit/Comp Ess | 1.0 | 9 | Placement only by Teacher recommendation | MMC |
| HS1HSLC121<br>HS1HFLC122 | **Honors Sophomore Literature and Composition** | 1.0 | 10 | Successful completion of Honors Freshman Lit & Comp OR B+ or greater average in Freshman Lit & Comp, and teacher recommendation | MMC |
| HS1101<br>HS1102 | **Sophomore Literature and Composition** | 1.0 | 10 | Successful completion of Freshman Lit & Comp or Freshman Lit/Comp Ess (with teacher recommendation) | MMC |
| HS1151<br>HS1152 | Sophomore Lit/Comp Ess | 1.0 | 10 | Placement only by teacher recommendation | MMC |
| HS1431<br>HS1432 | **AP Language and Composition** | 1.0 | 11 | Successful completion of Honors Sophomore Lit & Comp OR B or greater average in Sophomore Lit & Comp, and teacher recommendation | MMC |
| HS1351<br>HS1352 | **Junior American Literature and Composition.** | 1.0 | 11 | Successful completion of Sophomore Lit & Comp or Sophomore Lit/Comp Ess (with teacher recommendation) | MMC |
| HS1381<br>HS1382 | Jr. American Lit/Comp Essentials | 1.0 | 11 | Placement only by teacher recommendation | MMC |
| HS1401<br>HS1402 | **AP Literature and Composition** | 1.0 | 12 | Successful completion of AP Language & Comp OR B or greater average in Junior American Lit and Comp | MMC, 4TH year English |
| HS1411<br>HS1412 | **College Prep English & Composition** | 1.0 | 12 | AP Language & Comp OR Junior American Lit and Comp. | MMC, 4TH year English |
| HS1411B<br>HS1412B | **College Prep English & Composition Blended** | 1.0 | 12 | Successful completion of AP Language & Comp OR Junior American Lit and Comp, with B- or better and teacher recommendation | MMC, 4TH year English |
| HS1391<br>HS1392 | Senior Lit/Comp Ess | 1.0 | 12 | 3 credits of English<br>Placement only by teacher recommendation | MMC, 4TH year English |
| HS1352EL | Literacy & Composition for English Learners | 1.0 | 9, 10, 11, 12 | Teacher recommendation | MMC |
| HS1362 | Creative Writing | 0.5/1.0 | 10, 11, 12 | Successful completion of Language Arts course or teacher recommendation | VPAA, 4TH year English experience ** |

| | | | | | |
|---|---|---|---|---|---|
| HS1501<br>HS1502 | Theatre Arts | 0.5/1.0 | 9,10,11,12 | None | VPAA |
| HS1511 | Introduction to Film Studies | 0.5/1.0 | 11,12 | Successful completion of Language Art course or on teacher recommendation | VPAA, , 4TH year English experience ** |
| HS9631<br>HS9632 | News Broadcasting | 1.0 | 10, 11, 12 | None | VPAA |
| HS9641<br>HS9652 | Sports Broadcasting Blended | 0.5/1.0 | 11,12 | None | VPAA |
| HS1551 | Yearbook & Graphic Design | 1.0 | 11, 12 | Teacher recommendation | VPAA |
| HS1301 | Multicultural Literature | 0.5/1.0 | 11, 12 | Successful completion of Language Art course or on teacher recommendation | MMC, 4TH year English experience ** |

***BOLD COURSES ARE NCAA DIVISION 1 APPROVED**
****Students taking this course as a non-senior will receive elective credit. Courses may not be repeated as a senior for MMC graduation requirements for Language Arts.**

An Honors student is:
- Academically motivated and self-motivated
- Passionate about reading
- Able to draw inferences and make analogies
- Able to analyze literature objectively
- Able to conform to rules of written language
- Willing to participate in class discussions

Honors students will be assigned additional assignments than those in other English classes:
- Formal essays written with most literature focus will be on commentaries/analyses of literature
- Reading homework assignments ranging from 20 – 30 pages per night
- Independent readings from a collection of selected literature
- In-class writing prompts

**FRESHMAN LITERATURE AND COMPOSITION**, MMC
Students read short stories, novels, poetry, and plays and learn to apply literary terminology in talking and writing about literature. Students learn to use text to support a written argument based on literature. Students will write thesis statements to focus papers and support those statements with quotations and analysis of the text.

FRESHMAN LIT/COMP ESSENTIALS MMC
Students read short stories, novels, and poetry and learn to apply literary terminology in talking and writing about literature. Students learn to use text to support a written argument based on a piece of literature. Students will write thesis statements to focus papers and support those statements with quotations and analysis of the text. Remedial help is given to those students significantly below average in reading, writing, spelling, study skills and test taking procedures.

**HONORS SOPHOMORE LITERATURE AND COMPOSITION**, MMC
All tenth-grade students will develop skills in responding, reading, listening, and analyzing literature. Short stories, novels, plays and poetry will be covered. The essay as a form will be learned and demonstrated writing ability will be proven through multiple essay assignments. Students will conduct academic research with a focus on credible sources and objective research writing. The composition of this course is intended for students who have a passion for literature and/or for students intending to enroll in Honors/AP courses in the future. Students will read both contemporary and classic literature, and display writing aptitude through essay assignments designed to meet state and school board approved writing standards.

**SOPHOMORE LITERATURE AND COMPOSITION**, MMC
All tenth-grade students will develop skills in responding, reading, listening, and analyzing literature. Short stories, novels, public speaking, and plays will be covered. The essay as a form will be learned and demonstrated writing ability will be proven through multiple essay assignments. Students will conduct academic research with a focus on credible sources and objective research writing.

SOPHOMORE LIT/COMP ESSENTIALS, MMC
All tenth-grade students will develop skills in responding, reading, listening, and analyzing literature. Short stories, novels, public speaking, and poetry will be covered. The essay as a form will be learned and demonstrated writing ability will be proven through multiple essay assignments.
Remedial help is given to those students significantly below average in reading, writing, spelling, study skills and test taking procedures.

**AP LANGUAGE AND COMPOSITION,** MMC
AP Language and Composition course explores a variety of texts through which students learn close-reading and analysis skills. The purpose of the course, as stated by College Board's AP English Course Description, "is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives." The students read both nonfiction and fiction works by American and European authors in order to achieve a higher level of learning and analysis. Students are instructed in the different forms and functions of rhetoric in order to analyze written works, as well as to write on various topics through argumentation, narration, exposition, and analytical writings. Students will be required to complete a Summer Reading and Writing Packet due on the first day of class. The students are encouraged to take the Advanced Placement test of the College Board in May (at cost to student) which may qualify them for college credit.

**JUNIOR AMERICAN LITERATURE AND COMPOSITION ,** MMC
This course is focused on the study of novels, short stories, non-fiction, poetry, and dramas from the pre-colonial era through contemporary times. Students will read selections representative of the American experience from its beginning through modern day. Students will read a number of novels related to time periods and events from our nation's heritage. Students will also read novels of their choosing. Students will continue to develop and mature as writers. Continued focus and instruction will be on the writing of academic essays. Students will also write from their knowledge and experience. Learning will also be demonstrated creatively through performance and project-based assessment.

JR. AMERICAN LIT/COMP ESSENTIALS, MMC
This course is focused on the study of novels, short stories, non-fiction, poetry, and dramas from the pre-colonial era through contemporary times. Students will read selections representative of the American experience from its beginning through modern day. Students will read a number of novels related to time periods and events from our nation's heritage. Students will continue to develop and mature as writers. Continued focus and instruction will be on the writing of academic essays. Students will also write from their knowledge and experience. Learning will also be demonstrated creatively through performance and project-based assessment. Remedial help is given to those students significantly below average in reading, writing, spelling, study skills and test taking procedures.

**AP LITERATURE AND COMPOSITION**, MMC, 4TH year English experience
AP Literature and Composition is a rigorous course that requires high level reading, writing, and critical thinking skills. This course is designed to provide high school students the opportunity to learn, practice, and demonstrate college-level reading and writing skills in preparation for the College Board AP Test. Students are required to read attentively and think as they journey through multiple literary genres (drama, novels, poetry, classical and contemporary literature). Students are also required to reflect on social and historical values across world ideologies. A professional and academic portfolio will include writings and personal reflections compiled for final representation of learning and readiness for college. The students are encouraged to take the Advanced Placement test of the College Board in May (at cost to student) which may qualify them for college credit. Students will be required to complete a summer reading and writing packet due on the first day of class.

**COLLEGE PREP ENGLISH & COMPOSITION**, MMC, 4TH year English experience
College Prep English is designed to provide high school students the opportunity to learn, practice, and demonstrate critical reading and analytical writing skills. Students will read various novels, short stories, poetry, informational text, analyzing each work's complexities. Students will also enhance their writing skills to prepare them for a college freshman English class by completing an analysis, narrative, and persuasive essays and an extensive research project. Students will complete an extensive senior portfolio that will include a mission statement, college application, resume, letters of recommendations, 20 hours of volunteer work, etc., before graduation.

SENIOR LIT/COMP ESSENTIALS, MMC, 4TH year English experience
This course will provide opportunities to strengthen and apply reading, writing and grammar skills. The focus of this course will be writing from personal experience as well as researched writing in expository form. Readings will be from novels, short stories, poems, and plays. Employability skills and college application methods are presented with portfolio preparation, and some emphasis on community service and/or job shadowing. Remedial help is given to those students significantly below average in reading, writing, spelling, study skills and test taking procedures.

LITERACY AND COMPOSITION FOR ENGLISH LEARNERS, MMC,
This course is designed for high school English learners to enhance their proficiency in the English language through the study of literature and composition. Emphasis will be placed on building vocabulary, improving reading comprehension, and honing writing skills.
Key Components: Literary Analysis: Students will engage with a variety of literary genres, including fiction, poetry, and drama. They will analyze themes, characters, and literary devices to deepen their understanding of the English language. Students' critical thinking skills, comprehension, and fluency will be enhanced through literary analysis. Composition: The course will focus on developing writing skills, including essay composition, creative writing, and formal writing styles.
Language Development: Special attention will be given to expanding vocabulary, improving grammar and syntax, and enhancing overall language proficiency.

**COLLEGE PREP ENGLISH & COMPOSITION (BLENDED),** MMC, 4TH year English experience
Course Description: College Prep English is designed to provide high school students the opportunity to learn, practice, and demonstrate critical reading and analytical writing skills. Students will read various novels, short stories, poetry, informational text, analyzing each work's complexities. Students will also enhance their writing skills to prepare them for a college freshman English class by completing an analysis, narrative, and persuasive essays and an extensive research project. Students will complete an extensive senior portfolio that will include a mission statement, college application, resume, letters of recommendations, 20 hours of volunteer work, etc., before graduation. **College Prep blended** is for those students who have a high motivation to attend college. This section will prepare students for a 3 day a week English class with a great deal of class work to be done on their own. Attendance and grade in the class will be monitored for the blended days.

**CREATIVE WRITING**, VPAA, 4TH year English experience
Creative Writing is a creative writing workshop with a focus on original poetry, short stories, memoirs, narrative prose, and creative multimedia forms. The emphasis is on imagination, insight, the creative impulse, and the appreciation of the written word. This is the course for students who love to write creatively. Students will be encouraged to take risks as writers and choose their own topics for writing. In addition to writing, we will examine a variety of texts and other media to analyze style and technique. Students will work to revise one piece of writing to include in a class anthology.

THEATRE ARTS, VPAA
This course centers on both acting and production techniques. Students will be expected to prepare and present scenes, skits, and short plays for various audiences. This class is performance oriented and is designed for the beginning actor who wants to learn acting fundamentals and begin to develop comfort on the stage, as well as the more experienced actor who is serious about developing skills in both acting and stage craft.

INTRODUCTION TO FILM STUDIES, VPAA, 4TH year English experience
Everyone enjoys the movies! But how do films make meaning and capture audiences? What do movies reveal about us, and about society? This course will introduce film as an art form capable of study and analysis. This course addresses how movies represent social, political, and personal ideological movements, teaches students to be critical consumers of the medium, and how to analyze film as texts. Thematic analysis of live action and animated films will emphasize the producers' craft and techniques, as well as elements more commonly associated with literature (tone, mood, symbolism, setting, etc.). Students will view and analyze a wide range of movies and are expected to appreciate many different forms of film and express their ideas in class discussions and in **visual, written, and oral forms.**
Semester 1 (A) will focus on basic film techniques and terminology, film history, film noir, German Expressionism, magical realism, popular film genres, and analysis of critically acclaimed films thematically

and cinematically. Semester 2 (B) will focus on the film genres of animation, adventure and the hero's journey, thriller, and science fiction.

NEWS BROADCASTING, VPAA
Gladiator TV students will learn how to use various technologies to create a weekly news broadcast. Each student will learn how to operate all control room positions, camera, and teleprompter. Final Cut Pro software will also be used to edit news packages and create text and graphics. In addition, students will rotate from cast and crew positions to news staff positions.

SPORTS BROADCASTING - Blended, VPAA
Sports Broadcasting students will learn how to use the NFHS Network to live stream local sporting events from our community. Students will also have the opportunity to attend collegiate and professional sporting events with the expectation of reporting from the venues. Each student will learn how to operate the camera for sports casting, input stats, create highlight packages, sports commentate, and gain perspective on sports filming and reporting. This is a blended course that will require students to work during non-school hours. Students will be in the classroom a minimum of twice a week.

**YEARBOOK & GRAPHIC DESIGN**, VPAA
This is a hands-on production course where students will produce and be responsible for all aspects of the yearbook and the school's social media accounts. Students will demonstrate proficiency using page design software, Photoshop, digital photography, advertising, and copy writing skills in all aspects of the publication of the school's yearbook. Students will also be responsible for keeping various social media platforms of our school up-to-date and accessible for the community. These applications include our online school newspaper, Instagram account, Twitter account, and Facebook account. The purpose is to empower students to view their technological skills as a specific literacy and to help them understand the impact they have on society as they help shape the future of the internet and its infinite components when they interact with it. It is highly recommended that students have a strong background in English and technology for writing and editing on both platforms. Students are required to work on an individual basis and must be willing to meet established deadlines.

**MULTICULTURAL LITERATURE**, MMC, 4TH year English experience
Multicultural Literature is a semester-long course that integrates writing for a variety of purposes and audiences with literature study that reflects different cultures. Emphasis is placed on diverse texts while writing activities may include a focus on argumentative, expository, and narrative modes. Along with exploring universal themes, students will recognize how culture influences how we view the world. Different cultures and texts will be focused on each semester, so the course can be taken as a one-semester course or as a year-long course.

| Family and Consumer Science Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS302A | Health | 0.5 | 9,10,11,12 | None | MMC |
| HS6ADVH121<br>HS6ADVH122 | Advanced Health | 0.5 | 10,11,12 | Completion of Health | |
| HS6311<br>HS6312 | Child Development and Psychology | 1.0 | 10,11,12 | Completion of Health | VPAA |
| HS3022 | Emergency Response Readiness | 0.5 | 10,11,12 | Completion of Health | |
| HS627 | Nutrition and Culinary Explorations | 0.5 | 10,11,12 | Completion of 9th grade | VPAA, 4th year math experience |
| HS629 | Personal Living | 0.5 | 10,11,12 | Completion of 9th grade | 4th year math experience |
| HS628 | Personal Relations | 0.5 | 12 | Completion of 11th grade | VPAA |
| HS910PEER1<br>HS910PEER2 | LINK Program: Peer-to-Peer Support | 0.5/1.0 | 10,11,12 | Application, teacher recommendation & approval from program directors. | |

HEALTH, MMC
This required course is designed to teach students a variety of important life skills to help them develop and maintain healthy lifestyles. Areas of study will include addiction, substance abuse, tobacco use, reproductive health, healthy relationships, nutrition, fitness, stress relief, and more. The following essential skills are highlighted throughout the semester: risk assessment, self-assessment, communication, decision making, goal setting, health advocacy and healthy self-management. Class participation is an important component of this course, and regular attendance is mandatory for the student to benefit from the valuable life lessons covered daily in the classroom.

ADVANCED HEALTH
This class offers the conscientious student an in-depth look into some of the larger health concerns of our nation. Topics such as behavior change, organic lifestyle, addiction and compulsion, environmental wellness, health care, and school violence will be discussed. Also, topics such as teen brain function, emotions, risk analysis, motivation, food production, drug use, and relationships will be discussed. Students will be encouraged to investigate national concerns on a more personal level. Critical thinking, debating, advocacy, and values clarification are important components of this course.

CHILD DEVELOPMENT AND PSYCHOLOGY, VPAA
First semester this course will explore readiness for parenting from both the male and female perspective including discipline techniques, family structures, childcare, teen parenting, and prenatal development. During the prenatal development unit students will explore reproduction including anatomy, sexually transmitted infections, and conception control. Special activities include a holiday preschool party.
Second semester students will study the social, emotional, physical, and intellectual development of infants, toddlers, and preschoolers. Included in this course are opportunities to interact with and observe children from birth through age five. Health is a prerequisite. Students who PC out of Health must get a 77% on the Sexual Education/Reproductive health unit test to be allowed to take this class.

EMERGENCY RESPONSE READINESS
Students enrolled in this class would be prepared to identify the signs of medical emergency and describe immediate care. They would grow to understand the citizen responder's role in the EMS system, then plan how to respond to and provide care for a person in a situation where help is delayed. Students would earn American Red Cross certification for first aid and CPR.

NUTRITION AND CULINARY EXPLORATIONS, VPAA, 4th year math experience
This course allows students to improve their core knowledge of nutrition and encourages making healthy dietary choices as well as learning proper food preparation techniques. Students will explore the essential nutrients, learn the decision-making model, be encouraged to make healthy choices, the relationship between emotions and eating, the importance of exercise, investigate eating disorders and meal planning and modification. They will be introduced to a variety of cooking and baking techniques and will apply the decision-making model to food labs. Students will be encouraged to develop a mature palette and expand their cooking skills at home for family and friends.

PERSONAL LIVING, 4th year math experience
Students will develop skills necessary for successful living on their own. Topics include teamwork skills, stress management, employability skills, budgeting, consumerism, financing practices and decision making. This class includes what a simulation of "reality" after high school could look like and the many decisions one is faced with, both financially and personally.

PERSONAL RELATIONS, VPAA
Creating an independent confident person within relationships is the goal of this course. Students will explore different types of relationships including friends, dating, marriage, and work-related relationships. For each type of relationship, this course will explore healthy and unhealthy characteristics and their impact on an individual, family, work environment and society. Students will be able to gain insight into these types of relationships they have encountered, the learning that takes place from these relationships, and the impact these have on future relationships.

LINK PEER TO PEER SUPPORT
The LINK student is trained as a peer mentor who will accompany a student with special needs to one of his/her classes. The LINK student will model and support appropriate social skills and behavior in the academic setting so that the student with special needs may meet success. Training requires time outside of the school schedule before the semester begins with on-going support provided throughout the semester. It does involve some lunch hours and after-school activities. Other responsibilities include, but are not limited to, weekly online blogging, maintaining attendance records, using good communication skills, reviewing, and reflecting on current issues and a final project. This is a graded class. This class may be taken more than once as each semester comes with its own set of HW/blogging topics. It is recommended that the Link student take this class for the full year.

| Math Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS2101<br>HS2102 | **Algebra I** | 1.0 | 9 | None | MMC |
| HS2111<br>HS2112 | Algebra I Essentials | 1.0 | 9 | Teacher recommendation | MMC |
| HS2161<br>HS2162 | **Geometry** | 1.0 | 10 | None | MMC |
| HS2181<br>HS2182 | Geometry Essentials | 1.0 | 10 | Teacher recommendation | MMC |
| HS2661<br>HS2662 | **College Prep Algebra II** | 1.0 | 10,11 | B or better in Geometry & Algebra I AND Teacher recommendation | MMC |
| HS2671<br>HS2672 | **Algebra II** | 1.0 | 11,12 | C or better in-Algebra I S1 & S2 or teacher recommendation | MMC |
| HS2681<br>HS2682 | Algebra II Essentials | 1.0 | 11,12 | Credit in Algebra I S1 & S2 | MMC |
| HS2711 | **College Prep Math & Trigonometry** | 1.0 | 11,12 | C- or better in Algebra II, or College Prep Alg S1 & S2 or teacher recommendation | MMC |
| HS2701<br>HS2702 | **Pre-Calculus** | 1.0 | 11,12 | C or better in Algebra II, or College Prep Alg S1 & S2 | MMC |
| HS2751<br>HS2752 | **AP Calculus** | 1.0 | 11,12 | B or better in Pre-Calculus S1 & S2 | MMC |
| HS2551<br>HS2552 | Consumer Math | 1.0 | 11,12 | Completion 9 & 10 gr math courses | 4th year math experience |

***BOLD COURSES ARE NCAA DIVISION 1 APPROVED**

**ALGEBRA I**, MMC
This year-long course explores number sense, expressions, equations, inequalities, linear and quadratic functions. Students will identify and adapt models of real-world situations using families of functions.

ALGEBRA I ESSENTIALS, MMC
This course will cover solving, graphing, and interpreting linear, and quadratic functions in detail.

**GEOMETRY**, MMC
This year long course explores the development of skills in the use of logic as applied to inductive and deductive reasoning in mathematical situations. Various topics include postulates and theorems, line relationships, proofs, polygons (their properties and angle relationships), circles, transformations, congruent and similar figures.

GEOMETRY ESSENTIALS, MMC
This course will cover inductive and deductive reasoning as it pertains to both undefined and defined terms.

**COLLEGE PREP ALGEBRA II**, MMC
This year long course is an extension of the Algebra II course exploring the structure of real and complex number systems. Various topics include functions, linear systems, matrices, quadratics, polynomials, radicals, exponentials, rationales, logarithms, and conics. All topics will be covered in a more in-depth manner than Algebra II.

**ALGEBRA II**, MMC
This year long course explores the structure of real and complex number systems. Various topics include functions, linear systems, matrices, quadratics, polynomials, radicals, exponentials, rationales.

ALGEBRA ESSENTIALS, MMC
This year long course explores the structure of real and complex number systems. Students will learn to recognize the techniques of algebra as reflections of these structures. Various topics include systems of equations, matrices, linear and quadratic functions, and polynomials.

**COLLEGE PREP MATH AND TRIGONOMETRY**, MMC
This class is intended for students who have completed Algebra II and seek to strengthen their skills before entering Pre-Calculus. Semester one begins with a review of the core concepts of Algebra II and expands this knowledge to cover content that is found in entry-college-level math and Algebra courses. The second semester continues to build upon this knowledge with the introduction to concepts of Trigonometry and Precalculus. It is the goal of this class to prepare students for entry-level college math and/or introduce concepts students need to feel confident in Pre-Calculus.

**PRE-CALCULUS**, MMC
This class is intended for students who will continue with higher-level mathematics in college or who wish to take AP Calculus in high school. Semester 1 begins with an in-depth review/understanding of Algebra II and entry college-level math and Algebra courses. Topics include exploring the real number system and applications to the foundations of Algebra II including the study of polynomial, rational, radical, exponential, and logarithmic functions. The second semester continues to build upon this knowledge further exploring the application of the concepts of Trigonometry. It is the goal of this class to prepare students for success in AP Calculus, College-Level Calculus I, or success on a college math entrance exam.

**AP CALCULUS**, MMC
This year long course explores the basic structure of calculus and its applications. Various topics include more complex usage of topics covered in previous courses and the ability to find slopes of curves, derivatives and integrals, ability to recognize and solve problems containing applications of limits, derivatives, and integrals and use of exponential and logarithmic functions. While not required, it is expected the students enrolled in AP Calculus will take the advanced placement test. A graphing calculator is needed.

CONSUMER MATH, $4^{TH}$ year math experience
This year long course explores math situations and work application problems in the areas of income, banking, credit, housing, transportation, insurance, investments, purchasing, and budgeting.

| Music Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS7301<br>HS7302 | Choir | 1.0 | 9,10,11,12 | None | VPAA |
| HS7262 | Concert Band | 1.0 | 9,10,11,12 | Audition | VPAA |
| HS7281 | Wind Ensemble | 1.0 | 9,10,11,12 | Audition | VPAA |
| HS7291 | History of Rock ‘n Roll | .5 | 9,10,11,12 | None | VPAA |
| HS7211 | Ukulele & Songwriting | .5 | 9,10,11,12 | None | VPAA |

CHOIR, VPAA
Choir is a class aimed at improving individual vocal technique in an ensemble setting. Proper singing technique as well as music theory basics are covered throughout the year. Attendance at yearly concerts is mandatory and part of the grade for the class. There is no pre-requisite for enrollment in choir. Choir is a full year course.

CONCERT BAND, VPAA
The Concert Band is a concert ensemble focused on individual and ensemble musical development. Auditions are held in the spring of the previous academic year for placement in the bands. The Concert Band performs several required concerts throughout the year, both in Fowlerville and outside of the community. The Concert Band places a strong emphasis on individual technical development and ensemble fundamentals while striving to perform class C/D band literature. Included within the Concert Band is the marching band (combined with Wind Ensemble). **INVOLVEMENT IN THE MARCHING BAND IS ALSO REQUIRED OF ALL CONCERT BAND MEMBERS, INCLUDING ATTENDING THE MANDATORY BAND CAMP, USUALLY HELD THE FIRST WEEK OF AUGUST.** Students must enroll for Concert Band for the entire year, unless given prior approval from the band director.

WIND ENSEMBLE, VPAA
The Wind Ensemble is a concert ensemble representing the highest caliber of musician in high school. The focus of the Wind Ensemble is advancing individual technique and increasing previously existing ensemble skills while striving to perform class A/B band literature. Auditions are held in the spring of the previous academic year for placement in the ensemble. The Wind Ensemble performs several required concerts throughout the year, both in Fowlerville and outside the community. Students must enroll for Wind Ensemble for the entire year unless given prior permission by the band director. Included within the Wind Ensemble is the marching band (combined with Concert Band). **INVOLVEMENT IN THE MARCHING BAND IS ALSO REQUIRED OF ALL WIND ENSEMBLE MEMBERS, INCLUDING ATTENDING THE MANDATORY BAND CAMP, USUALLY HELD THE FIRST WEEK OF AUGUST.**

HISTORY OF ROCK ‘N ROLL, VPAA
The History of Rock 'n Roll will track the roots of popular music from the blues to modern day. Genres covered include (but aren't limited to) Blues Rock, Heavy Metal, Pop, Rap, Disco, etc.

UKULELE & SONGWRITING, VPAA
Ukulele and Songwriting will split the semester into two 9-week quarters. In quarter 1, students will learn the basics of the ukulele including chords and more advanced picking. Students will play covers (songs written by others) as they become more comfortable with the instrument and their voice. The second quarter of the class will focus on the basics of songwriting. Students may use ukulele or any other accompanying instrument which they are proficient at (guitar, piano, etc.). The quarter will go over structure, melody, harmony, and production within songwriting.

| Physical Education Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS7461<br>HS7462 | Foundations of Physical Education | 0.5/1.0 | 9,10,11,12 | None | MMC |
| HS7441<br>HS7442 | Advanced Physical Education | 0.5/1.0 | 10,11,12 | Foundations of Physical Education | |
| HS7421<br>HS7422 | Advanced Conditioning and Training | 0.5/1.0 | 10,11,12 | Instructor signature | |
| HS746Y1<br>HS746Y2 | Introduction to Yoga | 0.5/1.0 | 10,11,12 | Foundations of Physical Education | |
| HS7461 | Fitness for Life | 0.5/1.0 | 10,11,12 | Foundations of Physical Education | |

FOUNDATIONS OF PHYSICAL EDUCATION~~,~~ MMC
This course is designed as a basic conditioning program to improve cardiovascular fitness. Activities will include 4 outdoor units and 4 indoor units. The indoor units will be Basketball, Volleyball, Pickle Ball and Badminton. The outdoor units will be Softball, Flag Football, Tennis, and Soccer. These units will provide the student with knowledge, skills, and an understanding of the relationship between exercise and overall health and well-being. This experience will impact the student's health and well-being not only in the present but also into the future.

ADVANCED PHYSICAL EDUCATION
This course is designed as a conditioning program to improve cardiovascular fitness. Activities will continue to achieve goals and develop skills described in Physical Education I.

ADVANCED CONDITIONING & TRAINING
This course in weightlifting and body conditioning provides advanced techniques in the development of individual and team sport skills. The course will include weight training, conditioning, and classroom instruction. Attention is given to a personal plan of fitness and individual strength conditioning. Students competing in interscholastic sports are encouraged to take Advanced Conditioning in the off season.

INTRODUCTION TO YOGA
This introductory course promotes psycho-physical integration of body and mind through yogic breathing, stretching, and relaxation. Guided breathing and visualization are used to enhance depth and quality of relaxation and meditation. Students will explore how yoga exercises and relaxation practices promote health and fitness through stress reduction. Students learn a series of physical postures as well as practical methods for relaxation, proper breathing, meditation, and concentration that promote health, alleviate stress, improve skeletal alignment, and increase muscular strength and flexibility. Cardio condition will also be introduced in this course. The course also provides an introduction to the history and philosophy of yoga, which students explore throughout the course.

FITNESS FOR LIFE
Fitness for Life is an opportunity for students to explore current practices in physical activity for the 21st Century in a low stress, no judgment environment. Students will engage in lifetime physical activities and exercises including but not limited to: Endurance training, circuit training, Zumba, Pilates, Yoga, Barre, Cardio Drumming, HIIT training, Core development and introduction to Body/Free weights.

This class is designed to allow students to be introduced to common exercise routines and classes that are offered if various facilities in the area. The class also provides an opportunity for students to train their bodies in ways that are best for lifelong health. These are research-based activities that strengthen the overall body and provide confidence to students who are not ready for the rigors of Advanced Strength and Conditioning.

WAIVING PHYSICAL EDUCATION

Active participation in three complete seasons of an approved Fowlerville High School sport as noted in the table below (reported by the Athletic Department at the end of each school year) or active participation in four years of band (including Marching Band) may waive the Personal Fitness requirement and qualify as the Physical Education graduation requirement.

| Approved Fowlerville High School Sports | | |
|---|---|---|
| **Fall** | **Winter** | **Spring** |
| Cheer | Basketball | Baseball |
| Cross Country | Bowling | Golf (Boys) |
| Football | Cheer | Soccer (Girls) |
| Golf (Girls) | Gymnastics | Softball |
| Soccer (Boys) | Hockey | Tennis (Girls) |
| Tennis (Boys) | Wrestling | Track & Field |
| Volleyball | | |

*MHSAA Approved

| Science Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS312 | **Earth Science** | 0.5 | 9 | None | MMC |
| HS309 | **Physical Science** | 0.5 | 9 | None | MMC |
| HS3261<br>HS3262 | Ag Science Earth/Physical | 1.0 | 9 | Student application and teacher recommendation | MMC |
| HS3161<br>HS3162 | **Biology I** | 1.0 | 9,10 | Successful completion of S1 & S2 Earth/Physical Science (or taken concurrently) | MMC |
| | Ag Sci Biology | 1.0 | 9, 10 | Successful completion of S1 & S2 Earth/Physical Science (or taken concurrently) and/or teacher recommendation | MMC |
| HS321S1<br>HS321S2 | **AP Biology** | 1.0 | 10,11,12 | B- or better Biology I S1 & S2, C- or better College Prep Chemistry or General Essentials S1 & S2. (or taken concurrently) or teacher recommendation | MMC |
| HS3251CE<br>HS3252CE | **General Chemistry** | 1.0 | 9,10,11,12 | Successful completion of S1 & S2 Earth/Physical Science, Biology I, & Algebra I (or taken concurrently) | MMC |
| HS3271<br>HS3272 | **College Prep Chemistry** | 1.0 | 9,10,11,12 | Successful completion of S1 & S2 Earth/Physical Science, Biology I, & Algebra I (or taken concurrently) | MMC |
| HS3281<br>HS3282 | **AP Chemistry** | 1.0 | 11,12 | C or better College Prep Chemistry S1 & S2 or Successfully tested out of College Prep Chemistry or teacher recommendation | MMC, 4th year math experience |
| HS3301<br>HS3302 | **Physics** | 1.0 | 10,11,12 | Successful completion of S1 & S2 Earth/Physical Science, Biology I & Algebra I | MMC 4th year math experience |
| HS3311<br>HS3312 | **AP Physics 1** | 1.0 | 11,12 | Successful completion of S1 & S2 Earth/Physical Science, Biology, Alg II, College Prep Alg, College (or taken concurrently) or teacher recommendation | MMC, 4th year math experience |
| HS3331 | **Botany/Zoology** | 0.5 | 10,11,12 | Successful completion of S1 & S2 Biology I College Prep Chemistry or General Chemistry (or taken concurrently). | MMC, 3rd year science experience |

| | | | | | |
|---|---|---|---|---|---|
| HS3151 | **Genetics** | 0.5 | 10, 11, 12 | Successful completion of S1 & S2 Biology I College Prep Chemistry or General Chemistry (or taken concurrently). | MMC, 3rd year science experience |
| HS3HUAP121<br>HS3HUAP122 | **Human Anatomy & Physiology** | 1.0 | 10,11,12 | Successful completion of S1 & S2 Biology I College Prep Chemistry or General Chemistry (or taken concurrently). | MMC, 3rd year science experience |
| HS3341<br>HS3342 | Agricultural Science- Zoology & Botany 2 hr block | 2.0 | 11,12 | Successful completion of S1 & S2 Earth/Physical Science & Biology I | MMC, 4th year math experience, VPAA |
| HS3351<br>HS3352 | Agricultural Science II- Zoology & Botany II 2 hr block | 2.0 | 12 | C or better Agricultural Science- Zoology & Botany S1 & S2 and teacher recommendation | MMC, 4th year math experience, VPAA |

***BOLD COURSES ARE NCAA DIVISION 1 APPROVED**
*****Students taking this course as a sophomore will receive elective credit. Courses may not be repeated as a junior or senior for MMC graduation requirements for science.**

**EARTH SCIENCE**, MMC
This course will introduce students to the five major branches of Earth Science: geology, astronomy, meteorology, oceanography and environmental. Specific topics include plate tectonics, earthquakes, volcanoes, weather patterns, weather maps, climate changes, glaciers, natural resources, conservation, recycling, stars and the Milky Way.

**PHYSICAL SCIENCE**, MMC
In this course students will explore some of the fundamental aspects of physics. Specific topics include forces and motion, waves, electricity, and magnetism. The class emphasizes experiments, demonstrations, and hands on activities.

AGRICULTURAL SCIENCE: EARTH AND PHYSICAL, MMC
This class is a year-long class that meets the 9th grade science requirement for FHS. This class is designed as a hands-on college prep course that is taught by using agricultural concepts. If you have no interest in agriculture, food, and natural resources, then this is not the course for you. Physical and Earth Science curriculum will come to life with real-world applications in the classroom, outdoors, and in our interactive learning lab. Students enrolled in Ag Physical/Earth will also develop leadership and career skills through participation in the Fowlerville FFA chapter. Enrollment for this course is limited to 32 students. Final enrollment may be determined by application, if necessary

**BIOLOGY I**, MMC
A standards-based course that emphasizes the unifying themes of modern biological science: evolution, diversity and unity, genetic continuity, organisms and environment, structure and function, regulation, science as inquiry, the history of biological concepts, and science and society. Students are challenged to analyze data, explore complex issues, integrate concepts and think scientifically.

AG SCI BIOLOGY, MMC
In Agriscience Biology, students will gain an understanding of biological principles and concepts with a focus on agriculture and natural resources. This course covers the same core content as a traditional high school biology class, including the scientific method, cellular structures and functions, genetics, life processes, DNA, RNA, protein synthesis, ecology, environmental challenges, and a survey of the five kingdoms. In addition to exploring biology, students will connect science to the agricultural industry and its global impact. Leadership development is an integral part of the course, with all students actively participating in the Fowlerville FFA Chapter. This course fulfills the biology requirement for Fowlerville High School.

**AP BIOLOGY**, MMC
AP Biology is a rigorous college introductory biology course. It will include those topics regularly covered in a college biology course. Because of the amount of material to be covered and the detailed nature of the laboratory investigations, **students may be required to be present one hour early for one day every week (zero hour) for lab procedures**. Additionally, students will be expected to handle approximately four chapters of introductory material on their own during summer break. AP Biology, like a college course, requires the student to be highly motivated, self-directed and have strong reading and writing skills. While not required, it is expected that students enrolled in AP Biology will take the advanced placement test.

**GENERAL CHEMISTRY, MMC**
The Foundations of Chemistry course provides an introductory understanding of the fundamental principles and concepts of Chemistry. This course aims to develop students' comprehension of the basic structure of matter, chemical reactions, and the application of chemistry in everyday life. Through a combination of theoretical knowledge and practical laboratory exercises, students will gain a solid grounding in essential chemical concepts, fostering critical thinking and problem-solving skills. This course is recommended for students who wish to have practical chemical knowledge and who are not seeking post-secondary degrees in the science or healthcare fields.

**COLLEGE PREP CHEMISTRY**, MMC
This course will introduce students to the major concepts of general chemistry using the national modeling curriculum and the Michigan Science Standards. Topics such as energy, gas laws, atomic structure and chemical reactions will be addressed. In addition, there will be a large focus on scientific reasoning. Students will learn skills to help them analyze, form conclusions, and discuss their ideas and findings.

**AP CHEMISTRY**, MMC, 4th year math experience
Equivalent to a general chemistry course taken in the first year of college. AP Chemistry follows the required topics outlined by The College Board and is organized by the 6 big ideas of chemistry. This is a math-based course with strong laboratory components. Students are required to participate in extended class and laboratory sessions regularly. There is a large focus on scientific reasoning and students will be asked to analyze data, make conclusions based on evidence, and discuss their findings regularly.

**PHYSICS**, MMC, 4th year math experience
Students will concentrate their studies in the area of mechanics. They will also be introduced to light, sound, magnetism, and electricity. Students will be applying physics concepts through mathematical applications, lab experiments, problem solving situations, and projects. **This class is recommended for college bound students interested in any math, science, technology, engineering, or health related fields.**

**AP PHYSICS 1**, MMC, 4th year math experience
AP Physics 1 is an algebra-based course in general physics that meets for 55 minutes each day for the entire school year. General physics topics presented during the course closely follow those outlined by the College Board and mirror an introductory level university physics course. AP Physics 1 is organized around six big ideas that bring together the fundamental science principles and theories of general physics. These big ideas are intended to encourage students to think about physics concepts as interconnected pieces of a puzzle. The solution to the puzzle is how the real world around them actually works. The students will participate in inquiry-based explorations of these topics to gain a more conceptual understanding of these physics' concepts. Students will spend less of their time in traditional formula-based learning and more of their effort will be directed to developing critical thinking and reasoning skills.

**BOTANY/ZOOLOGY**
In this course, students will investigate the classification system in more detail. Students will focus on the two major kingdoms of Animalia and Plantae. Specific topics of study will include anatomy and physiology of plants and animals, interrelationships of living organisms, species identification, and the significance of certain species to humans. The course will pay particular attention to Michigan related plants and animals.

GENETICS
Genetics is an exploration to the amazing DNA molecule. There is so much more to DNA than 4 letters that we typically associate with it. In this class, we will explore what these letters truly mean, we will discover what this molecule builds, and we will investigate how this can affect us as individuals, a species, and a planet.

**HUMAN ANATOMY & PHYSIOLOGY**, MMC
Explores the systems comprising the human body by emphasizing physiological mechanisms with a thorough understanding of human anatomy. This course is designed for students who plan to pursue biological or life science careers with an emphasis in the health care fields. The class purpose is to help students develop an understanding of the complexity of the body and use the concepts presented in class to think more intelligently about one's body and new scientific research. This course has a substantial laboratory component, including a rat, sheep heart, fetal pig, and shark dissections.

AGRICULTURAL SCIENCE & ZOOLOGY & BOTANY, MMC, 4th year math experience
This year-long, two-hour block course provides students with hands-on experiential learning opportunities in plant and animal science and is appropriate for students interested in careers in the fields of agriculture, food, and natural resources. Botany introduces the basic principles of plant structure, function, and reproduction with projects focused on human uses of plants for food, agriculture, landscape, medicine, and ecology. Hands-on projects include greenhouse and indoor gardening, vegetable production, hydroponics, forestry, and field experiences. Zoology introduces the principles of animal anatomy and physiology with a focus on companion animals and livestock production. Animal care, handling, and veterinary techniques are practiced while working in hands-on projects including beekeeping, aquaculture production, raising broiler chickens, veterinary skills, and field experiences. Students in this course will improve their leadership, personal growth, and practical skills through participation in the Fowlerville FFA chapter

AGRICULTURAL SCIENCE II, MMC, 4th year math experience
This year-long two-hour block is for 12th grade students who have successfully completed the Agricultural Science: Zoology & Botany curriculum and wish to pursue careers in the Ag, Food, and Natural Resources industries. Ag II students will earn industry certifications by taking online coursework, participate in two, 6–9-week work-based learning internships, and be heavily involved in the Fowlerville FFA chapter. Admission to Ag II is by application completed at the end of the students' junior year.

| Social Studies Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS4081<br>HS4082 | **American History** | 1.0 | 9, 10 | None | MMC |
| HS420101<br>HS420102 | **World History** | 1.0 | 9, 10 | Am History<br>9th grade with teacher recommendation | MMC |
| HS415S | **Economics** | 0.5 | 11,12 | Am History<br>World History | MMC |
| | **AP Macroeconomics** | 0.5 | 11,12 | Am & World History with a B or better & teacher recommendation | MMC |
| | **Economics in Action** | 0.5 | 11, 12 | Application, Marketing I or teacher recommendation | 4th year math experience |
| HS4301 | **Federal, State and Local Government** | 0.5 | 11,12 | Am History<br>World History | MMC |
| HS4APUS121<br>HS4APUS122 | **AP United States History** | 1.0 | 11,12 | Am & World History with a B or better & teacher recommendation | MMC |
| HS4411 | **Psychology I** | 0.5 | 10,11,12 | Am History | |
| HS4412 | **Psychology II** | 0.5 | 10,11,12 | Am History | |
| HS4421 | **Sociology** | 0.5 | 10,11,12 | Am History | MMC |
| HS4431 | **Contemporary Topics** | 0.5/1.0 | 9,10,11,12 | 9th grade with teacher recommendation | |
| HS4441 | **History Through Film** | 0.5/1.0 | 11,12 | Credit Am History and World History | |

***BOLD COURSES ARE NCAA DIVISION 1 APPROVED**

**AMERICAN HISTORY**, MMC

The major goal of this course is to provide students with a strong background of American History, as related to the development of our democratic society from industrialization to the 20th Century. Emphasis will be placed on industrialization, immigration, progressivism, world wars, economic depression, foreign policy, and the modern day. Throughout the course the student will develop an understanding of world geography, improve their critical thinking skills, and begin analyzing historical issues as it applies to the High School Content Expectations for the State of Michigan.

**WORLD HISTORY**, MMC

World History provides a regional and global study of worldwide events, spanning from about 500 BCE to the end of the Cold War. It combines geography skills with history knowledge to achieve an understanding of the world and the global community. This course places particular emphasis on culture, religion, conflict, political change, and economic development. After completing this course, students will be able to achieve the following:

*Utilize the tools of a historian to explain past events
*Describe in limited detail major events throughout world history
*Explain the relationship between geography and certain historical developments
*Discuss the impact of major trends like nationalism and industrialization on world events

**ECONOMICS**, MMC

In this course students will describe, analyze, and evaluate the basic characteristics of the global economy. Units of study will include Economic Systems, How Markets Work, Personal Finance, Managing the Economy and Global Economic Performance. Students will develop skills in table and graph interpretation, data analysis, problem solving and critical thinking.

**AP MACROECONOMICS**, MMC
Unlocking the secrets of the economy: In AP Macroeconomics, you'll explore the big-picture forces that shape our economy—like why inflation happens, what makes unemployment rise and fall, and how governments and central banks try to keep it all under control. We'll dive into topics like GDP, international trade, fiscal and monetary policy, and the role of markets in our interconnected world. This one-semester, 0.5-credit course will challenge you to think critically, analyze real-world economic data, and make sense of the headlines that leave everyone else scratching their heads. This course prepares you to take the AP Macroeconomics test in the spring. So, if you're curious about how money moves, markets work, and why the Fed is always in the news, AP Macroeconomics is the class for you. Take the challenge, and who knows? You might just be the next big thing in economics!

**ECONOMICS IN ACTION: School Store**:, 4th year math experience
Welcome to The Coliseum! The school store is a hands-on activity-based class for students to continue their education in the business or marketing field. This class will offer students the opportunity to promote the school store and events on campus, organize and plan for inventory, incorporate various math skills, learn the basics of retailing through a real-life learning opportunity. Students will utilize skills from their Marketing I and/or Economics class to be creative with advertising and the promotion of the store in general. Students will become members of the DECA organization and compete with local area schools in marketing events and with opportunities for community service work. Some outside of class time event based assignments will be required. Acceptance into this course is application based. Economics in Action can be used as a 4th Year Math Experience.

**FEDERAL, STATE AND LOCAL GOVERNMENT**, MMC
The major goal is to provide students with a basic working knowledge of the framework of the national, state, and local government. The basic details of the three branches of government, check and balance system, plus the importance of individual citizenship participation will be taught at all three levels of government. The student will be able to develop the skill of critical thinking and interpreting historical issues as it applies in today's society.

**AP UNITED STATES HISTORY**, MMC
The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program 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. In addition, students will use a primary source reader and other scholarly reference materials throughout the year. This course examines the evolution of the American republic from the initial European incursions into North America to present. The course is divided into periods of time and focuses on the themes of the AP Course descriptions, including national identity, economic transformation, and U.S. actions on the world stage. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history. Summer homework will be required.

**PSYCHOLOGY I**
The major goal of the course is to study the behavior and mental processes of human beings as it relates to the individual. The basic theories and applications of psychology will be taught. Students will gain insight into the behaviors and thought processes of other individuals as well as acquire a greater understanding of themselves. Subject areas to be covered will build from introductory and foundational psychology subject matter including the basic approaches taken in studying psychology. Developmental psychology including the human life stages of infancy, childhood, adolescence, and adulthood will be studied. Also covered the workings of the mind and body including altered states of consciousness such as sleep, hypnosis, meditation, and the effects of various drugs over consciousness, along with the processes of sensation and perception. **It is recommended that students taking Psychology I also take Psychology II in order to**

**get the full benefit an entire year of the course provides. However, it is fine to take either one of the two semesters separately as well.**

## PSYCHOLOGY II

The major goal of the course is to study the behavior and mental processes of human beings as it relates to the individual. The basic theories and applications of psychology will be taught. Students will gain insight into the behaviors and thought processes of other individuals as well as acquire a greater understanding of themselves. Subject areas to be covered will include learning principles and applications, memory and thought, thinking and language, motivation and emotion, personality testing, theories of personality, stress and health, and the major psychological disorders including anxiety disorders, mood disorders such as depression, dissociative disorders, personality disorders, schizophrenia, and substance abuse disorders**. It is recommended that students taking Psychology II also take Psychology I in order to get the full benefit an entire year of the course provides. However, it is fine to take either one of the two semesters separately as well.**

## SOCIOLOGY, MMC

Sociology focuses upon learning about human society, significant social influences, social behavior, social problems, and social issues. In particular, the study of how social influences and social interactions between individuals affect the nature of society and the behaviors of individuals will be emphasized. Students will gain insight into some of the major problems facing our society and acquire a greater sense of understanding of other people as well as themselves. Foundational subject areas to be covered include basic sociological perspectives and concepts, cultural diversity, cultural conformity and adaptation, America. n values, social structure, and socialization of the individual through childhood and adolescence. The course will also focus upon some of the more significant specific social influences, social issues, and social problems currently of concern in our society. Topics to be covered will include how individuals often judge others based on physical appearance, dress, and group membership criteria, along with examples of group relations and conflicts in society. The ways that the major social influences including parents, peers, and the mass media can affect young people will be addressed. Other topics covered will include euthanasia and doctor assisted suicide, immigration, and the presence of illegal aliens in the U.S., the gay rights movement, same-sex marriage, the obesity epidemic, the Internet, bullying in schools, school violence, dating and relationship issues, sex education in the schools, and teenage sexual behavior and decision making

## HISTORY THROUGH FILM

In this semester elective course students will examine Hollywood feature films and historical dramas as historical evidence. Students view movies on various topics and participate in class discussions and write essays comparing that film evidence to information in more traditional sources, such as articles, film reviews and critical commentaries. The course is based around six broad questions: 1. Is film a legitimate historical source? 2. To what extent is film evidence legitimate? 3. What determines the legitimacy of film evidence? 4. What determines the illegitimacy of film evidence? 5. Is film evidence ever better than traditional historical sources? 6. Can Hollywood films be used to teach history?

## CONTEMPORARY TOPICS

This course explores critical issues shaping our society today. From exploring geopolitical tensions to analyzing socio-economic disparities, students will engage with problems that define our era. Through an interdisciplinary approach drawing from history, political science, sociology, and economics, this course aims to cultivate critical thinking. This course will employ a variety of instructional methods, including interactive discussions, case studies, simulations, guest lectures, multimedia presentations, and project-based learning. Students will be encouraged to conduct research, collaborate on group projects, and participate in debates to deepen their understanding of these crucial issues.

| World Language Courses | | | | | |
|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Grade Level** | **Prerequisite** | **Meets Requirements Of:** |
| HS5001<br>HS5002 | French I | 1.0 | 9,10,11,12 | None | MMC |
| HS5061<br>HS5062 | College Prep French II | 1.0 | 9,10,11,12 | C- or better in French I S1 & S2 & teacher recommendation | MMC |
| HS5101<br>HS5102 | French III | 1.0 | 10,11,12 | B- or better in French II S1 & S2 & teacher recommendation | |
| HS5151<br>HS5152 | French IV | 1.0 | 10,11,12 | B- or better in French III S1 & S2 & teacher recommendation | |
| HS5161<br>HS5162 | French V | 1.0 | 10,11,12 | B- or better in French IV S1 & S2 & teacher recommendation | |
| HS5171<br>HS5172 | German I | 1.0 | 9,10,11,12 | None | MMC |
| HS5271<br>HS5272 | German II | 1.0 | 9,10,11,12 | D- or better in German S1 & S2 | MMC |
| HS5471<br>HS54723 | College Prep German II | 1.0 | 9,10,11,12 | B- or better in German I S1 & S2 & teacher recommendation | MMC |
| HS5571<br>HS5572 | German III | 1.0 | 10,11,12 | B- or better in College Prep German II S1 & S2 & teacher recommendation | |
| HS5581<br>HS5582 | German IV | 1.0 | 10,11,12 | B- or better in German III S1 & S2 & teacher recommendation | |
| HS5591<br>HS5592 | German V | 1.0 | 10,11,12 | B- or better in German IV S1 & S2 & teacher recommendation | |
| HS5201<br>HS5202 | Spanish I | 1.0 | 9,10,11,12 | None | MMC |
| HS5251<br>HS5252 | Spanish II | 1.0 | 10,11,12 | D- or better in Spanish I S1 & S2 | MMC |
| HS5261<br>HS5262 | College Prep Spanish II | 1.0 | 9,10,11,12 | B- or better in Spanish I S1 & S2 & teacher recommendation | MMC |
| HS5301<br>HS5302 | Spanish III | 1.0 | 10,11,12 | B- or better in Spanish II IS1 & S2 & teacher recommendation | |
| HS5351<br>HS5352 | Spanish IV | 1.0 | 10,11,12 | B- or better in Spanish IIII S1 & S2 & teacher recommendation | |
| HS5361<br>HS5362 | Spanish V | 1.0 | 10,11,12 | B- or better in Spanish IV S1 & S2 & teacher recommendation | |

*CTE program or additional VPAA credit can substitute 2nd year of World Language
*3rd year World Language and above can substitute for a VPAA credit, can be 0.5 or 1.0

FRENCH I, MMC
Students will be introduced to some of the basic elements of the French language in this course. Language functions will include greeting people, telling basic information about oneself, expressing preferences, making simple transactions, telling a simple narrative, and describing activities. By the end of this course students will be able to communicate at a Novice Low to Novice Mid rating on the ACTFL proficiency scale

in spoken and written French, they will have a working vocabulary of 500-800 words, will be able to understand simple spoken French, will have an understanding of several aspects of the culture of French - speakers and will be able to read a 2-3 paragraph simple French text without assistance.

COLLEGE PREP FRENCH II, MMC
This course is designed for students who may wish to continue to higher levels of high school language study or for those who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test. Students in this course will read a total of 3-4 level-appropriate French novels, develop the ability to discuss cultural and current events in French, develop strong interpersonal communication skills in speaking and writing, view and understand two video series designed for language learners, and participate in daily French discussions. Students in this course will achieve a Novice High to Intermediate Low rating on the ACTFL proficiency scale

FRENCH III
This course strengthens the language skills of reading, writing, speaking, and listening in the past, present and future tenses. Topics include geographical features, foods and food preparation, professions, music, sports, leisure and classes, travel, and vacation plans. Culture includes meal planning and preparation, authentic travel materials, films, music, and the opportunity to travel to Quebec/Montreal or France when offered.

FRENCH IV
This course expands the language skills of reading, writing, speaking, and listening. Course is taught almost exclusively in French. Material emphasizes more complex and spontaneous communication. Students focus on authentic material. Students will study famous French novels and poetry, historical people and events and arrange travel plans. Culture continues to use music and film and food to explore French speaking countries. Students will also have the opportunity to travel to Quebec/Montreal or France when offered.

FRENCH V
This course emphasizes the individual student's need for improving all skills. French is the exclusive language used in the classroom. Students will focus on reading for comprehension, listening to radio programs and music, watching films and discussing and writing about these various topics and other current issues. Students will also have the opportunity to travel to Quebec/Montreal or France when offered.

GERMAN I, MMC
Students will be introduced to novice level language skills. Students will learn to describe, compare, explain, give an opinion, and ask questions about themselves and their surroundings using words, chunks, and memorized phrases. All German classes will be taught 100% in German. Students will listen, speak, read, and write 100% in German. By the end of this course students will be able to understand and communicate in simple spoken and written German.

GERMAN II, MMC
Students will have a further opportunity to practice listening, speaking, reading, and writing in German at the Novice High and Intermediate Low level. This class will focus on German culture. This course is designed for students not interested in continuing to higher levels of German.

COLLEGE PREP GERMAN II, MMC
This course is designed for students who may wish to continue to higher levels of German or for those who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test. Students will be introduced to intermediate low level language skills. Students will learn to describe, compare, explain, give an opinion, and ask questions about themselves and their surroundings using memorized phrases and sentences. All German classes will be taught 100% in German. Students will listen, speak, read, and write 100% in German. By the end of this course students will be able to understand and communicate using intermediate spoken and written German.

GERMAN III
Students will begin to understand and communicate at the Intermediate level both verbally and in writing. At the end of this course, students will be able to confidently communicate in strings of sentences and will

begin to produce language in all major tenses. At this level, learners would be able to travel and communicate easily in a German speaking community.

GERMAN IV
This is a continuation course for German students already in the program is designed for students who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test, or for those who wish to continue studying German at the university level. Students in this course will begin to speak and understand language at an intermediate high level. Intermediate high learners can successfully speak in German at the paragraph level in all major tenses most of the time. Students have an opportunity to test for the "Seal of Biliteracy.

GERMAN V
This is a continuation course for German students already in the program is designed for students who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test, or for those who wish to continue studying German at the university level. Students have an opportunity to test for the "Seal of Biliteracy.

SPANISH I, MMC
Students will be introduced to some of the basic elements of the Spanish language in this course. Language functions will include greeting people, telling basic information about oneself, expressing preferences, making simple transactions, telling a simple narrative, and describing activities. By the end of this course students will be able to communicate at a Novice Low to Novice Mid rating on the ACTFL proficiency scalein spoken and written Spanish, they will have a working vocabulary of 500-800 words, will be able to understand simple spoken Spanish, will have an understanding of several aspects of the culture of Spanish-speakers and will be able to read a 2-3 paragraph simple Spanish text without assistance.

SPANISH II, MMC
Students will continue improving their ability to use and understand Spanish with the goal of achieving a Novice High rating on the ACTFL proficiency scale. Students at this level will read a short level-appropriate novel and will be assessed on their ability to write about selected topics. Students will continue to expand their working vocabularies, communication skills, cultural knowledge, and will be able to communicate in a variety of functional settings. Students at this level will continue using level-appropriate cultural videos to expand their listening skills. Completion of this course and its prerequisites satisfies the Michigan Merit Curriculum 2-year World Language requirement for the class of 2016 and beyond.

COLLEGE PREP SPANISH II, MMC
This course is designed for students who may wish to continue to higher levels of high school language study or for those who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test. Students in this course will read a total of 3-4 level-appropriate Spanish novels, develop the ability to discuss cultural and current events in Spanish, develop strong interpersonal communication skills in speaking and writing, view and understand two video series designed for language learners, and participate in daily Spanish discussions. Students in this course will achieve a Novice High to Intermediate Low rating on the ACTFL proficiency scale

SPANISH III
This course is designed for students who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test, for those who wish to continue studying Spanish, or for those who wish to take the AP test after Spanish IV or via an online AP program. Students in this course will read a total of 3-4 level-appropriate Spanish novels, interact with authentic texts, continue to discuss cultural and current events in Spanish, continue to develop strong interpersonal communication skills in speaking and writing, view and understand video series designed for language learners as well as feature films, and participate in daily Spanish discussions.

SPANISH IV
This course is designed for students who are college-bound and wish to achieve a waiver of their university foreign language requirement through success on a university placement test, or for those who wish to continue studying Spanish at the university or AP level. Students in this course will read a total of 3-4 level-appropriate Spanish novels, interact with authentic texts, continue to discuss cultural and current events in

Spanish, continue to develop strong interpersonal communication skills in speaking and writing, view and understand video series designed for language learners as well as feature films, and participate in daily Spanish discussions.

SPANISH V

This course ties together all the fundamental language skills students have learned thus far, through reading, writing, listening, and speaking Spanish. Students will work on cultural readings, movies and projects and be expected to converse spontaneously in Spanish.

## Livingston Career and Technical Education (LivCTE):

Livingston Career and Technical Education has over forty different CTE programs providing high school students with career exploration, work-based learning experiences, leadership and employability skills, college credits, and hands on application of core academic standards. Livingston Educational Service Agency is the administrative and fiscal agent for Livingston Career and Technical Education. This cooperative is formed by LESA and the Brighton, Fowlerville, Hartland, Howell, and Pinckney school districts. These programs prepare students for a world class workforce and education beyond high school. Over 2700 students are enrolled in the programs. Students enrolled in out-of-district programs will need to provide their own transportation to and from their respective schools. All courses are two-hour courses which last the entire school year. Students should be in good academic standing and an application must be completed and receive administrator approval before a student's enrollment will be considered. Please see the website: https://www.livingstonesa.org/o/lesa/page/career-technical-education and ask your counselor for program availability and/or program specifics. CTE Course Description

CTE-Seminar

This online seminar requires students to take a more in-depth look into their chosen CTE field. Through career research using the Xello platform and other digital resources, students will research job qualifications and required certifications, training programs, job outlook, and potential salary and benefits among other criteria. Students will also be required to demonstrate various job seeking skills and preparation through portfolio and resume development. Only students enrolled in a CTE class will be eligible for the course.

## Wilson Talent Center (WTC):

The Wilson Talent Center (WTC) offers Career & Technical Education programming for high school juniors and seniors. Offering more than 18 programs in 12 career clusters, students have the opportunity to earn high school academic credit, free college credit and either state or national certifications. WTC prepares students for their life beyond high school. Nearly 80% of our students continue their education after leaving high school either through apprenticeships, advanced training or two or four-year college degrees. Partnering with more than 17 colleges and universities, students can earn either articulated college credit or direct college credit. Please see their website for information: https://www.inghamisd.org/wtc/ and refer to your counselor for program availability and/or program specifics. Students should be in good academic standing and must complete Wilson's online application during the appropriate enrollment time period.

## University of Michigan – Flint Dual Enrollment Classes

These course clusters are designed to offer students 12 – 13 college credits that can possibly transfer to their college of choice and to provide a rigorous college experience in areas of a student's interest. Most of the cost of these college courses is covered by the local school district. Students must travel to the Hartland School District for their afternoon session of courses Monday through Thursday all year long.

Students must:

- Be a senior.
- Be in good academic, attendance, and behavioral standing.
- Provide their own transportation.
- Commit to the cluster for the entire year.
- Be able to reduce their schedule at their respective high school in order to attend these afternoon courses from @ 12:15 – 1:45 p.m.
- Fill out the appropriate application for U of M Flint and their respective high school.
- Agree to pay the additional cost of attending these courses above what the district dual enrollment formula allows. (Please see your District's dual enrollment coordinator to determine exact costs. This cost may be different for each student based on the number of high school courses they will continue to be enrolled in.)

For more information, please see this website www.umflint.edu/k12/livingston-county-schools and refer to your counselor for program availability and/or program specifics.

## Livingston County Early Middle College Programs (LCEMC)

Livingston County high school students have an opportunity to earn their high school diploma while simultaneously completing a college certificate or industry credentials and certifications. In order to complete the coursework required for this program, students will agree to a fifth year of high school and commit to spending three years in the LCEMC program, grades 11, 12, and 13.

The LCEMC is structured so that students gradually increase their exposure to college courses throughout their high school experience. Students apply for admission to the LCEMC in grade 10 and, if accepted, begin taking college classes in grade 11. Students will take a combination of high school and college courses during grades 11 and 12*. By the time they reach the fifth year of high school, they will be a full-time college student, and, in most situations, all of their coursework will be completed on-site at the college campus or tech facility. The fifth year includes one high school graduation requirement (math) that is transferred back to the high school. All of the grades from the LCEMC program will be transferred back to the high school transcript as a pass/fail grade.
Students who are admitted to the Livingston County Early Middle College must meet the following expectations:

- Attend school regularly and notify the high school in the event of an absence
- Arrive at school as scheduled and to all classes on time
- Devote additional time to studying daily
- Keep parents/legal guardians aware of academic progress
- Complete all Michigan Merit graduation requirements
- Behave in a professional manner that shows respect for oneself, classmates, high school and college faculty, and the college facilities and equipment
- Follow the handbook rules and regulations of your local high school and college attended
- Attend required College Success Strategy Sessions
- Meet with the designated Advisor/Mentor regularly to discuss academic progress

Students enrolled and accepted in the LCEMC program will be permitted to participate in the typical senior activities and ceremonies during their 12th grade year (prom, senior walk, senior honors night, commencement ceremony, all night party, etc). Students will be honorary members at the commencement ceremony and will not receive their diploma until the successful completion of their courses at the end of their 13th year.
For more information on the LCEMC program, please see your counselor and the http://lcearlycollege.org/
*During the 12th grade year, the number of courses students are required to take at high school vary depending on the program of study. Overall, the student will be responsible for no more than 6 courses (college or high school) per semester.

## College Athletics

For students interested in playing athletics at the college level, please visit the following websites, along with talk with your counselor and athletic director.

http://www.ncaa.org/about/what-we-do/academics
http://www.ncaa.org/student-athletes

# The Personal Curriculum

## A Tool for Modifying the Michigan Merit Curriculum

### Michigan Merit Curriculum (MMC)

| Subject Area Credit Requirements | **Personal Curriculum (PC) Modifications** (Sequence and delivery up to district; support courses can count for credit regardless of year) |
|---|---|
| **4 English Language Arts (ELA) Credits**<br>• Proficiency in State Content Standards for ELA (4 credits) | ✓No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school |
| **4 Mathematics Credits**<br>• Proficiency in State Content Standards for Mathematics (3 credits)<br>• Proficiency in district-approved 4th mathematics credit options (1 credit)<br>* Students must have a math experience in their final year of high school. | ✓1 credit of the state content standards for Mathematics may be modified to ½ credit so long as the modification continues to provide the state content standards<br>✓Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.<br>* Students must have a math experience in one of their two final years of high school. |
| **3 Science Credits**<br>• Proficiency in State Content Standards for Science (3 credits); ***Or***<br>• Proficiency in some State Content Standards for Science (2 credits) **and** completion of a department-approved formal career and technical education program (1 credit) | ✓No modification except for students with an IEP and transfer students who have completed 2 years of high school |
| **3 Social Studies Credits**<br>• Proficiency in State Content Standards for Social Studies (3 credits) | ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program.<br>✓Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. |
| **1 Physical Education and Health Credit**<br>• Proficiency in State Content Standards for Physical Education and Health (1 credit); ***Or***<br>• Proficiency with State Content Standards for Health (1/2 credit) and district-approved extra-curricular activities involving physical activities (1/2 credit) | ✓Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program.<br>✓Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. |
| **1 Visual, Performing, and Applied Arts Credit**<br>• Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit) | ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program.<br>✓Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. |

# The Personal Curriculum

## A Tool for Modifying the Michigan Merit Curriculum

| Subject Area Credit Requirements | **Personal Curriculum (PC) Modifications** (Sequence and delivery up to district; support courses can count for credit regardless of year) |
|---|---|
| **2 World Languages Credits (Effective beginning with students graduating in 2016)**<br>• Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); ***Or***<br>• Formal coursework or an equivalent learning experience in grades K-12 (1 credit) **and** completion of a department- approved formal career and technical education program **or** an additional visual, performing and applied arts credit (1 credit) | ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school |
| **Online Learning Experience**<br>• Course, Learning or Integrated Learning Experience | ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school |

Michigan Academic Standards Page http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

| | | | |
|---|---|---|---|
| ***Name:*** | | **Year of Grad:** | |
| Street: | | City, State, Zip: | |
| Phone: | | Parent/Guardian: | |

**POSTSECONDARY PLANS**

| | 8TH | 9TH | 10TH | 11TH | 12TH |
|---|---|---|---|---|---|
| Flexible Career Plan | | | | | |
| Postsecondary Education Plans * | | | | | |
| Possible Educational Institutions: | | | | | |

* 4-yr College / 2-yr College / Apprenticeship / Career College / Military / On-the-Job

**SUPPORTING HIGH SCHOOL PLANS**

| | 8TH | 9TH | 10TH | 11TH | 12TH |
|---|---|---|---|---|---|
| HS Curriculum ** | | | | | |
| Cumulative Credits | | | | | |
| Grade Point Average | | | | | |
| Class Rank | | | | | |

**College-Prep / Tech Prep / Traditional

**COURSE PLAN REVIEW HISTORY**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9TH | Student: | 10TH | Student: | 11TH | Student: | 12TH | Student: |
| | Parent: | | Parent: | | Parent: | | Parent: |
| | Counselor: | | Counselor: | | Counselor: | | Counselor: |

**FOWLERVILLE HIGH SCHOOL 4 YEAR PLAN**

1. Use a pencil. Write in the courses you plan to take throughout high school.
   a. Consider the following: Graduation Requirements / Postsecondary Admissions Requirements / NCAA Eligibility Requirements / Scholarship Requirements
2. Review your 4-Year High School Course Plan each semester.
   a. Make revisions as needed.
   b. Add your grades and credits for the previous semester.

| 9TH GRADE | | | |
|---|---|---|---|
| 1ST SEMESTER | Grade | 2ND SEMESTER | Grade |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL CREDITS | | CUMULATIVE CREDITS | |
| CLASS RANK | | CLASS RANK | |

| 10TH GRADE | | | |
|---|---|---|---|
| 1ST SEMESTER | Grade | 2ND SEMESTER | Grade |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| CUMULATIVE CREDITS | | CUMULATIVE CREDITS | |
| CLASS RANK | | CLASS RANK | |

| 11TH GRADE | | | |
|---|---|---|---|
| 1ST SEMESTER | Grade | 2ND SEMESTER | Grade |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| CUMULATIVE CREDITS | | CUMULATIVE CREDITS | |
| CLASS RANK | | CLASS RANK | |

| 12TH GRADE | | | |
|---|---|---|---|
| 1ST SEMESTER | Grade | 2ND SEMESTER | Grade |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| CUMULATIVE CREDITS | | CUMULATIVE CREDITS | |
| CLASS RANK | | CLASS RANK | |