

Academic Information & Course Description Book

Welcome to
St. Joseph Public Schools

VISION STATEMENT:

Inspiring Lifelong Learners –
Creating Tomorrow’s Leaders

PURPOSE:

The purpose of St. Joseph Public Schools is to prepare students to successfully meet the challenges of the future and inspire caring and motivated individuals.

VALUES:

Excellence...
Teamwork...
Integrity...
Diversity...
Compassion...
Pride...

www.sjschools.org



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St. Joseph High School

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Tracy Wagner – Student Last Names H - O

Tracy Olson – Student Last Names P - Z

Amy Hume-Sizer – School Social Worker

Home of the Bears

NOTE:

St. Joseph Public Schools and St. Joseph High School reserves the right to make changes to this booklet at any time. Please refer to our online version found on the website for the most current Course Description Book.

2023-2024 COURSE LISTINGS

VISUAL ARTS

Art 1 (sem)
 Art 2 (sem)
 Art 3 (sem) – CTE
 Art 4 (sem) – DC/CTE
 Art 5 (sem)
 Art 6 (sem) – DC
 AP Design (year)

BUSINESS EDUCATION

Accounting – CTE
 Applied Business Tech – CTE
 Marketing – CTE
 Personal Finance (sem)
 Advanced Marketing: School Store – CTE

FAMILY & CONSUMER SCIENCE

Child Development (sem)
 Foods and Nutrition (year) – DC/CTE
 Intro to Culinary Arts (sem) – CTE
 Intro to Hospitality Management (sem) – DC

PERFORMING ARTS

Chorale
 Concert Choir
 Marching Band/Symphonic Band
 Marching Band/Wind Ensemble
 Philharmonia Orchestra
 Symphony Orchestra
 Chamber Orchestra

INDUSTRIAL TECHNOLOGY

Intro to Engineering: PLTW – Year 1
 Principles of Engineering: PLTW – Year 2
 Graphic Arts 1 – DC/CTE
 Graphic Arts 2 – CTE
 Intro to Woodworking (year) – CTE
 Adv Woodworking Yr 1 1&2hr – CTE
 Adv Woodworking Yr 2 1&2hr – CTE

KEY:

H Denotes Honors
AP Denotes Advanced Placement
DC Denotes Dual Credit Courses
CTE Denotes Career & Technical Education

(See page 43 for a full list of off-site CTE class offerings)

LANGUAGE ARTS

English 9
 H English 9
 English 10
 H English 10
 English 11
 H English 11
 21st Century Lit & Writing
 H College Writing – DC
 AP Literature

ELECTIVES

Dual Lit Reading
 Journalism 1 (Yearbook/Mazenblue)
 Adv Journalism (Newsmagazine/Wind-Up)

MATHEMATICS

Algebra 1
 Dual Literacy – Math
 Geometry
 H Geometry
 Algebra 2A
 Algebra 2B
 Algebra 2
 H Algebra 2
 Pre-Calculus – DC
 H Pre-Calculus – DC
 MAPS
 AP Statistics
 AP Calculus AB
 AP Calculus BC

OTHER: ADDITIONAL COURSES

AP Computer Science Principles (year)
 Athletic Training – (year) DC/CTE
 FIRST Robotics
 Independent Study
 Explor Med & Healthcare Careers – DC/CTE
 Adv Healthcare: Phlebotomy 2hr – DC/CTE
 Online Courses (21F)
 Peer to Peer (sem or year)
 Teacher Cadet (year) – CTE
 Work Based Learning (year)

PHYSICAL EDUCATION

Intro to Physical Education (sem)
 Health Education (sem)
 Adv. Strength & Conditioning (sem or yr)
 Individual Fitness & Sport (sem or yr)

SCIENCE

Biology
 H Biology
 AP Biology
 Physical Science
 Human Anatomy & Physiology
 Chemistry
 H Chemistry
 AP Chemistry
 Physics
 H Physics
 AP Physics
 Environmental Science (sem)
 Forensic Science (sem)

SOCIAL STUDIES

American Civics (sem)
 Economics (sem)
 US History/Geography
 AP US History/Geography
 AP Comparative Government
 World History/Geography – DC
 AP Prin. of Macroeconomics
 Criminal Law (sem)
 Psychology 1 (sem)
 Psychology 2 (sem)

WORLD LANGUAGES

French 1
 French 2
 French 3
 French 4
 Spanish 1
 Spanish 2
 Spanish 3
 AP Spanish Lang & Culture

OTHER

Academic Achievement
 Academic Mentor
 Assisted Credit Recovery
 Expanded Opportunities
 External Course Submission
 Online classes – upon approval by admin.
 Online Summer School

Below is a list of some of the colleges and universities SJHS students have enrolled in over the past five years:

Albion College, Arizona State University, Ball State University, Belmont, Brigham Young University, Carleton College, Case Western Reserve University, Central Michigan University, DePauw University, Duke University, Grand Valley State University, Harvard, Hope College, Indiana University, Kalamazoo College, Lake Michigan College, Michigan State University, Michigan Tech, Middlebury, Northern Michigan University, Pepperdine, Purdue University, Taylor University, University of Michigan, University of Notre Dame, Vanderbilt, Washington University, Western Michigan University, Westmont

The following Flow Charts are a few suggestions of the many paths a student can take in the subject area. Please see your counselor if you have any questions.

St. Joseph Public Schools							
Mathematics Flow Chart							
	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade (Must have math related course senior year)
Option 1	6th Grade Math	7th Grade Math	8th Grade Math	Algebra 1 and Dual Lit	Geometry	Algebra 2A	Algebra 2B
Option 2	6th Grade Math	7th Grade Math	8th Grade Math	Algebra 1	Geometry	Algebra 2	Math Related Course
Option 3	6th Grade Math	7th Grade Math	8th Grade Math	Algebra 1	Geometry	Algebra 2	MAPS and/or Pre-Calculus
Option 4	6th Grade Math	7th Grade Math	Algebra	Geometry	Algebra 2	Pre-Calculus or MAPS	MAPS and/or AP Stats
Option 5	6th Grade Math	7th Grade Math	Algebra	Geometry	Algebra 2	Pre-Calculus	AP Calc AB and/or AP Stats
Option 6	6th Grade Math	7th Grade Math	Algebra	Honors Geometry	Honors Algebra 2	H Pre-Calc and/or AP Stats	AP Calc AB and/or AP Stats
Option 7	6th Grade Accelerated Math	Algebra	Honors Geometry	Honors Algebra 2	H Pre-Calc and/or AP Stats	AP Calc AB and/or AP Stats	AP Calc BC and/or AP Stats

* See MMC Flexibility section for Senior Math-related options on page 7.

St. Joseph Public Schools				
Science Flow Chart				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Option 1	Physical Science	Biology	Forensics/Env. Science or Chemistry or CTE Program	
Option 2	Biology	Chemistry	Physics	Anatomy & Physiology or Forensics/Env. Science
Option 3	Honors Biology	Honors Chemistry	Honors Physics	Anatomy & Physiology or AP Biology or AP Chem or AP Physics
Option 4	Honors Biology	Honors Chemistry	Honors Physics + Anatomy & Physiology or AP Biology or AP Chemistry	AP Biology and/or AP Chem and/or AP Physics

*NOTE: These are typical pathways that students take, but other pathways are possible. Students who are doing well in their regular classes may take Honors classes and AP classes per teacher recommendation. For example, it is possible for a successful Biology student to take Honors Chemistry.

** See MMC Flexibility section for 3rd Year Science options on page 7.

St. Joseph Public Schools				
Language Arts Flow Chart				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Option 1	English 9 and Dual Lit Reading	English 10	English 11	21 st Century Literature & Writing or Honors College Writing
Option 2	English 9	English 10	English 11	21 st Century Literature & Writing or Honors College Writing
Option 3	Honors English 9	Honors English 10	Honors English 11	21 st Century Literature & Writing or Honors College Writing or AP Literature & Composition
Option 4	Honors English 9	Honors English 10	Honors College Writing	21 st Century Literature & Writing or AP Literature & Composition
English Enrichment	Journalism 1 (Yearbook/Mazenblue)	Advanced Journalism (Yearbook/Mazenblue) and/or (Newsmagazine/Wind-Up)	Advanced Journalism (Yearbook/Mazenblue) and/or (Newsmagazine/Wind-Up)	Advanced Journalism (Yearbook/Mazenblue) and/or (Newsmagazine/Wind-Up)

*NOTE: Other options may be available per teacher recommendation.

St. Joseph Public Schools				
Social Studies Flow Chart				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Option 1	US History (1 Credit)	Civics & Econ (1 Total Credit)	World History (1 Credit)	Students 9 -12 may select additional Social Studies courses, including a combination of ½ credit options: Criminal Law (½ Credit) Psychology 1 (½ Credit) Psychology 2 (½ Credit) AP US History (1 Credit) AP Comp Gov’t (1 Credit) AP Macroeconomics (1 Credit)
Option 2	Civics & Econ (1 Total Credit)	AP US History (1 Credit)	World History (1 Credit)	
Option 3	Civics & Econ (1 Total Credit)	World History (1 Credit)	AP US History (1 Credit)	

Freshman Checklist	Sophomore Checklist	Junior Checklist	Senior Checklist
<ul style="list-style-type: none"> <input type="checkbox"/> Use your student planner to help improve your organizational skills. <input type="checkbox"/> Enroll in classes that are academically challenging and will prepare you for your career path. <input type="checkbox"/> Design your high school Educational Development Plan (EDP) through your Xello account. <input type="checkbox"/> Participate in career exploration activities. Discuss possible careers with school counselor, parents, friends, relatives and local employers. <input type="checkbox"/> Make sure you are enrolled in required and elective courses that prepare you for meeting future plans. <input type="checkbox"/> Get involved in extracurricular activities (school and non-school sponsored). <input type="checkbox"/> You will begin developing your high school transcript. Your transcript is an official record of the classes that you enroll in, the grades that you receive, absences, class rank and grade point average. Colleges and universities, as well as future employers, will be interested in this information. <input type="checkbox"/> Begin exploring post secondary education and opportunities. <input type="checkbox"/> Visit the counseling office website at www.sjschools.org to check out scholarships, testing and other educational opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enroll in classes that are academically challenging and will prepare you for your post-secondary plan. <input type="checkbox"/> Attend to your studies so that you have the highest GPA possible. <input type="checkbox"/> Remember the importance of being a well-rounded individual. Work toward leadership positions in the activities that you like best. Become involved in community service and/or other volunteer activities. <input type="checkbox"/> Continue to explore career options. You will review and update your EDP through your Xello account and course selections to reflect your career path. <input type="checkbox"/> Select challenging courses that will prepare you for future career options. Explore CTE course offerings, as well as other elective and enrichment classes. <input type="checkbox"/> Begin thinking about post-secondary education and training opportunities (community college, university, military, technical, on-the-job) needed for your career of interest. <input type="checkbox"/> Explore colleges of interest by on-site visits and visiting college web sites on the internet. <input type="checkbox"/> Investigate summer training programs/volunteer activities or summer camp opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enroll in classes that are academically challenging and will prepare you for your post-secondary plan. <input type="checkbox"/> Check to make sure you have all of the credits necessary for graduation and you are enrolled in the correct courses for graduation. You will receive an audit in February. <input type="checkbox"/> Review your transcript, credits needed for graduation, and GPA. Continue to improve your performance in the classroom. <input type="checkbox"/> Participate in college planning workshops offered at school or elsewhere. <input type="checkbox"/> Meet with representatives visiting your school from colleges, military, and technical training institutes. <input type="checkbox"/> Attend College Nights. <input type="checkbox"/> Stay involved in extracurricular activities. These experiences are viewed favorably by employers and colleges. <input type="checkbox"/> Begin exploring financial aid and scholarship opportunities. Do internet searches. Read the Guidance website for scholarships and other information. <input type="checkbox"/> Visit colleges that interest you. <input type="checkbox"/> Take the ACT or SAT at the end of the junior year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain and improve academic grades. Colleges look unfavorably on failing grades. <input type="checkbox"/> Enroll in classes that are academically challenging and will prepare you for your career path. <input type="checkbox"/> Discuss post-graduate plans and choices with parents, counselors and teachers. Plan to meet with your counselor in the fall for a one-on-one meeting. <input type="checkbox"/> Obtain and fill out applications for two-year schools, four-year schools and technical institutes in the fall. <input type="checkbox"/> Retake or take the ACT/SAT if necessary. Make sure the results are sent to the colleges that you are considering. <input type="checkbox"/> Check all available sources for scholarships. These would include the Guidance Facebook and website, fastweb.com, individual college websites, etc. Meet with your counselor. <input type="checkbox"/> Complete the FAFSA in October (Free Application for Federal Student Aid) and attend the financial aid night offered. <input type="checkbox"/> Write or update your resume. <input type="checkbox"/> Register with Parchment.com, the electronic process of sending transcripts to colleges.

GRADUATION REQUIREMENTS

ST. JOSEPH HIGH SCHOOL DIPLOMA

Graduation from St. Joseph High School requires that a student earn a total of 22½ units of credit. One-half unit of credit is received for successful completion (passing grade) of one semester’s work in a subject. All subjects are credited equally for graduation.

Students must fulfill the MICHIGAN MERIT CURRICULUM (MMC) requirement during the course of their educational tenure (K-12) to receive a St. Joseph High School diploma. The 22½ required units shall include at least the following:

ENGLISH4 credits

MATH4 credits
(Algebra 1, Geometry, Algebra 2, 1 additional math in the senior year)

SCIENCE3 credits
(Biology, Chemistry or Physics, 1 additional science or CTE course)

SOCIAL STUDIES3 credits
(Civics/Economics, U.S. History, World History)

P.E./HEALTH1 credit

VISUAL/PERFORMING APPLIED ARTS1 credit

WORLD LANGUAGE2 credits
(1 credit of CTE or VPAA may replace 2nd credit)

Completion of online learning experience (see “Bear Essentials”).

Electives to reach the total of 22½ credits. All students will be required to participate in the Michigan Merit Exam (MME) in the 11th grade.

Courses taken before high school may count toward MMC credit if they are qualifying courses.

MMC Flexibility

Senior Math-related options:

Accounting, Advanced Healthcare: Phlebotomy 2hr, Advanced Woodworking, AP Chemistry, AP Computer Science Principles, AP Macroeconomics, AP Physics, Applied Business Tech, Athletic Training, Chemistry, Economics, Explorations in Medical & Healthcare Careers, Foods & Nutrition, Graphic Arts 1 & 2, Honors Chemistry, Honors Physics, Intro to Culinary Arts, Intro to Engineering:

PLTW Yr 1, Intro to Hospitality, Marketing 1 & 2, Intro to Woodworking, Personal Finance, Physics, Principles of Engineering: PLTW Yr 2 or see your counselor for other county CTE options.

3rd Year Science options:

Accounting, Advanced Healthcare: Phlebotomy 2hr, Advanced Woodworking, ABT, AP Computer Science Principles, Art 3, Art 4, Athletic Training, Explorations in Medical & Healthcare Careers, Foods and Nutrition, Graphic Arts 1 & 2, Intro to Culinary Arts, Intro to Woodworking, Marketing 1 & 2 or see your counselor for other county CTE options.

2nd Year World Language options:

Accounting, Advanced Healthcare: Phlebotomy 2hr, Advanced Woodworking, ABT, AP Computer Science Principles, Art 3, Art 4, Athletic Training, Explorations in Medical & Healthcare Careers, Foods and Nutrition, Graphic Arts 1 & 2, Intro to Culinary Arts, Intro to Woodworking, Marketing 1 & 2 or see your counselor for other county CTE options.

Personal Curriculum (PC)

The state has developed a tool to assist students who do not fit the traditional MMC model. It may be appropriate to use a personal curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements for some students. State statute allows personal curriculum

modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English, language arts, or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The MMC defines consistent learning standards that are intended to remain constant from district to district. Districts choose instructional approaches and design learning environments so that all students, including alternative and at-risk students, can meet the requirements of the MMC. The research is clear – struggling learners do better when given the opportunity to learn in a challenging curriculum. Personal curriculum modifications must align with the High School Content Expectations (HSCE) as practicable and must not create barriers that limit a student’s opportunity to be engaged in a challenging curriculum.

The legislative intent of the PC is to individualize the rigor and relevance of the educational experience. In this context, “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction. Students with an IEP operate under this same context.

The PC is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student’s graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses

the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum.

NOTE: Special Education Students:

The Individualized Education Plan (IEP) shall identify the appropriate course or courses of study and identify the support, accommodations and modifications necessary to allow the pupil to progress in the curricular requirements, or in a Personal Curriculum and meet the requirements for a high school diploma.

For complete details and the most current information on the MMC, visit the Michigan Department of Education’s website:

http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html

**ST. JOSEPH HIGH SCHOOL
MMC DIPLOMA**

The 18-credit MMC diploma will fulfill the MMC requirements as mandated by the Michigan Department of Education (MDE).

MDE states that, at a minimum, students will have demonstrated proficiency with the content outlined by the state academic standards or guidelines.

While elective courses certainly add to the enrichment of the educational experience and can guide students to career paths, as stated in our board policy, elective courses are not State-mandated curriculum requirements aside from the 1 credit of Visual, Performing and Applied Arts requirement.

These students are likely going to be entering the work force upon graduation, the military, a trade school or possibly a community college.

The MMC diploma will be serving a small (3-5 students a year) but very high-risk population of students who are at risk of dropping out. These students are typically looking at needing to return for a 5th year and it is likely they will choose to drop out versus returning for a 5th year. An alternate diploma would not affect the integrity of the current high school diploma that most students will still be striving for. It will only enhance our ability to meet the needs of all students and positively affect our graduation rate.

Students will receive a Michigan Merit Curriculum SJHS Diploma. Students will be eligible to participate in graduation ceremonies. A letter of understanding will be signed by the student and parent or guardian.

All other students who are with us at SJHS for 4 years, even our most at-risk students, can complete 22.5 credits if they are identified early and get extra support and intervention.

CERTIFICATE OF ATTENDANCE

A program developed through a Personal Curriculum and IEPC for a student deemed unable to complete successfully the Michigan Merit Curriculum. In this case, the Personal Curriculum will be established to complete as much of the MMC as possible, and a Work Study/Life Skills plan will be established. The conclusion date will be determined by the IEPC. If the student with disabilities exits prior to age 22, they reserve the right to re-enroll as determined by the Federal and State guidelines.

**CLARIFICATION OF
GRADUATION
REQUIREMENTS**

A student must meet/complete 21½ out of the 22½ credits requirement to participate in the graduation ceremony. The student must sign up and complete summer school in order to participate if short on

credits.

Physical Education Waiver:

Intended for students who have successfully completed two full years in marching band or SJHS school athletic teams (applies to students beginning in 2015-16 school year and beyond).

Transfer Students:

Transfer students who come to St. Joseph High School at the beginning of the 12th grade year have two options. They may earn credits at St. Joseph High School so that those credits will transfer back to their previous school, with the previous school awarding the diploma, or they may earn a St. Joseph High School diploma if they meet all graduation requirements. Students receiving their diplomas from their previous schools may participate in St. Joseph High School’s graduation ceremony if all classes are passed.

If a student transfers to the District from out-of-state or from a nonpublic school, the student’s parent or legal guardian may request, as part of the student’s personal curriculum, a modification of the Michigan Merit Standard requirements.

To receive St. Joseph High School credit, the transfer program of study must be approved by the high school principal who is the delegated authority to evaluate units of credit earned from other programs of study.

Early Graduates:

Early graduates must complete all required credits and be under supervision of the counselor and have prior approval by the Principal. Early graduates will be allowed to be an honor grad, earn academic letter, and academic hall of fame finalist if qualifications are met and approved by Principal. Students will be allowed to participate with the current graduating class in graduation ceremonies.

TESTING OUT

State Aid Act 380.1279b allows a student to test out of a course on a pass/fail basis.

Guidelines for Testing Out

- Student must receive a C+ or better on a comprehensive course examination (includes semester final tests and portfolio assignments) to fulfill a requirement for graduation or a prerequisite for a course sequence.
- A “CR” will be entered on the transcript, instead of a grade, if the student receives a C+ or better on the test.
- The course will not be computed in the student’s GPA.
- Student can only attempt to test out of a specific class one time.

NOTE: Comprehensive course examinations include both semester tests (first and second semester) or comparable tests given to enrolled students. Tests assess the MDE HSCE’s and may take up to three hours to complete. Some courses may also require completion of a portfolio or major project as assigned by the instructor.

Timeline for Testing Out:

- Summer Test-Out will occur mid August.
- In order to earn credit, a student must pass the comprehensive final exam with a minimum of C+.
- Students must submit a test out application to the counselor by first week of May.
- Attempting to test out of a course will neither positively nor negatively affect a student’s Grade Point Average (either weighted or unweighted).
- Students may NOT attempt to test out of the same course more than once.
- Students may NOT enroll in the class or be present for the class in which they plan to test out.
- The school must provide the class syllabus and the title of the class textbook (or other materials).
- Students will pick up the test out

study materials from the appropriate teacher (see counselor for list) prior to testing out.

AP AND HONORS COURSES

AP Courses

Advanced Placement (AP) classes, administered by the College Board and taught at local high schools, allow students the opportunity to participate in college level courses and earn college credit while still in high school. AP courses are taught by specially trained teachers who follow college curriculum approved by the College Board. At the conclusion of the course, the student has the option to take the appropriate AP exam. Depending on the result and the college or university, the course may count for college credit. Students who know where they plan to attend college in the future should check on the acceptance of the AP course with the institution. There is a fee for the exam and it is administered at St. Joseph High School in May.

Honors Courses

Honors courses have been developed for motivated students interested in increasing the rigor of the course. Students choosing to enroll in AP or Honors courses must be able to work independently, should expect rigor in the course and **make a commitment to remain in the class for the entire year.** To enroll in an Honors or AP class, a student must sign up online (if not already enrolled in honors courses in that area) after February class meetings. A student is approved based on any of the following:

- Student has a GPA of 3.8 (unweighted) or better in the particular subject area, or
- Student has a core academic cumulative GPA of:

8th Grade	3.5 & teacher approval
9th Grade	3.3 or better
10th Grade	3.4 or better
11th Grade	3.5 or better

- Teacher recommends approval based on standardized test scores (PSAT, SAT, ACT, etc.), or
- Committee decision based upon consideration of all the above.

NOTE: A student may meet all the above requirements and may not get a recommendation by the current teacher.

BERRIEN COUNTY CAREER & TECHNICAL EDUCATION (CTE)

St. Joseph High School is a part of the Berrien County Career and Technical Education Consortium. These classes are offered throughout the county at various sites. When students select one of these full year classes, they are automatically under the jurisdiction of the operating school. Students must observe the rules of the host school, those defined by the individual program, as well as the rules of SJHS.

Students are required to provide their own transportation. See CTE Director for application.

CTE courses offered at SJHS are identified in the course selection area. For a complete list of all other CTE courses and further information see the CTE website: <http://www.berriencte.org/>

DUAL CREDIT COURSES

These courses articulate between St. Joseph High School and Lake Michigan College for college credit. Classes are offered at our high school during the regular school day and are taught by high school teachers who have been credentialed as adjunct college instructors. The curriculum has been approved by the higher academic institution to receive credit. A student typically receives both high school and college credit for these courses.

Students must have acceptable ACT, SAT or ACCUPLACER test scores in order to register. See qualifying test score requirements on the SJHS Guidance website and for complete

registration and deadline details:
https://sjhs.sjschools.org/guidance/dual_credit_early_college/dual_credit

Courses currently offered for Dual Credit are identified within the Course Description.

Students are strongly encouraged to look at the following websites to see how credit transfers to Michigan Colleges or Universities:

www.macrao.org

or www.michigantransfernet.org

Students who know where they plan to attend college after high school should check with that particular institution to see how the LMC credit transfers.

NOTE: Students who sign up for a Dual Credit course must successfully register and meet qualifying test scores for the college course by the registration deadline or they may be removed and placed in another section to make room for students who are on the waiting list for Dual Credit course.

DUAL ENROLLMENT

Dual Enrollment is an educational opportunity designed by law that provides an option for 11th and 12th grade students to expand their opportunities in high school by simultaneously enrolling in college. Students may take classes for college credit, high school credit, or both. Activity courses or courses that are currently taught at St. Joseph Public Schools may not be taken for dual enrollment. Students may petition the Principal in the case of a direct schedule conflict.

A student may take either one or two semesters of courses at a qualifying institution if they have Principal approval and they meet readiness assessment scores on either the ACT, SAT or ACCUPLACER. See qualifying test score requirements on the SJHS Guidance website, found under Dual Credit/Early College. Up to a maximum of 8 dual enroll classes

allowed during the student’s junior and senior years.

A student may apply for a dual enrollment class by picking up a Dual Enrollment application from their Guidance counselor. Students may exchange a three-credit college class for one high school semester class. St. Joseph Public Schools is mandated by law to pay a portion of the college tuition and textbooks based on a State formula. Any amounts not covered would be the responsibility of the student or parent/guardian. If a student fails a dual enrollment class, they must reimburse the school system for the dual enrollment fees.

EARLY/MIDDLE COLLEGE

The Berrien County 5th Year Early/Middle College (E/MC) is an exciting and effective way for students to earn up to an Associate’s Degree while still in high school. Through this innovative program, students will be able to save both time and money as they pursue a college credential. This program is designed to provide all students an opportunity to earn a high school diploma AND a career certificate, a MEMCA certificate or an Associate degree, all of which can assist a student on a Bachelor’s degree track or employment. In order to complete the coursework required for this program, students will commit to spending three years in the E/MC, grades 11, 12 and 13 (students apply for admission to the E/MC in grade 10). More information and details can be found on berrienresa.org.

Early/Middle College Failure and Withdrawal Policy:

In the event that a St. Joseph High School student, who is dually enrolled in the Berrien County 5th year E/MC program, fails a course, the student shall repay the school district the tuition and fees paid by the St. Joseph Public Schools before enrolling in additional courses. In addition, an intervention meeting will be held to strategize additional methods for the student to be successful in the E/MC program. The student, parent, E/MC

consultant and a SJHS representative will be invited to this meeting. If a 2nd failing grade is issued, the student shall also repay the tuition and fees to the school district and a meeting will be held to consider withdrawal from the E/MC program.

Withdrawing from a college class is highly discouraged. In the event that a student does withdraw from a college class and it is after the date that full refund would be available, the student will reimburse the school for the cost of the course, books and fees associated with the class.

WEB/TECHNOLOGY/ ONLINE LEARNING

A quality technology-based learning experience is a combination of structured, sustained, integrated and meaningful activities. A student who has been successful in this type of experience should develop competency for being able to learn in a technological environment (lifelong learning). St. Joseph Public Schools and St. Joseph High School offer a variety of opportunities for students to expand their technology based competency.

BEAR ESSENTIALS

“BEAR ESSENTIALS” is a compilation of online learning experiences that a student encounters at St. Joseph Public Schools from grades 6 - 12. Through a collection of rich and diverse online learning experiences over time, a student is empowered to be productive of learning experiences beyond school and into continuing education for the work place. The “Bear Essentials” are incorporated into and are continuing to grow within the framework of all courses that students take. This is exemplified within the new English Language Arts Curriculum. A variety of experiences include: web quests, blogs, wiki’s, podcasts, video casts, book trailers, learning management systems, online research, electronic portfolios, digital story-telling, interactive discussions with teachers, interactive discussions with students, virtual field trips, online simulations, test preparation tools, online projects,

online assignments and career planning tools. Updating the Educational Development Plan (EDP) each year is part of their requirement.

21F

The State of Michigan, under Section 21F of the State School Aid Act, has launched the choice for parents to request that their student(s) be enrolled in no more than two (2) online courses in place of a currently scheduled course.

We encourage parents to consider carefully if an online course is ideal for their child given the fact that they will be forfeiting face-to-face teacher classroom instruction and support.

These factors include:

- Can your student create and maintain a study schedule without face-to-face interaction of a teacher?
- Can your student self-advocate to seek help within a virtual setting?
- Does your student possess the independent study habits needed to complete an entire course online without direct supervision?
- Does your student have the reading, writing, math, and computer literacy skills to succeed in a class that is completely online?

Additional information is contained within the Parent Guide to Online Learning

<https://michiganvirtual.org/wp-content/uploads/2017/03/parentguide.pdf>

These courses must be selected at the same time other courses are selected for the following year (end of February).

Credit Recovery

St. Joseph High School has access to its own web-based learning curriculum. Credit Recovery Online courses are Credit/No Credit and are listed on the transcript in this manner. The course is not built into the GPA. Please see your counselor for more details.

Online Summer School

Is designed for credit recovery and remedial assistance. The program meets in a computer lab and is overseen by teachers. Please see your counselor for more details.

SCHEDULE CHANGES

The following criteria is used:

1. Schedule changes are only made for these reasons:
 - a. incorrect placement in course
 - b. a health issue
 - c. lack of prerequisite
 - d. failure of a year-long or semester class
 - e. teacher request (with administrative or counselor approval)
2. A schedule change cannot create an overload in another class.
3. A completed Drop/Add Request form must be submitted (forms are available in the Guidance Office). Where changes are allowed, the student will receive a new schedule. Until such time, the student must follow the original schedule.
4. Courses can only be added or dropped within the first 5 days of the semester.

REPEATING A CLASS

If a student repeats a class:

1. The grade for the repeated course will be used to fulfill course graduation requirements. It is important that the student discuss this with his/her counselor before scheduling to repeat a class.
2. Both grades are used in computing GPA.

AUDITING A CLASS

- Students are permitted to audit one class per semester.
- Only Juniors and Seniors are allowed to audit classes.
- The student must obtain a contract form from counselor.
- The student must state the reason.
- Successful audit of a class will be a “NC” on the transcript and credit will

not be issued.

- A course required for graduation cannot be audited because credit is not given for an audit.
- Students should be aware that colleges do not accept audits as credit. Example: Colleges will not accept Physics as a class the student has completed if it is listed as an audit on the student’s transcript.
- Students should be aware that the audited class cannot be counted as a prerequisite for a more advanced class.
- Students must be taking five (5) classes for credit to be allowed to audit. The audit class is in addition to the five (5) credit courses.
- The student must complete all work assigned in the class and take all tests and exams. In other words, a student must do all the work expected of other students in the class at a successful level of achievement.
- If the student is not maintaining a responsible attitude in the class, an “F” grade will result and this will be counted against the grade point average. Before this happens, it is expected that the teacher will have warned the student of the problem and sent home a letter indicating that the student was not living up to the audit contract.
- The decision to audit a class is final after the audit contract has been signed. The student cannot request to reverse that decision and receive a grade.
- It is recommended that the student indicate the desire to audit a class when signing up for that class. The audit contract must be completed and submitted to the counselor by the sixth (6th) Friday of the semester of the audit.
- The teacher may make the recommendation that the student audit the class.
- Students who audit a class one (1) time may take the course the second time for credit.
- If there is a large class, the student taking the class for credit will be assigned to the class in preference to the student auditing the class.

- A student auditing a class eliminates them from eligibility for an Academic Letter.

GRADING SCALE

A = 4.0 100-92.5%	C- = 1.667 72-69.5%
A- = 3.667 92-89.5%	D+ = 1.333 69-66.5%
B+ = 3.333 89-86.5%	D = 1.0 66-62.5%
B = 3.0 86-82.5%	D- = .667 62-59.5%
B- = 2.667 82-79.5%	F = 0 59-0%
C+ = 2.333 79-76.5%	CR "Credit"
C = 2.0 76-72.5%	NC "No Credit"

A semester grade includes both marking period grades (45% each) and the final exam (10%). A student must pass a minimum of 60% of the course to receive credit in the course. Anything less than 60% results in a semester grade of "F".

When an "I" (Incomplete) grade is received, the student has ten (10) school days following the final distribution of grades to make arrangements with the teacher to make up the work or the grade is changed to an F. Under extenuating circumstances, the teacher may extend this period.

ATTENDANCE MAKE UP CONTRACT INFO

The responsibility for good attendance rests primarily with students and parents. Our staff will make every effort to encourage good attendance, make students and parents aware of poor or inconsistent attendance and help students correct problems that might lead to excessive absences.

NEW ATTENDANCE CONTRACTS WILL BE SHARED WITH STUDENTS FALL 2023.

WEIGHTED GRADES

Weighted grades will be calculated and reported on the transcript along with the unweighted GPA for college admission and scholarship purposes. Students will receive a .5 addition for

honors courses and a 1.0 addition for AP courses. The weighted GPA will be used for all internal school awards and standings starting with the 2023-24 school year.

REPORT CARDS

Printed report cards will not be distributed, as final grades are available on Powerschool’s Parent Portal.

Transcripts are available anytime and can be requested via Parchment.com.

PARENT PORTAL

Progress reports and quarter marking period grades are available to parents on a daily basis through PowerSchool’s Parent Portal. Access information is available at the beginning of the school year. Please refer to sjschools.org under “For Families/PowerSchool” for detailed instructions.

HONOR GRADUATES

Graduating seniors who have a cumulative weighted grade point average of 3.50 (starting with the 2023-24 school year) or better are designated as Honor Graduates and wear special braided cords during graduation ceremonies.

Honor Graduates weighted cumulative high school GPA is calculated through the end of their 1st semester of their senior year (total of seven semesters). If a senior misses the 3.50 weighted cumulative GPA based on their seven semesters, but obtains a 3.50 at the end of their eighth semester, the cord will be awarded at graduation. If an Incomplete (I) is issued at time of report, the Honor Graduate will not be awarded until a final grade has been submitted by the teacher. It is the student’s responsibility to notify the school if any of the above takes place.

The names for Honor Graduates are released to newspapers and other media approximately four weeks before the end of the school year.

HONOR ROLL

The Honor Roll is published at the end of each semester. The Maize Honor Roll covers weighted GPAs 5.00 through 3.50. The Blue Honor Roll covers GPAs of 3.49 through 3.00. An asterisk is used to denote 4.00 students.

Any incompletes (I) or No Credit (NC) issued at time honor roll is run disqualifies student from final Honor Roll list.

ACADEMIC LETTER

Requirements: A student must have a 3.80 weighted GPA average or better for each semester during the school year. The Academic Letter is awarded only for classes taken at St. Joseph High School.

Exception: A student who is taking college courses must be carrying a combination of high school courses and college courses to equal three (3) units of credit per semester to be considered for an Academic Letter.

A student must earn three (3) units of credit each semester or six (6) units of credit for the year. CR/NC (credit/no credit), auditing a class and Work Based Learning eliminate a student’s eligibility for an Academic Letter.

Senior Academic Letter Awards are based on the first semester and the first marking period (Q3) of the second semester. If a senior misses the academic letter based on the first nine weeks of the 2nd semester and obtains a 3.8 at the end of the eighth semester, the letter is awarded after graduation. It is the student’s responsibility to notify the school if this happens.

If an Incomplete (I) or No Credit (NC) is issued at time of report, the Academic Letter will not be awarded until a final grade has been submitted. If a senior is taking an online course(s), it is the student’s responsibility to be on pace (minimum of 40% complete) and receive a CR (credit) when grades are finalized at the end of Q3 of their senior year to qualify.

NOTE: Summer online courses are calculated in the cumulative GPA.

ACADEMIC HALL OF FAME

The SJHS Academic Hall of Fame was established beginning with the class of 2018. The Academic Hall of Fame committee will review the selection process annually. **NEW FOR 2023-24 School Year:** students are selected based on their average of unweighted and their weighted cumulative GPA’s of their graduating class. The Top 10 Hall of Fame students will be acknowledged at our high school graduation ceremony, in a press release to local media and a posting inside the SJHS building.

Requirements: Transfer students would need to earn at least 4 semesters of academic coursework at St. Joseph High School in order to qualify. All courses that provide credit are included in the GPA calculation. Transfer students that have attended fewer than 4 semesters at SJHS and qualify as an Academic Hall of Fame student based on his/her GPA can petition the Principal for consideration.

Disqualifiers: If a student is enrolled in a 21F Online course, the course must be completed one week prior to seniors last day of school in order to calculate a final GPA. Any incomplete grades in any course at the time the final GPA report is run will eliminate the opportunity to be an Academic Hall of Fame finalist.

NATIONAL HONOR SOCIETY

Eligibility is open to any student in the eleventh or twelfth grades who has a minimum grade point average of 3.5. The grade point average used to determine eligibility includes the cumulative total of those grades, which count toward graduation from high school. The minimum scholarship level of achievement for a chapter shall remain fixed. These candidates shall then be considered for election to

membership on the basis of character, leadership, and service. High grade point average does not guarantee membership in the National Honor Society.

Eligible candidates will receive an email from the Guidance Office in February/March prior to the mandatory informational meeting. A student who does not receive an eligibility email, but who feels they should be eligible, is invited to notify the National Honor Society Advisor. The advisor will check the student’s eligibility and determine whether or not to add the name. This is not an appeal, just a way to check for possible errors or oversights.

In early March, an informational meeting will be held for all prospective candidates. During the meeting, the following matters are discussed: the selection process, the personal information that the candidate is responsible for collecting, the date the application is due, and any questions concerning the selection process and procedures.

After students turn in the application, teachers answer questions and rate each candidate on their leadership and character as demonstrated in their classroom. The ratings are reviewed, along with student submitted data, by a counsel of faculty members who meet to review this information. The faculty council will then select the new members by majority vote. Induction of juniors and seniors will occur once a year in the spring, typically the first week in May.

An NHS Officer or member may be dismissed if they fail to maintain the appropriate standards established by the NHS constitution.

NCAA AND NIAA ATHLETIC ELIGIBILITY REGULATIONS FOR COLLEGE BOUND STUDENTS/ATHLETES

The National Collegiate Athletic Association (NCAA) is a voluntary

organization through which the nation’s colleges and universities govern their athletics programs. In order for an athlete to be eligible to participate in Division I or Division II college athletics, he or she must meet minimal core course eligibility standards as follows:

DIVISION I 16 Core-Course Rule

- 4 yrs of English
- 3 yrs of mathematics (Alg 1 or higher).
- 2 years of natural/physical science (1 yr of lab if offered by high school).
- 1 yr of additional English, Mathematics or Natural/Physical Science.
- 2 yrs of Social Science.
- 4 yrs of additional courses (from any area above, World Language or nondoctrinal Religion/Philosophy).

DIVISION II 16 Core-Course Rule

- 3 yrs of English
- 2 yrs of mathematics (Algebra 1 or higher).
- 2 yrs of natural/physical science (1 year of lab if offered by high school).
- 3 yrs of additional English, Mathematics or Natural/Physical Science.
- 2 yrs of Social Science.
- 4 yrs of additional courses (from any area above, World Language or nondoctrinal Religion/Philosophy).

ACT/SAT scores are also included in eligibility requirements.

For more information, go to www.ncaa.org or call toll free: 877-262-1492.

FOUR YEAR COURSE OF STUDY

Following are four different courses of study to guide students in making course selections. When making academic choices, it is important for students to have realistic perceptions of their abilities and make selections accordingly. The indicated average GPA and SAT/ACT score are general guidelines.

I. MOST SELECTIVE COLLEGES

SAT 1350–1600

ACT 29–36

GPA 3.8–4.0

- 4 yrs of English – English 9, 10, 11 and 2 semesters of strong college prep electives
- 4 yrs of Math or more – Students need to take the most rigorous courses possible
- 3 Lab Sciences (minimum) – Students need to take the most rigorous courses possible
- 3 yrs of Social Studies – US History, Civics/Economics, World History
- 2-4 yrs of a World Language
- AP and Honors courses highly recommended

II. SELECTIVE COLLEGES

SAT 1130–1380

ACT 23–30

GPA 3.5–3.8

- 4 yrs of English – English 9, 10, 11 and 2 semesters of strong college prep electives
- 4 yrs of Math (minimum) – Algebra 1, Geometry, Algebra 2, Pre-Calculus or MAPS
- 3 yrs of Social Studies – US History, Civics/Economics, World History
- 3 yrs of Science – Biology, Chemistry and Physics, Anatomy and Physiology
- 2-4 yrs of a World Language is encouraged and in some cases required
- AP and Honors courses suggested

III. MODERATELY SELECTIVE COLLEGES

SAT 1060–1230

ACT 21–26

GPA 3.3–3.5

- 4 yrs of English – 9, 10, 11 and 2 semesters of college prep electives
- 4 yrs of Math – Algebra 1, Geometry, Algebra 2
- 3 yrs of Science – Biology, Chemistry and Physics
- 3 yrs of Social Studies – US History, Civics/Economics, World History
- 2 yrs of a World Language is encouraged & in some cases required

IV. OPEN ENROLLMENT

COMMUNITY COLLEGE, BUSINESS SCHOOL, TRADE SCHOOL OR

APPRENTICESHIP PROGRAMS

Completion of Michigan Merit Curriculum requirements. Students should take classes within the department of their major field or interest area.

TIPS FOR COLLEGE ADMISSION

Colleges consider the following areas when reviewing college applications for admission:

1. The high school academic record is the most important. This includes:
 - College prep classes (5 academic areas: English, Math, Science, Social Studies and World Language).
 - Level and rigor of courses such as Honors and AP courses completed.
 - Grade point average and rank in class.
2. Test Scores – ACT and/or SAT
3. Recommendations from high school teachers and/or counselors (which include student’s character and personality). Students **MUST allow at least one week when requesting a recommendation.**
4. Extracurricular activities
5. Community Service

It is suggested that students begin the college search early in the high school career to assist in making college/work plans. A VERY valuable resource is the Internet. All colleges have websites with extensive information about their schools and many offer the option of requesting information and/or applying online. If Internet access is not available, both parents and students are welcome to access the internet in our High School Media Center or College & Career Center.

COMPLAINT PROCEDURES FOR NONDISCRIMINATION

Section I

Any person who believes that s/he has been discriminated against or denied

equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District’s Civil Rights Coordinator, **Director of State/Federal Programs, 2580 S. Cleveland Avenue, St. Joseph, MI 49085, (269) 926-3100.**

Section II

A person who believes s/he has a valid basis for a complaint, may discuss the matter informally and on an oral basis with the District’s Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the information procedures do not resolve the matter to the complainant’s satisfaction, s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

Step 1

Investigation by the District Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint with the District Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or even giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall interview any witnesses and review other evidence provided by the complainant. The investigation shall be completed within ten (10) business days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District’s files and records relating to the complaint.

Step 2

If the complainant is not satisfied with the Civil Rights Coordinator’s Step 1 decision, s/he may submit in writing, a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator’s response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of receiving the written appeal.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent’s response in Step 2. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative within twenty (20) business 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 ten (10) business days of this meeting.

Section III

PROHIBITION AGAINST RETALIATION

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

The complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to prompt and equitable resolution of the complaint shall not be impaired by the person’s pursuit of other remedies such as the

filing of a Complaint with the Office of Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The individual may also, at any time, contact:

The U.S. Department of Education
 Office for Civil Rights
 Cleveland Office
 600 Superior Avenue East, Suite 750
 Cleveland, Ohio 44114-2611
 Telephone: (216) 522-4970
 Fax: (216) 522-2573
 TDD: (216) 522-4944
 E-mail: ocr.cleveland@ed.gov
 Web: <http://www.ed.gov/ocr>

SIPS District’s Compliance Officers:

Kristen Bawks
Asst. Superintendent
 269-926-3105
 2580 S. Cleveland Avenue
 St. Joseph, MI 49085

Denise Reisig Director of Special Education
 269-926-3123
 2580 S. Cleveland Avenue
 St. Joseph, MI 49085

SJHS CLUB ACTIVITY LIST

Club	Advisor
11th Grade Advisors	Tracy Becker & Jamie Culver
12th Grade Advisors	Amy Peterson & Tracy Olson
Academic Challenge	Gary Etter
Anime Club	Kalina McCormick
Baking Club	Lauri Berry
Boys Volleyball Club	Zoey Britton
Broadcast Club	Jen Berry
Choral Music Director	Beth Gray-Roll
Dance Club	Stephanie Carrier
DECA Club	Angie Mellott
Director - All School Play	Scott Bradford
Director of Bands	Josh Doe
Environmental Club	Dane Gallagher & Lauren Shuster
French Club	Colleen Elkins
Graphic Arts Club	Julie Beam
GSA Club	Lauren Wiltsie & Nita Nicholie
HOSA Club	Jaime Hall
Interact Club	Cindy Igoe
Key Club	Lauri Berry
Math Club	Tom Miesse
Mock Trial	Gabby Hardy
Musical Director	Cassidy Vlietstra
National Honor Society	Nita Nicholie & Gabby Hardy
Pit Orchestra	Beth Gray-Roll
Project Lit Book Club	Bryan Arbut
Robotics	Morgan Brunsting
Science Olympiad	Ann St. Amand
Show Choir	Beth Gray-Roll
Ski & Snowboard Club	Ian Brown
Smash Club / E-Sports Club	Joey Zahn
Spanish Club	Zoey Britton
St. Joseph Student Foundation	Sue Riemland
Student Senate	Amanda Wallace
Symphony Orchestra	Burke Lokey
Symphony Orchestra Assistant	Josh Doe
Ultimate Frisbee Club	Mark Hartfield
Variety Show Director	Marcus Roll
Weightlifting Club	Ben Jager
Wind-Up	Joyce Hunter
Yearbook	Joyce Hunter
Yoga Club	Kelsey Froelich

A GUIDE TO ST. JOSEPH HIGH SCHOOL STANDARDIZED TESTS

TEST	GRADE	TEST DESCRIPTION	DATES
PSAT/NMSQT	11 th Grade	PSAT/NMSQT is a “pre-SAT” test that is offered to interested students. For juniors, the results of the PSAT test are used for qualifying scores for all National Merit Scholarship Programs.	October
PSAT	9 th /10 th Grade	PSAT is a “pre-SAT” test that is given to all 9 th and 10 th graders in April.	April
MME	11 th Grade	Required for all 11th graders in order to graduate. Administered over several days.	April
ACT Test *National Test	11 th /12 th Grade	ACT is a college entrance test that may be required for all students applying to four-year colleges. Juniors should see their counselor for further information or go to www.actstudent.org .	Fall/Winter/Spring
SAT Test *National Test	11 th /12 th Grade	SAT is a college entrance test that may be required for all students applying to four-year colleges. Juniors will take the SAT as part of the MME in April. Juniors should see their counselor for further information or go to www.collegeboard.com .	Fall/Winter/Spring
Advanced Placement Tests	10 th /11 th /12 th Grade	This test covers the entire year of AP material for a course. College credit may be earned if a qualifying score is achieved and if AP credit is accepted by a post-secondary institution. Registration details will be shared in your student’s AP classroom at the beginning of the school year. For further questions see Mrs. Alli Hoskins, Assistant Principal	May

2023-2024 NATIONAL TEST DATES

ACT	SAT	PSAT	ADV PLACEMENT
www.act.org	www.collegeboard.com	www.collegeboard.com	www.collegeboard.com

***DATES TO BE DETERMINED** – check websites above for updated information and future dates.

CAREER PATHWAYS

The six Michigan Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. Some careers may have connections to more than one pathway. Education agencies will determine how best to include these in their pathway structure to provide appropriate experiences for students.

There are six pathways identified for Michigan that are designed to cover all career opportunities and reflect these critical characteristics:

- Encompass the entire spectrum of career options available to students;
- Share common characteristics for careers within each pathway;
- Provide opportunities for all students and all ability levels;
- Offer significant potential for knowledge and skill transferability within the pathway; and
- Encompass the full range of work requirements within each pathway from basic entry level to more advanced.

ARTS AND COMMUNICATIONS

Careers related to the humanities and to the performing, visual, literary and media arts.

BUSINESS, MANAGEMENT, MARKETING, AND TECHNOLOGY

Careers related to all aspects of business including accounting, business administration, finance, information processing, and marketing.

ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY

Careers related to the technologies necessary to design, develop, install, or maintain physical systems.

HEALTH SCIENCES

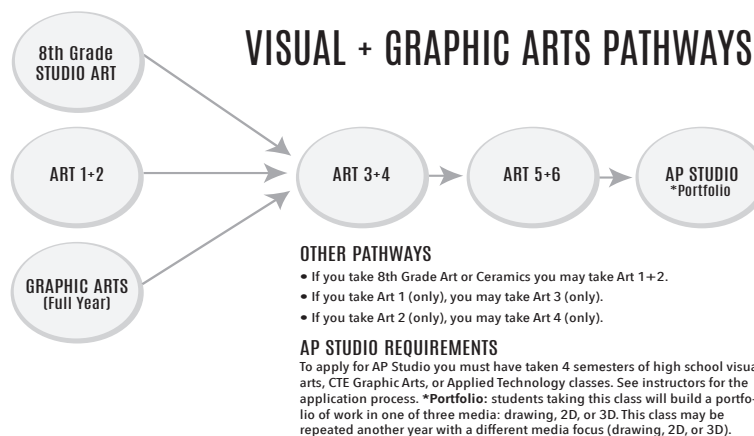
Careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.

HUMAN SERVICES

Careers in early childhood, civil service, education, hospitality, and the social services.

NATURAL RESOURCES AND AGRISCIENCE

Careers related to natural resources, agriculture, and the environment.



ARTS DEPARTMENT (Visual/Arts)

The mission of the Visual Arts Department is to serve the student body with a complete foundation in the two and three dimensional visual arts. Students experience the excitement and satisfaction of artistic and academic achievement, individual expression and appreciation of others through the exploration of art history and personal production.

Visual arts students actively create, analyze and respond to artworks reflecting various cultural and historical perspectives. Students better understand the process involved in artistic endeavors and the dynamic relationships between artists and society.

ART 1

Introduction to Two-Dimensional Media Design

MMC VPAA Credit – ½ CR

Level: 9, 10, 11, 12

Length: Semester

Prerequisite: None

Introduction to Two-Dimensional Design is a general art survey course for students without previous experience in high school art. This course is designed to teach students the basic principles and elements of design through various types of two-

dimensional media. Students learn to create art in two forms and have creative experience in art appreciation, studio, history and criticism. Through these experiences students explore the different career pathways and various avenues the world of visual arts may lead the students.

All students are required to keep a daily/weekly journal of the ideas, progressions and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/ sketchbooks are collected bi-weekly for a grade.

This course will investigate the media use of: Pen/Pencil, Oil Pastel, Conte, China Marker, Charcoal, Colored Pencil, Watercolor, Computer Media, Film Media, Photoshop

ART 2

Introduction to Three-Dimensional Ceramic/Sculpture

MMC VPAA Credit – ½ CR

Level: 9, 10, 11, 12

Length: Semester

Prerequisite: None

Introduction to Three-Dimensional Design is an introductory, general art survey course for students without previous art experience in high school art. This course is designed to teach students the basic principles and elements of design through various types of three- dimensional media. In this class students learn to create art in functional and non-functional three-

dimensional forms. Students also have creative experiences in art appreciation, studio, history and criticism. The history of three-dimensional design and place in diverse cultures is an integral part of the course curriculum.

All students are required to keep a daily/weekly journal of the ideas, progressions and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

This course will investigate the media use of: Clay, Wire, Found Object, Plaster, Woods, Metals, Paper Mache

ART 3

Advanced Two-Dimensional Media Design

MMC VPAA Credit – ½ CR

MMC 4th Yr Math Credit – ½ CR

MMC 3rd Yr Science Credit – ½ CR

MMC 2nd Yr Wrld Lang Credit – ½ CR

CTE Program (State Approved)

Level: 9, 10, 11, 12

Length: Semester

Prerequisite: A minimum of a “C” in Art 2 and teacher recommendation

In Advanced Two-Dimensional Design students are taught advanced principles and elements of design through various types of two-dimensional media. In this class students learn to relate elements and principles of art to two and three-dimensional art forms. Students learn to discuss art, practicing knowledge of

criticism and aesthetics. Technology is utilized through multi-media software, digital photography and film. Students also have creative experiences in art appreciation, fashion, studio, history and criticism. Through these experiences students explore the different career pathways and various avenues the world of visual arts may lead the students.

All students are required to keep a daily/weekly journal of the ideas, progressions and homework assignments. A journal can be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

This course investigates the media use of: Pencil/pen, Oil Pastel, Conte, China Marker, Charcoal, Colored Pencil, Watercolor, Computer Media, Oil Paint, Film Media, Photoshop, Fiber

**ART 4 or
ART 4 DUAL CREDIT**

(Art 101) see pg. 10 for pre-reqs

Advanced Three-Dimensional Ceramic/Sculpture Design

MMC VPAA Credit - ½ CR
MMC 4 th Yr Math Credit - ½ CR
MMC 3 rd Yr Science Credit - ½ CR
MMC 2 nd Yr Wrld Lang Credit - ½ CR
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Semester
Prerequisite: A minimum of a “C” in Art 3 and teacher recommendation

Advanced Three-Dimensional Ceramic/Sculpture Design is a course that is designed to teach students the advanced principles and elements of design through various types of three-dimensional media. In this class students learn to create in functional and non-functional three-dimensional forms. Students create pottery on a wheel and learn creation of mold making and relief sculpture. Students also have creative experiences in art appreciation, studio, history and criticism. The history of three-dimensional design and place in diverse cultures is an integral part of the course curriculum.

All students are required to keep a daily/weekly journal of the ideas, progressions and homework assignments. A journal can be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected for a grade.

This course investigates the media use of: Clay, Found Object, Plaster, Woods, Paper Mache, Textiles, Wire, Metals, Fiber Manipulation, Small Jewelry Fabrication

**ART 5, 6 or
ART 6 DUAL CREDIT**

(Art 102) see pg. 10 for pre-reqs

The Artists Voice and Aesthetic Experiences I & II

MMC VPAA Credit - ½ CR
Level: 10, 11, 12
Length: Semester
Prerequisite: A minimum of a “B-“ in Both Art 3 and Art 4 and instructor approval. Must complete summer sketchbook materials prior to admittance of the class.

These courses will involve personal expense.

In The Artists Voice and Aesthetic Experiences I (Two-Dimensional) and The Artists Voice and Aesthetic Experiences II (Three-Dimensional) students will:

- Relate elements and principles of art to two and three-dimensional art forms
- Understand the role of crafts in the visual arts
- Discuss art, practicing knowledge of criticism and aesthetics
- Learn about and create various applications of commercial art
- Utilize technology to create advanced art
- Experience advanced competitions/community outreach
- Analyze and compare drawings using a variety of aesthetic approaches
- Evaluate art based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities and aesthetic significance

- Identify subject matter, metaphor, themes, symbols and content in drawings
- Create artworks that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content
- Create divergent, novel or individually inspired applications of art media or art elements and principles that express content
- Basic portfolio development/career connections

All students are required to keep a daily/weekly journal of the ideas, progressions and homework assignments. A journal can also be combined with a sketchbook as long as there is enough space. These journals/sketchbooks are collected bi-weekly for a grade.

It is required that all students are involved in at least two community building experiences within the arts per semester. Items that count to fulfill this requirement are items such as art show outside of school, community art projects, attendance of a community art exhibit. A monthly list of events will be posted in the classroom. All events must be approved prior to participation.

Materials/Media used in this class: Pencil/Pen, Oil Pastel, Conte, China Marker, Charcoal, Wire, Computer Media, Clay, Plaster, Oil Paint, Fiber, Digital Imaging

AP DESIGN

Drawing, 2D & 3D Portfolio
MMC VPAA Credit - 1 CR
Level: 11, 12
Length: Year
Prerequisite: Art Department Approval. At least four semesters of a high school visual art class must be completed with a B+ or better. Summer work must be completed prior to class start date.

This course is a rigorous, demanding, and intense journey into artistic creation. It is a yearlong course. As a college-level course, it challenges artists to investigate formal and conceptual issues in 2D design. Over 24 pieces will be created during this yearlong

experience. During this time, students will be challenged to develop their own artistic voice while at the same time showing their versatility as they expand on different themes and with the use of varied media.

The student will be personally involved in a sustained investigation of all three aspects of the portfolio. During the first week of school, the students will become familiarized with the three portfolio areas: Quality, Concentration, and Breadth. Examples of assignments and slides from former AP Design students will be shown and discussed in detail. Students will be encouraged to develop their own ideas within the context of each portfolio. In the first semester, focus will be on the Breadth portion of the portfolio as students explore how they can articulate different themes and emotions with a versatile approach to media and design. Students will review the principles and elements of design that they were introduced to in the prerequisite courses to AP Design. Students will be asked to identify how these principles are used in master works and local works of art and articulate this in written and oral formats. Students have the option of creating a Drawing, 2D or 3D portfolio during this year-long class. Students may take AP Studio twice in high school providing the portfolio choice is not the same as the previous year.

BUSINESS DEPARTMENT

The mission of the Business Department is to develop students’ skills in the areas of analyzing information, thinking critically, making logical arguments and working as part of a team. We promote the development of desirable personal qualities and attitudes that lead to career development and lifelong learning.

ACCOUNTING

MMC VPAA Credit – 1 CR
MMC 4 th Yr Math Credit – 1 CR
MMC 3 rd Yr Science Credit – 1 CR
MMC 2 nd Yr Wrld Lang Credit – 1 CR
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

Accounting is the language of business! Students learn how accounting relates to different careers, as well as learn accounting terminology, concepts, principles, and procedures. The students will use online working papers and accounting software to complete basic accounting procedures as well as Excel Spreadsheets. Accounting for proprietorships and corporations will be covered as well as corporate and personal money management, ethics, and being productive in the global marketplace. Students will have an opportunity to join DECA, a student organization focused on marketing, finance, hospitality, and management that promotes competition in these areas.

APPLIED BUSINESS TECHNOLOGY

MMC VPAA Credit – 1 CR
MMC 4 th Yr Math Credit – 1 CR
MMC 3 rd Yr Science Credit – 1 CR
MMC 2 nd Yr Wrld Lang Credit – 1 CR
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

Want to get ahead of the competition and learn how to market your business and enhance your employability skills? If so, this course is a must for your future! This course is designed to train students for the “real world of business” and/or the college-bound student entering a business curriculum. Advanced computer programs are covered by extensive hands-on computer usage. The major portion of the course is dedicated to the following computer programs: word processing, spreadsheets, desktop publishing, and presentations. A variety of other activities will be covered such as employability skills, career exploration,

business planning and case studies, communication skills, ethics, leadership, project management, and international business. Students will have an opportunity to join DECA, a student organization focused on marketing, finance, hospitality, and management that promotes competition in these areas. Students will also have an opportunity to take an industry recognized credential at the completion of this course.

PERSONAL FINANCE

MMC VPAA Credit – ½ CR
MMC 4 th Yr Math Credit – ½ CR
Level: 9, 10, 11, 12
Length: Semester
Prerequisite: None

How money smart are you? Step into this semester-long course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught in personal finance include sources of income, budgeting, banking, consumer credit, insurance, spending, taxes, investment strategies, savings accounts, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be money smart! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios. Students will also explore Dave Ramsey Foundations in Personal Finance as part of our class content weekly.

MARKETING

MMC VPAA Credit – 1 CR
MMC 4 th Yr Math Credit – 1 CR
MMC 3 rd Yr Science Credit – 1 CR
MMC 2 nd Yr Wrld Lang Credit – 1 CR
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

This full year class provides an overview of marketing concepts using sports, entertainment and entrepreneurial perspectives. Students

will learn about the marketing core functions which include channel management, marketing information management, product/service management and planning. Students will also explore a variety of interesting and exciting marketing topics that include sales, advertising and promotion, marketing research, financing, and pricing. The use of computers, technology and communication are very important skills learned in this course. Students will have the option to join DECA, a student organization focused on marketing, finance, hospitality, and management that promotes competition in these areas.

ADVANCED MARKETING: SCHOOL STORE

MMC VPAA Credit – 1 CR
MMC 4 th Yr Math Credit – 1 CR
MMC 3 rd Yr Science Credit – 1 CR
CTE Program (State Approved)
Level: 10, 11, 12
Length: Year
Prerequisite: Marketing or Teacher Recommendation

May be taken more than one year for credit.

Learn how a business operates behind the scenes while taking Advanced Marketing. Students will learn the fundamentals of running a retail business. Topics covered in this course include cash handling, sales, inventory, visual displays, loss prevention, customer service and promotion. Students must have taken Marketing 1 & 2 prior or have teacher approval.

FAMILY & CONSUMER SCIENCE DEPARTMENT

Family & Consumer Science Education prepares students to take on adult roles and be contributing members of society. Students learn the skills necessary for independent everyday living. Family & Consumer Science Education fosters the

physical, social, emotional and intellectual growth of the individual and the family. By empowering individuals and strengthening the family unit, the Family & Consumer Science Education curriculum improves the quality of life for individuals and families.

CHILD DEVELOPMENT

MMC VPAA Credit – ½ CR
Level: 9, 10, 11, 12
Length: Semester
Prerequisite: None

This course is a hands-on learning environment and is great for any student interested in working with children such as education, childcare, parenting, pediatrics, social work, etc. Students will learn about a child’s physical, emotional, social and intellectual growth from conception through the school-age years. They will have the opportunity to experience parenting first-hand using a baby simulator through the “Baby Think It Over” project. Pregnancy, how children learn, child abuse, child development and growth and parenting styles are some of the topics included within the class.

FOODS & NUTRITION or FOODS & NUTRITION DUAL CREDIT

(HOSP 153) see pg. 10 for pre-reqs
MMC VPAA Credit – 1 CR
MMC 4 th Yr Math Credit – 1 CR
MMC 3 rd Yr Science Credit – 1 CR
MMC 2 nd Yr World Lang Credit – 1 CR
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

This course is designed to cover all aspects of food and its preparation, emphasizing an understanding of nutrition for health throughout the lifecycle. Cooking units include fruits and vegetables, quick and yeast breads, rice and pastas, meat, poultry, fish and seafood, dairy, vegetarian, desserts and ethnic cuisines. Students must possess a willingness to try new foods and enjoy working in groups. In addition

to cooking labs, students complete textbook work, lectures, interview assignments, writing and research projects, a bake-off and several group projects.

INTRODUCTION TO CULINARY ARTS

MMC VPAA Credit – ½ CR
MMC 4 th Yr Math Credit – ½ CR
MMC 3 rd Yr Science Credit – ½ CR
MMC 2 nd Yr World Lang Credit – ½ CR
CTE Program (State Approved)
Level: 10, 11, 12
Length: Semester
Prerequisite: Grade of “C” or better in Foods and Nutrition

This course is designed to expand on the fundamental concepts, skills and techniques of basic cookery covered in Foods and Nutrition class. This course also explores the various careers in the foodservice industry through readings, interviews and guest speakers. Students must possess a desire to be creative in the kitchen while still following the rules of food science and culinary know-how. In addition to cooking labs, students create their own restaurant menu and compete in a class cook-off as their final project.

INTRO TO HOSPITALITY MANAGEMENT or INTRO TO HOSPITALITY MANAGEMENT DUAL CREDIT

(HOS 150) see pg. 10 for pre-reqs
MMC VPAA Credit – ½ CR
MMC 4 th Yr Math Credit – ½ CR
Level: 10, 11, 12
Length: Semester
Prerequisite: None

Introduction to Hospitality Management is a one-semester class designed to explore several key areas of business and hospitality. Students will learn about the industry’s past, how trends are shaping the future, and discover the vast career opportunities within this industry. During the semester we will cover the following topics: Entrepreneurial, Independent, and Chain Operations, Marketing Hospitality, Hotel Operations,

Restaurant Operations and Careers in Hospitality & Tourism (Casino, Golf management, Cruise ships, Sports and entertainment venues, etc.). There will be text readings and questions, tests, lectures, field trips to local hotels and restaurants, interview assignments, and group projects. There is a project for each 9 weeks. Students must be able to provide their own transportation to and from field trips.

FINE ARTS DEPARTMENT (Performing Arts)

Our mission is to provide each student with intellectual and creative art and music experiences expressed through emotional and artistic communication.

CHORALE

MMC VPAA Credit

Level: 9, 10, 11, 12

Length: Year

Prerequisite: None

The Chorale ensemble studies choral music from various periods of musical history, as well as concentrates on the fundamentals of music and develops musicianship skills. Emphasis is placed upon the development of the choral sound and the individual voice. Students are encouraged to participate in solo and small ensemble singing opportunities. All studies culminate in performances which include: the Fall Concert, the Holiday Concert, the Spring Concert and MSVMA Choral Festival.

CONCERT CHOIR

MMC VPAA Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Audition and/or approval of the director.

The Concert Choir, intended for the serious singer, studies in depth the choral literature and vocal styles from all periods of music history. A thorough music education, including the fundamentals of music and development of musicianship skills, is

also covered in this course. Emphasis is placed upon the development of the choral sound and the individual voice. Solo and ensemble singing opportunities are available and encouraged. All studies culminate in performances which include: the Fall Concert, the Holiday Concert, the Spring Concert, MSVMA Choral Festival, musical participation and various community functions.

MARCHING BAND/ SYMPHONIC BAND

MMC VPAA Credit

Level: 9, 10, 11, 12

Length: Year

Prerequisite: Successful completion of 8th grade instrumental music and previous continued enrollment and/or approval of the instructor.

St. Joseph Marching Band is conducted during the first semester of band. The Marching Band is an instrumental music ensemble dealing with the study of marching band technique and styles at an advanced level. All classroom instruction culminates in performances. Participation in Summer Band Camp, all home football games, marching band festivals, guest appearances at other colleges or high schools, the Blossom Parade and Memorial Day Parade and any other scheduled activities are required.

The Marching Band creates music and drills at a significant cost, based on sign up numbers established in the spring for the following fall. **Therefore, it is imperative that we have a firm commitment from students so that accurate drills and music can be created.**

During the winter and spring the **Marching Band** divides into the **Symphonic Band** and **Wind Ensemble** on the basis of auditions. **Symphonic Band** and **Wind Ensemble** play instrumental music from all periods of music history which culminates in performances. Performances include: the Holiday Concert, Pre-Festival Concerts, District Band and Orchestra Festival, Elementary Concerts, the Spring Concert, Upton Middle School assemblies, Commencement and any

other scheduled activities as required.

MARCHING BAND/ WIND ENSEMBLE

MMC VPAA Credit

Level: 9, 10, 11, 12

Length: Year

Prerequisite: Successful completion of 8th grade instrumental music and previous continued enrollment and/or approval of the instructor.

St. Joseph Marching Band is conducted during the first semester of band. The Marching Band is an instrumental music ensemble dealing with the study of marching band technique and styles at an advanced level. All classroom instruction culminates in performances. Participation in Summer Band Camp, all home football games, marching band festivals, guest appearances at other colleges or high schools, the Blossom Parade and Memorial Day Parade and any other scheduled activities are required.

The Marching Band creates music and drills at a significant cost, based on sign up numbers established in the spring for the following fall. **Therefore, it is imperative that we have a firm commitment from students so that accurate drill and music can be created.**

During the winter and spring the **Marching Band** divides into the **Symphonic Band** and **Wind Ensemble** on the basis of auditions. **Symphonic Band** and **Wind Ensemble** play instrumental music from all periods of music history which culminates in performances. Performances include: the Holiday Concert, Pre-Festival Concerts, District Band and Orchestra Festival, Elementary Concerts, the Spring Concert, Upton Middle School assemblies, Commencement and any other scheduled activities as required.

Wind Ensemble studies the fundamentals of music performance in depth and at a more sophisticated level than the Symphonic Band.

PHILHARMONIA ORCHESTRA

MMC VPAA Credit

Level: 9, 10, 11, 12

Length: Year

Prerequisite: Successful completion of 8th grade instrumental music or audition with the Director.

The course deals with the in-depth study of orchestral literature from all periods of music history and culminates in performance. It includes the study of solo and ensemble literature and string techniques. Open to string players only, the Philharmonia Orchestra is its own performing ensemble. Performances include: Fall String Festival, Choir/Orchestra Holiday Concerts, Orchestra District Festival, Spring concert, String spectacular and Baccalaureate.

SYMPHONY ORCHESTRA

MMC VPAA Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Audition and/or approval of the Director.

The Symphony Orchestra, intended for the serious string player, studies in depth the orchestra string literature and instrumental styles from all periods of music history. Emphasis is placed upon the development of advanced string ensemble techniques. Solo and ensemble performing opportunities are encouraged and stressed. The Symphony Orchestra combines performing with winds and percussion at evening rehearsals, which are normally held on Thursdays. Performances include: Fall String Festival, Holiday Concerts, Orchestra Festival, Spring Concert, String Spectacular, special Chamber Orchestra performances and Baccalaureate.

CHAMBER ORCHESTRA

MMC VPAA Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Audition and approval of the Director.

The Chamber Orchestra, intended for the serious string player, is an

advanced placement string orchestra class performing literature and instrumental styles from all periods of music history at the most advanced level. Solo and Chamber Ensemble performing opportunities are encouraged and expected. The Chamber Orchestra combines with the Symphony Orchestra strings class for Symphony Orchestra performances and rehearsals.

Evening rehearsals are primarily on Thursday evenings. Performances include: Fall String Festival, Holiday Concerts, Orchestra Festival, Spring Concert, String Spectacular, special Chamber Orchestra performances and a leading role in spring musical.

INDUSTRIAL TECHNOLOGY DEPARTMENT

We are committed to providing a positive, safe, productive learning environment while encouraging students to reach their maximum potential. Industrial Technology classes teach problem solving and hands-on skills that are transferable to other curricular areas and provide an additional avenue of success. We provide vocational and avocational experiences by working with local industry and educators to assure that appropriate content and employability skills are taught.

INTRODUCTION TO ENGINEERING: PROJECT LEAD THE WAY (PLTW) - YEAR 1

MMC VPAA Credit

MMC 4th Yr Math Credit

MMC 3rd Yr Science Credit

Level: 9, 10, 11, 12

Length: Year

Prerequisite: None

Introduction to Engineering students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on

projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

PRINCIPLES OF ENGINEERING: PROJECT LEAD THE WAY (PLTW) - YEAR 2

MMC VPAA Credit

MMC 4th Yr Math Credit

MMC 3rd Yr Science Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Intro to Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation.

GRAPHIC ARTS 1 or GRAPHIC ARTS 1 DUAL CREDIT

(GRDN 101) see pg. 10 for pre-reqs

MMC VPAA Credit

MMC 4th Yr Math Credit

MMC 3rd Yr Science Credit

MMC 2nd Yr World Lang Credit

CTE Program (State Approved)

Level: 9, 10, 11, 12

Length: Year

Prerequisite: None

Students taking this course will become familiar with all components of the graphic communication industry through instruction and hands-on projects. Students will produce a variety of projects using the Adobe Creative Suite: Photoshop, Illustrator, and InDesign. Project experiences include but are not limited to: logo design, poster and album cover design, t-shirt design, product design, stationery and greeting card design, various photo imaging projects, and much more. This class follows the guideline presented through Career and Technical Education Segments and

Standards.

Career opportunities for today’s Graphic Artist include: Graphic Designer, Art Director, Creative Director, Animation Designer, Interface Designer (web, mobile, games), Illustrator, Environmental Designer, Video Game Designer, Exhibit Designer, and more.

GRAPHIC ARTS 2

MMC VPAA Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 10, 11, 12
Length: Year
Prerequisite: Graphic Arts 1

Graphic Arts 2 is designed to use advanced applications of the Adobe Creative Suite: Illustrator, Photoshop and InDesign. Students taking this course will become familiar with various components of the graphic communication industry through instruction and hands-on projects. Students will produce a variety of projects such as: real-world logo designs, typography, working with a real client, photo imaging, and a variety of self-proposed creative projects using the Adobe Creative Suite. By the end of the year, students will create a digital portfolio showcasing their work.

INTRODUCTION TO WOODWORKING

MMC VPAA Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

This course is designed to introduce the student to common furniture components and joinery. Work experience using wood working machinery will be provided as students build their own project. Emphasis is on operations and procedures which can be safely performed in the home workshop.

During the first quarter a skateboard is

built. During the second quarter and second semester students construct a leg and rail project of a small side table. Related areas including finishing, mass-production, design and wood/materials technology are also covered. A small CNC router component will be included in the project.

ADVANCED WOODWORKING YR 1 (1- or 2-Hour Block)

MMC VPAA Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 10, 11, 12
Length: Year
Prerequisite: Intro to Woodworking

May be taken more than one year for credit.

This course is designed for those students who have a serious desire to increase their skills in woodworking. Students construct a cabinet or large furniture piece for their home use. Typical examples include a dining or console table, bookshelves, or media cabinets. Students design their project using hand drafting or a computer aided drafting program. Major emphasis is placed on advanced joinery. Attention is given to quality design, the use of fine woods and the development and appreciation of excellent craftsmanship in construction and finishing.

ADVANCED WOODWORKING YR 2 (1- or 2-Hour Block)

MMC VPAA Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 11, 12
Length: Year
Prerequisite: Advanced Woodworking Year 1

May be taken more than one year for credit.

This course is intended for the

advanced woodworking student. Emphasis is on contemporary design, advanced exposed joinery, veneering, the bending of wood and wood lamination. Students design and construct their own project. The design work is done using hand or computer-aided drafting programs. Research is performed by each student to solve the problems of construction of his/her design. Good quality in materials and craftsmanship are stressed.

LANGUAGE ARTS DEPARTMENT

The mission of the Language Arts Department at St. Joseph High School is to teach our students to read, write, listen and speak effectively while encouraging them in critical, analytical and creative thinking.

Honors courses in the Language Arts Department require different and additional criteria due to the nature of the cooperative learning curricula (writing response groups and Socratic seminars) and require summer work. Please refer to individual course requirements.

REQUIRED COURSES

ENGLISH 9

MMC English Credit – Year 1
Level: 9
Length: Year
Prerequisite: Required of all 9th grade students.

This full year course is designed to improve the student’s ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: High School Writing; High School Reading; Hero and Culture; and Shakespearean Drama.

Students will read a variety of short stories, poetry, non-fiction selections, novels and drama. Selections will vary from classic to contemporary and from authors across the globe. In addition to

required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice and sentence fluency and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, personal response, research and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs).

HONORS ENGLISH 9

MMC English Credit – Year 1

Level: 9

Length: Year

Prerequisite: Student request and approval by Honors Committee. Recommendation based on all of the following: test scores, overall GPA, English GPA, writing assessments, and teacher recommendation. Transfer students must submit test scores, grades, and writing samples to be considered.

Summer reading and related assignments are required. Additionally, there will be significant amount of homework on weekends and vacations.

This full year course with its focus on critical analysis is designed as a survey course for high-school level reading, writing, speaking, and thinking skills and strategies. Students will read a variety of texts (both fiction and nonfiction), some of which will be the student’s choice. Essentially, learning standards are in line with English 9, but expectations will differ with greater breadth and depth of reading and writing (including 4-5 additional novels and an additional 8-10 writing pieces). Writing instruction focuses on advanced writing techniques. A mature attitude and commitment to scholarly inquiry is expected.

ENGLISH 10

MMC English Credit – Year 2

Level: 10

Length: Year

Prerequisite: English 9 – Required of all 10th grade students

This full year course with its focus on critical analysis is designed to introduce sophomores to a selection of American Literature to improve their reading, writing, and thinking skills and strategies.

Students will read a variety of texts (both fiction and nonfiction), some of which will be the students’ choice.

Students will write for a variety of purposes and audiences in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry and writing on demand) as well as in 21st century forms.

Students will also practice research writing with a focus on incorporating outside sources into their writing in meaningful ways. Writing instruction will engage students in the practice of the 6 + 1 Traits of Good Writing: idea development, organization, voice, word choice, sentence fluency and the conventions of grammar usage and mechanics. Particular focus is on sentence and punctuation variety.

HONORS ENGLISH 10

MMC English Credit – Year 2

Level: 10

Length: Year

Prerequisite: Student request and approval by Honors Committee. Recommendation based on all of the following: test scores, overall GPA, English GPA, writing assessments, and teacher recommendation. Transfer students must submit test scores, grades, and writing samples to be considered.

Summer reading and related assignments are required. Additionally, there will be significant amount of homework on weekends and vacations.

This full year course with its focus on critical analysis is designed to introduce sophomores to a selection of

American Literature to improve their reading, writing, speaking, and thinking skills and strategies. Students will read a variety of texts (both fiction and nonfiction), some of which will be the students’ choice. Essentially, students will cover similar material as English 10, but the themes and units will differ with greater breadth and depth of reading and writing (including 4-5 additional novels and an additional 8-10 writing pieces). Writing instruction focuses on advanced writing techniques. A mature attitude and commitment to scholarly inquiry is expected.

UPPER LEVEL COURSES

All students need two credits of upper level English — one credit junior year and one credit senior year. They may choose from the following:

ENGLISH 11

MMC English Credit – Year 3

Level: 11

Length: Year

Prerequisite: English 9 and 10

This full year course is designed to introduce juniors to a selection of British literature texts and improve their reading/writing/thinking skills and strategies. Additionally, students will read a selection of modern and global texts, some of which will be the students’ choice.

Students will write for a variety of purposes and audiences in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry and writing on demand) as well as in 21st century forms (e.g. digital stories, blogs, podcasts, Google Docs).

Students will also practice research writing, with a focus on incorporating outside sources into their writing in meaningful ways. Students will also practice writing on demand, personal narrative writing aimed at college essays, MME/SAT test preparation and continual grammar review.

HONORS ENGLISH 11**MMC English Credit – Year 3****Level:** 11**Length:** Year

Prerequisite: Student request and approval by Honors Committee. Recommendation based on all of the following: test scores, overall GPA, English GPA, writing assessments, and teacher recommendation. Transfer students must submit test scores, grades, and writing samples to be considered.

Summer reading and related assignments are required. Additionally, there will be significant amount of homework on weekends and vacations.

This full year course with its focus on critical analysis is designed to introduce juniors to a selection of British Literature to improve their reading, writing, speaking, and thinking skills and strategies. Students will read a variety of texts (both fiction and nonfiction), some of which will be the students’ choice. Essentially, students will cover similar material as English 11, but the themes and units will differ with greater breadth and depth of reading and writing (including 4-5 additional novels and an additional 8-10 writing pieces). Writing instruction focuses on advanced writing techniques. A mature attitude and commitment to scholarly inquiry is expected.

21st CENTURY LITERATURE & WRITING**MMC English Credit – Year 4****Level:** 12**Length:** Year

Prerequisite: English 9, 10 & 11 or College Writing

A graduation requirement, this full year course is designed to empower 12th-grade students with transferable English skills needed to thrive in the 21st century. Each quarter, students will read a variety of contemporary texts (both self-selected and teacher-selected) and write in a variety of forms for authentic audiences

(narrative/expository blogging, fiction, technical, and argumentative). Students will continue their practice of sophisticated writing, using the Six+1 Traits of Writing and study of grammar and mechanics. More specifically, this course will engage students in youth activism and leadership. Through research, design, and active participation in a student-leadership project, students will learn what it means to play an integral role in a global community by completing a semester-long service project. This project will require work outside of the class and will hone students’ communication and presentation skills with real audiences. Students will be expected to complete homework outside of classroom hours. Additionally, some school breaks require writing assignments and/or extended projects. Students are expected to embrace college and career preparatory rigor and personal responsibility.

HONORS COLLEGE WRITING or HONORS COLLEGE WRITING DUAL CREDIT (ENGL 101 & 102)**see pg. 10 for pre-reqs****MMC English Credit – Year 3 or 4****Level:** 11, 12**Length:** Year

Prerequisite: For seniors: English 9, 10, 11 & teacher recommendation. For juniors: Honors English 10, English 9/Honors English 9 & teacher recommendation based on writing assessments, test scores, overall GPA, and English GPA.

Additional Information: This class does not include MME/SAT preparation or college application writing; those topics are specifically a part of English 11 and Honors English 11. As well, students in Honors College Writing are expected to use technology editing programs without teacher instruction.

This full year course is a writing intensive course designed to prepare students for college by teaching them to communicate clearly using several

modes of discourse, beginning with poetry and narrative, and proceeding through several modes of formal essay and research writing as well as verbal presentations. Students develop concrete language and discover and refine their voices as writers. The course includes analysis of other authors’ work, but is centered around the students’ own writing. Much class time is devoted to sharing writing in workshop groups where students learn to analyze one another’s work and to give and receive feedback effectively. Portfolios of finished pieces (roughly 10 pages each) are required throughout the year and comprise a large portion of the students’ grades. Students will be expected to complete homework every night, including weekends. Additionally, most school breaks require writing assignments and/or extended projects. Students are expected to embrace scholarly inquiry, college-level work, and personal responsibility.

AP LITERATURE**MMC English Credit – Year 3 or 4****Level:** 11, 12**Length:** Year

Prerequisite: Student request and approval by Honors Committee. Recommendation based on all of the following: test scores, overall GPA, English GPA, writing assessments, and teacher recommendation. Transfer students must submit test scores, grades, and writing samples to be considered. Summer reading and related assignments are required. It is the student’s responsibility to pick up materials from the teacher.

This year-long course in literature and composition engages students in intensive study of representative works from various genres and time periods in order to prepare them for the optional AP Literature examination in May.

The course requires careful reading and critical analysis as well as thoughtful discussion and writing about the literary works, with an emphasis on College Board’s AP English Literature

skill categories: character, setting, structure, narration, figurative language, and literary argumentation. Writing will correspond to each of the elements of reading; AP Literature students may expect to write in all genres, but will spend much time refining their literary analysis and research writing skills.

In addition, students may expect to use a variety of digital tools. An emphasis on vocabulary, advanced literary terminology and stylistic tools help to prepare students for the AP exam.

Students will be expected to complete homework every night, including weekends. Additionally, most school breaks require writing assignments and/or extended projects. Students are expected to embrace college-level work and personal responsibility.

ENRICHMENT ENGLISH COURSES

DUAL LITERACY – READING

Level: 9 and SPED 9 - 12
Length: Year
Prerequisite: Data based & teacher recommendation.

This course will be recommended to students showing evidence of need by Lexile level on the 7th and 8th grade NWEA test (scores <220), standardized test scores, and teacher recommendation.

This course will pair support with the English curriculum and practice with reading and writing skills including comprehension, drawing inferences, reading fluency, word study, spelling, writing strategies, sentence structure, and revision techniques through daily activities such as peer-to-peer work, participating as literacy tutors with an elementary classroom, and the READ 180 program. The READ 180 program incorporates three basic rotations. These include small group instruction, modeled and independent reading, and instructional software. During the small group instruction, the focus is on building reading and writing skills, intervening with data-driven

differentiated lessons. Independent reading matches students with correctly leveled, age-appropriate books based on Lexile scores. Students respond in daily reading logs along with graphic organizers and quickwrites and complete Scholastic Reading Counts quizzes. The instructional software is also leveled based on student abilities, according to their Lexile, and incorporates video segments with the reading passages and include word study, spelling, and writing.

JOURNALISM 1 (Yearbook/Mazenblue)

MMC VPAA Credit – 1 credit
Level: 10, 11, 12
Length: Year
Prerequisite: Open enrollment for grades 10, 11 & 12. Grade 9 by teacher recommendation. Elective course.

This course introduces students to journalistic writing and design. In this workshop class, students will produce the school’s yearbook and complete the prerequisite for Advanced Journalism.

Students will learn and practice elements of journalistic writing (news, features, opinion, infographics), conduct interviews, design surveys, and analyze research. With specific attention to technique, students will learn elements of design, photography, and marketing (advertising and book sale campaigns). Through the process, students edit, revise and polish their work to a publishable level. Outside class time is required during layout weeks and for photo assignments, interviews, and advertising sales.

ADVANCED JOURNALISM (Newsmagazine/Wind-Up)

MMC VPAA Credit – 1 credit
Level: 10, 11, 12
Length: Year
Prerequisite: Successful completion of Journalism 1 or journalism adviser approval.

Advanced Journalism can be taken by any student who has successfully completed Journalism 1 or has the

recommendation of the journalism teacher. Advanced Journalism can be taken multiple times as an elective for credit.

Led by student editors, Advanced Journalism is a writing-intensive course designed to give students experience in writing, editing, designing, laying out, producing and marketing the high school print and online newsmagazine (the Wind-Up), the annual Literary Magazine, the yearbook and other publications (both print and multimedia) the class produces.

Students will continue to develop their writing and communication skills and become proficient in publication design, the use of Adobe InDesign, as well as various video, audio, and photo editing programs.

Students also handle the business matters of the publication; staffers plan, design and sell advertising and manage copy sales. Outside class time is required during layout weeks and for photo assignments, interviews and advertising sales.

MATH DEPARTMENT

Provide students the opportunity to meet baseline competencies in all State and National benchmarks while accommodating the diverse needs of all students. NOTE: A TI-83 or TI-84 calculator is required for all Mathematics courses.

ALGEBRA 1

MMC Algebra Credit
Level: 9
Length: Year
Prerequisite: PreAlgebra or Math 8 th or Algebra 8 th . Upton teacher recommendation (NWEA between 225 and 230). Students with a B- or less in Algebra (middle school) are highly recommended to retake Algebra 1 (high school).

Algebra 1 is designed for students who have a solid foundation in arithmetic. Students study mathematical patterns and relationships using the language of

algebra. The course emphasizes linear functions and equations. Other topics include polynomials, quadratic functions, exponential functions, as well as additional algebraic operations necessary for success in future math classes.

DUAL LITERACY - MATH

Not eligible for MMC Algebra Credit

Level: 9

Length: Year

Prerequisite: PreAlg. Upton teacher recommendation (NWEA <225).

This course is to be taken concurrently with Algebra 1. The purpose of the course is to strengthen the student’s background in mathematics and to support what the student is learning in Algebra 1. Students will be using software to identify and fill in gaps in their pre-algebra knowledge. They will also be using computer software to provide extra practice of the Algebra concepts they are learning in their Algebra class.

GEOMETRY

MMC Geometry Credit

Level: 9, 10

Length: Year

Prerequisite: Algebra 1 (NWEA between 230 and 250 for 8th grade).

Coordinate Geometry and three dimensions are emphasized throughout the course. The course integrates Algebra with Geometry as it emphasizes reading, critical thinking and problem solving skills. A thorough study of reflections, symmetries and translations as they relate to geometry and real life situations is presented. Other topics include polygons, formal and informal proofs, areas and volumes, similarity, logical and indirect reasoning, with an introduction to Trigonometry.

HONORS GEOMETRY

MMC Geometry Credit

Level: 9 (or Teacher Rec)

Length: Year

Prerequisite: Algebra 1 AND Teacher Recommendation

This course covers the topics of Geometry in greater depth and

challenges the student by including: numerous critical thinking activities; frequent enrichment activities and special semester projects that require research, written work and/or other in-depth investigations into the topics of geometry. Additionally, students in Honors Geometry make conjectures and draw conclusions with the aid of various forms of technology (including drawing software and graphing calculators). Special consideration is given to a more rigorous study of deductive reasoning, similarity and trigonometry.

ALGEBRA 2A

Algebra 2A and 2B taken in subsequent years are together MMC Algebra 2 Credit (NCAA scholarship eligible if both are taken)

Level: 11 (and Teacher Rec)

Length: Year

Prerequisite: Geometry. Teacher Recommendation and Completion of Algebra 1 & Geometry CCSS.

The first part of a two year Algebra 2 sequence. Students will strengthen Algebra 1 skills, learn about functions with particular focus on linears and quadratics, review topics in probability and statistics, and practice examining data in multiple forms. The goal is for students to see mathematics both in relevant context and to help students make connections between concepts. This course must be followed by Algebra 2B.

ALGEBRA 2B

Algebra 2A and 2B taken in subsequent years are together MMC Algebra 2 Credit (NCAA scholarship eligible if both are taken)

Level: 12 (and Teacher Rec)

Length: Year

Prerequisite: Algebra 2A. Teacher Recommendation and Completion of Algebra 1 & Geometry MMC.

This course is designed as a continuation of Algebra 2A. The course provides the opportunity for students to complete Algebra 2 requirements of MMC while also fulfilling the senior

math related class requirement. Mathematics in relevant context and helping students make connections between concepts continues to be the goal.

ALGEBRA 2

MMC Algebra 2 Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Geometry

This course covers the topics of second year Algebra in depth, with an emphasis on CCSS of linear, quadratic, polynomial, radical, exponential, logarithmic, trigonometric and rational relations and functions. Sequences, series, probability and statistics are also introduced. Graphing calculators are integrated throughout the course.

HONORS ALGEBRA 2

MMC Algebra 2 Credit

Level: 9, 10

Length: Year

Prerequisite: Honors Geometry AND Teacher Recommendation

This course covers all of the topics of Algebra 2 in more depth, with a heavy emphasis on factoring polynomials, solving quadratic inequalities, simplifying rational expressions and complex fractions and solving fractional equations. Graphing calculators are utilized wherever appropriate.

PRE-CALCULUS or PRE-CALCULUS DUAL CREDIT

(MATH 128 and/or MATH 130)

see pg. 10 for pre-reqs

MMC 4th Yr Math Option Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Algebra 2 AND Teacher Recommendation

Topics in this course include: a study of functions (circular, trigonometric, polynomial, rational, & transcendental), graphing techniques, sequences and series, exponential and logarithmic functions, trigonometry, matrices, analytic geometry, probability with basic statistics, elementary limits, and a

very brief introduction to calculus. When at all possible, mathematical models are used to solve “real world” application problems.

Regular Pre-Calculus at SJHS aligns with two Lake Michigan College courses (and students have the opportunity to earn up to 7 credits of college credit for both if they pass the LMC Accuplacer with the required score and fill out the appropriate LMC paperwork by the due date).

1st Semester aligns with LMC's Pre-Calculus Algebra (**MATH 128** - 4 Credits) and covers the following topics: review of polynomials, exponents, factoring, complex numbers, and applicable equations; graphing, composing and finding inverses of functions; exponential and logarithmic functions; systems of equations, linear programming, and an introduction to matrix algebra; and, sequences, series, and the binomial theorem.

2nd Semester aligns with LMC's Pre-Calculus Trigonometry (**MATH 130** - 3 Credits) and includes: fundamental concepts of trigonometry with applications; angle measure, trigonometric identities, and graphs/variations of trigonometric functions; right angle and non-right angle trigonometry (Law of Sines/Cosines); solving trigonometric equations; and, polar coordinates. Additional topics covered at SJHS include: counting principles and probability; SAT preparation; and, introductory Calculus (introductory limits, definition of the derivative, finding the equation of a tangent line, limits at infinity, and an introduction to the antiderivative/area under a curve).

HONORS PRE-CALCULUS or HONORS PRE-CALCULUS DUAL CREDIT

(**MATH 128** and/or **MATH 130**)

see pg. 10 for pre-reqs

MMC 4th Yr Math Option Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Honors Algebra 2 AND Teacher Recommendation

This course is designed to provide the student with the algebraic and trigonometric concepts necessary for calculus. Students will have an in-depth study of the following topics: functions, polynomials, solutions of polynomial equations, complex numbers, exponential and logarithmic functions, trigonometry and trigonometric functions, systems of equations, matrices, sequences and series, limits and an introduction to calculus and probability.

This course in college algebra prepares the student for calculus.

1st semester aligns with LMC's **MATH 128** - 4 Credits and topics include: review of exponents and factoring, equations, graphs and functions, composite functions, inverse functions, exponential and logarithmic functions, systems of equations, linear programming, introduction to matrix algebra, complex numbers, sequences, the binomial theorem, polynomial and rational functions and an intro to statistics.

2nd semester aligns with LMC's **MATH 130** - 3 Credits and includes fundamental concepts of trigonometry and applications. Topics include angle measure, trigonometric identities, variation and graphs of trigonometric functions, right angle trigonometry, non right trigonometry, equations and polar coordinates. Additional topics included are: probability, limits, definition of derivative, finding equation of tangent line, ratio test and area under a curve.

MAPS (MATHEMATICAL APPLICATIONS AND PROBLEM SOLVING)

MMC 4th Yr Math Option Credit

Level: 11, 12 (or Teacher Rec)

Length: Year

Prerequisite: Algebra 2. Proficient in Algebra 1, Geometry & Algebra 2.

Mathematical Applications and Problem Solving is a course for college-bound seniors whose intended program of study does not require calculus. Through investigations of real-life situations, students will develop their understanding of how to think mathematically about the world around them and how to use mathematical models to solve real problems. Topics such as Algebra and Statistics are examined in the context of financial decision-making, health issues, retail, atmospheric change, public opinion polls, and a host of other applications.

AP STATISTICS

MMC 4th Yr Math Option Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Algebra 2 AND Teacher Recommendation

This course is a non-calculus based introduction to statistics which acquaints students with the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, observing patterns and departures from patterns; planning a study, deciding what to measure and how to measure it; anticipating patterns in advance, introducing probability and simulation; and statistical inference, confirming models for explanations of patterns. This course prepares students for the Advanced Placement examination in Statistics in May.

AP CALCULUS AB

MMC 4th Yr Math Option Credit

Level: 11, 12

Length: Year

Prerequisite: Honors Pre-Calculus or Pre-Calculus AND Teacher Recommendation.

This course covers the topics of the differential and integral calculus and prepares students for the Calculus AP Examination given in May. In addition the course stresses problem solving and critical thinking skills through solving complex problems numerically, graphically and analytically. The course is centered around the appropriate use of technology with dedication toward the applied nature of calculus.

AP CALCULUS BC

MMC 4th Yr Math Option Credit

Level: 11, 12

Length: Year

Prerequisite: AP Calculus AB AND Teacher Recommendation.

In addition to reviewing topics from Calculus AB, with heavier emphasis on theory, this course covers the topics delineated in the BC syllabus of the Advanced Placement Program and prepares students for the Calculus BC examination given in May. The course emphasizes a multi- representational approach to calculus, with concepts and problems being expressed graphically, numerically, analytically and verbally. Specific topics covered include: parametric, polar and vector functions, differential equations, integration methods, and an in-depth study of mathematical series.

PHYSICAL/HEALTH EDUCATION DEPARTMENT

The mission of Health Education is to teach information and skills that enable the student to make healthful living choices now and in the future. Developing an attitude of respect for one’s self and others, understanding the basic health topics that affect

immediate and future development and motivating students to act upon the health-enhancing skills and information that promote responsible decision making are emphasized.

The mission of the Physical Education department is to promote an active lifestyle through a variety of fitness, recreational, team and individual sports. These activities allow students to develop in the physical, mental/emotional and social areas of their health. The structure needed to run a safe and efficient Physical Education class is used to teach individual responsibility and cooperation throughout the year.

INTRODUCTION TO PHYSICAL EDUCATION (PE BOYS & PE GIRLS)

MMC Physical Ed Credit – ½ credit

Level: 9 (preferred)

Length: Semester

Prerequisite: None

The goal of this course is to introduce and participate in a variety of individual fitness and team sport activities that provide the student an opportunity to develop or maintain physical fitness. Basic skills and concepts are taught for each sport introduced. Proper technique, safety and individual improvement are emphasized in the strength, flexibility and cardiovascular endurance areas of class. Having fun and interacting with respect is expected from each student while they enjoy the use of our weight room, pool, indoor gyms and outdoor fields throughout the course.

HEALTH EDUCATION

MMC Health Credit – ½ credit

Level: 9 (preferred)

Length: Semester

Prerequisite: None

The goal of this classroom course is to learn about the health topics that will impact immediate and future development and motivate students to act on that health-enhancing information. Students learn the steps to healthy decision-making and practice refusal skills for a variety of risk

behaviors. Personal safety and stress reduction techniques will also be taught. Building healthy relationships and understanding concepts that build self-esteem are emphasized while taking a comprehensive look at nutrition, reproductive health, fitness, mental health, challenging diseases and the dangers of alcohol, drugs & tobacco.

ADVANCED STRENGTH & CONDITIONING—(Co-Ed)

Physical Education Credit

Fulfills MMC PE Credit

Level: 10, 11, 12

Length: Semester or Year

Prerequisite: Teacher Recommendation. This course is specifically designed for students involved in athletics.

Course may be taken more than once if student maintains a grade of “B” or better during the previous year or teacher recommendation.

Advanced Strength & Conditioning is an intense class designed to meet the needs of the serious athlete. It will provide each student with programs that develop and improve strength development, explosiveness, speed improvement, agility, flexibility and skill training.

Teacher approval required for students not involved in SJHS athletics.

INDIVIDUAL FITNESS & SPORT—(Co-Ed)

Physical Education Credit

Fulfills MMC PE Credit

Level: 10, 11, 12

Length: Semester or Year

Prerequisite: None

May be taken more than one year for credit.

This class is designed for students interested in developing, planning, and implementing individual exercise workout programs with guidance from concepts learned in this course. Emphasis will be placed on improving in the health related fitness areas of muscular strength, muscular

endurance, aerobic endurance, flexibility, and body composition. Students will also be introduced to a variety of team and individual sports that will enhance their current and future fitness levels.

Classroom instruction will focus on goal setting, principles of training, components of a well-balanced fitness plan, nutrition, body composition, healthy weight management techniques, and consumer health and safety information.

SCIENCE DEPARTMENT

It is the mission of the St. Joseph High School Science Department to facilitate student development in critical and analytical thinking when solving real world problems and making social decisions in a future increasingly dependent upon science and technology.

PHYSICAL SCIENCE

MMC Science Credit (Physics or Chemistry)
Level: 9, 10
Length: Year
Prerequisite: Lowest level of Algebra or taking concurrently.

This course is designed to meet the needs of students not yet qualified to take Biology. Physical Science is an introductory course emphasizing the concepts of physics and chemistry and hands-on experiences. Concepts are introduced in English with equations as guides to thinking rather than recipes for algebraic problem solving. Physics topics include motion, forces, momentum, energy, sound, light, electricity and magnetism. Chemistry topics include the structure of an atom, states of matter, the periodic table, chemical reactions, acids and bases, and radioactive decay. This course counts toward the Michigan Merit Curriculum graduation requirement and must be followed up with a Biology course to attain high school graduation credit.

BIOLOGY

MMC Science Credit
Level: 9, 10, 11
Length: Year
Prerequisite: Successful completion of Algebra 1 (or equivalent) or concurrently taking Algebra 1.

GRADUATION REQUIREMENT: The state mandates that students must take this course for graduation.

This is an academic survey course that presents essential facts and concepts that constitute a comprehensive high school biology course, with the emphasis on data representation and analysis. Students will experience laboratory work, utilize biological facts and concepts to develop an awareness of the impact of biology on all aspects of life and continue their development of study skills, creativity and critical thinking.

HONORS BIOLOGY

MMC Science Credit
Level: 9, 10, 11, 12
Length: Year
Prerequisite: For students already in high school, see the Academic Information section and completion of Geometry or concurrent enrollment in Geometry. Currently enrolled 8 th grade students must have successfully completed Algebra, be enrolled in Geometry or Algebra 2 as a Freshman and have a 3.5 GPA in academic areas (see Honors Classes in Academic Information section). If an Upton 8 th grade student does not meet the academic requirements for the Honors program, his/her application may be reviewed by the Upton Middle School Science Dept

Honors Biology places major emphasis on the investigative approach to biological problems. Honors differs from other biology courses in St. Joseph in that the textbook authors want the student to play the role of scientist by asking questions and proposing hypotheses that might explain the problem in question. Critical thinking skills are emphasized throughout the course, especially in the

testing areas. In this course students complete the laboratory investigations as though each is the first person to do so. There are no answers provided until the lab is completed. Honors places a premium on the motivated student capable of thinking for himself/herself. Because this is an honors class, students receive enriched instruction taught in an accelerated manner.

HUMAN ANATOMY AND PHYSIOLOGY

MMC Elective Science Credit
Level: 11, 12 (10 th grade only by permission/recommendation of biology instructor)
Length: Year
Prerequisite: Successful completion of Biology and Chemistry.

Anatomy and Physiology is the study of the human body and how it works. Students in this class will take an in-depth journey through each of the major systems of the human body learning the structures and important roles of each along the way. This is an upper level class and the workload will reflect that. Students will be expected to study daily in order to keep up with the vast vocabulary involved in the course. Along with the course material (lectures, drawings, activities...etc.) there is also a lab component to the course that involves mandatory dissections of various organs and organisms to provide a hands on “real life” learning experience.

AP BIOLOGY

MMC Elective Science Credit
Level: 11, 12 (College Preparatory Class)
Length: Year
Prerequisite: “B” or better in Honors Biology or “A-” or better in Biology and a “B” or better in Honors Chemistry or “A-” or better in Chemistry. Sophomores may request approval from current science instructor and may take concurrently with Honors Chemistry

If there is a wait list for the class, Seniors and Juniors have seniority over sophomores. This class includes an additional hour (“0” hour) commitment,

as determined by the teacher.

AP Biology is a rigorous course and will involve extra time and effort on the part of the highly motivated student. This course meets every day 1st hour and includes “0” hour one day a week in order to complete lab and content requirements. The textbook requires excellent reading and comprehension skills. This course will prepare students for college Biology, as well as the AP Biology exam offered in May. A summer reading assignment or project may be assigned.

The course will take an in-depth study into basic chemistry and biochemistry, ecology, cellular and molecular biology, genetics and biotechnology, evolution, microbiology, botany and zoology and systems. Both semesters will integrate and emphasize laboratory work, along with formal laboratory write-ups and project work.

The course of study in Advanced Placement Biology will follow the program proposed by the Advanced Placement Biology committee of the College Board. The AP Biology syllabus proposed by St. Joseph High School has been accepted by the College Board as one that is equivalent to a college introductory biology course. In order to earn college credit, students must pay for and pass the AP Biology exam in May.

CHEMISTRY

MMC Science Credit

MMC 4th Yr Math Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Successful passing of both semesters of Biology and Algebra I.

Chemistry is a college prep course designed for students who do not plan to enter a science related field of study in college. Successful completion of this course, however, will prepare students for a four year college chemistry course. All the major concepts of chemistry are supported in this course while emphasizing chemistry’s impact on society and issues involving science

and technology. Societal topics discussed include water and chemical resources, nuclear chemistry, air and climate, health and chemical industry. Class consists of lecture, small group discussion and lab work. **There is a reduced emphasis on mathematical calculations, but algebra skills are expected.**

HONORS CHEMISTRY

MMC Science Credit

MMC 4th Yr Math Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Successful completion of a course in Biology and Geometry. Approval of the Science Department Honors Committee. Recommended grades of “B” or better in math and science.

This course is designed for students who enjoy mathematics or have a desire to enter a science related field in college such as engineering, medicine, pharmacy, etc. Topics discussed are matter, solutions, atomic structure, chemical reactions, gas laws, chemical kinetics, acids and bases, chemical equilibrium and electrochemistry. A great deal of emphasis is placed on chemical calculations and laboratory work. **This course best prepares students for AP Chemistry and first year college chemistry for science majors.**

AP CHEMISTRY

MMC Elective Science Credit

MMC 4th Yr Math Credit

Level: 11, 12

Length: Year

Prerequisite: Successful completion of Physics or concurrently enrolled in Physics. Semester grades of “B-” or better in Honors Chemistry or “A-” in Chemistry. Successful completion of Pre-Calculus or taking concurrently. Student request with a strong background in math and science and approval of instructor.

AP Chemistry is designed to be the equivalent of a first year college chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing

with chemical problems. The course differs qualitatively from Chemistry with the type of textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles and the kind of laboratory work completed by students. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics and the basic concepts of thermodynamics are presented in considerable depth.

The description presented above comes from the College Board. This course prepares students to take the Advanced Placement Exam in Chemistry.

PHYSICS

MMC Science Credit

MMC 4th Yr Math Credit

Level: 11, 12

Length: Year

Prerequisite: Successful completion of a course in Biology, Chemistry and Geometry

Physics is a college prep class designed for students who do not plan to enter a science related field of study in college; however, successful completion of this course will prepare students for a four year college.

Physics is the study of motion and the many forms of energy. These include mechanical potential and kinetic energy, light energy, sound energy, electromagnetic energy and atomic energy. The approach in this course is conceptual with much emphasis on practical applications. Expect much lab work and demonstrations in this class as Physics is, after all, a Physical Science. Students enrolled in this course gain an understanding of the physical world. Nature means more to people who understand its rules. To help students learn about and comprehend nature’s rules, physics is treated conceptually in this course. **There is a reduced emphasis on mathematical calculations, but algebra and geometry skills are expected. Students interested in preparing for a science related field of study at the college level should take Honors Physics.**

HONORS PHYSICS

MMC Science Credit

MMC 4th Yr Math Credit

Level: 11, 12

Length: Year

Prerequisite: Successful completion of a course in Biology, Chemistry, Algebra 2 or Honors Algebra 2 and concurrently enrolled in Pre-Calc or Honors Pre-Calc, and approval of Science Department Honors Committee. Recommended grades of “B” or better in math and science.

Honors Physics students will develop world class problem solving skills, become familiar with computer integrated lab equipment and develop communication skills through participation in group work, class discussion and peer tutoring. Topics of study include forces and motion, energy, momentum, circular motion, light, sound, electromagnetism and circuits.

Honors Physics is similar to the Physics courses offered above with the exception of greater rigor and depth with an emphasis on mathematical applications. **Students interested in continuing in a science related course of study at the college level should take this course.**

AP PHYSICS

MMC Elective Science Credit

MMC 4th Yr Math Credit

Level: 11, 12

Length: Year

Prerequisite: Successful completion of a course in Biology, Chemistry Physics and Pre-Calculus Concurrently enrolled in Calculus AB or Calculus BC. Student request with a strong background in math and science and approval from instructor.

AP Physics is a college level Physics course designed to prepare the student who is interested in a career requiring a very strong physical science background. The student is introduced to a large number of topics including: Mechanics, Electricity and Magnetism. Computer-based laboratories supplement the materials covered in class.

A strong mathematical background is required. Those interested in continuing their physical science education at the college level will benefit from this class. Students are strongly recommended to take the Advanced Placement Test in Physics upon completion of this course and college credit may be earned.

ENVIRONMENTAL SCIENCE

MMC Elective Science Credit – ½ credit

Level: 11, 12

Length: Semester (Lab-Based Course)

Prerequisite: Must have 2 years of science successfully completed or by teacher recommendation.

Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, such as introduction to Earth Science, Geology, Meteorology, Ecology, and Human Impact and Environmental Issues. There are several major unifying themes that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the Environmental Science course:

- Understanding that science is a process.
- Understanding that the Earth itself is one interconnected system in delicate balance.
- Understanding of Earth’s processes and natural resources.
- Understanding of weather patterns in local and global systems.
- Understanding how humans alter natural systems.
- Understanding that human survival depends on developing practices that will achieve sustainability.

FORENSIC SCIENCE

MMC Elective Science Credit – ½ credit

Level: 11, 12

Length: Semester

Prerequisite: Successful completion of two years of science courses.

Forensic Science is a lab-based science course. The purpose of this course is to provide students an understanding of the science involved in crime scene investigation. Students experience science through the eyes of the crime

scene investigator. They become well-trained observers who are called to the scene of a crime to collect as much evidence as possible. This evidence may include samples of body fluids (simulated in our classroom) and fibers, casts of shoe and tire prints, measurements of crime scenes, collection of insects and hundreds of other procedures. Often times, these same investigators help detectives interpret the evidence they have collected. By stepping into the roles of crime scene investigators, students learn numerous scientific strategies and skills.

Forensic Science is a capstone course at St. Joseph High School that integrates content from Biology, Chemistry and Physics as these apply to the field of forensic science. Students use a variety of scientific skills and background from all of the major scientific disciplines to collect and analyze evidence left at the scene of a crime and utilize this information to do what any good scientist does, answer questions.

SOCIAL STUDIES DEPARTMENT

Our mission is to help prepare young people to become responsible citizens. The Social Studies curriculum focuses on disciplinary knowledge, thinking skills, commitment to democratic values and citizen participation to help achieve this goal.

AMERICAN CIVICS

MMC Social Studies Credit – ½ credit

Level: 9, 10 (If student has recommendation from 8th grade Social Studies teacher to take AP US History in 10th or 11th grade)

Length: Semester

Prerequisite: None

American Civics satisfies the State of Michigan statute requiring the study of Civics in high school.

This course covers the form and functions of federal, state and local governments. The United States

constitution and the rights and responsibilities of citizens are stressed. Students learn about voting and the American political system. This course teaches students how to function as successful citizens in our democratic society.

ECONOMICS

MMC Social Studies Credit – ½ credit

MMC 4th Yr Math Credit – ½ credit

Level: 9, 10 (If student has recommendation from 8th grade Social Studies teacher to take AP History in 10th or 11th grade)

Length: Semester

Prerequisite: None

This course focuses on improving student’s “economic literacy”. Students identify, analyze and evaluate the causes and consequences of individual economic decisions and public policy, including issues raised by constraints imposed by scarcity, how economies and markets work and the benefits and costs of economic interaction and interdependence. Students gain function as consumers, producers, savers, investors and responsible citizens. The major areas of focus are Market Economy, National Economy, International Economy and Personal Finance.

U.S. HISTORY/ GEOGRAPHY

MMC Social Studies Credit

Level: 9

Length: Year

Prerequisite: None

This course is a comprehensive study of the history of the development of the United States to its emergence as a world power. The course continues the 8th grade course and starts with Reconstruction. Emphasis is placed on WWI, The Great Depression, WWII, Vietnam and more recent history.

AP U.S. HISTORY/ GEOGRAPHY

MMC Social Studies Credit

Level: 10, 11, 12

Length: Year

Prerequisite: Student request and approval by Department Honors Committee (See Honors and AP Classes in the Academic Information section).

This course is designed to prepare students for the AP US History Test and therefore an opportunity for college credit. This course covers the period from early human migration patterns to the Current Era. It is an intensely comprehensive study of the history of the United States as it developed and eventually became a world power. Emphasis is placed on the social, economic, and political aspects of history.

AP COMPARATIVE GOVERNMENT

MMC Social Studies Credit

Level: 11, 12

Length: Year

Prerequisite: None

AP Comparative Government covers the major concepts that are used to organize and interpret what we know about political situations and relationships. The course will cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course - China, Great Britain, Mexico, Nigeria, Russia and the United States. As a yearlong course it will cover the Civics curriculum requirements.

WORLD HISTORY/ GEOGRAPHY or WORLD HISTORY/ GEOGRAPHY DUAL CREDIT

(HIST 101 & 102)

see pg. 10 for pre-reqs

MMC Social Studies Credit

Level: 10, 11, 12

Length: Year

Prerequisite: None

The first semester of this course covers the period of history from the earliest civilizations and traces the major developments of humanity leading up to the period of the Industrial Revolution. Topics include early civilizations, advanced civilizations and empires. In addition, we explore developments related to farming, geography, religion, trade, exploration, war and key inventions. The course attempts to tell the global story of humanity from about 10,000 BC to 1700 AD.

The second semester of this course covers the period from the Industrial Revolution, French Revolution and American Revolution up to the modern day. Topics include World War I, World War II and other major events that have shaped the modern world.

AP PRINCIPLES OF MACROECONOMICS

MMC Social Studies Credit

MMC 4th Yr Math Credit – 1 Credit

Level: 11, 12

Length: Year

Prerequisite: Student request and approval of Department Honors Committee (See Honors and AP Classes in the Academic Information section).

This course is an in-depth study of macroeconomics. Areas of study covered are: basic economic concepts, measurements of economic performance, national income and price determination, The Aggregate Expenditures Model, The Financial Sector, inflation, unemployment and stabilization policies, economic growth and productivity and international trade and finance. This course is designed to prepare students to take the Advanced Placement Exam in Macroeconomics.

CRIMINAL LAW

Level: 9, 10, 11, 12

Length: Semester

Prerequisite: None

This course seeks to introduce students to the basic principles of criminal law while also equipping learners with an essential understanding of their rights

and freedoms in the 21st century. The first section of the class establishes a basic awareness of citizens’ rights guaranteed by the United States Constitution, as well as the foundation of the principles of criminal law. Students will then investigate the purpose and various types of Criminal law. The class will then take a greater in-depth look at the people and processes surrounding criminal court proceedings, including the controversial practice of plea bargains. Finally, the semester will culminate in a Mock Trial that will be held at Berrien County Historical Courthouse. Sprinkled throughout the class will be guest speakers from various professions within the field of Law. Past speakers have included a Prosecutor, Defense Attorney, Police Officer, Judge, and the mayor of Saint Joseph.

**PSYCHOLOGY 1:
Introduction**

Level: 11, 12
Length: Semester
Prerequisite: None

Introduction to Psychology is a survey course designed to acquaint the student with the major concepts of psychology today. The course examines topics such as psychological research, life stages, dreams, memory, personality theories and a variety of factors that shape human development.

**PSYCHOLOGY 2:
Abnormal/Social
Psychology**

Level: 11, 12
Length: Semester
Prerequisite: Psychology 1 or Counselor Recommendation

Psychology 2 will look in detail at a variety of psychological disorders and their symptoms, possible causes and treatments. The course will look at the extremes of humanity, including an analysis of serial killers and attempts by psychologists to profile and capture them. The other area of emphasis will be social psychology which will examine the impact of groups on

behavior. The class will also explore the career pathways available in the field of psychology.

**WORLD LANGUAGE
DEPARTMENT**

Our mission is to guide students in developing proficiency in speaking, listening, reading and writing in a world language, to provide opportunities to learn about cultural similarities and differences and to help them to become aware of related career possibilities.

FRENCH 1

Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

This course introduces the students to elementary French conversation and being able to express themselves in everyday situations. This course addresses basic elementary grammar, the reading of simple French stories, beginning French composition, authentic listening activities and the culture of French speaking places and people. Main conversation topics include: introducing oneself, talking about food, family, interests and different actions in the present and past tenses.

FRENCH 2

Level: 9, 10, 11, 12
Length: Year
Prerequisite: Students must successfully complete French 1 (D- or better) and/or approval from French 1 teacher.

This course is a continuation of the first year experience in the French language. The students will learn grammar beyond French 1 including the future and conditional tenses as well as grammar items such as question formation and pronoun usage. The students will be engaged in intermediate French conversations, reading of intermediate selections, composition and study of French speaking places and people. Main conversation topics include: hobbies, holidays, school activities and a typical

day.

FRENCH 3

Level: 10, 11, 12
Length: Year
Prerequisite: “B” or better in French 2 and/or approval from French 2 teacher.

This course emphasizes more advanced French conversation, composition and reading. A comprehensive study of pronunciation is included. An abridged French novel is read. Vocabulary and structures will be learned that will allow students to express themselves in a wider variety of situations and with a greater degree of accuracy. The students will learn more about French speaking countries and their cultural practices and perspectives as well as the different regions of France.

FRENCH 4

Level: 11, 12
Length: Year
Prerequisite: “B” or better in French 3 and/or approval from French 3 teacher.

This course provides reinforcement and further development of the four communication skills: reading, writing, speaking and listening. This level is a well-structured, more independent course which will include advanced grammar, literature, composition, conversation, pronunciation and an elementary school project. Work done in this course will be helpful in preparing for college placement examinations.

SPANISH 1

Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

This course introduces the students to the four skills; speaking, listening, reading and writing Spanish, with an emphasis on speaking and listening. It also provides an introduction to the Spanish speaking world and its people.

SPANISH 2

Level: 9, 10, 11, 12

Length: Year

Prerequisite: Students must successfully complete Spanish 1 (D- or better) and/or approval from Spanish 1 teacher.

The course continues to develop the students’ ability to understand and speak Spanish. The necessary elements of sentence structure are practiced for correct writing and intelligent reading. An increased vocabulary and deeper understanding of culture are expected.

SPANISH 3

Level: 10, 11, 12

Length: Year

Prerequisite: “B” or better in Spanish 2 and/or approval from Spanish 2 teacher.

This is a course for the serious Spanish student who is willing and ready to dedicate extra time outside of class to be successful. Spanish 3 presents a more advanced vocabulary and introduces or reinforces grammar patterns in an interesting way. The students enjoy reading and conversing on pertinent topics. By reading the literary selections presented by viewing and listening in Spanish, the students will deepen their cultural understanding of Spanish and Hispanic people.

AP SPANISH

Level: 11, 12

Length: Year

Prerequisite: “B” or better in Spanish 3 and/or approval from Spanish 3 teacher.

Emphasis on communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost

exclusively in Spanish. This course will: engage students in an exploration of culture in both contemporary and historical contexts; develop students’ awareness and appreciation of cultural products, practices and perspectives.

ADDITIONAL COURSES

AP COMPUTER SCIENCE PRINCIPLES

MMC 4th Yr Math Credit

MMC 3rd Yr Science Credit

MMC VPAA Credit

MMC 2nd Yr World Language Credit

Level: 9, 10, 11, 12

Length: Year

Prerequisite: Algebra 1 (successful completion)

AP Computer Science Principles curriculum is a full year, rigorous, entry level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security and the societal impacts of computing.

INTRODUCTION TO ATHLETIC TRAINING AND SPORTS MEDICINE INTRODUCTION TO ATHLETIC TRAINING AND SPORTS MEDICINE DUAL CREDIT

(PHED 210)

[see pg. 10 for pre-reqs](#)

MMC 4th Yr Math Credit

MMC Elective Science Credit

MMC World Language

CTE Program (State Approved)

Level: 9, 10, 11, 12

Length: Year

Prerequisite: None, however Biology or Human Anatomy and Physiology highly recommended.

This course emphasizes sports medicine career exploration and students will gain a knowledgeable background and experience in

prevention, immediate treatment and rehabilitation of injuries commonly sustained by participants in athletics. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, principles of taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology and biomechanics will benefit from this course. Success in this course is dependent on the student’s motivation to succeed and their own self-discipline.

FIRST ROBOTICS

Elective Credit for Robotics – ½ credit

Level: 9, 10, 11, 12

Length: Semester

Prerequisite: None

Student Requirements:

1. Log 90 or more team participation hours (MUST include team meetings AND attending 2 FRC Competitions) during the season (Jan-May).
2. Maintain a 2.5 GPA or better in all classes during the season.
3. Maintain “Good Standing” on the team per Robotics Student Handbook requirements. “Good Standing” requires off season participation per Robotics Student handbook.
4. Credit does NOT take the place of any hour of the current 6-hour school day.

The FIRST Robotics extra-curricular class is project based using the FIRST Robotics Competition and team framework. Students participate in sub-teams working together to run the “business” of the team and the “design and construction” of the game robot. Students work with faculty members and adult mentors from related professions. Students must be “participating team members” year-round and fulfill “in season” participation requirements to earn credit. Students DO NOT need to be in the class to be on the team.

INDEPENDENT STUDY

Level: 11, 12
Length: Semester or Year
Prerequisite: See guidelines below

The student must have parent, counselor and teacher permission. Any deviations from these guidelines must be approved by the student’s counselor.

The student:

- Shall have a minimum of 3.5 grade point average in the field of study proposed.
- Shall be a Junior or Senior in status.
- Only one (1) unit of Independent Study per year may be taken unless it is a 2-hour class.
- Must have the recommendation of teacher.
- Must apply in writing to the teacher with the appropriate rationale and grade point average, etc.

EXPLORATIONS IN MEDICAL & HEALTHCARE CAREERS

EXPLORATIONS IN MEDICAL & HEALTHCARE CAREERS DUAL CREDIT

(HEAL 101 & HEAL 103)

see pg. 10 for pre-reqs

VPAA/CTE Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 9, 10, 11, 12
Length: Year
Prerequisite: None

An introduction to the healthcare field pathway, this course offers students an overview of careers in the industry. Students will also learn basic skills common to all healthcare careers such as medical terminology, anatomy, and physiology, and develop skills applicable to virtually all healthcare fields, including general nursing assistant competencies, such as basics in first aid and cardiopulmonary skills. In addition, legal, ethical and health maintenance topics will be covered throughout the course. A job

shadowing experience in an acute healthcare setting will be required during the 2nd semester.

ADVANCED HEALTHCARE: PHLEBOTOMY 2hr

(7:00 - 8:45am)

ADVANCED HEALTHCARE: PHLEBOTOMY

DUAL CREDIT 2hr

(7:00 - 8:45am)

(HEAL 101 & HEAL 103)

see pg. 10 for pre-reqs

VPAA/CTE Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 11, 12
Length: Year
Prerequisite: Exploration in Medical & Healthcare Careers OR Human Anatomy & Physiology strongly recommended.

***Students are required to provide their own transportation.**

This healthcare course leads to possible certifications in Phlebotomy, BLS and OSHA workplace safety. Students will learn basic patient care; including first aid, workplace safety, professional communication, CPR, vitals, venipuncture and capillary blood draws, medical lab testing procedures and medical math. While learning phlebotomy skills, students will have the opportunity to attend clinical rounds with a phlebotomist. Required clinical hours allow students valuable opportunities to see professional healthcare workers in action. Upon completion of this course students will be eligible to obtain certification in phlebotomy.

PEER TO PEER

Level: 9, 10, 11, 12 (Can be taken for multiple years, receiving elective credit)

Length: Semester or Year

Prerequisite: Desire to work with students with a disability, compassionate, patient, empathetic, self-motivated, responsible. Must

be passing all current classes and must submit application to Mrs. Wagner.

Autism is the fastest growing disability in the United States. Mentors in this program are trained in methodology proven to be successful in working with students with autism, information and case studies on Autism Spectrum Disorder, cognitive and sensory differences, language and communication, interventions and reinforcements. Application of learning will be practiced by one-on-one mentoring with a student on the spectrum. Evaluation and assessments will be based on daily attendance, participation in trainings and outings, completion of written work, journaling, online quizzes, completion of a final project. For students who desire to make a difference in the life of another and those who are interested in a career in Human Services, this will prove to be a most rewarding experience!

Students will be paired in a mentoring capacity with a student with autism. They will help teach socialization skills through modeling behaviors and interactions within the classroom setting.

TEACHER CADET

VPAA/CTE Credit
MMC 4 th Yr Math Credit
MMC 3 rd Yr Science Credit
MMC 2 nd Yr World Lang Credit
CTE Program (State Approved)
Level: 11, 12
Length: Year
Prerequisite: Teacher Recommendation

Teacher Cadet is an innovative, hands-on CTE program designed for high school juniors & seniors who aspire to become teachers or prepare for an educational-related field and gain experience working with elementary and middle school students. Teacher Cadet students learn important foundational knowledge and skills about working with children and related careers in education during in-class instruction. Topics will include: Curriculum and Lesson Planning;

Assessment and Evaluation; Employability Skills; Career Development; Classroom Management; Health and Safety; and much more.

As they progress, students will apply concepts and skills learned in-class, during the Field Experience: a work-based learning experience that takes place in a district classroom where students are mentored by a certified St. Joseph elementary or middle school educator. During Field Experience, students work directly with children in their assigned classroom in a variety of capacities including one-on-one instruction, and supervising small groups/projects. This course places a strong emphasis on writing, language skills, professionalism, and excellent attendance. Students must provide their own reliable transportation to and from their Field Experience.

WORK BASED LEARNING

Level: 11, 12

Length: Year

Prerequisite: Teacher

Recommendation (see Mrs. Mellott). Permission of Coordinator and a written training agreement with the employer which specifies the responsibilities of the pupil, employer, parent(s), teacher coordinator and school district. GPA and attendance are considered.

Earn while you learn! The Work Based Learning program is for those students who wish to gain practical experience in a specific work-related field. Work experience is provided for on-the-job training while earning high school credit. Students must complete written agreements between SJHS and the employer and will be required to submit time cards weekly, quarterly projects and written evaluations from their employer. Employment will need to match up with their career path from Xello or the students educational plan (EDP).

Credits for Work Based Learning will be given as outlined:

- **1hr class** =
½ credit per semester = 5 hrs (minimum) of work per week

- **2 hr class** =
1 credit per semester = 10 hrs (minimum) of work per week
- **3 hr class** =
1½ credits per semester = 15 hrs (minimum) of work per week (**Seniors only**)

NOTE: A student taking Work Based Learning eliminates them from eligibility for an Academic Letter.

SPECIAL EDUCATION

To be eligible for special education services, a student must have a disability that qualifies under state and federal special education laws. Special education students may earn a diploma by completing all graduation requirements set by the state and local Board of Education. The Individualized Education Program (IEP) identifies the appropriate course of study and supports, accommodations and modifications necessary to allow the student to progress in the curricular requirements to meet the diploma requirements. Modifications to the curriculum with a Personal Curriculum are possible as identified through the Michigan Department of Education.

Courses we offer to eligible students: English 9, 10, 11, 21st Century Lit., Algebra 1, Geometry, Algebra 2A, Algebra 2B. The course content is consistent with the descriptions given in the Language Arts and Math sections of this Course Description Book.

SUMMER SCHOOL OPPORTUNITIES

St. Joseph High school offers a number of summer school opportunities to recover credit. Credit recovery courses may be presented in an online or face-to-face capacity depending on the course and faculty available for summer school. See counselors for details.

EXTERNAL COURSE SUBMISSION – Expanded Opportunity

This is designed to offer flexibility in student schedules by allowing them to

take courses off-campus and then transfer to SJHS. SJHS will accept up to 4 Credits from students over their four years of High School Education from outside programs. This could be a class taken at a summer school program, a College or University summer program, or a class online not associated with our current program – maybe through a college or university. It is important to make sure the course is accredited. Either a grade or a Credit/No Credit can be issued and the course is placed on the transcript as a transferred in course. The Principal or his designee makes final approval and determines grade acceptance. Student should fill out the application in the Guidance Office before taking the course for approval.

ACCELERATED OPPORTUNITIES

This program provides the ability for non-St. Joseph students to take advantage of our educational opportunities given there is room in the course. These courses would consist of non-core Michigan Merit Courses – electives. Interested students should contact the Guidance Office or the Secondary Curriculum Director/Assistant Superintendent – Kristen Bawks at 269-926-3105 before August 1st.



BERRIEN RESA

Special Education: Berrien County Transition Planning Programs

Transition Planning is the process in which students with disabilities develop a plan that will help them adjust to their next step in life. During the transition planning process, it is important to keep in mind that students with disabilities have different levels of impairment and capabilities; requiring the plan to be flexible to meet a variety of needs. It is also important to be aware of available resources and services that will help develop an individual’s transition plan.

Our current programs include:



A Seal of Employability (SOE) represents an alternative pathway for high school special education students who, even with a Personal Curriculum, supplementary aids and services, modifications and/or accommodations and special education programming, are unable to meet the Michigan requirements for a high school diploma.



Occupational Education Programs are to provide entry level job skills. With this, Occupational Education is a designed program that will allow students access to specific career goals, which are outlined with student planning in a detailed curriculum that has educational and industry expectations. All of this is developed with specific school and community-based learning, with the end result of students being able to transition from the educational setting into the workforce.



Off to College is a free high school program designed by Berrien Regional Education Service Agency (Berrien RESA) and Lake Michigan College to help students prepare for their future. Off to College requires a 2-year commitment from the student (and his or her family). During the junior and senior years, students will participate in monthly seminars at Lake Michigan College. The seminars will teach them how to become successful.



School to Career is a program to provide students with a planned program of job training and other employment experiences related to a chosen career. There are six major recognized types of work-based learning experiences for secondary students in Michigan, as well as an additional school-related component, regarding the employment of minors as follows: 1) Job Shadow (Visitor), 2) Volunteer, 3) Work-Based Learning: Non-CTE programs (paid and unpaid student learner), 4) Work-Based Learning: State-Approved CTE programs (paid and unpaid student learner), 5) In-District/In-School Placement (unpaid student learner), and 6) Minor Employee with a work permit.



Project Search is a one year transition program which provides training and education leading to employment for individuals with disabilities. The program occurs on-site at Lakeland Health which has the commitment to support people with disabilities in the workplace.



Transition Clubs are offered in high schools in Berrien County. Students gain leadership skills in a supported and fun environment. They learn to run the meetings and choose activities as a group. Transition topics of adult living, career/employment, post-secondary education/training, and community involvement are the basis of activities. The facilitation teacher and Transition Coordinator guide and support the students’ choices.

We support our school community with respect and compassion through quality programs, leadership and dedicated partnerships.

OTHER COURSES

BERRIEN COUNTY CAREER AND TECHNICAL EDUCATION CONSORTIUM

www.berriencte.org

MMC VPAA Credit

MMC Possible 4th Year Math Related Credit (Principal Approval Required)

We are part of the Berrien County Career and Technical Education Consortium (PA56). These classes are offered throughout the county at various sites. When students select one of these full year classes, they are automatically under the jurisdiction of the operating school. Students must observe the rules of the host school, those defined by the individual program, as well as the rules of St. Joseph High School.

Specific Information:

See Counselor or Career Tech Education Director for specific information about course offerings.

General Prerequisites:

Prerequisites for all courses include a “C” average, excellent attendance, an application signed by a parent and approval of the CTE Director.

Transportation:

Students are required to provide their own transportation.

ARTS AND COMMUNICATION

- Dance Exploration
- **Graphic Arts/Visual Imaging**
- Media Communications I & II
- Theatre Technology
- Music Theory/Appreciation

BUSINESS, MANAGEMENT & MARKETING TECHNOLOGY

- **Accounting/Finance**
- **Business**
- Professional Finance Academy
- Management Support
- **Marketing**
- Network Administration
- Web Design

ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY

- Drafting and Design
- Automotive Technology I & II
- Automotive Technology III & IV
- Aviation
- Construction Trades
- **Introduction to Woodworking**
- Electronics/HTI/Robotics
- Machine Trade & Tool Operation
- Pre-Engineering/Infinity Project
- Welding and Cutting
- Energy Production Technology
- **Robotics, Programming and Engineering**

HEALTH SCIENCE

- Professional Health Careers Academy (PHCA)
- **Explorations in Medical & Healthcare Careers**
- **Adv Healthcare: Phlebotomy 2hr**
- **Athletic Training/Sports Medicine**
- Forensic Science
- Medical First Responder (MFR)
- Emergency Medical Technician

HUMAN SERVICES

- Child Care
- **Teacher Cadet**
- Law Enforcement Academy
- **Hospitality and Food Service**
- Fire Fighting I & II
- Cosmetology
- Hospitality Services

AGRISCIENCE AND NATURAL RESOURCES

- Agriscience
- Landscape Design

Courses in **bold print are offered at St. Joseph High School*

NOTES: