



Curriculum Guide *2024-2025*

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This curriculum guide is based on the 2023-2024 school year. Actual courses being offered, and policies are subject to change.

STATEMENT OF NONDISCRIMINATION

It is the policy of the Johannesburg-Lewiston Area Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, marital status or any other legally protected characteristic be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program, activity, service or in employment. Inquiries should be addressed to:

Civil Rights Coordinator, 10854 M-32 East, Johannesburg, MI 49751, Telephone: 989-732-1773.

PLANNING FOR YOUR FUTURE

It is our goal that all students utilize their four years of high school to prepare themselves for their future plans and aspirations. Planning should be done early with the help of parents, teachers and the counselor. All students must complete an Educational Development Plan (EDP) at the time that they register for courses. The EDP is available on our website at www.jlas.org, under high school. An EDP is a tool that helps students stay focused on their goals and ensures that they are properly preparing for the future that is desired. Students will review their EDP and career goals each year and may change or update their plans at any time. Copies of the EDP will be kept on file in the guidance office, as required by the State of Michigan. More information about careers and post-secondary education can be found in the guidance office and online. For a list of online resources, please visit www.jlas.org and click "Guidance Department" under J-L High School. This curriculum guide also offers resources to help a student as he/she works through the EDP.

In order to support our students in their post-secondary goals, we offer the following opportunities for career and college exploration.

- **Job Shadowing Days** – Students in grades 9-12 are permitted to take up to 2 job shadowing days per school year. This gives the student an opportunity to spend a day with a professional in the field of interest shown by the student. Students wishing to take a job shadowing day must complete and return the job shadowing forms prior to the visit. Absences for job shadowing days are recorded as school business (SB) and do not count toward the student's attendance.
- **College Days** – Students in grades 10-12 are permitted to take up to 3 college days per school year. This gives the student an opportunity to visit a college and meet with admissions personnel. Students wishing to take a college day must complete and return a college visitation form (available from the guidance office) prior to the visit. Absences for college days are recorded as school business (SB) and do not count towards the student's attendance. Seniors entering the military are also permitted to use these days to go to Lansing with their recruiter.

Testing – There are many tests given throughout high school to help assess our students' individual strengths and weaknesses. These tests benefit our students by helping them gauge how they are doing academically compared to other students throughout the country as well as providing practice and insight for college entrance exams, such as the ACT. Since tests results play an important role in career planning, the results of these assessments should be recorded on the EDP. Here is a list of the tests that student may take as they progress through high school.

- **PSAT** – required for 9th and 10th in the spring, optional for 11th graders in October – When taken in the fall of the 11th grade year, this test is the National Merit Scholarship Qualifying Test.
- **MME** – required for all 11th graders - This test is a graduation requirement. If a student does not receive valid MME scores in one or more subject areas, the student is required to take the MME during their senior year. This test includes the SAT, which is a college entrance exam used by many colleges, scholarships, and NCAA eligibility. This test can also be used to qualify for dual enrollment.
- **ASVAB** – This is an aptitude test required for students planning to enlist in the military. Due to limited interest, students usually test at a neighboring school or with a recruiter. See Mrs. Nowak for more information.

Work Permits – Work permits are required by the State of Michigan for all minors under the age of 18 who hold jobs. Information and work permits may be obtained from the high school office.

Keys to Student Success – All students will be successful at JLHS if parents and students adhere to the following guidelines:

- Be organized and write your assignments down in your planner.
- Pay attention, take notes in class, and turn all your assignments in on time.
- Ask questions or seek help from your teacher if you do not understand something.
- If you are absent, see your teachers on the day that you return to turn in homework that was due and to get the work that was assigned while you were gone.
- Parents are encouraged to check their student's grades on the district's website (www.jlas.org) on a regular basis to monitor the performance of their student.
- Parents should not allow their student to miss school unless they are truly ill.

GRADUATION REQUIREMENTS

The following graduation requirements must be met in order for a student to participate in the graduation ceremony at Johannesburg-Lewiston High School. All subjects carry ½ credit per semester. Please read over the following information carefully so an informed decision can be made about your student's schedule.

1. Each student must earn a minimum number of 24 credits to graduate from JLHS.
2. The following designated credits must be included in his/her credits as required by the State of Michigan:
 - 4 credits in English
 - 4 credits in Math (Algebra 1, Geometry, Algebra 2, and 1 additional math credit, a math course is required in the senior year)
 - 3 credits in Science (including 1 credit in Biology, 1 credit in either Chemistry or Physics, and one additional science credit)
 - 3 credits in Social Studies (½ credit in Civics, ½ credit in Economics and 1 credit in American History, and 1 credit in World History)
 - 1 credit in Business Management and Administration I (BMA I) (This course includes the required online learning experience.)
 - ½ credit in Physical Education
 - ½ credit in Health
 - 1 credit in Visual, Performing, or Applied Arts (see page 20)
 - 2 credits in World Language (or the 2nd credit can be substituted with an additional CTE or VPAA course)
 - 5 credits of electives of choice for a total of 24 credits

SCHEDULING POLICIES

COURSE LOAD/SEMESTER REQUIREMENTS

- Students are required to attend high school for a minimum of eight semesters. Students may only graduate with fewer than eight semesters of attendance if they have been granted special permission by the administration and the Johannesburg-Lewiston Area Schools Board of Education. The request to graduate early must be submitted one semester in advance.
- Students in grades 9-12 are normally to be enrolled in a full-time schedule. Requests for a shortened schedule must be approved by the high school principal.
- Students are required to gain approval from the high school counselor and principal before enrolling in any course outside of Johannesburg-Lewiston High School if the course is to be used to meet the graduation requirements.

REGISTRATION

Students are required to discuss their course requests with their parents. Students must return their course request sheet and their completed EDP, signed by their parent/guardian, before entering the final scheduling process.

SCHEDULE CHANGES

- Students and parents should understand that classes are planned, and teacher schedules developed based on classes selected by the students during class registration. The classes selected by the student and approved by the parents will comprise the student's schedule for the following school year. If for some special reason a student requires a change in schedule, the student should see the counselor for advice. Reasons for changing a schedule include such things as a lack of class pre-requisite, scheduling error or a problem in meeting graduation requirements.
- To make a schedule change, students must complete a drop/add form, which can be obtained from the counselor. Signatures from the teachers affected by the change, as well as the parent, must be on the form before the change can be made to the schedule. If approval is not granted, the student will need to discuss the change with the principal, who will have the ultimate say in the situation.
- The drop/add period is the first week of each semester. After the first week, students may not withdraw from a course without the consent of the principal. Students who withdraw, or who are dismissed from a class may or may not be assigned to another class. Students who are failing at the time they drop a class will receive an "F".

GRADE LEVEL CLASSIFICATION

Students are assigned a grade level prior to the start of school in September, based on the credits that they have earned. 6 credits are required for sophomore status, and 12 credits are required for junior status. Students who had junior status and took the Michigan Merit Exam the previous school year will be granted senior status.

TESTING OUT

Students can receive credit in a course that is a required component of the Michigan Merit Curriculum by testing out of the course. These tests are extensive and comprehensive, covering all aspects of the high school content expectations. Students must submit the necessary paperwork a minimum of 10 days before the class begins. A test date will be established, and the students will be expected to test on that date. Any exceptions to these procedures must be approved by the high school principal. To obtain the testing out paperwork, see Mrs. Nowak.

A student must achieve a minimum "cut score" to demonstrate mastery of the high school content expectations (HSCE's) for the course in which they wish to test out. The established "cut scores" are as follows:

- A student who has taken a course and failed must score at least a 60% on the secondary credit assessment approved by the administration.
- A student who wishes to demonstrate mastery in a particular required course without enrolling in the course must score at least a 75% on the secondary credit assessment approved by the administration.
- A student who has an approved personal curriculum may receive credit in a particular course by achieving an alternative cut score as specified in the student's personal curriculum documents.

COURSE RETAKE POLICY

- Any class may be retaken to improve a grade, but additional credit will only be issued in qualifying courses.
- Qualifying courses include all Art classes, Physical Education, Yearbook, Life Sports, Band, and Current Events.
- When a course is retaken to improve a grade, only the higher grade will be calculated into the student's GPA. All grades will show on the transcript. It will be indicated on the transcript when a course is retaken.
- Students may receive additional credit and grades for repeated courses taken at a teacher's request for mastery of subject with prior administrative approval.

GRADING POLICIES

GRADING PROCEDURES

Students are expected to turn in assignments when they are due. Assignments which are not turned in by the due date are considered late. Assignments which are turned in late, will receive the following grade reductions:

- Up to and including 5 class periods late – 50% grade reduction.
- More than 5 class periods late – no credit given.

The following conditions apply if a student is absent:

- If a student is absent when an assignment is due, the student is to turn the assignment in before or at the beginning of the next class period for it to be considered on time. Assignments turned in late will receive the grade reductions listed above.
- If a student is absent when an assignment is given, it is the student's responsibility to get the missing assignment and due date from the teacher no later than the next class period. Failure by the student to get their missing assignments during the next class period will not extend the due date of the missing assignment.
- It is the student's responsibility to make arrangements with the teacher regarding any missed tests, quizzes or labs. Failure to make up any missed tests, quizzes, or labs within 2 class periods will result in a grade reduction.

Exceptions to this policy for extenuating circumstances may be made with approval from **both the classroom teacher and the principal.**

CHEATING

It is the policy of the Johannesburg-Lewiston Area Schools that "cheating" or dishonest actions associated with testing and other related matters of curriculum and instruction is not acceptable. Appropriate consequences will be issued based on the severity of the incident. Students caught cheating will receive a 0.



CALCULATING GRADES

Factors, which in part determine the quality of the student's work, include preparation of daily assignments, attendance and participation in class, test results, and classroom conduct. Grade reports are issued two (2) times each semester. The second report of the semester also indicates the final grade for the semester. Students are encouraged to discuss their progress with their teachers on a regular basis. Parents are urged to contact their student's teachers or counselor anytime they have a question or concern about their student's progress in school.

The grading scale used for marking period/semester grades is as follows:

A	100-93	B+	89-87	C+	79-77	D+	69-67	F	59-0
A-	92-90	B	86-83	C	76-73	D	66-63		
		B-	82-80	C-	72-70	D-	62-60		

The grading scale used to determine a student's grade point average (GPA) is as follows. GPA is calculated on the student's semester grades. Credit is issued for classes that are taken on a credit/no credit basis, but these credits are not used to calculate grade point averages or class rank:

A	4.00	B+	3.33	C+	2.33	D+	1.33	F	0.00
A-	3.67	B	3.00	C	2.00	D	1.00		
		B-	2.67	C-	1.67	D-	0.67		

Credit is issued at the end of the semester based on the semester grade. The formula for determining semester grades is based on 40% of each marking period grade and 20% of the semester exam grade. Marking period and semester grades will be rounded to the nearest whole percent. For example, 72.50% will be rounded up to 73%, and 72.49% will be rounded down to 72%. No credit will be given for failed or dropped classes. If a marking period or semester's class work is incomplete because of an absence, it must be made up under reasonable time limits per established attendance procedures. The grade issued by a college for dual enrollment courses will be transferred as the semester grade for credit and GPA calculation when the course is taken for high school credit.

CLASS RANK

The class rank that is computed at the end of the first semester of the senior year will be used for academic awards. Final class rank will be determined at the end of second semester of the senior year. Class rank is computed on the basis of semester marks earned in grades 9-12. Credit from other educational institutions or programs will not be applied toward graduation requirements at Johannesburg-Lewiston High School unless the principal has given written approval at the time the student enrolls. Dual enrollment classes that are taken for high school credit will count toward a student's GPA and graduation requirements.

ACADEMIC ACHIEVEMENT AWARDS

Student awards will be given annually for academic achievement. Senior awards will be based on cumulative GPA through the 1st semester of the senior year. Final class rank will be based on cumulative GPA through the 2nd semester of the senior year and may be different than class rank based on 1st semester grades.

Academic – A student must obtain a grade point average between 3.00-3.40 in three out of four marking periods for the year.

Scholastic – A student must obtain a grade point average of 3.41 or higher in three out of the four marking periods for the year.

Honor Graduates – Awarded to seniors with a cumulative GPA of 3.0 or higher during high school with at least one year in attendance at JLHS.

Salutatorian – Awarded to the senior(s) with the second highest cumulative GPA during high school with at least two years in attendance at JLHS.

Valedictorian – Awarded to the senior(s) with the highest cumulative GPA during high school with at least two years in attendance at JLHS.

NCAA REQUIREMENTS

Student athletes who wish to participate in sports at a Division I or Division II post-secondary school must meet NCAA eligibility requirements. These students should meet with their counselor and/or coach to review the NCAA requirements during their junior year. Additional information may be obtained from www.eligibilitycenter.org.

ATTENDANCE POLICY

Attendance – The Michigan School Code requires that student attendance at school be “continuous and consecutive”. The code also indicates that absences are permissible only with “valid excuses”. There are two aspects to attendance: presence and promptness. Both are very important. In many cases these records are just as important to a prospective employer as academic grades. The Michigan Merit Curriculum (MMC) legislation stipulates that credit be issued based on the student’s ability to demonstrate mastery on the High School Content Expectations (HSCE’s), rather than the grade that a student earns or his/her attendance in class. This means that a student will be issued credit in an MMC course if they have demonstrated mastery on the HSCE’s regardless of the number of days that a student was absent from class. Johannesburg-Lewiston High School has established and will enforce the following policies pertaining to attendance:

1. “Absent” shall mean that the student was not present physically at the place or places designated for the class period. If a student misses more than 20 minutes of any class, they will be counted as absent.
2. Parents must call the school (731-4420) on the day of the absence and notify the office of their student’s absence. This will change an unexcused absence (UA) to an excused absence (EA). If a call is impossible, a note must be sent with the student upon his/her return to school. If a call or note is not received upon the student’s return, the absence will be considered unexcused (UA).
3. Excused absences for illness, medical appointments without documentation, or any other emergency will still be counted towards the student’s attendance.
4. Work missed during an excused absence may be made up with full credit if completed within a reasonable time period established by the teacher. Work missed during a period of unexcused absence may not be made up for credit.
5. Doctor’s appointments with documentation will not count towards loss of credit on a student’s attendance if documentation is turned in to the office **within 5 school days** after returning to school from the doctor’s appointment. Frequent and/or extended absences due to an illness may require substantiation by a doctor.

The following codes are used on a student’s attendance report. Codes marked with an asterisk (*) count toward absences for the purpose of exam waivers:

DR documented doctor appt.

FL documented funeral leave

CA court absence

*TD tardy (3 tardies = 1 absence)

RT released time

SB school business

*SA suspension absence

*IS in-school suspension

*UA unexcused absence

*EA excused absence

*IA in-school absence

Tardiness to Class

Students must be in the room before the bell rings, or they are tardy for class.

- In the event a student is tardy more than 20 minutes of first hour or 10 minutes of any hour once they are present at school, he/she will be marked absent.
- Students will receive a lunch detention when they accumulate 3 tardies per marking period in any given class.
- A student will receive an additional detention for each additional tardy after the third tardy in a marking period in any given class.
- Additional consequences may result for those students who are repeatedly tardy to their classes.



CAREER PATHWAYS ASSESSMENT

All students will be required to select a Career Pathway to use as a guide for scheduling classes. Using a career pathway when scheduling will enable us to develop an individualized curriculum for each student that will help prepare him/her for the future. Students will review their EDP each year and may change their pathway at this time. Parents should work with their student in discussing different career options and individualized interests before students select a Pathway. The following assessment can be used as a guide in choosing a pathway that best suits your interests. More information about careers is available in the guidance office and online at www.mydreamexplorer.com. The next few pages in this curriculum guide offer suggestions of courses for each pathway.

Arts and Communications

Are you artistic, musical or creative?	Y	N
Can you use your imagination to think of new ideas?	Y	N
Do you enjoy communicating new ideas to others?	Y	N
Are you a skilled writer?	Y	N
Do you seek opportunities for self-expression through singing, dancing, or acting?	Y	N

Business, Management, Marketing and Technology

Do you like being the leader in a group?	Y	N
Are you comfortable in arranging activities for others?	Y	N
Can you quickly do math problems?	Y	N
Are you comfortable learning new software programs?	Y	N
Can you convince others to buy or use a product or service?	Y	N

Engineering/Manufacturing, and Industrial Technology

Do you enjoy seeing immediate results from your work?	Y	N
Can you use tools with exactness and accuracy?	Y	N
Do you enjoy building, fixing or repairing things?	Y	N
Are you inquisitive about how things operate?	Y	N
Do you prefer to work alone?	Y	N

Health Sciences

Are you concerned about the health of people or animals?	Y	N
Do you get good grades in math and science classes?	Y	N
Are you interested in working with people?	Y	N
Do you read or watch programs about medicine or science?	Y	N
Would you like to work in a clinic, hospital or research lab?	Y	N

Human Services

Do you like to show people how to do things?	Y	N
Are you interested in helping people to solve their problems?	Y	N
Are you sociable, friendly, thoughtful and cooperative?	Y	N
Do you enjoy working with children or the elderly?	Y	N
Do you comfortably interact with other people?	Y	N

Natural Resources and Agriscience

Do you love being outdoors?	Y	N
Are you considered a nature-lover?	Y	N
Can you work on projects that require physical strength?	Y	N
Do you like to discover, research or solve problems?	Y	N
Are you interested in plant growth and animals?	Y	N

Add up the number of y's you circled under each pathway. You would fit best into the pathway in which you have circled the most y's.

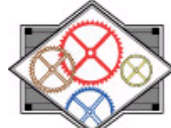
CAREER OPPORTUNITIES BY PATHWAY

The letter in parentheses indicates what type of post-secondary training is required for an entry level position; t = on the job training, a = associates degree (2 years of college), b = bachelor's degree (4 years of college) and p = professional degree (7-10 years of college). The more education that you have, the higher up you can go in your field.



Arts & Communications Electives

Cartoonist (T)
 Dancer/Singer (T)
 Florist (T)
 Painter (T)
 Instrumental Musicians (T)
 Lithographic Photographer (A)
 Illustrator (A)
 Medical and Scientific Illustrator (A)
 Photographer (A)
 Radio/Television Announcer (A)
 Composer (A)
 Advertising Agent (A)
 Interior Decorator (A)
 Web Developer (A)
 Technical Writer (A)
 Musician (A)
 Interpreter and Translator (B)
 Art Director (B)
 Film Maker (B)
 Journalist (B)
 Choreographer (B)
 Art Historian (B)
 Archeologist (P)



Engineering/Manufacturing & Industrial Tech Electives

Assembly Line Worker (T)
 Carpenter (T)
 Small Engine Repairer (T)
 Vending Machine Mechanic (T)
 Furniture and Wood Finisher (T)
 Telephone Installer and Repairer (T)
 Welder (T)
 Auto Body Repairer (T)
 Aircraft Pilot/Technician (A)
 Air Traffic Controller (A)
 Surveyor (A)
 Electronic Technician (A)
 Robotics Technician (A)
 Computer Network Specialist (A)
 Engineer (B)
 Chemist (B)
 Production Manager (B)



Health Sciences Electives

Physical Therapy Aide (T)
 Nurse's Aide (T)
 Hospice Worker (T)
 Medical Records Technician (T)
 Animal Caretaker (T)
 Dental Assistant (T)
 Home Health Aide (T)
 Optometric Assistant (T)
 Physical Therapy Assistant (A)
 Surgical Technician (A)
 Dialysis Technician (A)
 MRI Technician (A)
 Ultrasound Technician (A)
 Dental Hygienist (A)
 Dental Lab Technician (A)
 Pharmacy Assistant (A)
 Veterinary Technologist (A)
 Registered Nurse (A)
 Emergency Medical Technician (A)
 Respiratory Therapist (A)
 Physical Therapist (B)
 Music Therapist (B)
 Speech-Language Pathologist/Audiologist (B)
 Medical Scientist (B)
 Mortician (B)
 Psychiatrist (P)
 Psychologist (P)
 Veterinarian (P)
 Dentist (P)
 Surgeon (P)
 Pharmacist (P)
 Hospital Administrator (P)



Business, Management, Marketing & Technology Electives

Wholesale/Payroll Clerk (T)
 Salesperson (T)
 Radio Dispatcher (T)
 Computer Technician (T)
 Cashier (T)
 Hotel Clerk (T)
 Meter Reader (T)
 Auto Parts Salesperson (A)
 Store Manager (A)
 Legal Assistant/Secretary (A)
 Property Manager (A)
 General Bookkeeper (A)
 Court Clerk (A)
 System Programmer (A)
 Travel Agent (A)
 Medical Secretary (A)
 Claims Representative (A)
 Real Estate Agent (A)
 Software Engineer (B)
 Market Research Analyst (B)
 Actuary (B)
 Job Analyst (B)
 City Manager (B)
 Employee Benefits Manager (B)
 Tax Accountant (B)
 Economist (B)
 Health Services Administrator (P)
 School/College Administrator (P)

CAREER OPPORTUNITIES BY PATHWAY

The letter in parentheses indicates what type of post-secondary training is required for an entry level position; t = on the job training, a = associates degree (2 years of college), b = bachelor's degree (4 years of college) and p = professional degree (7-10 years of college). The more education that you have, the higher up you can go in your field.



Human Services Electives

Child Care Worker (T)
Library Assistant (T)
Store Security Officer (T)
Service Station Attendant (T)
Teacher Aide (T)
Flight Attendant (T)
Exercise Instructor (T)
Postal Clerk (T)
Firefighter (T)
Police Officer (A)
Corrections Officer (A)
Driving Instructor (A)
Recreation Leader (A)
Cosmetologist (A)
Paralegal (A)
Teacher (B)
Translator (B)
Political Scientist (B)
Personnel/Human Relations (B)
Athletic Trainer (B)
Clergy (B)
Detective (B)
Counselor (P)
School Administrator (P)
Lawyer (P)
Psychologist (P)
Judge (P)



Natural Resources and Agriscience Electives

Agricultural Chemical Sales (T)
Pest Controller (T)
Farm Worker (T)
Veterinary Assistant (T)
Horticulture Nursery Worker (T)
Logging Worker (T)
Forester/Conservationist (A)
Ornamental Horticulturist (A)
Fish and Game Warden (A)
Water Plant Operator (A)
Chemical Technician (A)
Weather Observer (A)
Conservation Officer (B)
Agricultural Engineer (B)
Landscape Architect (B)
Geographer (B)
Animal Scientist (B)
Meteorologist (B)
Plant Scientist (B)
Entomologist (B)
Oceanographer (B)
Chemical Technician (B)
Soil Conservationist (B)
Physicist (B)
Astronomer (B)

LISTS OF COURSES BY PATHWAY

The numbers in parentheses indicate the grade a student must be in to take the elective.



College Prep Electives

Spanish I-III (9-12)
Current Events (11-12)
Earth and Space Science (10-12)
Environmental Science (10-12)
Chemistry (10-12)
Anatomy and Physiology (11-12)
Physics (10-12)
Algebra 2 (10-12)
Pre-Calculus (10-12)
Calculus (12)
Accounting I and II (10-12)
Business Management and Administration I - II (9-12)
Computer Science Principles (9-12)
Dual Enrollment (9-12)



Arts & Communications Electives

Spanish I-III (9-12)
Current Events (10-12)
Experiences in Art (9-12)
Advanced Experiences in Art (10-12)
Yearbook (10-12)
Band (9-12)
Foods (9-12)
Advanced Foods (10-12)
Woods I (9-12)
Woods 2 (10-12)
Construction Trades (10-12)
Advanced Construction Trades (11-12)
Dual Enrollment (9-12)



Business, Management, Marketing & Technology Electives

Computer Science Principles (9-12)
Business Management and Administration I (9)
Business Management and Administration II (10-12)
Accounting I (10-12)
Accounting II (11-12)
Yearbook (10-12)
Current Events (11-12)
Pre-Calculus (10-12)
Calculus (12)
Foods (9-12)
Advanced Foods (10-12)
Character Development and Leadership (10-12)
Dual Enrollment (9-12)



Engineering/Manufacturing & Industrial Technology Electives

Computer Science Principles (9-12)
Woods I (9-12)
Woods 2 (10-12)
Construction Trades (10-12)
Advanced Construction Trades (11-12)
Earth and Space Science (10-12)
Chemistry (10-12)
Environmental Science (10-12)
Anatomy and Physiology (10-12)
Physics (10-12)
Pre-Calculus (11-12)
Calculus (12)
Dual Enrollment (9-12)



Health Sciences Electives

Foods (9-12)
Advanced Foods (10-12)
Physical Education (10-12)
Life Sports (9-12)
Physical Training and Conditioning (10-12)
Child Development 10-12
Chemistry (10-12)
Anatomy and Physiology (11-12)
Dual Enrollment (9-12)



Human Services Electives

Child Development (10-12)
Character Development and Leadership (10-12)
Foods (9-12)
Advanced Foods (10-12)
Current Events (11-12)
Yearbook (10-12)
Spanish I-III (9-12)
Dual Enrollment (9-12)



Natural Resources and Agriscience Electives

Pre-Calculus (11-12)
Calculus (12)
Biology (9)
Earth and Space Science (10-12)
Chemistry (11-12)
Environmental Science (10-12)
Anatomy and Physiology (11-12)
Physics (10-12)
Dual Enrollment (9-12)

DUAL ENROLLMENT QUALIFICATIONS

Effective April 1, 1996, Public Act 160 and Public Act 258 of 2000, created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. The following are some of the eligibility guidelines/standards:

1. Students in grades 9 through 12 may take up to ten postsecondary courses.
2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, SAT, ACT or MME. Students with a 3.0+ GPA who wish to dual enroll but do not have qualifying scores can take the Accuplacer through the college of choice. Student's with GPA < 3.0 must take the Accuplacer and have principal approval.

This table shows the complete list of scores that help to qualify students for dual enrollment.

Dual Enrollment Readiness Qualifying Assessments and Scores

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
Accuplacer*	Various Subjects	May qualify for credit and allow for higher level classes.	Check with IHE

3. 388.155 Rule 5 (2) The acts do not prohibit a district from supporting any pupil regardless of eligibility under these acts. A district may elect to support college level courses or career preparation courses for any pupil if it is in the best interest of the pupil.
4. Students must be enrolled in both the eligible school (public or private) and eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least one high school class.
5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
6. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course. *Eligible charges do not include transportation or parking costs or activity fees.*

Please review this information with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact Danica Nowak at 731-4420 ext. 2107.

Johannesburg-Lewiston High School Dual Enrollment Guidelines and Procedures

QUALIFYING SCORES

Students must have either: (1) a qualifying *On-Track Readiness Score* on the PSAT **and** a GPA of 3.0 or higher or (2) a qualifying *College-Readiness Score* on the SAT, ACT, Accuplacer to take a dual enrollment class. Students who have a qualifying *On-Track Readiness Score* but a GPA below 3.0 may demonstrate college readiness by taking the Accuplacer and achieving qualifying College-Readiness Scores in one or more subject areas. Qualifying test scores can be found on page 12.

COMPLETING THE ONLINE COLLEGE APPLICATION

Once a student is qualified to take a dual enrollment course, the student must complete an application for admissions to the college in which they wish to dual enroll. *Please note: You **must** apply to a college before you take your initial class at that college.* If a student does not apply for admissions, the college cannot enroll the student in a course. It is the student's responsibility to ensure that an application is submitted. Watch for e-mails and mail from the college you apply to for information about how to access their student portals and other important information.

COMPLETING THE DUAL ENROLLMENT FORM

After applying to the college, the student should receive confirmation from the college that the application has been received. Now it is time to select the course and complete the dual enrollment form, which is available on college's website and in the Guidance Office. Current course schedules can also be found on the college websites. The dual enrollment form, **which must be completed each semester**, registers the student for the desired class(es) for the given semester. JLHS will only grant approval for 'eligible courses' that a student is qualified to take and that are aligned with the career goals outlined in the student's most recent Educational Development Plan (EDP). This EDP is on file in the guidance office and may be updated by the student at any time. The earlier the dual enrollment form is returned, the chance the student will get the class(es) desired. All paperwork must be turned into the guidance office by the set deadline, which is noted at the top of this form. **Paperwork will not be accepted after this deadline.**

AGREEING TO THE GUIDELINES AND PROCEDURES

In addition to completing the dual enrollment form, students and parents must read and agree to the guidelines and procedures on this form. Students must indicate on this form, whether they want to take their course(s) for college credit only or for both, high school credit and college credit.

College courses are very different than high school courses. It is very important that students understand the importance of attending classes, completing coursework, and preparing for exams. Dual enrollment students must follow the college schedule even if JLHS does not have school on the day of the dual enrollment class. When winter weather arrives, it is important to listen to the local radio station for college closings. JLAS assumes no responsibility for transportation to and from the college. Students who are having trouble in a college course, must contact their instructor. Assistance and tutoring are often provided at the college, and instructors will have scheduled office hours to meet with students.

The district is unable to supervise college courses because we only receive final grades for dual enrollment courses from the college. Typically, a student must earn a 'C' or better for a dual enrollment course to transfer to another college.

IMPORTANT FINANCIAL INFORMATION

Johannesburg-Lewiston High School will pay tuition and other eligible fees in accordance with the Postsecondary Enrollment Options Act. JLHS will pay an amount equal to the lesser of the amount of eligible charges or the prorated percentage of the state portion of the foundation allowance. **The student and parent are responsible for the payment of any costs that exceed this amount.** The student and parent are also responsible for other related costs such as student fees, books, and transportation. It is the student and parent's responsibility to determine the costs of the dual enrollment course(s) prior to enrolling in a course.

If a student fails a class or chooses to drop a course after the deadline, the parent will be required to reimburse the school for any nonrefundable fees that were paid by our school district. These students will not be approved to take additional dual enrollment courses until the balance for the failed class is paid in full.



Put yourself on the college fast-track by taking dual enrollment courses.

COURSE DESCRIPTIONS

BUSINESS EDUCATION

Accounting I

This course is recommended for all students interested in pursuing a career in all business-related fields. Using computerized accounting programs and spreadsheet software, students will learn accounting principles and theory. Students learn the double entry system of accounting to record and post transactions and will complete a full accounting cycle including preparing financial statements and performing end of fiscal period activities for both a sole proprietorship and a corporation. Topics will also include payroll accounting, accounts payable and receivable, financial career related topics, inventories, investments, internal controls, and accounting for business decisions. Students will work in a computerized program during this course and will be exposed to spreadsheet programs.

This course meets the Michigan Standards for a required senior Math Credit.

Prerequisite: BMA 1 --- Grade Level: 11-12

Accounting II

This course is a continuation of the accounting principles relating to managerial accounting. Emphasis is placed on departmental accounting, corporate accounting, cost accounting, budgeting, financial analysis, and decision making.

This course meets the Michigan Standards for a required senior Math Credit.

Prerequisite: Accounting 1 (C or higher) --- Grade Level: 12

Business Management and Administration (BMA) I

BMA 1 is a required course for graduation. Students will use Microsoft Office Suite and other products to complete projects which incorporate CORE academic benchmarks to assist students in mastering those concepts. Students will learn how to format, create, edit, and finalize a variety of documents used in both the educational and workplace setting. Students will work in spreadsheet programs to engage in data management and financial analysis while working to gain an understanding of business ethics and the law. Students are expected to learn and demonstrate real world business skills including careers and the job application process. BMA I will give students skills that will be valuable to them in high school, in post-secondary education and in the workplace. Using the GMetrix training software, students will prepare to take the Microsoft Office Specialist Exam, Communication Skills for Business (CSB) Professional Communications and Entrepreneurship Smalls Business (ESB) Version 1. which are all industry recognized certifications.

Prerequisite: None --- Grade Level: 9-12 Required for Graduation

Business Management and Administration (BMA) II

This course expands students' knowledge learned in BMA I by developing essential business skills, employability skills, and professional development skills. Students will learn information management, marketing techniques and topics related to human resources and international business. Students will also extend their knowledge of entrepreneurship, financial analysis, business laws, electronic commerce, and strategic planning. Students will extend and enhance critical thinking skills, working on business simulations online and in "real" world settings. Using the GMetrix training software, students will prepare to take the Microsoft Office Specialist Exam, Communication Skills for Business (CSB) Professional Communications and Entrepreneurship Smalls Business (ESB) Version 1, which are all industry recognized certifications that were not earned in BMA I. **This course meets the Michigan Standards for a required senior Math Credit.**

Prerequisite: BMA I (C or higher) --- Grade Level: 10-12

CHARACTER EDUCATION

Character Development & Leadership

When someone thinks of good character and leadership, there are a variety of words that come to mind: Attitude, Preparation, Respect, Honesty, Courage, Sacrifice as well as a list of others. This class focuses on helping students explore and build character and leadership skills within themselves. Each character trait centers on a role model that is introduced and discussed in great depth. Students will analyze a variety of movie clips, historical figures and impactful situations that have helped shape positive culture and ethical behavior in our society. Students will use these experiences to dive deeper into themselves as individuals and be pushed to make a difference as an individual while building character and leadership skills for the future.

Prerequisite: None --- Grade Level: 10-12

COMPUTER SCIENCE

Computer Science Principles (CSP)

CPS will introduce students to the foundation principles of computer science by challenging them to explore how computing and technology can impact the world around them. This is an introductory class that will lead to the development of coding skills. It is for beginners. Topics of study include Digital Information, the Internet, Intro to App Design, Variables, Conditionals and Functions, Raw Data Analysis, Lists, Loops, and Transversals, Parameters, Return and Libraries of Code, Cybersecurity and Global Impacts, and Algorithms.

Prerequisite: None --- Grade Level: 9-12

CONSTRUCTION TRADES

Woods 1

An introductory course where students learn basic safety practices around tools used in woodworking. Students will be introduced to the safety and proper use of hand tools, portable power tools, and stationary power tools. Simple, in-class projects will be required for students and some fees may be assessed for these projects.

Prerequisite: None --- Grade Level: 9-12

Woods 2

A more advanced course where students will continue to learn safety practices around tools used in woodworking and more advanced, small, self-designed projects. Students will be re-introduced to the safety and proper use of hand tools, portable power tools, and stationary power tools. In-class projects will be required for students and some fees may be assessed for these projects.

Prerequisite: Woods 1 --- Grade Level: 10-12

Construction Trades 1

This is an introductory course in basic carpentry. Students will be given a broad overview and chance to experience the beginning workings of some type of residential construction project. Structural layout, framing, concrete basics, and some other trades areas will be introduced. Students will complete some small, real-life projects that show knowledge of basic construction, Algebra, Geometry, and other applicable math. **This course meets the Michigan Standards for a required Senior Math Credit.**

Prerequisite: None --- Grade Level: 10-12

Construction Trades 2

This is a more advanced course in basic carpentry and other trades. Students will be given a broad overview and chance to experience the workings of some type of residential construction project. Structural layout, foundation layout, framing, concrete exploration, and some mechanical areas will be covered. Students will complete real life projects that show knowledge of Algebra, Geometry, and other applicable math. **This course meets the Michigan Standards for a required Senior Math Credit.**

Prerequisite: Construction Trades 1 --- Grade Level: 11-12

FAMILY AND CONSUMER SCIENCE

Health (One semester course)

This required one semester course will help students in making healthy life-style decisions. They will discover choices that will promote their health and their enjoyment of life now and in the future.

Prerequisite: None --- Grade Level: 9

Child Development

Students will study the development of children from conception to the preschool years. Students will learn skills necessary for both parenting and childcare workers. Students have a chance to share fun activities with a much younger buddy in the kindergarten class.

Prerequisite: Health --- Grade Level: 10-12

Foods

Students in this class will learn everything they need to know about nutrition, food science, food knowledge and proper preparation techniques for a snack or a meal.

Prerequisite: None --- Grade Level: 9-12

Advanced Foods

Students enrolled in Advanced Foods will dive deeper into the art of food preparation. If you've found enjoyment in Foods class and enjoyed the food labs, Advanced Foods promises to be an even more enriching experience. This course emphasizes hands-on learning through projects and encourages teamwork. You'll have ample opportunities to collaborate with peers while improving your cooking skills and engaging in various culinary projects.

Prerequisite: Foods --- Grade Level: 10-12

FOREIGN LANGUAGE

Spanish 1

This class is an introduction to the Spanish language and culture. It will focus on developing basic skills in reading, writing, and speaking Spanish. History, customs, and celebrations of the Hispanic people will also be explored.

Prerequisite: None --- Grade Level: 9-12

Spanish 2, 3, 4

These classes are a continuation of Spanish 1. Using a conversational approach this class will focus on the utilization of the Spanish language in spoken and written form. In depth exploration of culture and customs will also be emphasized. This class will be conducted primarily in Spanish.

Prerequisite: Grade of C or higher in Spanish 1 --- Grade Level: 10-12

LANGUAGE ARTS

English 9

Throughout the English 9 course, students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts- developing analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students will read a variety of fictional texts ranging from micro fiction, short stories, and novels to practice identifying story elements and their impact on author's purpose. In addition, class time will be allocated to the study of English grammar. During the second semester, learning how to write well is emphasized, as well as the threshold concept that revision is central to developing writing.

Prerequisite: None

English 10

Throughout the English 10 course, students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres including foundational documents from American history, multi-media, and visual texts. Students work with literary non-fiction, literature, and informational text types in both their reading and writing. Across the course, students continue to deepen their skills of argumentation with close study and development of claims, counterclaims, line of reasoning, and building evidence-based arguments. In addition, students will focus on analytical writing. Through deep study, students track an author's decisions in characterization and literary devices to analyze how an author develops theme. Students write a variety of body paragraphs representing a range of rhetorical modes that are foundational for a literary analysis. Students take the essays through the writing process: All writing revolves around the threshold concepts that 'All writers have more to learn' and that "Text is an object outside of oneself that can be improved and developed" (The idea is that writing MUST function away from the writer). Class time will also be allocated to the study of English grammar.

Prerequisite: English 9

English 11

Throughout the English 11 course, students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to the nonfiction genre. Students read literary nonfiction that encompasses a variety of topics, central ideas, and arguments. They also read multiple texts in the same genre (satire) to understand what sets it apart from other genres. Through close analytical reading, readers develop theories about which writer is most effective in conveying intent, purpose, and meaning. Furthermore, a portion of the school year is dedicated to SAT test-taking strategies, as well as effective writing practices. Most writing emphasized in this course revolves around reflections and analytical writing. Focus on threshold concepts previously learned is reiterated as well as the idea that "Reflection is critical for writers' development." Class time will also be allocated to the study of English grammar.

Prerequisite: English 10

English 12

English 12 counts as one of the four credits of English needed for graduation. This class focuses on common core standards to ensure that students gain mastery of a range of critical and analytical skills and applications to become college and career ready. English 12 is a product-based class where students will be asked to demonstrate understanding of content through writing. Units covered include the following: various types of writing including narratives, summaries, and research papers; grammar; and examining and analyzing text. Students must demonstrate understanding of standards to earn credit.

Prerequisite: English 11

MATHEMATICS

Algebra 1

All high school students must pass Algebra as one of the Michigan Merit curriculum requirements. Algebra is the study of equations, linear functions, linear inequalities, polynomials, factoring, quadratic functions, exponential functions, radical expressions, and rational expressions.

Prerequisite: None

Geometry

Geometry is the study of the relationships of points, line, planes, angles, triangles, and circles. Its importance is due to the methods of logical thinking it develops, as well as the mathematical ideas presented. A student of Geometry should be willing to learn how to reason and think about problems: A task that goes beyond "just finding answers."

Prerequisite: Algebra 1

Algebra 2

Students will explore polynomials, radical expressions, quadratic functions and logarithmic functions. Students will also investigate series and sequences, conic sections, and trig functions. A graphing calculator is required for this course.

Prerequisite: Algebra 1 and Geometry or teacher approval

Pre-Calculus

Pre-Calc/Trig is a course consisting of functions, conic sections, and the use of a graphing calculator, discrete mathematics, and trigonometry. This course is written to NCTM standards to prepare students for college calculus.

Prerequisite: Algebra II --- Grade Level: 11-12

PHYSICAL EDUCATION

PE 9 (One semester required for grade 9)

Physical Education is a class that provides the student with exposure to various physical activities including team sports and individual sports. Students will also be introduced to weight training, plyometric training, and fitness activities, which will result in an appreciation of physical activities for the sake of enjoyment as well as maintaining good health.

Life Sports

This course covers fitness, activities, and sports that the students will participate in throughout their active lives.

Grade Level: 10-12

Physical Training and Conditioning

This is a more advanced PE class. Students should expect to complete a workout every day. Activities will consist of, but are not limited to, weight training, speed and agility, conditioning, yoga/stretching, body weight exercises, and calisthenics. Students will be graded on participation, nutrition knowledge, basic musculature anatomy, tracking of workouts and improvement, and building of a training program. Students are expected to participate in the different types of training. This class is built for athletes of all sports and students interested in learning a variety of physical activity skills.

Grade Level: 10-12

SCIENCE

Biology

This class emphasizes major themes from diversity of life to the nature of science. Emphasis on the major themes allows the student to make connections among major ideas and topics in science. It also allows the student's comprehension of fundamental life processes, understanding of interactions among organisms, and an appreciation of how scientists work.

Grade Level: 9

Intro to Physics and Chemistry

Students will study both physics and chemistry concepts, centered around the concept of energy changes. In Intro to Physics, students will study systems of energy, constant velocity, uniform acceleration, forces and Newton's laws, and wave energies such as light and sound. In Intro to Chemistry, students will explore how change in energy cause physical and chemical changes in matter. We will learn about different types of matter, the Periodic Table, writing/naming chemical formulas, and balancing equations. (*This course satisfies the Chemistry/Physics requirement.*)

Grade Level: 10

Chemistry (College-Prep)

Chemistry will cover the characteristics of matter and the changes it undergoes. Specific topics of study include chemical energy and bond formation, molecular entropy, enthalpy, and polarity, Hess's Law, mass defect, chemical bonding and reactions, advanced nomenclature and formula writing, balancing equations and predicting products, properties of matter and the laws that govern them, classification of matter including Bronsted-Lowery acids and bases, calculation of atomic mass and moles, nature of solutions, application of atomic structure of atoms, ions and isotopes, electron configuration, the properties and quantum nature of electrons, nuclear stability, as well as rates of reactions. A scientific calculator is required for this course. (*This course satisfies the Michigan Merit Curriculum Chemistry/Physics requirement.*)

Prerequisite: Successful completion Algebra I. --- Grade Level: 10-12

Anatomy and Physiology

Anatomy and Physiology is a yearlong course that provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. Laboratory activities reinforce concepts and principles presented in the course. This is an advanced course.

Prerequisite: B- or better in Biology and Chemistry (or Intro to Physics/Chemistry) --- Grade Level: 11-12

Earth and Space Science

Students will study the three major Earth systems of earth in this class: the lithosphere, atmosphere and hydrosphere--roughly spending a quarter on each. The final quarter will be spent studying astronomy. In our study of the lithosphere, we will classify rocks and minerals based on their physical and chemical properties and learn how these properties drive the tectonic activities of our planet. In our study of the atmosphere, we will learn to decipher basic weather and climatological data. Our study of the hydrosphere will be broken into oceanography and stream studies. Astronomy will develop into space system interactions like sun/moon interactions and the interactions of different stars and galaxies.

Grade Level: 10-12

Environmental Science

This class offers students the opportunity to apply scientific knowledge to practical current problems. The class pulls from knowledge of multiple other science disciplines, allowing students to apply the knowledge they've acquired in biology, the physical sciences, and earth science to real-world environmental issues such as sustainability, biodiversity, and how humans are impacting the earth. Environmental science lessons cover a broad scope of topics including ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Some of the goals of the course include understanding how systems in the natural world are interconnected; examining the natural cycles of energy flow and evaluating how human interaction affects these cycles; modeling real-world situations and recognizing possible consequences of specific actions; defending the best choices to protect the environment with changing trends in human population; and interpreting evidence and learning to report on environmental conditions and hazards.

Grade Level: 10-12

Physics (College-Prep)

Physics will attempt to define the most fundamental measurable quantities in the universe like velocity, acceleration, electric field...etc. We will also find relationships between these fundamental measured quantities. These relationships, patterns and correlations will be developed using words, equations, graphs, charts, diagrams, models, and any other means that allow us to express a relationship in a way that we as humans can better understand and use. Topics covered include forces in one and two dimensions; energy; electrostatics and circuits; waves; and magnetism and induction.

Prerequisites: C or better in Geometry --- Grade Level: 10-12

SOCIAL STUDIES

World History

In World History 9, students will study the history, geography, culture, economic, and government systems of major world regions. The course will focus on the Former Soviet Union, Latin America, Europe, Africa, Southwest Asia, and East Asia.

Grade Level: 9

Civics (One semester course)

American Government covers all levels of government in the United States - local, state, and national. Emphasis is placed on the national government and its processes - law making, taxation, foreign policy, defense, etc. Students will develop the knowledge and attitudes necessary to be responsible, participating citizens of their country.

Grade Level: 10

Economics (One semester course)

This is a course designed to equate the student with the fundamental concepts of Economics and to prepare them for the economic world that awaits them. It will cover both Macro and Micro economic themes. Topics covered will be: Fundamental economic problems, Supply, Demand, Wall Street, International Trade, Labor Organizations, and Scarcity.

Grade Level: 10

American History

American History at the eleventh grade covers the period from the Civil War up to the present. Included in the coverage will be the study of the Constitution; causes and results of the major wars; causes and results of the roaring twenties; the Great Depression, and the new Deal; reform movements such as voting; women's struggles, prohibition, civil rights; changing patterns in U.S. foreign policies; comparison of the worlds economic systems: and a very strong background in geography by use of globes, maps world events, and newspaper.

Grade Level: 11

Current Events

Current Events will cover multiple areas including world news, public speaking, short film study, and both news and sports broadcasting. Participation in this class will require students to be able to attend after-school events throughout the school year.

Grade Level: 11-12

SPECIAL EDUCATION SUPPORT

Special Education Support

The following courses are individually designed for students to meet the requirements of Individual Educational Plan goals and objectives. Students are scheduled into these classes through the IEP process and earn departmental or elective credit as appropriate. Students may also participate in school services or elective classes as appropriate.

Resource Programs

Inclusion Classes – Math, English, Science, and Social Studies.

Academic Support – Academic Support is available to students on an IEP. This is an hour where students will get individualized support to help them meet their IEP goals.

VISUAL, PERFORMING AND APPLIED ARTS

Experiences in Art

Students of all skill levels are welcome in this explorative course. Utilizing a wide variety of media, a foundation of the elements of art and principles of design will be emphasized. Drawing/sketching, painting, printmaking, fiber arts, folk art, ceramics, sculpture, and 3-D design represent the types of art that will be explored. Students are involved in the display and exhibition of completed works.

Prerequisite: None --- Grade Level: 9-12

Advanced Experiences in Art

This class is for students who have already been through Experiences in Art. Students will work independently on more advanced projects utilizing a wide variety of media. A foundation of the elements of art and principles of design will continue to be emphasized. Drawing/sketching, painting, printmaking, fiber arts, folk art, ceramics, sculpture, and 3-D design will be explored. Students may be involved in the display and exhibition of completed works.

Prerequisite: Experiences in Art --- Grade Level: 10-12

Band

Band is an instrumental performance class in which students have the opportunity to improve their musical skills and knowledge through full band, small ensemble and solo performance. Students will learn about a variety of composers, musical styles and musical forms while preparing/rehearsing for public performances. Emphasis is placed on the continued development of tone quality, technique, ensemble performance and sight-reading. Students are required to perform with the Cardinal Marching Band at varsity home football games and with the Symphony Band at all concerts and festivals.

Prerequisite: None --- Grade Level: 9-12

Yearbook

The purpose of this course is to annually produce the JLHS Yearbook. This course will simulate the world of work in regards to attendance, work ethic and behaviors, decision-making, problem solving, and adhering to deadlines. This course teaches the skills of effective verbal and visual communication as well as time, money, and human resource management. Students in Yearbook will be required to complete a variety of tasks to create a quality yearbook that captures the spirit of the school year, as well as serve as a historical representation and public relations tool for JLHS. Students will be expected to sell and design ads, write articles, conduct interviews, design layouts, use computers, and meet deadlines to complete the current year's book. Some attendance may be required beyond the normal school day. This class may be repeated for elective credit.

Grade Level: 10-12

Foods and Advanced Foods

See page 15 for a full description.

Woods 1 and 2

See page 15 for a full description.

Construction Trades 1 and 2

See page 15 for a full description.

ONLINE COURSES

Online education in the Johannesburg-Lewiston Area Schools is available through *Edgenuity*, *Michigan Virtual High School (MVHS)* and *Great Lakes Online Education (GLOE)*. Online courses are available as needed and are approved on an individual basis. Students and parents must sign an agreement form before a student can take an online course. For all online courses, students work independently on the computer and therefore should have the ability to manage their time and demonstrate a drive to learn. Online courses offer greater flexibility in scheduling and an alternative method of instruction.

Edgenuity for Credit Recovery

Students who have failed a required course may have the option to retake the class online via Edgenuity. A list of course offerings can be found at <https://www.edgenuity.com/course-lists/Edgenuity-Michigan-Course-List.pdf>. Edgenuity courses are used for credit recovery. Elective courses should be chosen from Michigan Virtual High School. On occasion, an elective class may be approved through Edgenuity if a Michigan certified teacher is available, and the course is not available on MVHS.

Michigan Virtual High School for Elective Credit

Online elective courses are intended to supplement our current course offerings, not replace them. Students interested in taking an elective not offered by JLHS may choose to take an elective through Michigan Virtual High School. A complete list of course offerings can be found at <https://michiganvirtual.org/courses/students/>.

GLOE

In August of 2014, Johannesburg-Lewiston Area Schools entered into a partnership with Great Lakes Online Education in order to expand online opportunities for students in grades 6-12. GLOE is an alternative school that is done completely online. Upon parent request, students may be enrolled in GLOE courses by the high school counselor and/or their principal. Contact the school office for enrollment and course information.

Contact the high school counselor or any building principal for JLAS online education enrollment information.

GUIDELINES FOR RELEASED TIME

The staff at Johannesburg-Lewiston High School strongly encourages maintaining a full academic load throughout high school. Besides classes that are offered at the high school, opportunities are available to students to take dual enrollment and online classes. However, there may be circumstances when students in their senior year have met all of their academic requirements and have taken all of the elective classes that are of interest to them. For that reason, a program of released time is offered to students in their senior year of high school. Students must meet all of the guidelines listed below in order to qualify for released time—

1. Students must have attended a minimum of six full semesters of high school and have earned a minimum of 16.5 credits by the end of first semester of the junior year.
2. Students are only permitted to have released time for 1 period during the school year.
3. Students must not have accumulated excessive absences during the previous school year. Excessive absences are defined as absences beyond eight excused absences per semester.
4. Students on released time must leave the building immediately after the end of their last class or arrive no earlier than 10 minutes before the start of their first class. Released time students who remain in the building must report to the designated area for supervision purposes.
5. Students who abuse the released time privileges by being in the halls while classes are in session, not leaving the building promptly, or arriving late for their first class will lose their released time privilege and will be required to return to class.
6. Students on released time must make arrangements for their own transportation. Failure to have transportation will not be a valid excuse for not meeting the arrival or departure guidelines. Parents must approve all transportation arrangements.
7. Students on released time will not be excused from class meetings and any required school programs, assemblies, or meetings. When such programs are scheduled, students must report to the required program and then may leave when the event is over. Students who fail to attend scheduled events will be subject to discipline and may lose released time privileges.
8. Students may not use released time as an excuse for failing to meet graduation requirements.
9. **Any student who has released time and is recovering credit on Edgenuity is required to stay during the scheduled release period if their Edgenuity is not on track to finish by the set deadline (per the Edgenuity calendar). Seniors failing a required course are also required to stay until the grade is passing.**
10. Students who violate any school rules during the time that they are on released time will be subject to the discipline code and may lose their released time privileges.
11. The high school principal may deny released time privileges to students who have had chronic discipline problems, or their academic progress may be adversely affected by being placed on released time.
12. If special circumstances exist, students may apply for a waiver of the above guidelines. Waiver applications will be considered by the high school principal on a case-by-case basis.



JOHANNESBURG-LEWISTON HIGH SCHOOL

“The best place to learn.”

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Danica Nowak
Counselor

February 2024

Dear Parents:

The purpose of this letter is to inform you of your right to request a Personal Curriculum (PC) for your son or daughter. In January 2007, the Michigan legislature passed laws related to high school graduation requirements. These requirements are called the Michigan Merit Curriculum (MMC). The MMC contains more rigorous standards for graduation with a high school diploma. The MMC must be followed for all students in the State of Michigan beginning with the graduating class of 2011.

The goal of the MMC requirements is that it will improve the quality of education for ALL Michigan public high school students. However, some students have special talents and interests that warrant additions to the curriculum. Other students may have disabilities that require some accommodations to keep the MMC meaningful and fair. If you believe your son or daughter needs a Personal Curriculum, you may request for your student to be considered for a PC. Once a request is made, a team is formed to determine what curriculum changes (if any) are appropriate. The MMC requirements and allowable PC modifications are available online at http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html.

The new MMC law requires the following when considering a Personal Curriculum:

- The PC must be requested by the parent, student or school personnel.
- The PC may not be needed if the MMC for a student can be addressed with other reasonable arrangements.
- When needed, PC is written by a group of knowledgeable people that includes the parent and school staff.
- The PC must adhere to the MMC content standards as much as is possible for the student. In other words, the essential content expectations for graduation must still be met.
- The PC may exceed the requirements of the Michigan Merit Curriculum.
- The PC may contain some special provisions for students with documented disabilities.
- The PC must be approved by the superintendent of the school district.
- The PC may be adjusted during the course of the student's high school education using the same process, as appropriate.

For more information about the personal curriculum, or to make a request for a PC for your students, please contact me at the high school at 731-4420 ext. 2107.

Regardless of your child's path through the Michigan Merit Curriculum to graduation, we are looking forward to working with you to provide meaningful educational opportunities for all of our students.

Sincerely,

Danica M Nowak

Danica Nowak
Counselor

Johannesburg-Lewiston High School

PUBLIC NOTIFICATION OF CAREER AND TECHNICAL EDUCATION (CTE) OPPORTUNITIES

Johannesburg-Lewiston Area Schools offers Career and Technical Education programs at the high school. These programs are designed to prepare students for a broad range of employment and training services and are offered under the guidance of certified teachers. The following is a list of programs that are currently offered and the criteria for admission.

<u>Program</u>	<u>Admission Criteria</u>
Business Administration	No prerequisite
Construction Trades	No prerequisite

All career and technical education programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status in all programs, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs, contact:

Principal
Johannesburg-Lewiston High School
10854 M-32 East
Johannesburg, MI 49751
989-731-4420 ext. 2106

Inquiries regarding nondiscrimination policies should be directed to:

Superintendent
Johannesburg-Lewiston Area Schools
10854 M-32 East
Johannesburg, MI 49751
989-732-1773 ext. 2100

JLAS BOARD OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH STATE AND FEDERAL LAWS

The following information is provided for the protection of your civil rights.

The Johannesburg-Lewiston Area Schools Board of Education complies with all State and Federal Laws and Regulations prohibiting discrimination and with all requirements and regulations of the Michigan and U.S. Departments of Education. It is the policy of the Johannesburg-Lewiston Area Schools Board of Education to provide equal membership/employment/service opportunities to all eligible persons without regard to and not to discriminate on the basis of race, color, national origin, religion, citizenship, age, sex, marital status, parental status, handicap, membership in any labor organization, political affiliation, and for employment only, height, weight, and record of arrest without conviction, in its educational programs, activities, or employment as required by Title VI of the Civil Rights Act of 1964.

Title VI

No person(s) shall, on the basis of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination.

**Coordinator/Grievance Officer:
Superintendent
10854 M-32 East
Johannesburg, MI 49751
(989)732-1773**

Title IX

No person(s) shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity for which Johannesburg-Lewiston Area Schools is responsible.

**Coordinator/Grievance Officer:
High School Principal
Director of CTE Services
10854 M-32 East
Johannesburg, MI 49751
(989)731-4420 ext. 2106**

or

**Coordinator/Grievance Officer:
Lewiston Principal
Director of Title I Services
4580 Montmorency St.
Lewiston, MI 49756
(989)786-2253 ext. 3101**

Section 504

No otherwise qualified handicapped person(s) shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for which Johannesburg-Lewiston Area Schools is responsible.

**Coordinator/Grievance Officer:
Elementary/Middle School Principal
Special Education Coordinator
10854 M-32 East
Johannesburg, MI 49751
(989)731-2040 ext. 2110**

GRIEVANCE PROCEDURES

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

Section I

Any person believing that the Johannesburg-Lewiston Area School District or any part of the school organization has inadequately applied the principles and/or regulations of; (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendments of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, or (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint within thirty (30) calendar days of the alleged infraction, which shall be referred to as a grievance to:

Civil Rights Coordinator
Johannesburg-Lewiston Area Schools
10854 M-32 East
Johannesburg, MI 49751
(989)-732-1773

Section II

The person who believes that a factual basis for a grievance exists of sex and disability discrimination, including harassment by students, staff and third parties shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator or his/her designee, who shall in turn investigate the complaint and reply with an answer within twenty-one (21) calendar days. In cases where harassment is found, the district will take steps to prevent recurrence of the harassment and to remedy its discriminatory effects. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

*Section II is optional and not required as a prerequisite to filing a formal grievance with the U.S. Dept. of Education, Office for Civil Rights, 600 Superior Avenue, East, Suite 750, Cleveland, OH 44114.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Local Civil Rights Coordinator or his/her designee within seven (7) calendar days of receipt of answers to the informal complaint or within seven (7) days of the alleged sex and/or disability discrimination, including harassment by students, staff and/or third parties. The coordinator or his/her designee shall further investigate the matters of the grievance and provide a thorough and impartial investigation of the complaint, including the opportunity to present evidence and identify witnesses and reply in writing to the complainant within twenty-one (21) calendar days. In cases where harassment is found, the district will take steps to prevent recurrence of the harassment and to remedy its discriminatory effects.

Step 2

A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within seven (7) calendar days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within twenty-one (21) calendar days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within seven (7) calendar days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) calendar days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within twenty-one (21) calendar days of this meeting.



Anyone at any time may contact the U.S. Department of Education/Office for Civil Rights for information and/or assistance at 216/522-4970. If the grievance has not been satisfactorily settled, a complaint may be made to the U.S. Department of Education Office for Civil Rights, 600 Superior Avenue, East, Suite 750, Cleveland, OH 44114.

The local Coordinator, on request, will provide the complainant with a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

The Office for Civil Rights, Department of Education, Cleveland Ohio is not part of the Johannesburg-Lewiston Area Schools' appeal process.

Section 504, Title II, title VI and Title IX prohibit retaliation against anyone who has opposed discrimination or filed a complaint or participated in an investigation.