

# Course Selection & Catalog Bridgeport High School 2024 - 2025



Bridgeport-Spaulding Community Schools

*Vision: Providing engaging opportunities every day for every child leading to a successful future.*

*Mission: No Barriers; Just Possibilities*

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## Introduction

Selection of high school courses based on future goals, personal interests, and academic readiness is an important decision for each student. BHS teachers, counselors, and administrators are ready to assist students in planning their academic program.

A school's curriculum is the collection of courses and resources used to meet academic goals. The BHS curriculum, developed from Michigan Merit Curriculum requirements, includes diverse pathways toward a diploma depending on a student's postsecondary goals. Courses are offered in multiple levels, including advanced and honors levels, to best fit students' readiness. At each level, academic coursework is challenging and rigorous so that students develop the skills and attitudes needed to pursue excellence in their lives. Future leaders must be able to find, analyze, synthesize, and apply information. They will need to use new technologies and confidently communicate their ideas.

The core subjects of language arts, mathematics, science, and social studies present key concepts that each student is expected to master. In these subjects, students may choose to complete advanced studies depending on their college and career plans. Additionally, a student's four-year plan will include elective courses such as CTE (college, career, and technical education), world languages, and visual or performing arts. Sometimes, a student's plan results in courses taken at the Saginaw Career Complex (SCC), Delta College, or Michigan Virtual High School.

Academic courses are not all of the high school experience necessary to prepare for future success. The extracurricular activities that a student participates in are also key. Athletics, music, organizations, and volunteer activities all provide important engagement within the school and community; they provide opportunities for students to learn and practice skills that aren't included in the classroom. The BHS staff encourages every student to engage in school activities.

Support systems are in place to help students navigate their high school journey. Students are encouraged to use the services of the guidance/counseling department, college and career advisor, mental health practitioners, and the behavior support team. Academic tutoring and credit recovery programs are also available.

Students should thoughtfully, and in collaboration with family and school staff members, select the high school courses that will best prepare them for their adult lives.

Sincerely,

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Assistant Principal  
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## Graduation Requirements

To receive a Michigan high school diploma, a student must meet the requirements of the Michigan Merit Curriculum ([MMC](#)) and any additional requirements of the local school district. A Bridgeport High School diploma is earned by successful completion of the following requirements:

Content/Element	Credits/Requirements
ELA (English Language Arts)	4 credits
Mathematics	4 credits (which includes a math or math-related course in the senior year)
Science	3 credits OR 2 credits and 1 credit of a CTE program
Social Studies	3 credits
Health & Physical Education	0.5 credit for Health AND 0.5 credit for PE or a district-approved extracurricular sport
VPAA (Visual, Performing, Applied Arts)	1 credit
World Languages	2 credits OR 1 credit and 1 credit of a CTE program OR 1 credit and 1 credit of additional VPAA
<i>*beginning with the class of 2028 Personal Financial Literacy</i>	<i>*0.5 credit</i>
Electives	4.0 credits, <i>*3.5 credits for the class of 2028</i>
Online learning experience	<i>*included in core courses</i>
State or federally mandated assessments (e.g., PSAT, SAT, WorkKeys, M-STEP, MI-ACCESS)	Completion required
Full-time course load	With the exception of special circumstances approved by the principal, a student must have a full class schedule each year at BHS.
22 credit minimum	Required

## Personal Curriculum

Students are entitled to request a personal curriculum that modifies some requirements of the Michigan Merit Curriculum (MMC). More information about a personal curriculum can be found [here](#). Briefly, a personal curriculum is useful for: 1) accommodating more advanced academic coursework in a student’s schedule, 2) modifying the Algebra 2 requirement, 3) modifying requirements for students with an IEP, 4) accommodating student transfers from out-of-state schools.

Personal curriculums are subject to school approval, as provided in state law. Some elements of the development process include: 1) documented use of diverse strategies to support the student in meeting MMC requirements, 2) selection of a team that includes the student, a parent/guardian, guidance counselor, a teacher of the content area to be modified, and other participants as needed, 3) identification of MMC content to be mastered, goals, and a plan to monitor goals, 4) alignment with the student’s EDP and/or IEP, 5) progress monitoring by the parent/guardian, 6) approval by the superintendent or designee.

### Allowable modifications using a personal curriculum:

ELA and science	No modification except for students with an IEP and for transfer students who have completed 2 years of high school.
Mathematics	1 credit of the CCSS (Common Core State Standards) may be modified to 0.5 credit as long as the modification continues to provide the CCSS.  Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.  Students must take a math or math-related course in one of their two final years of high school.
Social studies	1 credit (other than Government) can be exchanged for an additional ELA, math, science, world language, or approved formal CTE program.  Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.
Health, PE, VPAA	Credit can be exchanged for an additional ELA, math, science, world language, or approved formal CTE program.  Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school.

## Earning Credits

Credit is earned by passing classes with a grade of D- or higher. A semester-long class is 0.5 credit, unless otherwise indicated in the course guide. A middle school student may earn high school credit for passing a high school-equivalent math, science, or world language course; however, the grade is not included in high school GPA calculations.

## Test-Out Credit

State law entitles students to the opportunity to test out of a course by achieving a qualifying score on one or more assessments of course content selected by the school district. A student attempting to test out of a course should communicate this intent to the guidance counselor prior to the end of the first week of a class. The counselor will notify the teacher so that assessments can be scheduled prior to the end of the second week of class. Test-out is successful with a score of at least 80% on the assessment(s) that comprehensively cover all core standards and expectations of the course. Assessments can include portfolio products or performances when these are elements of the course. Successful test-out results in *Pass* credit for the course; however, it is not included in GPA calculations and does not count toward the 22.0 credits required for a diploma. A non-qualifying score results in continuation in the class.

## Credit Recovery

Failing a high school course is a serious circumstance that impacts a student's GPA, transcript, and four-year plan. Recovering the course credit is almost always necessary to complete graduation requirements (see p. 3). Recovery mechanisms include:

- Retaking the course when it is next offered
- Completing the Edgenuity version of the course
- Implementing an allowed curriculum modification

### Retaking a course

An in-person course taught by a BHS teacher may be retaken once. The availability of this option for recovering credit depends on the high school master schedule and roster sizes.

### Completing an Edgenuity course

Edgenuity (E2020) delivers online coursework consisting of instructional tutorials and videos, opportunities for practice, and assessments. To earn credit for an Edgenuity course a student must score at least 60% on each assessment in the course. Pretests are deactivated; and all topics must be completed. While tutorials and practice may be completed at any time, all assessments must be completed in the presence of a supervising staff member. When an Edgenuity course is taken during the school year, the student will be assigned *at most one* course at a time. When Edgenuity is used in the Summer School program, the student will be assigned *at most two* courses at a time.

**Modifying the curriculum**

Limited curriculum modifications can be made (see p. 3 - 4) which may offer opportunities for students to bypass retaking a failed course by exchanging it with another. All criteria identified in the MMC and Personal Curriculum procedures must be satisfied to utilize this option.

**GPA**

Upon successful recovery of a failed course, the student's transcript is adjusted to show the completion of the credit recovery course and its associated credit. When the recovery is a result of a retaken BHS course, then the GPA will include the original and new grade points. When the recovery is a result of an Edgenuity course, then the GPA will include only the original grade points.

## Class Level

A student's class level (9th - Freshman, 10th - Sophomore, 11th - Junior, 12th - Senior) is determined by earned credits, not by the number of years in high school. A student is not included in class activities or privileges until meeting the required number of credits for the class standing.

Class Level	Earned credits
9th	0 - 5.49
10th	5.5- 11.49
11th	11.5 - 17.49
12th	17.5 or more

## Grading

The school year is separated into two semesters, each consisting of two terms. Letter grades are calculated and reported for classes at the end of each term. A comprehensive exam, project, performance, or portfolio is required in each class. For a given semester, the final grade for a course is calculated as follows:

$$(0.40 \times \text{Term 1 grade}) + (0.40 \times \text{Term 2 grade}) + (0.20 \times \text{Exam grade})$$

**Example:** If a student has received 72% C- in Term 1, 84% B in Term 2, and 91% A- on the exam, then the final course grade is:  $0.40(72) + 0.40(84) + 0.20(91) = 80.6\%$  B-.

The course grade calculated each semester is entered into official transcripts and is used in GPA calculations. The letter grade awarded for performance in a course is based on the percentage of points earned in the class using the following scale:

A	100	- 95
A-	94.99	- 90
B+	89.99	- 87
B	86.99	- 84
B-	83.99	- 80
C+	79.99	- 77
C	76.99	- 74
C-	73.99	- 70
D+	69.99	- 67
D	66.99	- 64
D-	63.99	- 60
F	59.99	- 0

## Grade Point Average (GPA)

A student's GPA is determined by dividing the sum of grade points earned by the number of course credits attempted.

Many BHS courses are offered at more than one level, depending on the complexity and quantity of content, pace of instruction, and assignment workload. In general, the following applies:

- Standard - standard coverage, methodical pace
- Advanced - increased content coverage, more advanced concepts, accelerated pace
- Honors/AP - honors or A.P. (college level) content coverage and pace

More detailed information about leveled courses is provided later in this guide.

Grade Earned	Standard (0.2 level)			Advanced (0.3 level)			Honors/AP (0.4 level)		
	Grade Equivalent	Credit	Grade Points	Grade Equivalent	Credit	Grade Points	Grade Equivalent	Credit	Grade Points
A	4.0	x 0.5	2.0	4.3	x 0.5	2.2	4.5	x 0.5	2.3
A-	3.6	x 0.5	1.8	3.9	x 0.5	2.0	4.1	x 0.5	2.1
B+	3.4	x 0.5	1.7	3.7	x 0.5	1.9	3.9	x 0.5	2.0
B	3.0	x 0.5	1.5	3.3	x 0.5	1.7	3.5	x 0.5	1.8
B-	2.6	x 0.5	1.3	2.9	x 0.5	1.5	3.1	x 0.5	1.6
C+	2.4	x 0.5	1.2	2.7	x 0.5	1.4	2.9	x 0.5	1.5
C	2.0	x 0.5	1.0	2.3	x 0.5	1.2	2.5	x 0.5	1.3
C-	1.6	x 0.5	0.8	1.9	x 0.5	1.0	2.1	x 0.5	1.1
D+	1.4	x 0.5	0.7	1.7	x 0.5	0.9	1.9	x 0.5	1.0
D	1.0	x 0.5	0.5	1.3	x 0.5	0.7	1.5	x 0.5	0.8
D-	0.6	x 0.5	0.3	0.9	x 0.5	0.5	1.1	x 0.5	0.6
F	0	x 0.5	0	0	x 0.5	0	0	x 0.5	0

**Example:** For the first semester of a student's 9th grade year, these grades are earned: A, B+, C, F in .2 level courses, a B in a .3 level course, and an A- in a .4 level course. The student's semester GPA is calculated as:  $(2.0 + 1.7 + 1.0 + 0 + 1.7 + 2.1) / 3 = 2.833$

## Honor Cord Requirements

A graduating senior earns an honor cord based on cumulative GPA at the end of the seventh semester.

- Red, White, Yellow - 4.0 and above
- Red and Yellow - 3.75-3.99
- Red - 3.5 to 3.74
- White - 3.0 to 3.49

## Honor Rolls

An honor roll is a list of students who have demonstrated excellent academic achievement in their classes for a semester. Students who have completed at least the second term of the semester at BHS are eligible for the honor roll, subject to the following criteria:

- **Superintendent's Roll:** 4.0 and above.
- **Principal's Roll:** Students have earned a semester GPA of 3.75 to 3.99.
- **Honor Roll:** Students have earned a semester GPA of 3.5 to 3.74.
- **Merit Roll:** Students have earned a semester GPA of 3.0 to 3.49.

## Cum Laude Recognition

The Cum Laude system distinguishes a graduating student's academic performance at three levels based on the student's cumulative GPA at the end of the seventh semester.

- Summa Cum Laude: 4.00 and above
- Magna Cum Laude: 3.8 - 3.99
- Cum Laude: 3.5 - 3.79

A student having a 3.0 - 3.49 cumulative GPA at the end of the seventh semester will be recognized as graduating with "academic honors."

## Standardized Assessments

It is very important that each student gives their best effort on standardized tests so that accurate information about learning is obtained. Middle school test results are used to inform the selection of career pathways and high school courses. High school test results further influence students' EDPs, either opening opportunities for advanced coursework and CTE classes, or constraining schedules to lower level courses that may prohibit participation in CTE classes in the junior and senior year. To take advanced and honors courses students need to show appropriately high performance on standardized tests.

BHS students take the **NWEA Reading** and **NWEA Math** tests three times per year, all four years. Using national norms these tests set a goal for each student for Fall to Spring growth. A student with consistent class attendance and legitimate effort to learn and complete class assignments will meet or exceed the projected growth score. The ultimate objective is for a student to show steady growth from the start to end of high school. Besides measuring individual growth, the NWEA shows how a student's performance compares to other U.S. students. For example, a student at the 65th-percentile has outperformed 65% of U.S. students.

BHS students take the **PSAT 9** and **PSAT 10** tests to support their preparation for the 11th grade SAT. Like the NWEA, the results from these assessments are used to inform course selection decisions. Unsatisfactory performance may indicate that a student should take an SAT preparation course in the 11th grade year, should be assigned to after-school Bearcat Academy for extra assistance, or should enroll in Summer School.

In 11th grade, Michigan students take the Michigan Merit Exam, which consists of the **SAT**, **WorkKeys**, **M-Step Science**, and **M-Step Social Studies** tests. Completion of these assessments is required for graduation from BHS. Students should take these tests on the scheduled dates, and if they are absent due to unavoidable circumstances, they must complete the test on the make-up dates. Students' very best effort is expected on these assessments because the scores are included on the high school transcript and are visible to colleges and employers. College-intending students should recognize that these scores also affect the amount of scholarship aid they may receive.

## Academic Course Levels

Many BHS courses are offered at different levels distinguished by the rigor and quantity of content, prerequisite knowledge, pace of instruction, and complexity of assignments and assessments. The following codes are used to identify leveled courses and to assign grade points (see GPA).

- Standard
- Advanced
- Honors/AP

Student placement into leveled courses is based on factors including NWEA and PSAT test results, teacher recommendation, grades, and attendance. Student and parent input into placement is encouraged.

	<b>Standard</b>	<b>Advanced</b>	<b>Honors/AP</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>❖ Concepts included in the Core Curriculum are addressed in a basic manner with appropriate applications to real-life issues &amp; experiences.</li> <li>❖ Projects require mastery of content standards.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Concepts included in the Core Curriculum are addressed in an in-depth manner with appropriate applications to real-life issues &amp; experiences.</li> <li>❖ Additional topics will be included.</li> <li>❖ Projects require mastery of content standards judged against college-ready standards.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Concepts included in the Core Curriculum are addressed in an in-depth &amp; extended manner with appropriate applications to real-life issues &amp; experiences.</li> <li>❖ Additional &amp; increasingly complex topics will be included.</li> <li>❖ Projects require mastery of content standards judged against college-level standards.</li> </ul>
<b>Study Skills</b>	Study & organizational skills are taught & reinforced.	Study & organizational skills are taught & reinforced.	Study & organizational skills are expected at all grade levels.
<b>Pace of Instruction</b>	Average 65 to 79%+ of core standards	Accelerated 80%+ of core standards	Rapid AP timeline
<b>Assessment &amp; Grading</b>	Frequent assessment to check understanding and reflect on whether students can use the information learned.	Periodic assessment to check understanding and reflect on whether students can use the information learned.	Limited number of assessments to check understanding and reflect on whether students can use the information learned.
<b>Homework</b>	Occasional	Frequent	Frequent

## Special Education

Students who receive special education services have an individual education plan (IEP) that identifies goals and accommodations necessary to support successful completion of Michigan Merit Curriculum requirements. In most cases, the IEP will identify a course called Study Skills for the student each year. In this class, the assigned caseload providers teach lessons and provide support services as specified by the IEP.

## Certificate of Completion

Sometimes, for students receiving special education services, the course of study outlined in the IEP identifies a goal of completion rather than a Michigan diploma. A certificate of completion is not equivalent to a diploma and is not an accredited or legally recognized credential for purposes of employment or enrollment in college. When students do not earn a diploma, they may be entitled to services and support up to age 26 if they continue to meet special education eligibility.

More information about a certificate of completion is [here](#).

## Counseling Support Services

BHS provides a comprehensive guidance and counseling program to support students' educational experience. The counseling department promotes opportunities that contribute to students' academic, personal, social, and physical growth. It seeks to meet the diverse development needs of every student. The *National Standards for School Counseling Programs* and *Michigan Comprehensive Guidance and Counseling Program* guidelines are followed.

The guidance and counseling program has four elements:

- **Guidance curriculum** – Counselors teach or assist with learning activities in a large group format about topics such as study skills, career awareness, decision making, personal responsibility, and personal safety.
- **Individual planning** – Counselors plan and direct activities relevant to student achievement and placement, and they help students plan and monitor their academic, personal, and career goals. Activities include: college selection, application for financial aid, interest surveys, course selection, and portfolios.
- **Responsive services** – Counselors address immediate student needs using personal or crisis counseling, consultation, information gathering, and referral. Often, students initiate this intervention.
- **Systems support** – Counselors manage activities that enhance the total guidance program such as serving on school/community advisory committees, communicating with families and staff members, coordinating community resources, and gathering information to support students' success.

## **Confidentiality**

Information shared by a student with a counselor is treated as confidential. A student may share information with others; however, counselors will guard the right to privacy to the extent permitted by law, ethics, and school rules. The counseling department recognizes the legal rights and responsibilities of parents to act in the best interests of their children. Parents may request that information be shared with others by signing an appropriate release form. Only requested information will be shared unless mandated by law or ethics. There are certain situations in which counselors are obligated to break confidentiality: when there is potential harm to self or others, when state laws mandate reporting of child abuse, when a court of law requires testimony or student records. Counselors occasionally consult with other school professionals. In such cases, only information necessary to achieve the goals of the conferences will be shared.

## **Exclusion from the BHS comprehensive guidance program**

A parent/guardian may choose to exclude a student from the program by informing the building principal in writing by the beginning of the school year.

## **Requesting an appointment with a counselor**

Many issues can be resolved via email. Students and parents should email Ms. Ward at [wardm@gobearcats.net](mailto:wardm@gobearcats.net). In the email, a student may request an in-person meeting—it will be scheduled and the student will be called to the guidance office as soon as possible. If email is unavailable, the guidance office can be reached at (989) 777-3100 ext. 3032. Walk-in visits during lunch or before school are welcome.

## **College & Career Services**

Determining one's career goal is a significant step in the educational process. As all students are ultimately working toward a career, counselors and career development facilitators are available to assist in this process and to facilitate Career Development activities. To help students make informed career choices, the following services are available to students:

### **Access to college information:**

- Online resources from most Michigan and many out-of-state schools
- Computer programs to help in choosing a college
- Visits by college admissions counselors each fall
- Online test preparation materials available through Khan Academy

### **Access to career information:**

- Xello – an interest survey program to match interests to a list of possible careers
- Trade school information
- Speakers and presenters
- Military information and visits from Army, Navy, Air Force, Marine, National Guard, and Coast Guard recruiters

- Job skills information including resume writing, filling out applications, successful interviewing, etc.

### **Preparation for employment, mock interviews, and job fairs**

- Preparation of application materials including a resume, letter of intent, application, and portfolio
- Opportunities to practice interviewing skills including sample questions, appropriate professional attire, interview etiquette, and verbal and nonverbal communication skills

## **Educational Development Plan (EDP)**

State law requires that students have an EDP—a plan to transition them from K-12 school to work or college. Students begin their plan in 7th and 8th grades by considering their career interests and academic aptitude as measured by class and test performance. During high school, students revisit their EDPs with their guidance counselor to update information in accordance with their changing interests, goals, and expectations.

The Michigan Department of Education has guidelines which recommend all EDPs include the following:

- Personal information
- Student's grade level
- Student identified career goals
- Assessment results (academic and career)
- Educational/training goals
- A plan of action that identifies a broad career pathway
- Course selections for high school that support the student's goals/interests
- Information on options to meet the state graduation requirements, including postsecondary enrollment options
- Long-term goals and planning to support postsecondary/post-school options
- Information on resources and other learning experiences that support the achievement of student goals
- Utilization of the principles approved by the Michigan State Board of Education for Universal Design for Learning
- Review and endorsement by a parent

## Sample Four-Year Class Schedules

The following charts illustrate example four-year class plans. It is important that each student select classes that best fit the student’s postsecondary goals, personal interests, and academic aptitudes. Students are encouraged to take coursework that is cognitively challenging, that expands their skills in time management, personal responsibility, memorization, oral and written communication, understanding of textual and graphical information, mathematics, technology, and collaboration with others. High school courses should be selected that will open doors of future opportunity, rather than close them. Because society changes so rapidly, students must attempt to anticipate what traits, knowledge, and skills will best serve them throughout the course of their lives. Thus, an effective class schedule isn’t formed solely by what may appeal to current interests, but by considering what is best for long term financial security and happiness.

<b>Sample Plan 1</b>			
<b>9th grade</b>	<b>10th grade</b>	<b>11th grade</b>	<b>12th grade</b>
English 9 Algebra 1 Earth Science U.S. History Spanish 1 Math in Action & PE	English 10 Geometry Biology World History Spanish 2 Health & Math SAT Prep	English 11 Algebra 2 Chemistry Gov’t & Econ Drama/film & Art 2 SAT Math	English 12 Financial Algebra Physics Intro to Law & Global Iss. PE 2 & Psychology Service 1 & Service 2
<b>Sample Plan 2</b>			
English 9 Adv Algebra 1 Earth Science U.S. History Spanish 1 Math in Action & PE	Adv English 10 Adv Geometry Biology World History Chemistry Gov’t & Econ	English 11 Adv Algebra 2 Chemistry SCC (3 hours)	AP Lit/Comp Precalculus Financial Algebra SCC (3 hours)
<b>Sample Plan 3</b>			
English 9 Adv Algebra 1 Earth Science U.S. History Math in Action & Health Band	Honors English 10 Adv Geometry Biology World History Adv Algebra 2 Band	AP Lang/Comp Precalculus Chemistry Gov’t & Econ Spanish 1 Band	AP Lit/Comp AP Calculus Physics Financial Alg & Art 1 Spanish 2 Band

# Course Offerings and Descriptions

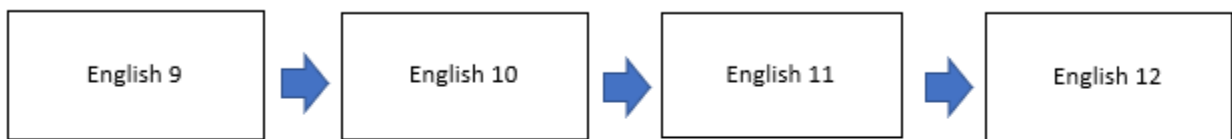
This section of the course guide identifies required and elective courses for each content area and provides key information and a description for each course. Typical course sequences are given, however, the particular courses or sequence taken by a student may vary based on educational goals, curriculum adjustments, and student interests. Course offerings are dependent upon the availability of staff in the high school master schedule, and adjustments to offerings and student schedules may occur.

## English Language Arts (ELA)

**To meet Michigan high school graduation requirements, students must complete four years of English Language Arts.** All English courses are designed to combine reading and writing skills with the study of literature and informational text. Students will also be expected to show competence in speaking and listening as a part of their coursework. At the end of four years, all students should be able to read and comprehend new text, and to express themselves well in a variety of writing and speaking assignments. To achieve those goals, students should have mastered both reading and writing techniques that will allow them to be independent, literate adults.

### Example Sequences of Required Courses

Sequence 1:



Sequence 2:



## ELA Course Descriptions

Course Details	Course Description
<p style="text-align: center;"><b>English 9</b></p> <p>Grade Level: 9 Prerequisites: ELA 8 Course Length: Full Year</p>	<p>English 9 is an introductory course that lays a foundation of skills that students will need throughout high school. It is a literature-based course with an emphasis on critical reading and composition skills. These skills include: analysis and close reading, writing essays, creative writing, grammar and usage, and vocabulary. Students are exposed to a variety of classical and contemporary genres: novels, short stories, plays, poetry, and non-fiction.</p>
<p style="text-align: center;"><b>Advanced English 9</b></p> <p>Grade Level: 9 Prerequisites: ELA 8 Course Length: Full Year</p>	<p>Advanced English 9 is a fast-paced course that lays a foundation of skills that students will need throughout high school. It moves more quickly and covers content at a deeper level than English 9. It is a literature-based course with an emphasis on critical reading and composition skills. These skills include: analysis and close reading, writing essays, creative writing, grammar and usage, and vocabulary. Students are exposed to a variety of classical and contemporary genres: novels, short stories, plays, poetry, and non-fiction.</p>
<p style="text-align: center;"><b>English 10</b></p> <p>Grade Level: 10 Prerequisites: Eng. 9 Course Length: Full Year</p>	<p>This course builds on concepts learned in English 9 and aims to support individual student learning needs in reading, writing, speaking and listening. Students will explore literary works, focusing on how the literature of various historic time periods reflects changes in the culture and values. Moreover, students will explore their own values and cultural beliefs as they examine their individual connections to various literary works and themes. Increasing emphasis will be placed on development of reading comprehension and critical thinking skills, appreciation of literary genres, and appropriate use of basic essay formats and the writing process.</p>
<p style="text-align: center;"><b>Advanced English 10</b></p> <p>Grade Level: 10 Prerequisites: Eng. 9 or Adv. Eng. 9 Course Length: Full Year</p>	<p>This course builds on concepts learned in ninth grade English and aims to support individual student learning needs in reading, writing, speaking and listening. It is faster-paced and covers content at a deeper level than English 10. Students will explore literary works, focusing on how the literature of various historic time periods reflects changes in the culture and values. Moreover, students will explore their own values and cultural beliefs as they examine their individual connections to various literary works and themes. Increasing emphasis will be placed on development of reading comprehension and critical thinking skills, appreciation of literary genres, and appropriate use of basic essay formats and the writing process.</p>
<p style="text-align: center;"><b>Honors English 10</b></p> <p>Grade Level: 10 Prerequisites: Adv. Eng. 9 Course Length: Full Year</p>	<p>One of the primary objectives of this course is for students to learn about the cultures of the world and make thematic connections to their own lives. Through intensive study, students will gain an appreciation of the diverse literature and accomplished authors. Emphasis will be directed toward enhancing critical thinking skills, motivation, creativity, and student responsibility through a faster-paced class at a more concentrated level than college preparatory. The course also aims to strengthen formal and informal writing formats that focus on a higher level of cognitive skills for various purposes. This class will help students master previous literary skills as well as challenge them with new analytical concepts.</p>
<p style="text-align: center;"><b>English 11</b></p> <p>Grade Level: 11 Prerequisites: Eng. 9 &amp; Eng. 10 Course Length: Full Year</p>	<p>English 11 is a required course for high school graduation. It is designed to extend students' abilities to read, write, think, and discuss. An emphasis is placed on critical reading strategies; information synthesis; examining texts through different lenses; rhetorical analysis; and assessment preparation. Students will examine informational and narrative texts for common themes; analyze the structure of arguments; compose shorter as well as sustained pieces of writing in which students present and support an argument, explain a complex concept, or articulate a narrative; and refine skills for success on the SAT and later in life.</p>

<p><b>Advanced English 11</b></p> <p>Grade Level: 11 Prerequisites: Eng. 9/Adv. Eng. 9 &amp; Eng. 10/Adv. Eng. 10 Course Length: Full Year</p>	<p>Advanced English 11 satisfies the junior-year English requirement for high school graduation. It is a fast-paced course that covers more content at a deeper level than English 11. It is designed to extend students' abilities to read, write, think, and discuss. An emphasis is placed on critical reading strategies; information synthesis; examining texts through different lenses; rhetorical analysis; and assessment preparation. Students will examine informational and narrative texts for common themes; analyze the structure of arguments; compose shorter as well as sustained pieces of writing in which students present and support an argument, explain a complex concept, or articulate a narrative; and refine skills for success on the SAT and later in life.</p>
<p><b>English 12</b></p> <p>Grade Level: 12 Prerequisites: Eng. 10 &amp; Eng. 11 Course Length: Full Year</p>	<p>English 12 is a required course for high school graduation. It is designed to extend students' literacy skills beyond the classroom and to challenge college-bound students. Students will learn how to present themselves professionally, both on paper and in-person. Students will also learn advanced analysis and writing skills.</p>
<p><b>Advanced English 12</b></p> <p>Grade Level: 12 Prerequisites: Adv. Eng. 10 &amp; Adv. Eng. 11 Course Length: Full Year</p>	<p>Advanced English 12 satisfies the senior-year English requirement for high school graduation. It moves at a faster pace and covers more content at a deeper level than English 12. It is designed to extend students' literacy skills beyond the classroom and to challenge college-bound students. Students will learn how to present themselves professionally, both on paper and in-person. Students will also learn advanced analysis and writing skills.</p>
<p><b>AP Language &amp; Composition</b></p> <p>Grade: 11 Prerequisites: Eng. 9/Adv. Eng. 9 &amp; Adv. Eng. 10/Honors Eng. 10 Course Length: Full Year</p>	<p>AP Language and Composition satisfies the junior English requirement for high school graduation. The course also prepares students to take the AP Exam. If students pass the AP exam with a score of 3 or higher, they may receive college credit for this course. Instruction is designed to hone students' abilities to read, write, think, and discuss at the collegiate level. An emphasis is placed on critical reading strategies; information synthesis; examining texts through different lenses; rhetorical analysis; collegiate writing; and assessment preparation. Students will examine informational and narrative texts for common themes; analyze the structure of arguments; compose shorter as well as sustained pieces of writing in which students present and support an argument, explain a complex concept, or articulate a narrative; and refine skills for success on the SAT and AP Exam, and later in life.</p>
<p><b>AP Literature &amp; Composition</b></p> <p>Grade Level: 12 Prerequisites: Adv. Eng. 10/Honors Eng. 10 &amp; Adv. Eng. 11/AP Language and Composition Course Length: Full Year</p>	<p>AP Literature and Composition satisfies the twelfth-grade English requirement for high school graduation. The course also prepares students to take the AP Exam. If students pass the AP exam with a score of 3 or higher, they may receive college credit for this course. Instruction is designed to hone students' abilities to read, write, think, and discuss at the collegiate level. An emphasis is placed on critical literary analysis; interpretation of text elements as well as texts in their entirety; poetry; and advanced writing skills for success on the AP Exam, college, and the real world.</p>
<p><b>Yearbook</b> (Elective)</p> <p>Grade Level: 10 - 12 Prerequisites: Eng 9. Course Length: Semester Repeat credit: up to 2 times</p>	<p>This is a journalism course in which students are responsible for producing <i>Reflections</i>, the school's yearbook. The teacher and students work collaboratively to determine the theme, design, and content of the publication, which includes generating story ideas; interviewing; writing and editing; taking photos; and designing pages. Students may be required to attend events outside of class. Students will learn to critique, compose, and edit photos (portraits, candid, academic, sports, and more). In addition, students will learn design fundamentals and be able to critique their own work as well as that of others. Along with photography and design, students will learn to conduct interviews and write journalistically through a variety of assignments, working to create materials of publishable quality.</p>

# Mathematics

To meet Michigan high school graduation requirements, students must complete four years of math, including Algebra 1, Geometry, Algebra 2, and a math or math-related course in the senior year. Beginning with the class of 2028, students must complete a financial literacy course, such as Personal Finance or Financial Algebra.

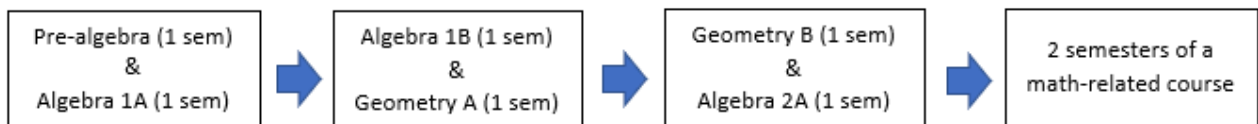
Placement into the appropriate leveled math course is critical to student success.

- .2 (standard) – While this level is designed to meet most college entrance requirements, it is not intended for students who plan to pursue a career in science, engineering, or technology. Students pursuing these and many other fields will need to take precalculus courses in college before taking calculus-based courses.
- .3 (advanced) – This level is designed to prepare students for college calculus. Students with good math ability, study traits, and attendance should consider taking this level course even if there are no current plans to pursue a math-oriented field of study in college.
- .4 (honors) – This level is for students who enjoy mathematics, have a deep interest in math, and have superior ability in math. Students at this level take AP Calculus in their senior year.

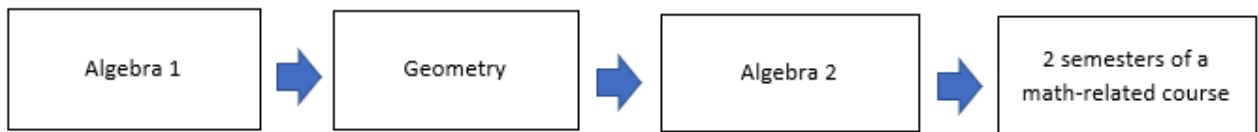
## Example Sequences of Required Courses

### Sequence 1:

\*note: A Personal Curriculum is required to take one semester of Algebra 2



### Sequence 2:



### Sequence 3:



### Sequence 4:



<b>Math Course Descriptions</b>	
<b>Course Details</b>	<b>Course Description</b>
<p style="text-align: center;"><b>Algebra 1</b></p> <p>Grade Level: 9 Prerequisites: Math 8 or Pre Alg. Course Length: Full Year</p>	<p>Included topics from the Michigan standards are: solving equations and inequalities, graphing linear equations, factoring polynomials, performing operations on polynomials, solving systems of equations and inequalities, applying rules of exponents, graphing exponential functions, analyzing data displays, and graphing absolute value and piecewise functions.</p>
<p style="text-align: center;"><b>Algebra 2</b></p> <p>Grade Level: 10 - 11 Prerequisites: Alg. 1 Course Length: Full Year</p>	<p>This course advances algebraic and geometric concepts: higher-degree polynomials, imaginary and complex numbers, rational equations, logarithmic and exponential functions, conic functions, inverse functions, function composition, and data analysis. The content of this course is important for students' success on both the SAT and college mathematics entrance exams.</p>
<p style="text-align: center;"><b>Geometry</b></p> <p>Grade Level: 10 - 11 Prerequisites: Alg. 1 Course Length: Full Year</p>	<p>The overarching goal is the study of the properties and applications of common geometric figures in two and three dimensions. Included concepts are: transformations, right triangle trigonometry, deductive proof, quadrilaterals and other polygons, circles, parallel and perpendicular lines, angles, and coordinate geometry. Core math practices and real-world applications are stressed.</p>
<p style="text-align: center;"><b>Financial Algebra</b></p> <p>Grade Level: 12 Prerequisites: Alg. 2 Course Length: Full Year</p>	<p>Students learn information and strategies related to wise financial decision-making. Each financial topic (e.g., investing, taxation, credit) is explored by applying algebra skills to solve problems about the topic. The course is delivered with Google Classroom on school Chromebooks. Students will research a topic and answer analytical and reflective questions in the context of their current and future life situation.</p>
<p style="text-align: center;"><b>Advanced Precalculus</b></p> <p>Grade Level: 11 - 12 Prerequisites: Alg. 2, Geometry Course Length: Full Year</p>	<p>In this course, students will refine their mathematical skills through applications of linear functions and systems, polynomial functions, rational functions, rational exponents and radical functions, exponential and logarithmic functions, trigonometric functions, trigonometric equations and identities, data analysis and statistics, coordinate geometry, circles, and two- and three-dimensional models. Real world situations accompany every topic in this course</p>
<p style="text-align: center;"><b>Math in Action</b></p> <p>Grade Level: 9 Prerequisites: Math 8 Course Length: Semester</p>	<p>Freshmen students take this course in their 1st semester. Objectives are: 1) Students will learn about high school expectations and procedures, 2) Students will learn critical classroom skills such as how to engage with collaborative learning, how to use notes, how monitor their progress, how to use educational technologies, 3) Students will support their Algebra 1 course by practicing foundational skills, 4) Students will explore real-world applications of math.</p>
<p style="text-align: center;"><b>SAT Math</b></p> <p>Grade Level: 11 Prerequisites: Alg 1, Geometry Course Length: Full Year</p>	<p>Students will acquire and refine effective test taking strategies; review content assessed on the SAT, including algebra, problem-solving, data analysis, and topics in advanced mathematics; and complete monthly practice SAT tests.</p>

# Science

To meet Michigan high school graduation requirements, students must complete a minimum of three (3.0) credits of science, including Biology and Chemistry or Physics. The purpose of scientific study at the high school level is to engage in critical thinking, develop problem-solving skills, build understanding of the natural world, promote communication and collaboration, and prepare for college and the workforce.

Students begin with Earth Science in 9th grade, followed by Biology in 10th grade, then Chemistry or Physics in 11th grade. Students seeking increased exposure to STEM courses should take additional science courses. Note: Any student attempting to acquire an honor cord for graduation must complete a fourth science course.

## Example Sequence of Required Courses

Sequence 1:



Science Course Descriptions	
Course Details	Course Description
<p><b>Biology</b></p> <p>Grade Level: 10 Prerequisites: Earth Science Course Length: Full Year</p>	<p>Content includes: biological structures and functions, processes and cycles, and systems. Emphasis is placed on explanation, description, and analysis. Hands-on laboratory exercises will be provided to assist students in their understanding. Projects and reading assignments may be included with each unit of instruction.</p>
<p><b>Chemistry</b></p> <p>Grade Level: 10 - 12 Prerequisites: Earth Sci, Bio Course Length: Full Year</p>	<p>Chemistry is the study of matter and how it changes. We learn about chemical substances—their names, symbols, properties, and how they interact. Math is used regularly to calculate quantities. With your lab partner you will conduct several lab activities to investigate the phenomena that you encounter in the textbook.</p>
<p><b>Earth Science</b></p> <p>Grade Level: 9 Prerequisites: Science 8 Course Length: Full Year</p>	<p>Earth Science explores the interconnections between the land, ocean, atmosphere, and life of our planet. These include the cycles of water, carbon, rock, and other materials that continuously shape, influence, and sustain Earth and its inhabitants. Students can expect to see various concepts being covered, including Earth’s structure and energy, plate tectonics, weather and climate, Earth’s solar system, oceanography, and the universe. Earth Science will be taught using a combination of labs, multimedia lessons, instructional videos, printable worksheets, quizzes, tests, and science projects.</p>
<p><b>Physics</b></p> <p>Grade Level: 11 - 12 Prerequisites: Earth Sci, Bio Course Length: Full Year</p>	<p>This course offers an introduction to the fundamental laws of nature on which all science is based. Physics is the study of how things work. It is taught through discussion, laboratory exploration, and problem solving. Students will study topics that include motion (Newton’s laws, projectiles, collisions), energy (power, work, kinetic, potential), waves (mechanical and electromagnetic), electricity, and magnetism. These topics use algebraic equations, incorporating skills previously learned in Algebra and Geometry.</p>

# Social Studies

To meet Michigan high school graduation requirements, students must complete a minimum of three (3.0) credits of Social Studies, including 1 credit of U.S. History, 1 credit of World History, 0.5 credit of Government (civics), and 0.5 credit of Economics.

The goals of the Social Studies Department are to:

1. Provide students an understanding of our institutions and social environments.
2. Prepare students for opportunities and responsibilities in society.
3. Develop critical thinking, impartial judgment, tolerance, and open-minded thinking.
4. Develop skills in obtaining and analyzing information.

## Example Sequence of Required Courses



Social Studies Descriptions	
Course Details	Course Description
<p><b>African American Heritage &amp; History</b></p> <p>Grade Level: 11 - 12 Prerequisites: successful completion of U.S. &amp; World History Course Length: Semester</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>● Guided Tour of the Charles Wright Museum in Detroit</li> <li>● Meet and greet with local and state members of the African-American Community</li> </ul>	<p>In this course students will embark on an immersive journey through the rich tapestry of African history, spanning from early African civilizations like the Bantu to the pivotal era of the Civil Rights Movement.</p> <p>This dynamic course delves into the depths of African geography, exploring the diverse landscapes and cultures that shaped the continent's history. Students engage with the vibrant traditions of West African masks, uncovering their symbolic significance and artistic evolution. Augmented by thought-provoking films, the course interweaves narratives of resilience, triumph, and struggle, empowering students to critically analyze the complexities of African American heritage within the broader context of global history.</p> <p>The work in this course includes interactive discussions, research projects, focused guidance worksheets, short quizzes and project based learning</p>
<p><b>Economics</b></p> <p>Grade Level: 11 Prerequisites: Successful completion of U.S. and World History Course Length: Semester</p>	<p>This course is intended to give an overview of Economics. Topics to be covered include global, national, and local economies; the business cycle; the stock market; laws of supply and demand; money and prices; and inflation and deflation cycles. The course will examine topics from the individual consumer's perspective; businesses' perspectives; and global perspectives.</p>

<p><b>History Through Film:</b></p> <p>Grade Level: 12 Prerequisites: successful completion of U.S. &amp; World History 2.5 or better GPA and permission of the instructor and building administration</p> <p>Course Length: 2nd Semester only</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>● SVSU Day in the Life of a College student in conjunction with Gear Up or other campus affiliated group</li> <li>● SVSU Library tour and training on using an academic library and it's resources</li> </ul>	<p>This Honors level (.4) course is for seniors only, designed to prepare college-bound students for the rigorous and fast-paced learning they will receive at the college level.</p> <p>Unleash the past in The Historian's Reel, where history meets Hollywood! This isn't your typical movie class; it's a dynamic journey through world civilizations—from the dawn of humanity to today's headlines. Through powerful historical films, you'll step into the lives, events, and cultures that have shaped our world, learning to view each scene through a critical historian's lens.</p> <p>Beyond the screen, you'll dive into primary documents, lead thought-provoking discussions, and tackle projects that go deeper than just facts. You'll be building essential skills for college and beyond, mastering critical thinking, research, and time management with assignments designed to push you to new heights.</p> <p>Get ready for a sneak peek into the college experience with a library tour and hands-on, research-based projects that will set you apart. <b>The Historian's Reel</b> isn't just a class—it's your backstage pass to becoming a skilled, thoughtful analyst of the past, and a confident leader of tomorrow.</p>
<p><b>Intro to Geography</b></p> <p>Grade Level: 9 Prerequisites: none Course Length: Semester</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>● Off site field trip to one of Michigan's geographical landmarks (example the Lake Huron Shore, Hartwick Pines or the Petroglyphs)</li> </ul>	<p>This is a freshman level course with the goal of providing freshmen the spatial reasoning and map skills needed to be successful in their Social Studies courses and beyond.</p> <p>Students, through a variety of activities and projects, will acquire mapping skills; identify and plot global landmarks; study economic, governmental, ecological, and cultural aspects of various global societies; build understanding of how people interact with the world around them and examine the impact of humans on the planet.</p>
<p><b>The Climate Challenge: Explore &amp; Act</b></p> <p>Grade Level: 10 - 12 Prerequisites: none</p> <p>Course Length: Semester</p> <p>This course is designed as a part of the Nationwide OER (open educational resources) Social Studies platform</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>● Onsite work/tour at area wind and solar farms</li> <li>● Tour and career discussion at the Hemlock Semiconductor solar facility</li> <li>● Outreach with various community groups for community clean/green initiatives</li> </ul>	<p>Ready to be part of the solution? In The Climate Challenge: Explore &amp; Act, you'll dive into the world of climate change, discovering for yourself what's really going on and how you can make a difference. Say goodbye to the fear and uncertainty—this course is all about action! You'll join a new wave of optimistic, impatient changemakers ready to tackle the planet's biggest challenge.</p> <p>Get hands-on with projects, dive into class debates, explore wind and solar farms, and work with community groups to create real change. Whether it's cutting-edge innovation or local activism, you'll learn the most powerful ways to fight climate change—and develop the skills and motivation to make an impact in your own life.</p> <p>Here's what you'll explore:</p> <ul style="list-style-type: none"> <li>● Introduction to Climate Change</li> <li>● The Impacts of Climate Change</li> <li>● Adaptation and Innovation</li> <li>● Solutions to Decarbonization</li> <li>● Taking Action</li> </ul> <p>This is your chance to be part of something bigger. Let's face the climate challenge together!</p>

<p><b>World on Edge: Exploring Global Challenges</b></p> <p>Grade Level: 11 - 12 Prerequisites: successful completion of U.S. &amp; World History</p> <p>Course Length: Semester</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Community outreach / giveback opportunities</li> </ul>	<p>Step into the fast-paced world of global events and discover how today's biggest challenges impact your life and the future. World on Edge dives into the history and development of political, social, and environmental issues that shape our world. From the ongoing fight against poverty and climate change to the complexities of global conflicts and the quest for human rights, this class tackles it all.</p> <p>You'll explore real-world topics like pandemics, the refugee crisis, North-South relations, and the impact of globalization. Even better, you'll get to choose specific areas to study that interest you, making each topic more relevant and engaging. Expect to bring your ideas, critical thinking, and curiosity as we explore the world's most pressing issues—because your insights will shape how we approach them!</p> <p>This is not just a history class; it's about understanding the world we live in today and how you can be part of the change.</p>
<p><b>Government</b></p> <p>Grade Level: 11 Prerequisites: U.S. History Course Length: Semester</p>	<p>This course will provide students with a basic understanding of the functioning of the United States government. Students will study the historical documents which inform our current society, such as the Declaration of Independence and the US Constitution; the three branches of government; historical and modern applications of the Constitution as well as significant legislation; landmark Supreme Court cases and their impact on American society; and various political processes.</p>
<p><b>Introduction to Law</b></p> <p>Grade Level: 11-12 Prerequisites: Successful completion of U.S. and World History</p> <p>Course Length: Semester</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Tours and career discussion at various legal facilities (law office, county court house etc...)</li> <li>• In class speakers/presenters about careers and topics related to laws and law enforcement</li> </ul>	<p>This is a semester-long social studies elective that serves as an introductory course to law and legal systems in the United States. Units will include: Introduction to Law and the Legal System; Criminal Law and Juvenile Justice; Torts; Consumer and Housing Law; Family Law; and Individual Rights and Liberties.</p> <p>Like any introductory course, Introduction to Law is a survey. We will touch on broad and specific legal topics to give students a better understanding of law and how it affects them in real life. We will use case studies, individual research, group discussion / debate, guest speakers, daily notetaking, and mock trials throughout the course in order to reach our goal. Dueling opinions and lively debate should be the norm in this course, making the class fun, enriching, and meaningful.</p>
<p><b>US History</b></p> <p>Grade Level: 9 Prerequisites: none Course Length: Full Year</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Tour of the Henry Ford Museum of American Innovation</li> </ul>	<p>United States History is a required class for high school graduation. The goal of this course is to provide you with the essential knowledge, perspective, and investigative tools to comprehend, judge, and make inferences about the past, present, and future. Class content is designed to help students become responsible, informed citizens and give them the tools to succeed after high school. The goal for each student is to become better historical investigators, able to use a diverse array of resources and talents to help present their cases through speech, research, and writing, as well as have fun learning about United States history.</p>
<p><b>World History</b></p> <p>Grade Level: 10</p>	<p>Prepare for an incredible journey through time! Together, we'll explore the people, places, cultures, and events that have shaped our world, uncovering the connections that bind history and discovering how they still influence our lives</p>

<p>Prerequisites: U.S. History Course Length: Full Year</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Guided Tour of the Zekelman Holocaust Center in Troy Michigan</li> <li>• 2nd Generation survivor interview as a part of the tour</li> </ul>	<p>today. By analyzing these forces, we'll gain a better understanding of the modern world and develop skills to make informed, future-shaping decisions.</p> <p>Going beyond the textbook, we'll engage with primary documents, interactive maps, simulations, debates, plays, videos, and more.</p> <ul style="list-style-type: none"> <li>• World History A takes us from the Renaissance to the Age of Exploration, exploring why history matters and how it's studied, while</li> <li>• World History B carries us from the Age of Revolutions to today's global landscape.</li> </ul> <p>This class is more than just facts—it's a dynamic exploration that will deepen your understanding of the world and your place in it!</p>
<p><b>Honors World History</b></p> <p>Grade Level: 10 Prerequisites: U.S. History and recommendation of the U.S. History teachers Course Length: Full Year</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Guided Tour of the Zekelman Holocaust Center in Troy Michigan</li> <li>• 2nd Generation survivor interview as a part of the tour</li> </ul>	<p>This Honors course offers a high-level exploration of human history, tracing the development of civilizations from their origins to the modern era. Through hands-on activities, field experiences, and in-depth analysis of historical documents and readings, students will investigate the economic, social, political, and diplomatic forces that have shaped the world. Class discussions will further refine advanced skills in critical thinking, synthesis, and evaluation.</p> <p>Students will showcase their understanding through essays, independent research, and extended projects, delving deeply into how history shapes the present. This course not only fosters expertise in historical analysis but also prepares students with the skills and confidence needed to excel in college-level academics</p>
<p><b>Mythology I</b></p> <p>Grade Level: 10-12 Prerequisites: Successful Completion of U.S. History Course Length: Semester</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Showing of a mythology of the stars program at the Delta College Planetarium and rooftop viewing of the Bay City landscape</li> </ul>	<p>Get ready for an epic adventure into the heart of world mythologies! Together, we'll explore fascinating people, places, and traditions through myths and legends that have shaped cultures across the globe.</p> <p>From the mighty Norse gods to the wisdom of Egyptian deities, from the heroics of Greek legends to the rich narratives of Polynesian and Native American lore—we'll dive deep into how these ancient stories still resonate in modern life and pop culture today.</p> <p>This isn't just about reading a textbook; we'll bring these myths to life with interactive maps, dramatic simulations, lively debates, video explorations, and hands-on projects. Through diverse sources and engaging activities, you'll connect with history in unforgettable ways, seeing how ancient worlds influence the world around us. So gear up, myth-seekers—an incredible journey awaits!</p>
<p><b>World History and Pop Culture</b></p> <p>Grade Level: 10 Prerequisites: Successful completion of US History Recommendation/honors elective Course Length: Full Year</p> <p>Field Experience Opportunities:</p> <ul style="list-style-type: none"> <li>• Potential for a field opportunity to view a historical film at a local movie theater if</li> </ul>	<p>"World History in Pop Culture" offers a dynamic exploration of global narratives from the ancient River Valleys to the complexities of the Cold War era, utilizing the lens of popular culture. Designed to provide additional support for students navigating the core World History curriculum, this concurrent course immerses learners in a diverse array of pop culture artifacts, including film, music, literature, and poetry. By examining how these mediums reflect and reinterpret historical events, students gain invaluable insights into the socio-political, economic, and cultural contexts of the eras studied in their primary World History class.</p> <p>Through interactive discussions, multimedia presentations, and creative projects, students cultivate critical thinking skills while forging meaningful connections between past and present. This course empowers students to engage with history</p>

appropriate to the class topic

in a dynamic and accessible manner, fostering a deeper appreciation for the complexities of our shared human experience.

# World Language

To meet Michigan high school graduation requirements, students must complete a minimum of 2.0 credits of World Language. The purpose of studying a second language is to become a versatile citizen of the world who appreciates global cultures, and to improve communication skills.

<b>World Language Course Descriptions</b>	
<b>Course Details</b>	<b>Course Description</b>
<b>Spanish 1</b> Grade Level: 9 - 12 Prerequisites: none Course Length: Full Year	Spanish 1 will provide students with a general introduction to the Spanish language: phonics system, pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading, and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation in Spanish. The second is to provide the students with a basic understanding of Spanish culture, vocabulary, and grammatical concepts.
<b>Spanish 2</b> Grade Level: 10 - 12 Prerequisites: Spanish 1 Course Length: Full Year	This course will reinforce the skills learned in Spanish 1: listening, speaking, reading, and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional, and subjunctive mood. Students will be expected to apply these concepts in their writing and speaking.

## Visual, Performing & Applied Arts

To meet Michigan high school graduation requirements, students must complete a minimum of one (1.0) credit of Visual, Performing & Applied Arts. The purpose of studying visual, performing, and applied arts is to help students develop into versatile citizens, acclimatize them to public speaking, and to develop poise. Students may discover hidden interests and talents through studying the arts.

Visual, Performing & Applied Arts Course Descriptions	
Course Details	Course Description
<p><b>Intro. to Visual Arts</b></p> <p>Grade Level 9 - 12 Prerequisites: none Course Length: Semester</p>	<p>The Introduction to Visual Arts course is designed to inspire students' creativity while providing them with foundational knowledge of visual art forms, techniques, and principles. This hands-on class explores a variety of media, including drawing, painting, sculpture, and mixed media. Students will develop technical skills, experiment with color, form, and composition, and learn to express themselves through their artwork.</p> <p>Through the study of art history and contemporary practices, students will examine the cultural and historical significance of art, gaining insight into different artistic movements and styles. Critiques and discussions will foster an appreciation for both the creative process and the role of art in society. No prior experience is required, and students will leave the course with a personalized portfolio of completed works.</p>
<p><b>Painting</b></p> <p>Grade Level 9 - 12 Prerequisites: none Course Length: Semester</p>	<p>Painting I is an introductory course designed to immerse high school students in the fundamentals of painting. Students will explore a variety of techniques, materials, and styles while developing their creative voice. The course will cover essential painting principles such as color theory, composition, texture, and form, focusing on both traditional and contemporary methods. Students will work with mediums like acrylic, watercolor, and oil paints, experimenting with different surfaces and tools. Through guided projects, critiques, and self-expression, students will enhance their technical skills and cultivate an appreciation for the visual arts. No prior experience is required—just a willingness to learn, experiment, and explore.</p>
<p><b>Graphic Design</b></p> <p>Grade Level 9 - 12 Prerequisites: none Course Length: Semester</p>	<p>This Graphic Design course offers high school students an exciting introduction to the principles and tools of visual communication in today's digital world. Through hands-on projects, students will explore design fundamentals such as layout, color theory, typography, and composition while using industry-standard software like Adobe Photoshop, Illustrator, and InDesign.</p> <p>Students will develop skills to create professional-quality designs for print and digital media, including logos, posters, advertisements, and social media content. Emphasis is placed on creativity, problem-solving, and effective communication of ideas through visual mediums. By the end of the course, students will compile a portfolio showcasing their original work and have a strong foundation in graphic design concepts and techniques.</p> <p>This course is ideal for students interested in pursuing careers in graphic design, advertising, marketing, or multimedia. No prior experience is required; beginners and aspiring designers alike are welcome!</p>
<p><b>Band</b></p> <p>Grade Level: 9 - 12</p>	<p>The high school concert band is for students grades 9-12 who have previous band experience on traditional woodwind, brass, and percussion instruments. The class meets daily and is a performance based, instrumental music class. Course instruction is based on furthering students' music literacy,</p>

Prerequisites: prior experience Course Length: Full Year Repeat credit: up to 4 times	performance techniques, and music theory skills. Concert band students are required to perform throughout the year for traditional band concerts, school functions such as football games and pep band, and community events.
<p style="text-align: center;"><b>Drama/Film</b></p> Grade Level: 9 - 12 Prerequisites: none Course Length: Semester	As students become involved in theater, they extend their abilities to communicate. Theater content becomes a stimulus for cognitive development through problem solving and creative thinking. As students perceive, comprehend, imagine, and evaluate, they develop interpretive, analytical, and critical thinking skills. In this class we will develop and refine theatrical performance skills through the rehearsal and performance process. This course will also provide an introduction to effective speech communication and oral interpretation.

## Health & Physical Education

**To meet Michigan high school graduation requirements, students must complete a minimum of 0.5 credit of Health and 0.5 credit of Physical Education.** Note: The PE credit can be obtained by successful participation in a district-approved sport or organization/activity involving physical exercise.

<b>Health &amp; Physical Education Course Descriptions</b>	
<b>Course Name</b>	<b>Course Description</b>
<p style="text-align: center;"><b>Athletic Fitness</b></p> <p>Grade Level: 11 - 12 Prerequisites: PE 1 Course Length: Semester</p>	<p>In this class, we will be utilizing a comprehensive lifting program to achieve recommended levels of physical activity, develop social cohesion and spacial awareness, develop character traits that go along with teamwork and common goal setting, and utilize goal setting to achieve higher levels of strength to increase athletic performance. We will emphasize lifting safely. We will utilize proper warm-up and stretching techniques prior to and following physical activity.</p>
<p style="text-align: center;"><b>Health</b></p> <p>Grade Level: 9 - 12 Prerequisites: none Course Length: Semester</p>	<p>In this class, students will learn what Health is and differentiate and describe the three major categories of health (Physical, Mental/Emotional, and Social). Through lectures, assignments, projects, videos, and assessments, students will learn how their decisions, actions and inactions will shape their futures and affect their health throughout their life. Upon completion of this course, students will be able to describe the habits and behaviors of a healthy individual.</p>
<p style="text-align: center;"><b>PE 1</b></p> <p>Grade Level: 9 - 10 Prerequisites: none Course Length: Semester</p>	<p>This class is designed to introduce the student to many aspects of physical education including participation in sports, introduction to the basics of strength training and conditioning programs to fit their individual needs. Students participate in many activities that will improve their overall fitness, agility, coordination, speed, strength, and cardiovascular fitness. The units of study will include Unit 1- Pre Assessment - Presidential Physical Fitness Assessment, Unit 2- Soccer, Unit 3- Volleyball, Unit 4- Softball, Unit 5-Basketball, Unit 6- Badminton/ Tennis, Unit 7- Strength Training and cardiovascular fitness, Unit 8- Post Test.</p>
<p style="text-align: center;"><b>PE 2</b></p> <p>Grade Level: 10 - 12 Prerequisites: PE 1 Course Length: Semester</p>	<p>This course builds on concepts and skills taught in PE 1. It includes participation in sports, further instruction in strength training and conditioning, agility and coordination, and cardiovascular fitness.</p>
<p style="text-align: center;"><b>Weight Training</b></p> <p>Grade Level: 10 - 12 Prerequisites: Adv PE or Ath Fitness Course Length: Semester</p>	<p>This is an introductory course designed to help each student to improve muscular strength, gain knowledge and understanding of weight training theory and to develop a personalized weight training program. This course will help students to understand basic anatomy, the application of exercise physiology, and the benefits of strength training.</p>

## Special Education

Students receiving special education services have an IEP that designates the courses, goals, and accommodations necessary for successful completion of graduation requirements. The IEP might assign a Study Skills course, or for more severe disabilities, may assign Modified courses.

<b>Special Education Course Descriptions</b>	
<b>Course Name</b>	<b>Course Description</b>
<p><b>Study Skills</b></p> <p>Grade Level: 9 - 12 Prerequisites: IEP Course Length: Full Year Repeat credit: 4 times</p>	<p>Study Skills class is offered for students with IEPs to allow them daily contact time with their caseload teacher. Students receive support in subject areas and do supplemental reading and writing activities.</p>
<p><b>Modified ELA</b></p> <p>Grade Level: 9 - 12 Prerequisites: IEP Course Length: Full Year Repeat credit: 4 times</p>	<p>This course emphasizes transition-based consumer and basic functional language art skills. Skills will include grammar, spelling, and writing. The students will learn skills that will functionally assist them with writing in the workplace, writing at home, and writing to be used in the community.</p>
<p><b>Modified Math</b></p> <p>Grade Level: 9 - 12 Prerequisites: IEP Course Length: Full Year Repeat credit: 4 times</p>	<p>Modified Math emphasizes transition-based consumer and basic math skills. Skill will include money/budgeting, time, patterns, measurement, and number concepts. The students will learn skills that will functionally assist them with math in the workplace, math at home, and math to be used out in the community.</p>
<p><b>Modified Reading</b></p> <p>Grade Level: 9 - 12 Prerequisites: IEP Course Length: Full Year Repeat credit: 4 times</p>	<p>This course is designed to improve fluency, vocabulary, and comprehension to assist the student in daily life. Emphasis will focus on reading skills for home, the community, and employment.</p>
<p><b>Modified Science</b></p> <p>Grade Level: 9 - 12 Prerequisites: IEP Course Length: Full Year Repeat credit: 4 times</p>	<p>This science class is designed to give students a general background in physical science, life, science, and health &amp; the human body. This course focuses on using science to make informed decisions about situations encountered in daily life and on the job.</p>
<p><b>Modified Social Studies</b></p> <p>Grade Level: 9 - 12 Prerequisites: IEP Course Length: Full Year Repeat credit: 4 times</p>	<p>This class is designed to give students a general background in world geography, history, government, economics, and consumerism. Students will also practice interpreting tables, graphs, and charts. The emphasis will be on using this general knowledge to make informed decisions in daily life.</p>

## Additional Elective Courses

**To meet the Michigan high school graduation requirements, students must complete a minimum of four (4.0) credits of Electives.** Additional course opportunities are available in-house at BHS or via programming at the Saginaw Career Complex (SCC), Delta College, and Michigan Virtual High School (MVHS).

To take a course from an external institution a student must meet the following conditions:

- The course must align with EDP goals.
- All pertinent BHS courses must have been taken and successfully completed.
- Any eligibility criteria must be met.

Course offerings are subject to student interest, staff availability, and any roster limitations.

<b>Additional BHS Course Descriptions</b>	
<b>Course Name</b>	<b>Course Description</b>
<p><b>STEAM Lab</b></p> <p>Grade Level: 10 - 12 Prerequisites: Alg 1 &amp; Earth Sci Course Length: Semester</p>	<p>Welcome to STEAM Lab, an interactive, project-based course that merges Science, Technology, Engineering, Arts, and Mathematics into one dynamic learning experience. In this hands-on class, students will explore real-world problems and develop innovative solutions using the design thinking process. Working individually and in collaborative teams, students will create prototypes, experiment with emerging technologies like 3D printing and robotics, and apply artistic design principles to engineer creative solutions.</p> <p>Through interdisciplinary projects, students will sharpen critical thinking, problem-solving, and communication skills while exploring a wide range of STEAM topics, from coding and environmental science to digital art and structural engineering. STEAM Lab encourages curiosity, creativity, and collaboration as students become innovators and leaders in today’s evolving technological landscape.</p> <p>No prior experience is necessary—just a passion for learning and a desire to make an impact!</p>
<p><b>Personal Finance</b></p> <p>Grade Level: 12 Prerequisites: Algebra 1 Course Length: Semester</p>	<p>Students learn information and strategies related to wise financial decision-making. Topics such as budgets, checking, insurance, investment, and behavioral economics are explored. The course is delivered with Google Classroom on school Chromebooks. Students will research a topic and answer analytical and reflective questions in the context of their current and future life situation. Each topic involves mathematics at the pre-algebra or Algebra 1 levels. <u>*Note:</u> Students intending to obtain math credit via a personal financial literacy course must select Financial Algebra, rather than the Personal Finance course.</p>
<p><b>Independent Study (General Research)</b></p> <p>Grade Level: 12</p> <p>Requirements: Must be on track to graduate with all required credits completed, and must</p>	<p>Students placed in General Research Independent Study will have the opportunity to conduct and present their own research on a topic of their choosing. Topics can range from Sports History to Solutions to Medical Problems and anything in between.</p> <p>This course is supervised by a teacher in the field of study in which the student wishes to explore, but a majority of the research is done independently by the student.</p>

<p>obtain approval of the supervising teacher before placement.</p> <p>Course Length: Semester</p>	<p>This course is graded based on weekly journals, research checkpoints, misc projects, and a culminating project showcasing the semester-long research conducted by the student (typically a PowerPoint presentation or tri-fold poster).</p>
<p><b>Independent Study (School Leadership Team)</b></p> <p>Grade Level: 12</p> <p>Requirements: Must be on track to graduate with all required credits completed, and must obtain approval of the supervising teacher before placement.</p> <p>Course Length: Year</p>	<p>In the <i>School Leadership Team Independent Study</i>, students will step into true leadership roles, driving impactful school improvement projects and building a legacy of school pride. You'll lead a peer mentorship program, organize unforgettable senior and underclassmen awards ceremonies, take charge of creating the school yearbook, and spearhead initiatives to boost school spirit and pride.</p> <p>Beyond these transformative projects, you'll develop essential skills in research, college and career readiness, public speaking, and personal growth. As the voice of the student body, you'll bridge communication between students, faculty, and parent organizations, making a real difference and preparing yourself for success beyond high school. This isn't just a class—it's your platform to make an impact, hone your leadership, and set yourself up for the future!</p>
<p><b>Cadet Teaching</b></p> <p>Grade Level: 12</p> <p>Prerequisites: on track to graduate and permission of the supervising teacher</p> <p>Course Length: Semester</p>	<p>Senior students interested in a teaching career can join this immersive program. Participants will spend 2 hours daily in an elementary classroom, assisting with small group and whole class instruction, and supporting the teacher with administrative tasks. Additional coursework, including journals and a final project (preparing and teaching a lesson), will be assigned by the high school supervising teacher. This program is competitive and requires the approval of the supervising teacher and/or high school administration</p>

## SCC - Career & Technical Courses

The Saginaw Career Complex (SCC) offers vocational, technical and trade courses to students whose EDP's designate these career pathways. Programs are one or two years in duration, require enrollment in both semesters of a school year, and use 3 periods of a 6-period class schedule. Programs are available to 11th and 12th graders. Careful advance planning in the 9th - 10th grade years is required so that essential courses are successfully completed to free up the schedule slots required for SCC courses.

Students interested in SCC courses should submit an **application** (see **Appendix A** or [here](#)) to the counseling office *during the second semester of the 10th grade year*. Students must meet all eligibility requirements. They may be responsible for their own transportation to and from the Saginaw Career Complex. Note: Credits earned in an approved CTE program count toward graduation requirements and often apply toward Michigan Merit requirements in various content areas.

The SCC homepage is [here](#).

### Required Annual Notice of CTE Programs

The U.S. Office of Civil Rights Guidelines regarding Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 require all school districts to notify the public annually of career and technical education offerings and to give assurance of nondiscrimination on the basis of race, color, national origin, sex, age, handicap or limited proficiency in English.

The following state-approved career and technical education programs are available to high school students in the Bridgeport-Spaulding Community Schools at the Saginaw Career Complex.

<a href="#">Animal and Agricultural Sciences</a>	<a href="#">Heating, Ventilation, Air Conditioning, &amp; Refrigeration</a>
<a href="#">Automotive Collision Repair &amp; Refinishing</a>	<a href="#">IT - Computer Networking</a>
<a href="#">Automotive Technology</a>	<a href="#">IT - Computer Programming</a>
<a href="#">Building Construction</a>	<a href="#">IT - Web Design</a>
<a href="#">Careers in Education</a>	<a href="#">Law, Public Safety &amp; Security</a>
<a href="#">Cosmetology - InSession</a>	<a href="#">Medical Academy</a>
<a href="#">Culinary &amp; Hospitality Management - ProStart</a>	<a href="#">Medical Careers</a>
<a href="#">Engineering and Advanced Manufacturing Academy</a>	<a href="#">Nursing Occupations</a>
<a href="#">Entrepreneurship Academy</a>	<a href="#">Physical Therapy/Sports Medicine</a>
<a href="#">Graphic Arts</a>	<a href="#">Welding/Pipefitting Technology</a>

## Dual Enrollment

Qualified juniors and seniors may enroll in Delta College classes to earn both high school and college credit. Students may take up to two dual courses per semester. The school district will pay tuition costs only for an approved academic course that is not offered by the district. The student is responsible for all other required fees, textbooks, and materials. To be eligible the student must have a qualifying score in the corresponding subject area on one of these tests (PSAT or SAT) and have earned grades not less than a C in each course in the prior semester. Foreign exchange students are not eligible for dual enrollment.

A student must have written approval (see **Appendix B**) to dual enroll in a specific course prior to 30 days from the start of the college semester, and the application must be completed for each semester that the student wishes to dual enroll. Careful planning and attention to deadlines is needed. Interested students should speak with a guidance counselor. More information about dual enrollment at Delta College is [here](#).

A dual enrolled student who withdraws from the course will earn an F grade for the semester and the GPA is negatively impacted. Further, the student is required to reimburse the school district for the tuition costs incurred. Reimbursement is in the form of a check to Bridgeport-Spaulling Community Schools.

### Dual Enrollment Readiness Qualifying Assessments and Scores 2022-23

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530

## MVHS Online Courses

The Michigan Virtual High School provides courses that students would not otherwise have access to. Grades earned in an online class are included in a student's GPA. If a student withdraws early from an online class for any reason, then the grade issued by MVHS is used. If no grade was issued, then the student will receive an F for the portion of the semester that the student was in the online class. **In the event that a student withdraws from or fails an online class, the student is responsible to reimburse the Bridgeport-Spaulling School District for the cost of the class and related fees.** Reimbursement is in the form of a check and accepted at the district office.

Online learning is not the most appropriate format for all students. To be successful a student should welcome new challenges, have a strong independent work ethic and excellent time management skills, and be fluent with technology. The student will need access to an internet-connected device outside of school hours.

Additional requirements:

- 10 - 20 hours per week to complete course assignments. (One hour of the daily schedule is used for the online class; however, significant additional time will be required.)
- A school mentor is assigned to check-in with the student. (This mentor is not a staff person who helps with coursework. The responsibility is to record attendance and supervise that the student is on task.)

More rules and procedures about Michigan online courses can be found [here](#). See **Appendix C** for the Online Course Enrollment Form.

The catalog of MVHS courses is [here](#).

## Great Lakes Bay Early College (GLBEC)

Similar to dual enrollment, Early College allows a student to obtain high school and college credit simultaneously. Students in Early College take all of their classes at Delta College or SVSU beginning in the 10th or 11th grade year and continue in the program at least one year beyond the senior year of high school. The application process begins in the previous year so interested students should see their school counselor to find out more information.

The GLBEC website is [here](#).

## NCAA Certification

Students intending to participate in Division I or Division II college athletics need to be certified by the NCAA Initial-Eligibility Clearinghouse. This requires students to carefully plan their selection of high school courses, maintain a qualifying cumulative GPA, and receive a qualifying score on the SAT.

Students should begin the certification process by the end of the junior year by signing in to the Clearinghouse website.

### Division I Eligibility Requirements

Full Qualifier	Academic Redshirt	Nonqualifier
Complete 16 Core Courses: <ul style="list-style-type: none"><li>• Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.</li><li>• Seven of the 10 core courses must be in English, Math, or Science.</li></ul>	Complete 16 core courses.	Does not meet requirements for Full Qualifier or Academic Redshirt status.
Minimum Core-Course GPA of 2.300.	Minimum Core-Course GPA of 2.000.	
Meet the sliding scale requirement of GPA and ACT/SAT score.*	Meet the sliding scale requirement of GPA and ACT/SAT score.*	
Graduate from high school.	Graduate from high school.	

**Full Qualifier:** A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**Academic Redshirt:** A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**Nonqualifier:** A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

## Division II Eligibility Requirements

### 16 core courses

If you plan to enter college you will need to present 16 core courses in the following breakdown:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one must be a lab science)
- 3 years of additional English, math, or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language, non doctrinal religion or philosophy)

For further information visit: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

The following Bridgeport High School courses have been approved by the NCAA Clearinghouse in establishing the certification status for student athletes from this school:

**English:** English 9, English 10, English 11, English 12, Composition, Advanced Composition, Advanced Placement Literature & Composition

**Math:** Algebra I, Algebra II/2, Geometry, Statistics & Probability, Trigonometry & Functions, Pre-Calculus, Advanced Placement Calculus

**Social Studies:** Government, World History & Geography, Economics, Psychology, U.S. History & Geography, Advanced Placement Government

**Science:** Biology, Chemistry, Physical Science, Physics

**Additional Spanish I, Spanish II**

### **Core Courses:**

**\*\*It is imperative for students wishing to compete in Division I or Division II athletics choose courses with care. Use the guides on the Clearinghouse website to ensure successful completion of all requirements. Audits can be completed through the Counseling Office.**

# Appendix A: Application for SCC



Saginaw Career Complex

## ENROLLMENT APPLICATION

2102 Weiss Street • Saginaw, MI 48602 • PHONE (989) 399-6150 • FAX (989) 399-6165

Legal Name \_\_\_\_\_  
Last First MI

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Parent/Guardian Phone \_\_\_\_\_ Alt. Phone \_\_\_\_\_

Male  Female Birth Date \_\_\_\_\_ Place of Birth \_\_\_\_\_  
City/County State

Race (please check all that apply)  American Indian/Alaskan Native  African American/Black  
 Asian American/Pacific Islander  Latino/Hispanic  White/Caucasian

Parent/Guardian Name \_\_\_\_\_ Relationship to student \_\_\_\_\_

Parent E-mail: \_\_\_\_\_

Emerg. Contact \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

High School \_\_\_\_\_ School District of Residence \_\_\_\_\_

Program Requested (1st Choice) \_\_\_\_\_

Program Requested (2nd Choice) \_\_\_\_\_

Session: \_\_\_\_\_ 1st (7:15AM-10:05AM); 2nd (11:47AM-2:37PM) or EITHER

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### EXPERIENCE YOUR FUTURE

- Program choice is for an entire school year
- Returning seniors are given priority for session selection
- Final course offerings are subject to change dependent upon enrollment
- Student may be required to complete a drug assessment and background check

**OFFICE USE ONLY**

Date Application Received: \_\_\_\_\_

Date Entered into Skyward: \_\_\_\_\_

### TO BE COMPLETED BY HOME SCHOOL COUNSELOR

**PLEASE CHECK ONE**

- New enrollee
- Returning student to same program
- Returning student to new program

Student UIC code \_\_\_\_\_

Current Grade Level: 10th 11th 12th Date of Graduation: \_\_\_\_\_  
(please circle one)

# of Credits Earned to Date: \_\_\_\_\_ Student GPA: \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

**Please attach student's transcript**

Non-Discrimination Policy: It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicap Act, the Americans with Disabilities Act of 1990, and all other applicable Federal and State laws and regulations prohibiting discrimination. Inquiries regarding compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of handicap, should be directed to the Director, Special Education and Student Support Services, Saginaw Board of Education, 1330 Millard Street, Saginaw, Michigan 48607. Phone 989-399-6020. Inquiries regarding compliance with Title VI, VII of the Civil Rights Act of 1964 or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, and inquiries related to all other Federal and State laws prohibiting unlawful discrimination should be directed to Assistant Superintendent, Human Resources, Labor Relations, and Support Services, Saginaw Board of Education, 1330 Millard St., Saginaw, MI, 48607. Phone 989-399-6020.

### Saginaw Career Complex PROGRAMS

Session 1 - 7:15 AM - 10:05 AM  
 Session 2 - 11:47 AM - 2:37 PM

#### ARTS AND COMMUNICATIONS PATHWAY

Graphic Arts

#### BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY PATHWAY

Culinary & Hospitality Management

Hospitality and Tourism

Entrepreneurship Academy

Information Technology & Cybersecurity

#### ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY PATHWAY

Auto Collision Repair & Refinishing

Automotive Technology

Building Construction

Engineering & Advanced Manufacturing

Heating, Ventilation, Air Conditioning & Refrigeration

Welding Technology

#### HEALTH SCIENCES PATHWAY

Medical Careers

Nursing Occupations

Physical Therapy/Sports Medicine

Medical Academy (for qualified 2nd year Medical Careers, Nursing and Physical Therapy students)

#### HUMAN SERVICES PATHWAY

Careers in Education

Cosmetology - 1st Year (juniors only - 1st Session only)

Cosmetology - 2nd Year (seniors only - 2nd Session only)

Law, Public Safety & Security

#### NATURAL RESOURCES AND AGRISCIENCE PATHWAY

Animal & Agricultural Sciences

## Appendix B: Dual Enrollment Information & Forms

### Enrollment Procedure

1. Start early! For the Fall semester, start in April of the previous semester. For the Winter semester, start in October of the previous semester.
2. Meet with your high school counselor to discuss your plans.
3. Meet with the Delta Admissions Advisor to discuss course options that fit your academic goals. Plan for classes that can be taken in the evening after your regular day at BHS.
4. Once your selection has been approved by the school, you can fill out your Dual Enrollment Approval and Tuition Authorization Form. The form is located at **Delta.edu** under **Dual Enrollment and Early College**. Print out the form, fill out all the information and the courses you will take and bring it to your BHS counselor. The school fills out the tuition authorization part, keeps a copy for its records, and returns the form to you. Then, you take the form to the Delta Admissions Office in person.
5. After this form is processed you will receive an email confirmation and an acceptance packet by mail. This form must be submitted prior to each Academic Year (Fall and Winter semester) of taking Dual Enrollment courses.
6. Set up your **Portal Account**. You will use the Portal to register for classes, view your grades, access your Delta email and find many other helpful tools. To activate your account, go to the Portal, click “Reset Password”, and then follow the prompts. You will need your Delta College Student ID number (included with your acceptance letter) and your Social Security number in order to complete this step.
7. Delta College requires that new students meet course placement and pre-requisite standards. This can be done by taking the ACCUPLACER assessment exam, having a qualifying SAT score or a qualifying high school GPA. Your Delta Advisor will recommend which option is better for you. The assessment exam identifies current skill levels in Math, English, and Reading and takes place in the Testing Center (A133) on campus on a walk-in basis. You will receive your results upon completion of the exam. A Photo ID is required.
8. **Dual Enrollment students register themselves for their classes.** Registration can be done online through your Portal account: login to the Portal, click “Student Self-Service” and then click the “Student Planning” link. Course registration opens at different times of the year depending on which semester you are starting. Please see the **Important Dates** section on Delta.edu. **Missing your registration window will result in not being able to take the class.**
9. Get your books and class materials. All of your books and supplies are available through the Delta College Bookstore. The Delta Bookstore is located in room N015 on main campus. Bring your class schedule with you, and the staff at the bookstore can help you find everything you’ll need.

**Admissions Office Contact:**

D121

admit@delta.edu

989-686-9093

**Hours**

Monday – Thursday, 8am – 6pm

Friday, 8am – 4pm

**Tuition information**

Students and parents applying for dual enrollment must sign the Tuition Reimbursement Agreement.

**Tuition Reimbursement Agreement**

Bridgeport High School will sponsor \_\_\_\_\_ to take courses at Delta College during the \_\_\_\_\_ semester of \_\_\_\_\_.

BHS will pay tuition costs for two (2) classes per semester.

- 1. \_\_\_\_\_ Tuition: \$ \_\_\_\_\_
- 2. \_\_\_\_\_ Tuition: \$ \_\_\_\_\_

I understand that if I drop out of the Delta classes prior to the end of the semester without a passing grade, then I will be responsible to reimburse the Bridgeport-Spaulling Community School District the full amount of tuition paid.

I understand that I must commit to earning passing grades in all of my Delta classes. If I fail a Delta class, then I will be responsible to reimburse the Bridgeport-Spaulling Community School District the full amount of tuition paid.

I understand that if I receive approval from BHS and register for Delta classes, but decide not to attend the classes prior to the start of my registered semester, I must notify my BHS counselor immediately about my decision to be dropped from Delta. I will be responsible to reimburse the Bridgeport-Spaulling Community School District the partial tuition expense that is incurred.

I agree to reimburse the Bridgeport-Spaulling Community School District for the educational expenses that I incurred within two weeks of being notified of such expenses. Reimbursement will be in the form of a check and is accepted at the school district office.

I understand that the educational expenses I incurred will be added to my student account and must be reimbursed in full prior to the release of credits, transcripts, or a diploma.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# DUAL ENROLLMENT APPROVAL AND TUITION AUTHORIZATION FORM

To be completed by the student, parents/guardian, and school (if classes are taken through school)

Office use only

Date Received: \_\_\_\_\_

Student Number: \_\_\_\_\_

Semester: \_\_\_\_\_

Student First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Birth date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Current Grade: \_\_\_\_\_ Name of High School: \_\_\_\_\_  Check if home schooled

Anticipated Graduation Date: \_\_\_\_\_ Phone: \_\_\_\_\_

- Check one:  Student is taking dual enrollment courses through their school and the school agrees to pay for the costs indicated below  
 Nonpublic school student that meets dual enrollment course requirements set by their high school  
 Student is taking dual enrollment courses without the assistance of their school and will cover tuition and fees themselves

Semester: <input type="checkbox"/> Fall ____ (August – December) <input type="checkbox"/> ____ Winter (January – May) <input type="checkbox"/> ____ Spring/Summer (May – August)	
<input type="checkbox"/> Student may take classes of their choice up to _____ credit hours.	<b>Costs:</b> <input type="checkbox"/> District will pay total cost <input type="checkbox"/> District will pay for tuition and fees ONLY <input type="checkbox"/> District will pay up to \$_____ for: <input type="radio"/> Tuition and fees <input type="radio"/> Tuition, fees, books and supplies
<input type="checkbox"/> Student is approved for the following courses (list course number, name and credit hours): _____ _____	

Semester: <input type="checkbox"/> Fall ____ (August – December) <input type="checkbox"/> ____ Winter (January – May) <input type="checkbox"/> ____ Spring/Summer (May – August)	
<input type="checkbox"/> Student may take classes of their choice up to _____ credit hours.	<b>Costs:</b> <input type="checkbox"/> District will pay total cost <input type="checkbox"/> District will pay for tuition and fees ONLY <input type="checkbox"/> District will pay up to \$_____ for: <input type="radio"/> Tuition and fees <input type="radio"/> Tuition, fees, books and supplies
<input type="checkbox"/> Student is approved for the following courses (list course number, name and credit hours): _____ _____	

## STUDENT AND PARENT/GUARDIAN AUTHORIZATION SECTION

Students are responsible for managing their enrollment at Delta College. For rules and regulations, please review the student handbook at [portal.delta.edu](http://portal.delta.edu).

**This form is for course approval and tuition authorization only.** Students will need to register separately. Payment for courses, tuition, fees, books and supplies incurred by the student and not authorized by the high school will be the financial responsibility of the student and/or the parent/guardian.

I understand that enrollment is contingent upon timely completion of all requirements and available seats in the course(s) selected. The College's course schedule is tentative and may change, including canceled sections, added sections, faculty changes, and textbook changes. I understand that, if needed, withdrawal from courses is the responsibility of the student. I understand that Delta faculty are not able to release or discuss academic information with parents/legal guardians without submitting a FERPA Release Form to the Delta Registrar's Office. Student academic information is reported back to the high school counselor and can be discussed with them. I understand that some courses may contain mature topics and discussions.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## HIGH SCHOOL AUTHORIZATION SECTION (if taking dual enrollment course through a school)

The above student is currently enrolled at our high school and has been approved to register for the above Delta courses. The school will pay Delta College for the tuition, fees, books and supplies as indicated above. **This form is for course approval and tuition authorization only.** Students will need to register separately.

Signature indicates that a designated school district representative has discussed the course selection with the student. Nonpublic school administrators will also need to discuss with the student the tuition and fee responsibility for courses not covered by the Michigan Department of Education (MDE).

Billing should be directed to:

School District: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Billing Address: \_\_\_\_\_ City: \_\_\_\_\_

Principal Name: \_\_\_\_\_ School official responsible for billing: \_\_\_\_\_

High School Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Delta College Admissions Office • 1961 Delta Road • University Center, MI 48710 • 989-686-9093

Delta College is an Equal Opportunity Organization, committed to excellence through inclusiveness and diversity. [www.delta.edu/equity](http://www.delta.edu/equity). 16-102 (2/17)



## Appendix C: Online Course Enrollment Form

### BRIDGEPORT-SPAULDING SCHOOL DISTRICT ONLINE COURSE ENROLLMENT FORM Section 21f Online Learning Courses

APPLICANT/STUDENT INFORMATION		
Student Name:	Building:	
Date of Birth:	Grade Level (2017-18 school year):	
Address:		
City:	State:	Zip Code:
Student Email Address:		
Student Signature:		Date:
COURSE INFORMATION		
School Year: 20____-20____	Semester: <input type="checkbox"/> 1st OR <input type="checkbox"/> 2nd	
Subject:	Course Title:	
Course provided by:	Course in lieu of:	
PARENT INFORMATION		
Parent/Guardian Name:	Telephone No.:	
Parent/Guardian Email Address:		
Parent/Guardian Signature:		Date:

Date Received:	Course Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Course Title:		
Course Provider Name:		
Placement Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Student Mentor:	
Student Enrolled: <input type="checkbox"/> Yes <input type="checkbox"/> No	Final Course Grade:	
Designated District Signature:		Date:

