

Essexville-Hampton Public Schools

GARBER HIGH SCHOOL CURRICULUM GUIDE FOR THE 2020-2021 SCHOOL YEAR



THERE'S NO BETTER PLACE TO LEARN

State and National Exemplary High School 1986-1987

Essexville-Hampton Schools
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GARBER HIGH SCHOOL

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Dear Garber/Cramer Student and Parent(s):

Enclosed is the 2020-2021 Garber High School Curriculum Guide for your use in helping your student choose his/her classes for the upcoming school year. All of the information is important, especially the sections concerning **requirements for graduation**. Our goal is to aid students in **more thoughtful course selection** and in planning for the future.

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

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

We want to help Garber students select the best educational program possible to prepare them for **future** educational training and the workforce beyond graduation. We look forward to an exciting 2020-2021 school year.

Sincerely,

Stacey Abbs
Counselor

Frank Bergquist
Counselor

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CURRICULUM GUIDE FOR STUDENTS

This Curriculum Guide has been compiled to provide information for students and parents to aid them in planning a meaningful educational experience. The four years of education at Garber High School can influence future opportunities. Students should consider future education and career goals to develop a program of study and plan wisely

Each year, certain courses shall be required and are designed to provide broad and necessary academic skills. Selecting appropriate electives, with attention to future plans, will help students focus their education and explore academic and career interests while preparing to meet individual goals.

Teachers and counselors often make recommendations for appropriate courses for individual students, and many courses have prerequisites. Use this guide to aid in the planning of a course of study that meets students' individual needs. The high school experience is full of opportunities and choosing wisely from the available opportunities will provide students with purposeful preparation for the future.

Consider the following questions when developing a course of study:

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

PHILOSOPHY OF GARBER HIGH SCHOOL

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

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

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

1. Offer a curriculum that includes as wide a range as possible of required and elective courses, given the size of the student body and course requests.
2. Provide guidance activities including academic, career, and post-secondary educational options for students.
3. Offer classes in practical/applied learning through the local school and the BAISD Career Center.
4. Offer extracurricular activities, co-curricular experiences, work experiences, job shadowing, and internships to allow students a variety of opportunities to expand their interests and enable them to make career decisions.
5. Provide a media center and technology department with a wide range of learning materials accessible to students.
6. Provide follow-up studies to determine the effectiveness of the high school program and make revisions of the curriculum where necessary.

7. Develop a climate to encourage inquisitiveness, creativity, and desire to improve academically.
8. Develop in the student an appreciation of the value of work and the ability to become economically independent.
9. Strive to attract and retain a staff of qualified, competent personnel to provide an opportunity for professional growth and development.

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

GUIDANCE AND COUNSELING

Students may request to see their counselor when the need arises. They may stop into the Counseling Office and sign up to schedule an appointment. Students are assigned to counselors upon enrollment at the high school and remain with that counselor throughout their high school career.

Counselor Contact Information

Counseling Office	989-460-2382
Mrs. Stacey Abbs	abbss@e-hps.net
Mr. Frank Bergquist	bergquistf@e-hps.net

Counseling Services

The counselor is a unique and integral member of the educational community. As a team, counselors, teachers, and administrators share the responsibility of assisting young people in preparing for the challenges of post-secondary life.

Some topics you may wish to contact your counselor about are listed below.

- ACT and SAT Registration
- Alternative Education Options
- Armed Services Opportunities
- Career Planning Resources
- College Applications
- College Information
- College Representative Visits
- Crisis Support
- Dual Enrollment Opportunities
- Four Year Plan & Scheduling
- Graduation Audits
- Interpersonal Counseling & Referrals
- Military Academy Application
- NCAA Eligibility Center
- New Student Registration
- Bay-Arenac ISD Career Center
- Online Learning Options
- PSAT/NMSQT Test Registration
- Scholarship/Financial Aid Information
- Social & Emotional Support
- Summer School Information
- Transcript Requests
- Tutoring Information
- 504 Plans

UNITS OF CREDIT

All courses in the curriculum are organized to give one-half (0.5) unit of credit for each semester of acceptable work (D- or better as the semester grade). A year-long (two-semester) course, i.e. English 9 or Geometry, affords a student the chance to earn a full (1.0) unit of credit by passing both semesters. Units of credit in the Michigan Merit Curriculum are based on content not the duration of the class.

HOW GPA AND CLASS RANK ARE DETERMINED

Beginning with the Class of 2017, Garber High School will use a formula (See 2016-17 Handbook) based on the Grade Point Average and the SAT score for selecting the top ten students for top academic honors as well as valedictorian and salutatorian. At the end of the third marking period of their senior year, students with honor graduate status will have their GPA and highest SAT score calculated into a list utilizing the formula. (The SAT score used will be the score from Michigan Merit testing unless the student provides documentation of a higher score by the end of the third marking period of their senior year.) These students will be individually honored at the graduation ceremony. As in all other GPA calculations, there will be no rounding of GPA or points. **To determine graduation honors for seniors, rank is computed at the end of the third nine-week marking period:**

A	4.0+	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.7
C+	2.3	E	.0

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

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

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

GPA WEIGHTS FOR STANDARD, HONORS AND ADVANCED PLACEMENT COURSES

Advanced Placement and Honors class will be ranked in the following manner:

- Standard coursework is weighted at a traditional **4.0 scale**.
- Honors Courses are weighted at a **4.5 scale**
- AP Courses are weighted at a **4.5 scale** without the AP Test taken.
- AP Courses are weighted at a **5.0 scale** with the AP Test taken.

MASTERY TESTING

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

The following policy statements apply:

1. This policy will apply equally to all students at Garber High School.
2. The board shall grant high school credit in any course to a pupil enrolled in Garber High School, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation.
3. No letter grade may be earned by master testing; a "CR" will appear if credit is earned.
4. Credits earned through this provision will count toward graduation and will count toward specific subject requirements.
5. The student and his/her parents will be required to apply for mastery testing and sign a statement acknowledging their compliance with state and district requirements.
6. Application forms can be picked up in the Garber Counseling Office and must be submitted to the Garber Counseling Office for approval.
7. Tests will be administered within two weeks of the semester's start.

PERSONAL CURRICULUM

In accordance with state law and MDE guidance, a student who falls short of academic graduation requirements or falls behind in his or her credit attainment may qualify for a personal curriculum to get back on track for graduation.

SUMMER SCHOOL

A student must have prior permission from the counselor or administration to enroll in any Summer School class. If permission is not granted then credit will not be granted. Summer school classes are offered through E-HPS. Before enrolling in a summer school program outside of E-HPS, students should meet with his or her counselor.

DUAL ENROLLMENT

Garber students are eligible to take postsecondary courses that may count for both high school and college credit(s). Students should meet with counseling to develop a plan and ensure all necessary steps are taken properly.

EDGE BAISD EARLY MIDDLE COLLEGE

This program allows students to complete their high school graduation requirements and dual enroll through the ISD and either Delta College or Davenport University. It requires a 13th year, and at the conclusion of that 13th year, students can earn a high school diploma and an associate's degree. Interested students should discuss it with his or her counselor

BAY-ARENAC ISD CAREER CENTER

Coursework completed at the BAISD Career Center, as part of an approved and formal CTE program, can be applied to fulfill some of the MMC requirements depending on the content of the specific course. Students are encouraged to speak with their guidance counselor to ensure credits earned at the BAISD Career Center can be applied toward meeting the graduation requirement.

ONLINE CREDIT RECOVERY

Online credit recovery is available for students throughout the school year and summer school. It provides a multimedia-rich virtual classroom that utilizes animations, simulations, videos, online lessons, and/or exploration activities. A counselor and/or administrator recommendation is required for students to enroll in this course.

SCHEDULING A COLLEGE PREP PROGRAM

Colleges and universities continue to stress the importance of students maintaining a strong curriculum in the five core areas of mathematics, science, language arts, social studies, fine and performing arts, and world language. We encourage students to refer to individual college websites for specific admission criteria. We also encourage students to attend college fairs, take college tours, and see their counselor for any individual assistance they may need. Students should meet with counseling or contact a university admissions representative for questions regarding math-related coursework.

***It is important to maintain a strong senior year schedule including core classes to meet university admissions requirements. Schedule changes may impact the college admission decision. Contact your admissions office before modifying/dropping core coursework.*

UNIVERSITY ADMISSION REQUIREMENTS

The state universities of Michigan have specific admission requirements for students who graduate from high school and wish to enter any four-year university. To be eligible for regular admission to a four-year program, a high school student must, in most instances, complete the following minimum course requirements.

Course/Subject	Required	Recommended
English	4 credits	4 credits
Math	3 credits, with Algebra 2	4 credits with core math in senior year
Science	3 credits	3-4 credits with life science, physical science, and another lab science.
Social Studies	3 credits	3-4 credits
World Languages	2 credits (most schools)	3 credits
Fine & Performing Arts	Varies	1-2 credits
Computer Literacy	Varies	1 credit or "hands-on" experience

***Please recognize that the admission criteria may vary from college to college. Students are encouraged to visit the specific college(s) of their choice online for additional information.*



NCAA Clearinghouse Approved Coursework at Garber High School

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core course grade point average.


** It is the student's responsibility to determine current course eligibility. This is simply a guide. An updated and complete list can be found on the Eligibility Center site at:

<https://web3.ncaa.org/hportal/exec/hsAction?hsActionSubmit=searchHighSchool>

ENGLISH		
Adv. English 9 English 9 English 10	English 10 Honors English 11 English 11 Honors	English 12 AP English Speech
MATHEMATICS		
Algebra 1 Algebra 2	AP Calculus Geometry	Pre-Calculus Statistics
NATURAL/PHYSICAL SCIENCE		
AP Chemistry AP Computer Science Biology Chemistry	Earth Science Environmental Science Global Technology Honors Chemistry	Honors Physics Honors Anat/Phys Human Anat/Phys Physics Physical Science
SOCIAL SCIENCE		
AP U.S. History Economics Government	Psychology Sociology U.S. History	World History World Studies
FOREIGN LANGUAGE		
Spanish 1 Spanish 2		Spanish 3 Spanish 4

Michigan Merit Curriculum



The Michigan Merit Curriculum is crafted around the philosophical belief that all students will need post-secondary learning opportunities beyond high school. It is not a curriculum in the traditional sense. It specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards and guidelines.

MICHIGAN MERIT CURRICULUM MICHIGAN HIGH SCHOOL GRADUATION REQUIREMENTS		
ENGLISH LANGUAGE ARTS (4 CREDITS)	Proficiency in State Content Standards for ELA	
MATHEMATICS (4 CREDITS)	Proficiency in State Content Standards for Mathematics (3 credits); <u>AND</u> proficiency in district-approved 4 th Mathematics credit option (1 credit). Students MUST have a mathematics experience in their final year of high school.	
ONLINE LEARNING EXPERIENCE	Course, Learning, or Integrated Learning Experience	
PHYSICAL EDUCATION AND HEALTH (1 CREDIT)	Proficiency in State Content Standards for Physical Education and Health (1 credit); <u>OR</u> proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit).	
SCIENCE (3 CREDITS)	Proficiency in State Content Standards for Science (3 credits); <u>OR</u> Proficiency in some State Content Standards for Science (2 credits) and completion of a formal CTE program (1 credit).	
SOCIAL STUDIES (3 CREDITS)	Proficiency in State Content Standards for Social Studies (3 credits).	
VISUAL, PERFORMING, AND APPLIED ARTS (1 CREDIT)	Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).	
WORLD LANGUAGE (2 CREDITS)	Formal coursework or equivalent learning experience in grades K-12 (2 credits); <u>OR</u> formal coursework or an equivalent learning experience in grades K-12 (1 credit) and completion of a formal CTE program (1 credit) or an additional visual, performing, and applied arts credit (1 credit).	

***Due to the complexity of the Michigan Merit Law, policies and guidance will continue to evolve. This guide is intended for general guidance but is subject to change as State policies change.**

Garber High School Graduation Requirements

The requirements for graduation at Garber High School include and exceed the MMC, and the specific requirements are outlined below.

 GARBER HIGH SCHOOL GRADUATION REQUIREMENTS 28 CREDITS 
ENGLISH LANGUAGE ARTS (4 CREDITS)
English 9 OR Advanced English 9 (1 credit) English 10 OR Honors English 10 (1 credit) English 11 OR Honors English 11 (1 credit) English 12 OR AP English Literature (1 credit)
MATHEMATICS (4 CREDITS)
Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) Additional Math Elective (1 credit) ***Mathematics must be taken during the senior year.
PHYSICAL EDUCATION AND HEALTH (1 CREDIT)
Physical Education (0.5 credit) Current Health Practices (0.5 credit)
SCIENCE (3 CREDITS)
Biology (1 credit) ***And two credits of the following: Physical Science (1 credit) Chemistry (1 credit) Earth Science (1 credit) Physics (1 credit) Human Anatomy (1 credit) AP Chemistry (1 credit)
SOCIAL STUDIES (3 CREDITS)
U.S. History and Geography (1 credit) World History and Geography (1 credit) Government/Civics (0.5 credit) Economics (0.5 credit)
INDUSTRIAL, PERFORMING, AND FINE ARTS (2.5 CREDITS)
Industrial Arts (0.5 credit) Performing Arts (0.5 credit) Additional Industrial, Performing and Fine Arts Electives (1.5 credits)
WORLD LANGUAGE (2 CREDITS)
Spanish I (1 credit) Spanish II (1 credit)
19.5 credits (SPECIFIED REQUIRED COURSES) +8.5 credits (ADDITIONAL ELECTIVES) 28 credits REQUIRED FOR GRADUATION

- ❖ The 3rd Science credit can be earned through the completion of a district-approved CTE program or **approved computer science course**.
- ❖ The 2nd World Language credit can be earned through the completion of a district-approved CTE program.

****Industrial Arts Requirement:**

This specific requirement of 0.5 credit can be fulfilled by the following courses:

- Metals
- Advanced Metals
- Power Technology 1, 2
- Global Technology
- Introduction to Drafting
- Introduction to Auto CAD
- Advanced Auto CAD
- Woods
- Advanced Woods
- Introduction to Home Building

****Performing Arts Requirement:**

This specific requirement of 0.5 credit can be fulfilled by the following courses:

- Drama
- Acting for the Stage
- Speech
- Garber Singers
- Varsity Choir
- Garber Jazz Express

****Math Elective Requirement:**

All students take a math or math-related course in their senior year. The following courses fulfill the requirement. No one course may be used to fulfill multiple requirements.

- Any Core Math beyond Algebra 2
- Accounting
- Advanced Metals
- Advanced Woods
- Advanced Auto CAD
- AP Chemistry
- AP Computer Science
- BAISD Career Center
- Chemistry
- Personal Finance
- Physics
- Statistics

ACADEMIC COURSE DESCRIPTIONS

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

BUSINESS/TECHNOLOGY DEPARTMENT

COMPUTER PROGRAMMING AND DESIGN (S)

GRADES 9-12

Prerequisite: None

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

DIGITAL CITIZENSHIP (Y)

GRADES 9-12

Prerequisite: None

Description: Digital media and technology continue to evolve at a dizzying pace, bringing extraordinary opportunities as well as real challenges for our nation's young people. Kids and teens are using the immense power of the internet and mobile technologies to explore, connect, create, and learn in ways never before imagined. But with this power come ethical dilemmas and challenging issues, such as cyberbullying, hate speech, privacy violations, digital distraction, and more, that are surfacing both in schools and at home. This class will show you how to harness the power of technology for responsible participation and active engagement.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Y)

GRADES 9-12

Prerequisite: None

Description: AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

ACCOUNTING (S)

GRADES 9-12

Prerequisite: None

Description: This one-semester course, offered only during the first semester, is the study of financial operations of businesses: how to record the operations, how to summarize operations, and how to make decisions about the operations. After learning the basic manual accounting procedures, the students have an introduction to microcomputer-oriented accounting. This course may be used to fulfill the 4th year math related credit in the merit curriculum provided a student has already passed Algebra II.

INTERNSHIP (S)

GRADES 11-12

Prerequisite: None

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

WORK-BASED LEARNING (S)

GRADE 12

Prerequisite: None

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

PERSONAL FINANCE (S)

GRADES 9-12

Prerequisite: None

Description: This one-semester course introduces students to additional aspects of personal money management not covered in the general course of study. Topics include budgeting, debt, banking, credit cards, personal and student loans, leases, mortgages, etc. This course can help learners make wise saving, spending, and credit decisions to achieve personal financial success.

ENTREPRENEURSHIP (S)

GRADES 9-12

Prerequisite: None

Description: In this class, students will learn what it takes to effectively start and run a business. This is a class that introduces the student to the business world. Through a variety of activities, the student gets a look at businesses and how they run. The class progresses through many different projects while working in the school store in and outside of school hours. **You must have instructor approval before entering the class due to possible requirements outside the regular day.**

STUDENT LEADERSHIP (S)

GRADES 9-12

Prerequisite: None

Description: This course seeks to teach the importance and benefits of leadership through experience by creating, developing, performing, and evaluating projects and Garber High School and in the surrounding communities. Students enrolled will become actively involved in identifying human service needs within our community. They will develop methods of solving these identified problems/needs. This course is intended for students who have demonstrated leadership qualities or who feel they have leadership potential. All students in this course should be willing to make a positive change in our community.

COMMUNICATIONS AND DRAMATIC ARTS DEPARTMENT

DRAMA (S, Y)

GRADES 9-12

Prerequisite: None

Description: This is a one-semester elective course open to all grade levels. The class includes pantomime, acting, fundamentals of play production, technical theater, and a short unit on the history of theater. The primary goal of this course is to introduce the student to the fundamentals of drama as a performing art and the primary technical aspects of the theater. The theater is placed within a historical perspective.

ACTING FOR THE STAGE (S)

GRADES 9-12

Prerequisite: None

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

SPEECH (S)**GRADES 9-12**Prerequisite: None

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

THEATER TECH (S, Y)**GRADES 9-12**Prerequisite: None

Description: Theatre Tech is a course designed for the student interested in the non-performance side of theatre. The following topics may be covered during the class, set design, set construction and painting, lighting design, audio/visual design, costume design and construction, and stage makeup. Some after school and evening work may be required. As part of the class, students may have the opportunity to contribute to productions at Garber High School. This course may allow the opportunity for a student to choose an area of specialization and work at a higher level.

ENGLISH LANGUAGE ARTS DEPARTMENT

ELA Course of Studies			
FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Standard College or University Prep: Four (4) required			
<ul style="list-style-type: none"> • Advanced English 9 • English 9 	<ul style="list-style-type: none"> • Honors English 10 • English 10 	<ul style="list-style-type: none"> • Honors English 11 • English 11 	<ul style="list-style-type: none"> • English 12 • AP English 12
Highly Competitive College or University Prep: Four (4) required			
<ul style="list-style-type: none"> • Advanced English 9 • English 9 	Honors English 10	Honors English 11	AP English 12
Standard College or University Prep with English Language Arts Emphasis: Four (4) required			
<ul style="list-style-type: none"> • Advanced English 9 • English 9 	Honors English 10	Honors English 11	AP English 12
Satisfies High School Diploma Requirements and Provides Basic Post-secondary Prep: Four (4) required			
<ul style="list-style-type: none"> • Advanced English 9 • English 9 	<ul style="list-style-type: none"> • Honors English 10 • English 10 	<ul style="list-style-type: none"> • Honors English 11 • English 11 	<ul style="list-style-type: none"> • English 12 • AP English 12

ENGLISH 9 (Y)

GRADE 9

Prerequisite: None

Description: In this **required** course, the curriculum in each semester emphasizes the essential skills, literature, composition, and vocabulary for success in high school ELA. Sentence structure, usage, and punctuation skills are emphasized. A combination of materials in multiple genres and informational texts will be utilized to fulfill the requirements of the English Language Arts Common Core Curriculum.

ADVANCED ENGLISH 9 (Y)

GRADE 9

Prerequisite: Teacher Recommendation or Administrative Approval

Description: This course meets the English 9 requirement. During each semester, instruction focuses on extensive reading of both fiction and non-fiction. Additional emphasis will be placed on writing/composition and vocabulary. A combination of materials in multiple genres and informational texts will be utilized to fulfill the requirements of the English Language Arts Common Core Curriculum.

ENGLISH 10 (Y)

GRADE 10

Prerequisite: English 9

Description: This course seeks to improve students' writing and reading skills through the examination of American literature and culture. Students will be expected to read many texts of varying genres, including novels, plays, poetry, and short stories. They will be expected to respond to these readings through several modes of writing: essays, free-writes, poetry, etc. Also, students will study various aspects of grammar and sentence structure, vocabulary, and etymology. Outcomes and Objectives are based upon the English Language Arts Common Core Curriculum.

ENGLISH 10 HONORS (Y)

GRADE 10

Prerequisite: Advanced English 9, Teacher Recommendation, or Administrative Approval

Description: This course seeks to improve students' writing and reading skills through the examination of American literature and culture. Students will be expected to read many texts of varying genres, including novels, plays, poetry, and short stories. They will be expected to respond to these readings through several modes of writing: essays, free-writes, poetry, etc. Also, students will study various aspects of grammar and sentence structure, vocabulary, and etymology. Outcomes and Objectives are based upon the English Language Arts Common Core Curriculum. This course was designed to move more quickly through and delve more deeply into American literature and the writing process than the regular English 10 course offered at Garber. Students should be aware that the reading load is more intense than they have experienced in previous courses. **Students should expect to be challenged.** They will be required to develop their analytical and critical thinking skills in both cooperative and independent settings.

ENGLISH 11 (Y)

GRADE 11

Prerequisite: English 10

Description: As required by the English Language Arts Common Core Curriculum, this course seeks to meet the College and Career Readiness Anchor Standards in the following areas: reading, writing, speaking, listening, and language. In addition to regular grammar exercises, vocabulary lessons, and written compositions, this course also consists of classic and contemporary reading selections (with an emphasis on British literature) for mastery of the Common Core State Standards. This includes novels, plays, poetry, and informational texts.

ENGLISH 11 HONORS (Y)

GRADE 11

Prerequisite: Honors English 10, Teacher Recommendation, or Administrative Approval

Description: As required by the English Language Arts Common Core Curriculum, this course seeks to meet the College and Career Readiness Anchor Standards in the following areas: reading, writing, speaking, listening, and language. In addition to regular grammar exercises, vocabulary lessons, and written compositions, this course also consists of classic and contemporary reading selections (with an emphasis on British literature) for mastery of the Common Core State Standards. This includes novels, plays, poetry, and informational texts.

This course is designed to be more rigorous than regular English 11. It also includes a more in-depth literary analysis of the reading selections, focusing on the development of close and critical reading, writing, speaking, and listening skills (with an emphasis on transformational thinking).

ENGLISH 12 (Y)

GRADE 12

Prerequisite: English 11

Description: As **required** by the English Language Arts Common Core Curriculum, this course uses classic and contemporary texts to develop critical thinking and leadership skills. The class includes practice in skills (grammar, punctuation, and usage), vocabulary and composition as well as analysis of informational text. Research elements and a formal research paper are included in this course.

ADVANCED PLACEMENT ENGLISH LITERATURE (Y)

GRADE 12

Prerequisite: Honors English 11, Teacher Recommendation, or Administrative Approval

Description: Taught at the college level, this one-year course prepares students to take the College Board's Advanced Placement English Literature and Composition Examination, with the possibility of receiving college English credit or advanced standing as determined by the college of a student's choice. The course emphasizes in-depth literary analysis of drama, novel, poetry, and short story. The reading selections are taken from lists recommended by the College Board. Student compositions, mainly based on prompts from previous AP tests, will develop skills in critical analysis.

ELA ESSENTIALS (Y)

GRADES 9-10

Prerequisite: IEP Team Determination

Description: This is a common core language arts course to meet 9th grade and 10th-grade credit requirements. This course is a special education course that covers the continuum of ELA standards over two years. This course is taught in a small group setting with a modified pace. Placement in this course is an IEP team decision for students with language arts goals and objectives who require a more restrictive environment to meet ELA standards.

FINE ARTS DEPARTMENT

ART I (S)

GRADES 9-12

Prerequisite: None

Description: Art I is the preferred prerequisite for all other art classes. Students learn the elements and principles of design and apply them to a variety of projects including drawing, painting, ceramics, and sculpture. Art I gives students experience in the use of tools, media, and design elements required for success in the high-level art classes.

JEWELRY DESIGN (S)

GRADES 10-12

Prerequisite: Art I (preferred)

Description: Students will use design techniques to produce jewelry such as earrings, rings, bracelets, pendants, necklaces, and small sculptures. Students will use a variety of media including wire, sheet metal, hemp, glass, plastic, wood, and cast metal.

ADVANCED JEWELRY DESIGN (S)

GRADES 11-12

Prerequisite: Jewelry Design

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

3-DIMENSIONAL DESIGN (S)

GRADES 10-12

Prerequisite: Art I (preferred)

Description: Students will use the elements and principles of design to produce 3-dimensional projects in a variety of media including clay /ceramics, plaster, Styrofoam, paper, Mache, and wood.

ADVANCED 3D DESIGN (S)

GRADES 11-12

Prerequisite: 3D Design

Description: Students will continue to increase their skills and knowledge of 3-dimensional design in a variety of media. Emphasis is on creative problem solving and personal expression. Students will produce 3-5 major projects per marking period.

2-DIMENSIONAL DESIGN (S)

GRADES 10-12

Prerequisite: Art I (preferred)

Description: Students will use the elements and principles of design to increase their drawing skills in a variety of media including pencil, ink, pastel, charcoal, colored pencil, and scratchboard. Students will use the elements and principles of design to increase their painting skills in a variety of media including watercolor, tempera, ink, acrylic, and watercolor pencil.

ADVANCED 2D DESIGN (S)

GRADES 11-12

Prerequisite: 2D Design

Description: Students will continue to increase drawing and painting skills in a variety of media. Emphasis is on creative problem solving and personal expression. Students will produce 3-5 major projects per marking period.

PORTFOLIO ART (S)

GRADES 9-12

Prerequisite: Instructor Approval and Art I, 2D Design, or 3D Design

Description: Portfolio art is a guided studies studio art class in which students will build a portfolio (collection) of their artwork in a variety of media in both 2 and 3 dimensions. Students will produce 4 to 6 major works a semester and include a written reflective statement with each project. Students will organize and display their portfolios at the end of the semester.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION I (S, Y)

GRADES 9-12

Prerequisite: None

Description: This **required** course is typically taken in the 9th grade, and it includes a variety of individual and team sports. Emphasis is placed upon the development of skills to enable the students to be successful participants. Examples of activities offered may include weightlifting, swimming, gymnastics, bowling, tennis, soccer, and many other sports activities. This class is based primarily on a daily participation grade which includes both attitude and effort.

CURRENT HEALTH PRACTICES (S)

GRADES 9-12

Prerequisite: None

Description: This is a one-semester **required** course which will include the following topic areas: violence prevention, nutrition education, alcohol, tobacco, and drug education, non-communicable diseases, communicable diseases, and reproduction units.

PHYSICAL EDUCATION II (S, Y)

GRADES 10-12

Prerequisite: Physical Education I

Description: This elective course allows students to choose from a wide variety of sports and activities. There may be an opportunity for field trips each semester. This would involve an extra fee for students. Tournament play may be set up for various sports. This class is for the student who loves a wide variety of sports or competitive activity.

CONDITIONING (S, Y)

GRADES 10-12

Prerequisite: Physical Education I

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

INDUSTRIAL ARTS DEPARTMENT

POWER TECHNOLOGY (S)

GRADES 9-12

Prerequisite: None

Description: This one-semester course is designed to introduce the student to basic mechanical and electrical power systems. In mechanical power systems, the students will study the internal combustion engine and disassemble and reassemble a small gas 4 stroke cycle engines as well as learn about 2 stroke cycle engine theory.

ADVANCED POWER TECHNOLOGY (S)

GRADES 9-12

Prerequisite: Power Technology

Description: This is a one-semester course in which students will first study and work on two-stroke cycle small engines. Following the two-stroke engine unit, students will study topics related to automotive care and maintenance. In electrical systems, students will learn about A.C. and D.C. electric power, series/parallel circuits, and basic circuit components.

GLOBAL TECHNOLOGY (S)

GRADES 9-12

Prerequisite: None

Description: This course will expose the student to a wide range of technologies used throughout the world. The student will rotate through a series of 10-15 hours of modules dedicated to various types of technologies such as electronics, computer graphics, plastics, computer-aided drafting, computerized numerical control, structural design, aerodynamics, satellite communications, etc. and in addition to modules students will be given various design problems to solve. The students will learn both the theory and application of these technologies as well as information regarding careers in these fields of study.

INTRODUCTION TO DRAFTING (S)

GRADES 9-12

Prerequisite: None

Description: This course is designed to introduce the student to the field of drafting. The student will complete drawings in the following areas, orthographic projection, pictorial drawing, sections, and size description. The course is aimed at students wanting to explore the field of drafting and design as well as students wanting to explore Auto-Cad but who first need to have some drafting background.

INTRODUCTION TO AUTO CAD (S)

GRADES 9-12

Prerequisite: None

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

ADVANCED AUTO CAD (S)

GRADES 10-12

Prerequisite: Introduction to Auto Cad, Introduction to Drafting

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

METALS (S)

GRADES 9-12

Prerequisite: None

Description: This course is designed to expose students to Metal Working Technology. Students will learn about various metals and their common and unique properties. Students will complete the required exercises and projects in precision measuring, bench metalwork, sheet metal, basic machining, and welding. This course may be used to fulfill the 4th year math-related credit in the merit curriculum provided a student has already passed Algebra I

ADVANCED METALS (S)

GRADES 9-12

Prerequisite: Metals

Description: This course is designed to expose students to Metal Working Technology. Students will learn about various metals and their common and unique properties. Students will complete the required exercises and projects in precision measuring, bench metalwork, sheet metal, basic machining, and welding. This course may be used to fulfill the 4th year math-related credit in the merit curriculum provided a student has already passed Algebra I

WOODS (S)

GRADES 9-12

Prerequisite: None

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

ADVANCED WOODS (S)

GRADES 9-12

Prerequisite: Woods

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

INTRODUCTION TO HOME BUILDING (Y)

GRADES 10-12

Prerequisite: None

Description: This two-semester class introduces students to residential construction. Students design and build a model house and learn the basic skills needed to construct the home. This class is designed for students interested in learning about the construction field. Upon completion of the class, students should be qualified to obtain work helping to build homes in the construction field.

LIFE SKILLS AND ENRICHMENT DEPARTMENT

NUTRITION (S)

GRADES 9-12

Prerequisite: None

Description: Topics in this elective course include the food-supply chain, essential nutrients, food group recommendations, nutrition facts labels, and basic kitchen skills. The study and understanding of the science of nutrition, based upon the most recent guidelines, and its relationship to a healthy lifestyle are further emphasized by using the lab to provide practical application of these principles.

ONLINE LEARNING (S)

GRADES 9-12

Prerequisite: Administrative Approval

Description: This online course allows students to work independently through computer-based interactive instruction and video lectures assigned by a master teacher. Courses vary in discipline, to provide students with the opportunity to complete credit for graduation. After successful completion of the module, students will earn one-half (0.5) credit (indicated as a CR on the student transcript). It is the responsibility of the student to determine the pace of the course and to complete the course by the end of the semester.

INTRODUCTION TO EDUCATION (S, Y)

GRADES 11-12

Prerequisite: None

Description: Topics in this elective course include tasks such as outlining a teacher's day, classroom layout, establishing rules and procedures for effective classroom management, lesson planning, and student assessment. Time spent in a host teacher's classroom will provide opportunities to directly observe teaching as a profession through student assistance with activities including individual or group tutoring, creation of classroom visuals and manipulatives, and assistance with lesson preparation and instruction. All Introduction to Education students will be responsible for preparing a lesson on a specific topic, presenting it to the host teacher's students, assessing student learning, and reflecting on the lesson planning process.

YEARBOOK (Y)

GRADES 9-12

Prerequisite: None

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

COMMUNITY BASED INSTRUCTION (JOBS) (Y)

GRADES 10-12

Prerequisite: Administrative Approval

Description: This class is designed for students to experience a variety of jobs and the skills needed to perform these jobs. Students will be placed on actual job sites throughout the community based upon interests and aptitudes. Student performance will be monitored and evaluated by the coordinator and the community site manager

CULINARY (S)

GRADES 10-12

Prerequisite: None

Description: In this course, students learn how to: read and follow a recipe, mealtime etiquette and customs, safety and sanitation in the kitchen, measurement techniques, various cooking techniques, guidelines for preparing healthy, nutritious meals, time management skills, teamwork and how good nutrition affects a person's energy and performance levels. Additionally, students will learn to manage health conditions and eating disorders, weight management, and exercise techniques: and how to get the most nutrition for your money.

SAT PREP (Y)

GRADE 11

Prerequisite: None

Description: The objective of this course is to offer strategies that may enhance students' performance on common standardized tests such as SAT, Workkeys, and M-Step. Students will receive focused instruction from highly qualified staff members in areas of the core curriculum most often addressed in standardized tests. These skills may include, content-specific vocabulary, understanding charts/graphs/tables, language arts writing techniques, reading for information, and test-taking strategies.

Prerequisite: None

Description: Students are automatically enrolled in a seminar course, and the primary intent is to provide access to tutoring, mentoring, and assistance regarding student academics. This course is scheduled during the last block of the day, and students should also use this time for completing daily work, advanced study, completing independent/group projects, etc.

MATHEMATICS DEPARTMENT

Mathematics Course of Studies			
FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Standard College or University Prep: Four (4) required			
<ul style="list-style-type: none"> Algebra I Geometry 	<ul style="list-style-type: none"> Geometry Algebra II 	<ul style="list-style-type: none"> Algebra II Pre-Calculus 	<ul style="list-style-type: none"> Pre-Calculus AP Calculus Statistical Analysis Senior Math Elective
Highly Competitive College or University Prep: Four (4) required			
<ul style="list-style-type: none"> Algebra I Geometry 	<ul style="list-style-type: none"> Geometry Algebra II 	<ul style="list-style-type: none"> Algebra II Pre-Calculus 	<ul style="list-style-type: none"> Pre-Calculus AP Calculus
Standard College or University Prep: For students who double up on Mathematics courses during one year of High School Four (4) required			
<ul style="list-style-type: none"> Algebra I 	<ul style="list-style-type: none"> Geometry (AND) Algebra II 	<ul style="list-style-type: none"> Pre-Calculus 	<ul style="list-style-type: none"> AP Calculus
Standard College or University Prep with Mathematics or Engineering Emphasis: Four (4) required			
<ul style="list-style-type: none"> Algebra I Geometry 	<ul style="list-style-type: none"> Geometry Algebra II 	<ul style="list-style-type: none"> Algebra II Pre-Calculus 	<ul style="list-style-type: none"> Pre-Calculus AP Calculus Statistical Analysis Senior Math Elective
Satisfies High School Diploma Requirements and Provides Basic Post-secondary Prep: For students taking Algebra I as a Freshman Four (4) required			
<ul style="list-style-type: none"> Algebra I 	<ul style="list-style-type: none"> Geometry 	<ul style="list-style-type: none"> Algebra II Statistical Analysis 	<ul style="list-style-type: none"> Algebra II Senior Math Elective
Satisfies High School Diploma Requirements and Provides Basic Post-secondary Prep: For students taking Pre-Algebra as a Freshman Four (4) required			
<ul style="list-style-type: none"> Pre-algebra 	<ul style="list-style-type: none"> Algebra I 	<ul style="list-style-type: none"> Geometry 	<ul style="list-style-type: none"> Algebra II

PRE-ALGEBRA (Y)

GRADE 9

Prerequisite: None

Description: This two-semester course can be used as math credits toward graduation. The main focus of Pre-Algebra is to strengthen skills in preparation for Algebra 1. Topics may include function identification; solving and graphing linear equations and inequalities; exponents; ratios; proportions; introduction to polynomials.

ALGEBRA I (Y)

GRADES 9-10

Prerequisite: Pre-algebra or Equivalent

Description: This is a two-semester course that will cover the Algebra I component of the Michigan Merit Curriculum. Topics may include: function identification; solving, writing, and graphing linear equations, inequalities, and systems; evaluating zero, negative, and fractional exponents; polynomials and factoring; solving and graphing quadratic equations; writing and graphing exponential functions; probability and data analysis.

GEOMETRY (Y)

GRADES 9-11

Prerequisite: Algebra I

Description: This is a two-semester course that will cover the Geometry component of the Michigan Merit Curriculum. The goals of geometry are to develop an understanding and the basic structure of plane and solid geometry. This class will build the student's capacity for spatial visualization, develop geometric language, use and strengthen algebraic skills, and increase clear and creative thinking.

ALGEBRA II (Y)

GRADES 10-12

Prerequisite: Geometry

Description: This is a two-semester course that will cover the Algebra II component of the Michigan Merit Curriculum. Topics include linear, quadratic, polynomial, rational, power, exponential, logarithmic and trigonometric functions; calculations of real and complex numbers; probability and statistics; and arithmetic and geometric sequences.

HONORS PRE-CALCULUS (Y)

GRADES 11-12

Prerequisite: Algebra II

Description: This is a two-semester course that will cover topics in preparation for Advanced Placement Calculus. The class will spend a great deal of time studying many different types of functions with some emphasis on techniques used in graphing. Topics covered include linear systems, basic methods of differentiation, rational functions, radical functions, exponential functions, logarithmic functions, right triangle Trigonometry, non-right triangle Trigonometry, and polar graphs.

ADVANCED PLACEMENT CALCULUS (Y)

GRADES 11-12

Prerequisite: Pre-calculus, Teacher Recommendation

Description: This is a two-semester course that covers the curriculum as decided by the AP College Board. The first semester will focus largely on understanding and finding limits, and techniques for differentiation. The second semester will focus on techniques for integration. The course prepares students to take the CEEB Advanced Placement Mathematics.

STATISTICAL ANALYSIS (Y)

GRADES 9-12

Prerequisite: None

Description: This one-semester course can be used as a math credit toward graduation. Topics covered include collecting and analyzing data, conducting mathematical studies, measuring probability, recognizing patterns, making estimates, and other practical applications of math.

ALGEBRA ESSENTIALS (Y)

GRADES 9-11

Prerequisite: IEP Team Decision

Description: This Algebra course is meant to meet Algebra credit requirements towards a high school diploma. This course is a special education course that covers all common core Algebra I standards in a small group setting and with a modified pace. Placement in this course is an IEP team decision for students with math goals and objectives who require a more restrictive environment to meet Algebra standards.

MUSICAL ARTS DEPARTMENT

GARBER SINGERS (Y)

GRADES 9-12

Prerequisite: None

Description: Garber Singers is a vocal music elective class that provides students with the opportunity for training in musical skills, knowledge, and experience. Through this group, students participate in musical opportunities that foster growth, musical understanding, and improved vocal technique. This class is open to all students in grades 9-12; it is primarily for freshmen and sophomores. Students are expected to attend all scheduled rehearsals and concerts. Concerts include but not limited to Holiday Show-Off, MSVMA District, State Choral Festival, and a Spring Concert. Optional participation in MSVMA Solo & Ensemble is available to all students. Qualifies as a performing and/or fine art requirement.

VARSITY CHOIR (Y)

GRADES 11-12

Prerequisite: Garber Singers, Audition/Invitation

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

MARCHING/CONCERT BAND (Y)

GRADES 9-10

Prerequisite: None

Description: The Concert Band, comprised of freshmen and sophomores, performs all different forms of band music. It is also part of the marching band in the fall. During the year, students will work toward specific performances and concerts. Additionally, the students will learn about music theory and history as they prepare for these performances. Qualifies as a fine art requirement.

MARCHING/SYMPHONIC BAND (Y)

GRADES 11-12

Prerequisite: None

Description: This band is comprised of juniors and seniors. It is also part of the marching band in the fall. This group will perform more advanced music and will work toward specific concerts throughout the year. Like the Concert Band, the students will learn about music theory and history as they prepare for these performances. Qualifies as a fine art requirement.

GARBER JAZZ EXPRESS (Y)**GRADES 9-12**Prerequisite: Audition/InvitationCo-requisite: Concert Band or Symphonic Band

Description: The jazz band is a zero-hour course, meaning that it meets before class, four mornings per week. The group works on learning about and performing the various styles of jazz music, including swing, be-bop, Latin, and funk. Members of the band will also work on jazz theory and improvisation. All members of the group must be in a concert band unless they are playing bass, guitar, or piano. Qualifies as a performing and/or fine art requirement.

SCIENCE DEPARTMENT

Science Course of Studies			
FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Standard College or University Prep: Three (3) science required and four (4) strongly preferred			
<ul style="list-style-type: none"> • Biology 	<ul style="list-style-type: none"> • Chemistry • Physical Science 	<ul style="list-style-type: none"> • Anat/Physiology • AP Chemistry • Chemistry • Physics 	<ul style="list-style-type: none"> • Anat/Physiology • AP Chemistry • Chemistry • Physics
College or University Prep with Physical Science Emphasis: Three (3) science required and four (4) strongly preferred			
<ul style="list-style-type: none"> • Biology 	<ul style="list-style-type: none"> • Chemistry • Physical Science 	<ul style="list-style-type: none"> • AP Chemistry • Chemistry • Physics 	<ul style="list-style-type: none"> • AP Chemistry • Chemistry • Physics
College or University Prep with Life Science Emphasis: Three (3) science required and four (4), including Anat/Physiology, strongly preferred			
<ul style="list-style-type: none"> • Biology 	<ul style="list-style-type: none"> • Chemistry • Physical Science 	<ul style="list-style-type: none"> • Anat/Physiology • AP Chemistry • Chemistry • Physics 	<ul style="list-style-type: none"> • Anat/Physiology • AP Chemistry • Chemistry • Physics
Satisfies High School Diploma Requirements and Provides Basic Science-focused Post-secondary Prep: Three (3) sciences required			
<ul style="list-style-type: none"> • Biology Concepts • Biology 	<ul style="list-style-type: none"> • Physical Science Concepts • Physical Science 	<ul style="list-style-type: none"> • Anat/Physiology • Chemistry • Earth Science • Physics 	<ul style="list-style-type: none"> • Anat/Physiology • AP Chemistry • Chemistry • Earth Science • Physics
Satisfies High School Diploma Requirements and Provides Basic Post-secondary Prep: Three (3) sciences required			
<ul style="list-style-type: none"> • Biology Concepts • Biology 	<ul style="list-style-type: none"> • Physical Science Concepts • Physical Science 	<ul style="list-style-type: none"> • Anat/Physiology • Chemistry • Earth Science • Physics 	

BIOLOGY (Y)

GRADE 9

Prerequisite: Teacher Recommendation

Description: Topics include an in-depth study of cells as the basis of life, matter and energy in organisms and ecosystems, inheritance and variation of traits, natural selection and evolution, and scientific literacy. Laboratory activities are a part of this course. This course emphasizes the Core Ideas, Practices, and Crosscutting Concepts of the Next Generation Science Standards referenced in the Michigan Merit Curriculum (MMC).

BIOLOGY CONCEPTS (Y)

GRADE 9

Prerequisite: Teacher Recommendation

Description: Topics surveyed include cells as the basis of life, matter and energy in organisms and ecosystems, inheritance and variation of traits, natural selection and evolution, and scientific literacy. Laboratory activities are a part of this course. This course emphasizes the Core Ideas, Practices, and Crosscutting Concepts of the Next Generation Science Standards referenced in the Michigan Merit Curriculum (MMC).

PHYSICAL SCIENCE (Y)

GRADE 10

Prerequisite: Biology

Description: Topics include an in-depth study of matter as the building block of the universe, the chemistry of matter, energy and the interactions of forces, electricity and magnetism, and scientific literacy. This course emphasizes the Core Ideas, Practices, and Crosscutting Concepts of the Next Generation Science Standards referenced in the Michigan Merit Curriculum (MMC).

PHYSICAL SCIENCE CONCEPTS (Y)

GRADE 10

Prerequisite: Biology, Teacher Recommendation

Description: Topics surveyed include a study of matter as the building block of the universe, the chemistry of matter, energy and the interactions of forces, electricity and magnetism, and scientific literacy. This course emphasizes the Core Ideas, Practices, and Crosscutting Concepts of the Next Generation Science Standards referenced in the Michigan Merit Curriculum (MMC).

HONORS CHEMISTRY (Y)

GRADES 10-12

Prerequisite: Biology, Geometry

Co-requisite: Algebra II (concurrent enrollment or prior completion **required**)

Description: Topics include the in-depth study of atomic and molecular structure, the periodic table, atomic theory, equilibrium, kinetics, states of matter, acids-bases, oxidation-reduction, and energy, families of elements, common chemical changes, and naming chemical compounds. The study will include advanced mathematical calculations and laboratory experience. This course meets the physics/chemistry MMC requirement when paired with honors physics.

EARTH AND SPACE SCIENCE (Y)

GRADES 11-12

Prerequisite: Biology, Physical Science or Chemistry

Co-requisite: Physical Science or Chemistry (concurrent enrollment or prior completion **required**)

Description: Topics address environmental issues and fundamental concepts of Earth Science. Units covered include space systems, history of the Earth, Earth's systems, weather and climate, human sustainability, science and engineering practices, and scientific literacy. The study will include laboratory experiences. This course meets the third science credit requirement for the MMC. This course has been offered at Cramer for high school credit.

HONORS ANATOMY AND PHYSIOLOGY (Y)

GRADES 11-12

Prerequisite: Biology, Physical Science or Chemistry

Co-requisite: Physical Science or Chemistry (concurrent enrollment or prior completion **required**)

Description: Topics address the in-depth study of the structure and function of the human body systems through reading, lecture, and laboratory experience. This course meets the third science requirement for the MMC or it is an alternate means of satisfying the physics/chemistry MMC requirement.

HONORS PHYSICS (Y)

GRADES 11-12

Prerequisite: Biology, Physical Science or Chemistry, Geometry

Co-requisite: Algebra II (concurrent enrollment or prior completion **required**)

Description: Topics include the in-depth study of motion, kinetic theory, vectors, energy, power, electricity, momentum, waves, light, and magnetism. Physics is the organized study of the fundamental laws of nature with emphasis placed upon the mathematical study of these laws incorporating laboratory experience. This course meets the physics/chemistry MMC requirement when paired with honors chemistry.

ADVANCED PLACEMENT CHEMISTRY (Y)

GRADES 11-12

Prerequisite: Chemistry and Teacher Recommendation

Co-requisite: Algebra II (concurrent enrollment or prior completion **required**)

Description: This two-semester college-level course prepares the student to take the Advanced Placement test offered by the College Board or the CLEP test at the college of choice. The content of this course is that of a chemistry course with college-level texts and lab manuals. This course meets the third science credit requirement for the MMC.

SOCIAL STUDIES DEPARTMENT

Social Studies Course of Studies			
FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Standard College or University Prep: Three (3) science required and four (4) strongly preferred			
<ul style="list-style-type: none"> • U.S. History 	<ul style="list-style-type: none"> • World History 	<ul style="list-style-type: none"> • Econ/Government 	<ul style="list-style-type: none"> • Econ/Government • A.P. American History • Sociology • Psychology
Highly Competitive College or University Prep: Three (3) science required and at least four (4) strongly preferred			
<ul style="list-style-type: none"> • U.S. History 	<ul style="list-style-type: none"> • World History 	<ul style="list-style-type: none"> • Econ/Government • A.P. American History • Sociology • Psychology 	<ul style="list-style-type: none"> • Econ/Government • A.P. American History • Sociology • Psychology
Standard College or University Prep with Social Sciences Emphasis: Three (3) science required and at least four (4) strongly preferred			
<ul style="list-style-type: none"> • U.S. History 	<ul style="list-style-type: none"> • World History 	<ul style="list-style-type: none"> • Econ/Government • A.P. American History • Sociology • Psychology 	<ul style="list-style-type: none"> • Econ/Government • A.P. American History • Sociology • Psychology
Satisfies High School Diploma Requirements and Provides Basic Post-secondary Prep: Three (3) required			
<ul style="list-style-type: none"> • U.S. History 	<ul style="list-style-type: none"> • World History 	<ul style="list-style-type: none"> • Econ/Government 	

UNITED STATES HISTORY AND GEOGRAPHY (Y)

GRADE 9

Prerequisite: None

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

WORLD HISTORY AND GEOGRAPHY (Y)

GRADE 10-12

Prerequisite: U.S. History and Geography

Description: This **required** course in World History and Geography seeks to foster citizens who actively and systematically investigate the world and its relationships. The study of world history and geography requires students to develop important questions, conduct inquiry, evaluate and develop historical arguments, and brings together the physical and human dimensions of the world in the study of people, places, and environments. Students will analyze ways in which people interacted with one another in political, social, and economic ways. Students will identify achievements in art, architecture, literature, philosophy and invention, and assess their impact on society. World history is important for students in the 21st century, because of the role the past plays in shaping the present.

ADVANCED PLACEMENT U.S. HISTORY (Y)

GRADES 10-12

Prerequisite: U.S. History, Teacher Recommendation

Description: A course, taught at the college level, prepares the student to take the College Board Advanced Placement U.S. History Examination. Chronologically, the course covers American History from the Pre-Columbian Era up to recent times. Emphasis will be placed upon using primary sources and documents in the study of history. This course is encouraged for students seeking a four-year college degree. May be taken in place of United States History.

GOVERNMENT (S)

GRADE 10-12

Prerequisite: U.S. History or World History

Co-requisite: World History or U.S. History (concurrent enrollment or prior completion **required**)

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

ECONOMICS (S)

GRADE 10-12

Prerequisite: U.S. History or World History

Co-requisite: World History or U.S. History (concurrent enrollment or prior completion **required**)

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

WORLD STUDIES (S)

GRADE 10-12

Prerequisite: None

Co-requisite: World History (concurrent enrollment or prior completion **required**)

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

PSYCHOLOGY (S)

GRADES 10-12

Prerequisite: None

Description: This is a one-semester elective class in psychology that will focus on the roots of human behavior as seen from the standpoint of the natural sciences. It will cover such topics as learning theory, memory, personality theories, human relations, and biology of behavior. This is a class designed mainly for juniors and seniors.

SOCIOLOGY (S)

GRADES 10-12

Prerequisite: None

Description: Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Instructional materials will emphasize topics such as, but not limited to: culture; social roles, relationships, and groups; social inequalities affecting poverty, race, gender, and crime; social continuity and change; conformity and deviance; transitions between adolescence and adulthood; and social institutions like the family. Discussions will center on relevant contemporary topics supported by sociological theory and scientific evidence.

WORLD LANGUAGE DEPARTMENT

SPANISH I (Y)

GRADES 9-12

Prerequisite: None

Description: In this year-long class, students acquire the basic vocabulary necessary to greet others, order food, make purchases, and understand directions in Spanish. They also learn how to describe themselves, their families, their homes, and their activities. They learn where in the world Spanish is spoken and how the lives of the people in those countries are similar to and different from their own. Students also learn how Spanish can help them right here in the United States. A wide variety of activities are utilized to help students learn to read, write, understand, and speak in Spanish. Technology is used regularly to explore authentic Spanish-language materials on the Internet and to practice Spanish vocabulary and grammar with online games and activities.

SPANISH II (Y)

GRADES 9-12

Prerequisite: Spanish I, Teacher Recommendation, or Administrative Approval

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

SPANISH III (Y)

GRADES 10-12

Prerequisite: Spanish II

Description: Students review and expand on some of the topics and grammar structures learned in the first two years. Now they go beyond basic statements of fact into sharing their thoughts and opinions on a variety of topics. Units of study include relationships, fashion, education, careers, the environment, food, and leisure activities. Students speak in paragraphs and are expected to use Spanish in the classroom whenever possible. Classroom conversations, videos, music, games, and computer activities are a regular part of the class. Cultural readings, magazine articles, short stories, and several short novels are read. Once again, students have the chance to participate in foreign language day at Central Michigan University. At least once during the year, students will participate in "restaurant day" where they prepare and eat an authentic meal using only Spanish.

Prerequisite: Spanish III

Description: In this course, students are expected to speak mainly in Spanish. Daily classroom conversations, literature selections, and advanced grammar study give students the base they need to be successful in a college foreign language class. If scheduling permits, students have the opportunity to teach a few lessons to our elementary students. Once again students have the chance to participate in foreign language day at Central Michigan University. At least once during the year, students will participate in a cultural day where they prepare and eat an authentic meal using only Spanish. Students will also read some of the masterpieces of literature.

BAY-ARENAC ISD CAREER CENTER PROGRAMS

ARTS & COMMUNICATION

Graphics & Printing Communications

BUSINESS, MANAGEMENT, MARKETING & TECHNOLOGY

Cybersecurity

Computer Programming, Information, and Networking

Culinary Arts, Tourism & Hospitality Management

Marketing & Management

HEALTH TECHNOLOGY/MEDICAL SCIENCE

Health Technology/Medical Science

Dental Occupations

Nursing Assistant

Physical Therapy/Occupational Therapy/Sports Medicine

HUMAN SERVICES

Careers in Education

Cosmetology

Law Enforcement/Criminal Justice

Forensic Science

Veterinary Science

MANUFACTURING & INDUSTRIAL TECHNOLOGY

Collision Repair & Custom Painting

Auto Mechanics

Building Trades I & II

Diesel Heavy Equipment

Electronics/Robotics

Engineering/Drafting

Precision Machining

Small Engine Repair

Auto Mechanics

Welding

AGRICULTURE & NATURAL RESOURCES

Ag & Natural Resources

DUAL ENROLLMENT POLICY

The Board of Education recognizes the value to the students and to the Essexville District for students to participate in programs offered by accredited colleges, universities, and post-secondary institutions in Michigan. Dual Enrollment is a program which can extend educational learning options for students who qualify to take courses at a post-secondary institution while attending grades nine through twelve in high school.

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

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

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

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

(i) Not more than 10 courses overall.

(ii) If the eligible pupil first enrolls in a course when the eligible pupil is in grade 9, not more than 2 courses during each academic year in the eligible pupil's first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible pupil's fourth academic year of enrollment in an eligible postsecondary institution.

(iii) If the eligible pupil first enrolls in a course when the eligible pupil is in grade 10, not more than 2 courses during the academic year in the eligible pupil's first academic year of enrollment in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible pupil's second academic year of enrollment in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible pupil's third academic year of enrollment in an eligible postsecondary institution.

*Subject to the overall course limit under subparagraph (i), if the eligible pupil first enrolls in a course under this act when the eligible pupil is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.

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

However, under the law, the total amount of tuition and fee support shall not exceed either of the following:

- The total amount of the tuition and fees for the course(s)
- The statewide pupil-weighted average foundation allowance, adjusted for the proportion of the school year that the pupil attends the postsecondary institution Ex. - The statewide weighted-average foundation for FY 2018-19 is \$7,957.00, which equates to \$3,978.50 per semester. Garber High School has an 8-hour block schedule of courses so each course would equate to \$497 per course ($\$9,978 \div 8$).

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

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

The district, however, cannot restrict ineligible students from attending post-secondary institutions in the evening or summer, but ineligible students must take 8 classes at Garber for both semesters. An ineligible student may choose to attend college, pay his/her own fees and attend in their spare time. To have classes counted as a portion of their high school schedule a student must be eligible for Dual Enrollment. To be eligible a student must not be in high school more than four years, not be a foreign exchange student and have the following qualifying scores not to take the Accuplacer: SAT English 480+ and Math score of 530+ Other test scores such as EXPLORE, PLAN, Accuplacer, MME, PSAT can be used to qualify for dual enrollment. Please see your counselor if you have questions regarding these scores.

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

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

EARLY GRADUATION

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

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

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

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

GRIEVANCE PROCEDURES

For...

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

Section I

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

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

Section II

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

- Step 1: A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.
- Step 2: A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.
- Step 3: If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within 40 (forty) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 (ten) days of this meeting.
- Step 4: If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to:

Office for Civil Rights
Department of Education
Washington, D.C. 20202

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

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

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

NOTICE OF NON-DISCRIMINATION POLICY

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

Eric Allshouse, Superintendent
Essexville-Hampton Public Schools
303 Pine Street
Essexville, MI 48732