

Secondary Course Offering Guide

2025-2026



Midland Public Schools

Revised 5/23/2025

TABLE OF CONTENTS

Section 1 - General Information

Introduction.....	1
Planning Ahead!	2
Career Clusters	2-4
Education Development Plan (Planning Worksheet).....	5
Meeting the Graduation Requirements	6-7
Graduation Requirements	6-7
Visual, Performing and Applied Arts	8
State-Approved CTE Program	9
Options for Fourth-Year Math Credit.....	10
Online Experience Requirement, Transfer Student Information	11
Learning Options	12-15
eLearning, Blended, PATHS, Online Summer Program	12
Testing Out, Personal Curriculum, Dual Enrollment	12-13
College Courses, Offsite Courses, Work-Based Learning, Early Middle College Program	13-15
Special Programs	16-17
International Baccalaureate, Advanced Placement, Seal of Biliteracy	16
STEM Endorsements	16-17
International Baccalaureate Diploma Curriculum	18-20
Guidelines for Point Level Classes	21
Grade Point Averages / Calculations	22-23
Guidelines for Pass/Fail Option.....	23

Section 2 - Course Offerings

Middle School Course Descriptions	24-29
High School Course Descriptions	30-56
English Language Arts including Drama and Journalism	30-32
Mathematics	33-36
Science	37-39
Social Studies.....	40-41
Art.....	42-43
Career and Technical Education (CTE) Courses, Off-Site	44-50
Health Science, Health.....	50-51
Music	51-52
Physical Education	52
World Language	53-56
Miscellaneous – Student Leadership and IB Theory of Knowledge	56
Special Education	57-66

Section 3 - Additional Programs, Organizations, and Information

Honor Roll Policy, Cum Laude Recognition,.....	67
College Admissions, Parchment, Athletic Eligibility	68
Counseling	69
Career Development Services including Job Shadowing	70
Work-Based Learning Program (Work-based learning / CTE Capstone Program)	71-73
Career Training, Driver Education.....	74
Required Annual Notice of CTE Opportunities	75-76
Statement of Nondiscrimination	77

MIDLAND PUBLIC SCHOOLS

INTRODUCTION

Making good choices regarding course selection is important as these choices can have an impact on an entire curricular pathway. Careful planning is essential when it comes to course selection, and hard work in the courses chosen helps to ensure future success after high school.

Selecting courses for the freshmen year is an important step to entering either Midland or H.H. Dow High School. With a few exceptions, such as World Language and students who are ahead in math, the 9th grade is the first year of a student's schooling when grades and credits earned count toward the official transcript. This official record includes:

- A list of all courses taken - both required and elective
- Letter grades earned in each course
- Credits earned in each course
- Course designations (honors, accelerated, AP, IB, etc.)
- GPA

This publication has been developed to assist our secondary students, their parents and MPS staff in pre-planning a course plan for graduation. It includes information about:

- Career Clusters
- Course plans (EDP – Educational Development Plan)
- Course selection
- Honor roll requirements
- District grading policy
- Athletic academic requirements
- Counseling process
- Work-based learning / CTE Capstone Program

Midland Public Schools follows a policy of non-discrimination on the basis of gender, disability, race, color and national origin in its educational programs and activities. Some classes are offered in only one high school, but students from both high schools may take them; a mid-day shuttle bus is available for transportation between buildings. And while all courses are open to all students, certain selections are more suited to students if they have taken the necessary prerequisites and met them with success. Careful consideration should be given to a student's career cluster and interests. The information in this guide is intended to assist parents and students to make the best choices for them individually.





Planning Ahead!

In Midland Public Schools, the Career Development Process is designed to assist all students in identifying a career cluster and building an educational plan to achieve a career goal. Through a series of career development activities, students assess their interests and aptitudes resulting in the selection of a career cluster. Through the educational development plan (EDP), students, in consultation with parents and counselors, determine the cluster courses to be taken and often work to develop and refine their career goal. Based on the career cluster and goal, a sequence of courses is planned to enable each student to begin preparation for college and a career. The career cluster courses offered at Midland Public Schools provide students with the academic, technical and 21st century skills that will lead to success in college, advanced training, and the world of work.



The Michigan Merit Curriculum defines required courses a student must take to meet the graduation requirements for Midland students. Planning is critical in selecting courses relevant, purposeful and enriching to a student's overall high school education, as well as providing opportunities to explore careers, validate career goals, and set goals for college and career success.

If you are not aware of your career cluster yet, the table on the next two pages will help.




	Is this Career Cluster for you?	Career Categories	Course Offerings	
	Are you a creative thinker?	Disc Jockey* 3D Animator** Broadcast & Sound Tech** Graphic designer** Video Technician** Journalist*** Reporter/News Analyst*** Script Writer*** Actor/Actress**** Artist**** Author**** Singer*****	Drama 1 Drama 2 Drama Production Debate & Discussion A Journalism Advanced Journalism Video Communications Yearbook Advanced Yearbook Beginning Art Intermediate Art Advanced 2-D Comp Advanced 3-D Design	Commercial Art Production IB Visual Arts Digital/Multimedia Design Adv Digital/MM Design Concert Band Symphonic Band Chorus Concert Choir Concert Orchestra Symphony Orchestra Work-based learning / CTE Capstone
	Are you imaginative, innovative, and original?			
	Do you like to communicate ideas?	Brokerage Clerk* Legal Secretary* Office Manager* Travel Agent* Computer Information Systems Specialist** Computer Programmer** Hotel Manager** Marketing Specialist** Accountant*** Computer Security Specialist*** Economist *** Loan Officer*** Entrepreneur**** Sales Executive****	Debate & Discussion A Public Speaking A Journalism Advanced Journalism A Yearbook Advanced Yearbook Financial Math & Statistics Computer Science Essentials Computer Science 1 A Computer Science 2 A AP Comp Science A H Accounting 1 Accounting 2 Computer Tech 1 Computer Tech 2	Advanced Business 1 A Advanced Business 2 A Marketing Merchandising Operations Sales Management IB Business Management Digital/Multimedia Design Adv Digital/MM Design Work-based learning / CTE Capstone
	Do you like to work with numbers or ideas?			
	Do you enjoy carrying through with an idea and seeing the end product?	Drywall Installer* Manufacturing Technician* Production Manager* Aircraft Pilot** Automotive Technician** Carpenter** Chemical Process Operator** Computer Aided Designer** Machine Operator** Printer** Solar Energy Technician** Welder/Pipefitter** Alternative Energy Engineer*** Chemist*** Mechanical Engineer*** Urban Planner/Designer****	AP Chemistry IB/AP Physics Chemistry Physics Financial Math & Statistics Accounting 1 Accounting 2 Intro to Trades Woodworking 1 Woodworking 2 Building Trades Adv Building Trades	Car Care Automotive Tech 1 Automotive Tech 2 Hobby Art Welding Welding Tech 1 Welding Tech 2 Welding Tech 3 Intro to Engineering Design Principles of Engineering Engineering Capstone Chem Proc Tech (Delta) Greater MI Constr Acad Work-based learning / CTE Capstone
	Do you like things neat and orderly?			
	Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet?	Drywall Installer* Manufacturing Technician* Production Manager* Aircraft Pilot** Automotive Technician** Carpenter** Chemical Process Operator** Computer Aided Designer** Machine Operator** Printer** Solar Energy Technician** Welder/Pipefitter** Alternative Energy Engineer*** Chemist*** Mechanical Engineer*** Urban Planner/Designer****	AP Chemistry IB/AP Physics Chemistry Physics Financial Math & Statistics Accounting 1 Accounting 2 Intro to Trades Woodworking 1 Woodworking 2 Building Trades Adv Building Trades	Car Care Automotive Tech 1 Automotive Tech 2 Hobby Art Welding Welding Tech 1 Welding Tech 2 Welding Tech 3 Intro to Engineering Design Principles of Engineering Engineering Capstone Chem Proc Tech (Delta) Greater MI Constr Acad Work-based learning / CTE Capstone
	This may be your career path!			

* High School plus training

**Community College or Technical Training

***Four or more years of college

****Any level of education or training

	Is this Career Cluster for you?	Career Categories	Course Offerings	
	Do you like to care for people or animals that are sick or help them stay well?	Certified Nurse's Assistant* EKG Technician* Emergency Medical Tech** Registered Nurse** Surgical Technician** Athletic Trainer*** Dentist*** Dietician** Geneticist*** Health Care Admin*** Pharmacist*** Physical Therapist *** Veterinarian***	IB/AP Advanced Biology AP Advanced Chemistry Chemistry IB/AP Physics 1 & 2 Human Body Systems A Psychology A Sociology A Health Care Tech 1 Health Care Tech 2 A	Food & Nutrition 1 Food & Nutrition 2 Health / Wellness Conditioning & Weight Training Lifelong Fitness Team Sports Work-based learning / CTE Capstone
	Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This may be your career path!	Event Planner* Firefighter* Geriatric Service Worker* Cosmetologist** Early Childhood Educator** Police Officer** Resort Manager** Attorney*** City Planner*** Clergy*** Counselor*** Psychologist*** Social Services Worker*** Teacher*** Executive Chef****	Financial Math & Statistics Psychology A Sociology Accounting 1 Accounting 2 Child Development Child Development Professional Culinary Arts Educational Careers	Food & Nutrition 1 Food & Nutrition 2 Personal Living Designing for Career & Family Work-based learning / CTE Capstone
	Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment? This could be your career path!	Chemical Technician** Greenhouse Manager** Pollution Prevention & Control Manager** Recycle Technician** Soil & Water Specialist** Turf Manager (golf/sports fields)** Animal Scientist*** Biochemist*** Botanist*** Fish & Game Warden*** Geologist*** Meteorologist*** Veterinarian*** Water Quality Manager***	Financial Math & Statistics Geoscience IB Environmental Science SL AP Advanced Biology Biology AP Advanced Chemistry Chemistry Computer Tech 1 Computer Tech 2	Agriscience (Coleman) Advanced Business 1 A Advanced Business 2 A Marketing Merchandising Operations Sales Management IB Business Management Work-based learning / CTE Capstone

* High School plus training

**Community College or Technical Training

***Four or more years of college

****Any level of education or training

Post-secondary Education Development Plan

Student Name: _____ Year of Graduation: _____ Career Interest: _____

Career Educational Requirements:

☐ High School Diploma

☐ Apprenticeship

☐ Certification

☐ Associate degree

☐ 4-year college

☐ Master's Degree

☐ Doctorate Degree

Career Cluster: _____

Elective choices should align with career cluster.

Subject	6 th	7 th	8 th	Freshman (9 th)	Sophomore (10 th)	Junior (11 th)	Senior (12 th)
English (4 credits)	Reading Writing	English	English	Required English	Required English	Required English	Required English
Math (4 credits)	Math 6 or Extended Math 6	Math 7 or Pre-Algebra A	Math 8 or Pre-Algebra B or Algebra	Required Math	Required Math	Required Math	Required Math or Math Related
Science (3 credits)	Science 6	Life, Earth, Physical Science I	Life, Earth, Physical Science 2	Required Science	Required Science	Required Science	
Social Studies (3 credits)	World Geography and Global Issues	Ancient World History	U.S. History	Required Social Studies	Required Social Studies	Required Social Studies	
Health (0.5 credits)				Health Wellness			
PE (0.5 credits) OR 1 yr marching band or MPS H.S. sport. Exemption form filed with counselor				Lifelong Fitness Note: Lifelong Fitness remains a prerequisite for other PE courses.			
World Language (2 credits) OR 1 credit of WL AND 1 VPAA credit or full CTE program (2cr)							
VPAA (1 credit)							
Electives (Align with cluster)							
Credit Total				/6	/12	/18	/22

In creating the Educational Development Plan, begin with the end in mind. Each column should have a minimum of 6 full year credits, but at the high school level a seventh hour is available, which would allow 7 full year credits. Middle School families should consider the academic strengths of their student in consultation with the teachers and school counselors when selecting level of coursework. **Course cells that have been grayed out do not have options that can earn credit toward graduation.**

Each curricular area has developed a document that shows the options for course selection that would lead to a student completing a program sequence. Some sequences are required for graduation; others may be electives. These course cluster documents facilitate planning. The course cluster documents are available from counselors, curriculum coordinators and are available on the MPS website.

MEETING THE HIGH SCHOOL GRADUATION REQUIREMENTS – **CLASS OF 2026 AND 2027**

To graduate, a student needs 22 credits. Students generate credit by **PASSING COURSES**. Each semester course generates .5 semester hours of credit. Each year-long course generates 1 hour of credit per period.

Primarily credits toward graduation are earned in high school, however, high school equivalent math or world language courses taken by a middle school student are counted toward the graduation requirements and minimum 22 credits to graduate from high school. These courses will not be calculated into the high school GPA. GPA calculations begin in the fall when a student attends school as a full-time student in grade 9. Exceptions to this are high school honors courses and the third full year (five days a week) and above in a world language taken by a middle school student. These courses will earn credit towards graduation, honors points and GPA consistent with their high school counterparts.

Required credits include:

4 credits	Mathematics: Students must earn credit for Algebra I, Geometry, Algebra 2, and a math or math-related course during the senior year. Students may also select an Integrated Math four course (year) sequence.
4 credits	English Language Arts: Students must earn four credits.
3 credits	Science: Students must earn 1 credit of Biology, 1 credit of Physics or Chemistry, and 1 credit of an additional science course.
3 credits	Social Studies: Students must earn one credit of World History, one credit of US History and Geography, .5 credit of Government, and .5 credit of Economics.
2 credits	World Language: Students must earn one credit of the same world language AND one of these options: <ul style="list-style-type: none"> • Earn one credit in a second year of the same language OR • Earn credit(s) in a full CTE program (typically 2 credits over 2 years, see page 15 for more information) OR • Earn one credit of Visual, Performing, Applied Art in addition to initial required credit of VPAA (see next page for list of VPAA courses)
1 credit	Health & Wellness and Physical Education: Students must earn .5 credit of Health & Wellness (no waiver available) AND one of these options: <ul style="list-style-type: none"> • Earn .5 credit of Lifelong Fitness OR • Successful completion of a full year marching band or MPS high school sport – completed exemption form approved by counselor is required. Note: Lifelong Fitness remains a prerequisite for all other physical education courses.
1 credit	Visual, Performing, Applied Arts (VPAA) class: Students must earn one credit of Art, Music, or Applied Arts. Note: If electing to use VPAA credit in lieu of the second year world language requirement, students must have two total VPAA credits. (See VPAA, next page).
4 credits	General Electives
Non-credit requirement	An on-line course or learning experience of 20 clock hours, which can be incorporated into any course. It is expected that students will have well over the 20 clock hours throughout their high school careers.

- All Midland Public Schools' students are required to take all state and federal required assessments (M-STEP) MME Suite of Assessments and are expected to put forth their best effort.
- A six-hour day for each of four years is required for graduation. All students attending MPS high schools are required to take a six-hour academic day. This includes freshmen, sophomores, juniors and seniors.
- Students must complete all graduation requirements in order to participate in commencement exercises, unless a special circumstance is approved by the Superintendent.

MEETING THE HIGH SCHOOL GRADUATION REQUIREMENTS – **CLASS OF 2028**

To graduate, a student needs 22.5 credits. Students generate credit by **PASSING COURSES**. Each semester course generates .5 semester hours of credit. Each year-long course generates 1 hour of credit per period.

Primarily credits toward graduation are earned in high school, however, high school equivalent math or world language courses taken by a middle school student are counted toward the graduation requirements and minimum 22.5 credits to graduate from high school. These courses will not be calculated into the high school GPA. GPA calculations begin in the fall when a student attends school as a full-time student in grade 9. Exceptions to this are high school honors courses and the third full year (five days a week) and above in a world language taken by a middle school student. These courses will earn credit towards graduation, honors points and GPA consistent with their high school counterparts.

Required credits include:

4 credits	Mathematics: Students must earn credit for Algebra I, Geometry, Algebra 2, and a math or math-related course during the senior year. Students may also select an Integrated Math four course (year) sequence.
4 credits	English Language Arts: Students must earn four credits.
3 credits	Science: Students must earn 1 credit of Biology, 1 credit of Physics or Chemistry, and 1 credit of an additional science course.
3.5 credits	Social Studies: Students must earn one credit of World History, one credit of US History and Geography, one credit of Econ/Personal Finance and .5 credit of Government.
2 credits	World Language: Students must earn one credit of the same world language AND one of these options: <ul style="list-style-type: none"> • Earn one credit in a second year of the same language OR • Earn credit(s) in a full CTE program (typically 2 credits over 2 years, see page 15 for more information) OR • Earn one credit of Visual, Performing, Applied Art in addition to initial required credit of VPAA (see next page for list of VPAA courses)
1 credit	Health & Wellness and Physical Education: Students must earn .5 credit of Health & Wellness (no waiver available) AND one of these options: <ul style="list-style-type: none"> • Earn .5 credit of Lifelong Fitness OR • Successful completion of a full year marching band or MPS high school sport – completed exemption form approved by counselor is required. Note: Lifelong Fitness remains a prerequisite for all other physical education courses.
1 credit	Visual, Performing, Applied Arts (VPAA) class: Students must earn one credit of Art, Music, or Applied Arts. Note: If electing to use VPAA credit in lieu of the second year world language requirement, students must have two total VPAA credits. (See VPAA, next page).
4 credits	General Electives
Non-credit requirement	An on-line course or learning experience of 20 clock hours, which can be incorporated into any course. It is expected that students will have well over the 20 clock hours throughout their high school careers.

- All Midland Public Schools' students are required to take all state and federal required assessments (M-STEP) MME Suite of Assessments and are expected to put forth their best effort.
- A six-hour day for each of four years is required for graduation. All students attending MPS high schools are required to take a six-hour academic day. This includes freshmen, sophomores, juniors and seniors.
- Students must complete all graduation requirements in order to participate in commencement exercises, unless a special circumstance is approved by the Superintendent.

VISUAL, PERFORMING, AND APPLIED ARTS CREDIT CLASSES

Students are required to pass 1 credit of VPAA for graduation. A second VPAA credit is needed if a student elects to substitute VPAA for the second world language credit.

Course	Department
Advanced Business 1 & 1A	Career & Technical Education
Advanced 2-Dimensional Composition A	Art
Advanced 3-Dimensional Design A	Art
Advanced Journalism	Language Arts – Publication
Advanced Yearbook	Language Arts – Publication
AgriScience	Career & Technical Education
AP Computer Science	Mathematics
Beginning Art	Art
Building Trades & Advanced Building Trades	Career & Technical Education
Chorus	Music
Commercial Art	Art
Computer Science 1 & 2	Mathematics
Computer Science Essentials	Mathematics
Computer Technology 1 & Computer Technology 1A (.5 credit)	Career & Technical Education
Computer Technology 2 & Computer Technology 2A (.5 credit)	Career & Technical Education
Concert Band	Music
Concert Choir	Music
Concert Orchestra	Music
Culinary Arts	Career & Technical Education
Debate and Discussion	Language Arts – Speech & Drama
Digital/MM Design & Adv Digital/MM Design (.5 credit each)	Career & Technical Education
Drama 1 & 2	Language Arts – Speech & Drama
Drama Production	Language Arts – Speech & Drama
Educational Careers	Career & Technical Education
Engineering Capstone	Career & Technical Education
Greater Michigan Construction Academy	Career & Technical Education
Hobby Art Welding (.5 credit)	Career & Technical Education
IB Business Management	Career & Technical Education
IB Theory of Knowledge	Miscellaneous
IB Visual Arts	Art
Intermediate Art	Art
Introduction to Agriculture, Food & Nat'l Resources	Career & Technical Education
Introduction to Engineering Design A	Career & Technical Education
Introduction to Trades (.5 credit)	Career & Technical Education
Journalism	Language Arts – Publication
Marketing & Marketing A	Career & Technical Education
Merchandising Operations & Merchandising Operations A	Career & Technical Education
Pre-Vocational Training	Special Education
Principles of Engineering	Career & Technical Education
Sales Management & Sales Management A (.5 credit)	Career & Technical Education
Student Leadership	Miscellaneous
Symphonic Band	Music
Symphony Orchestra	Music
Video Communications	Language Arts – Video Communications
Welding Technology 1 & 2	Career & Technical Education
Wood Working 1 & 2	Career & Technical Education
Yearbook	Language Arts – Publication

STATE APPROVED CTE PROGRAMS

Completion of a state approved CTE program may be used for graduation in lieu of the second year of World Language or third year Science. Completion of each of the state-approved programs includes successfully completing each of the classes listed in the program.

Accounting, Finance, and Financial Management—1 year

Accounting 1 (or 1A), 2 semesters

Business Administration, Management, and Operations—2 years

Computer Tech 1 (or 1A), 1 semester

Computer Tech 2 (or 2A), 1 semester

Advanced Business 1A, 1 semester

Advanced Business 2A, 1 semester

Marketing, Sales, and Service—2 years

Marketing (or Marketing A), 2 semesters

Merchandising (or Merchandising A), 1 semester

Sales Management (or Sales Management A), 1 semester

Automotive Technology—2 years

Auto Technology 1A (2-hour class), 2 semesters

Auto Technology 2A (2-hour class), 2 semester

Construction Trades—2 years

Building Trades (2-hour class), 2 semesters

Advanced Building Trades (2-hour class), 2 semesters

Welding Technology—2 years

Welding Technology 1, 2 semesters

Welding Technology 2, 2 semesters

Agriscience—1 year

Agriscience (Coleman off-site program, 3-hour class), 2 semesters

Culinary Arts—1 year

Culinary Arts (Coleman off-site program, 3-hour class), 2 semesters

Educational Careers—1 year

Educational Careers (Bullock Creek off-site program, 3-hour class), 2 semesters

Options for Fourth-Year Mathematics Credit

The Midland Public Schools' graduation requirements state a student must pass 4 credits in mathematics. The fourth credit can be a mathematics course or a math-related course. According to the Michigan Merit Curriculum mathematics or math-related course must be successfully completed in the final year of high school. The local district determines what courses can be considered math-related.

Available mathematics courses beyond the required Algebra 1, Geometry, Algebra 2 or the 4 course (year) Integrated Math sequence:	
AP Computer Science A H	Full year
Computer Science 1 A	Semester
Computer Science 2 A	Semester
Computer Science Essentials	Full Year
Financial Math & Statistics	Full year
IB Analysis & Approaches HL2/ AP Calc BC H	Full year
IB Analysis and Approaches HL 1/Pre-Calc H	Full year
IB Analysis and Approaches SL 1/Pre-Calc A	Full year
IB Analysis and Approaches SL2 / AP Calc AB A	Full year
IB Applications and Interpretations SL	Full year
Options available if a student has completed all available MPS mathematics course offerings:	
Michigan Virtual High School (online)	Full year
Post-Secondary Mathematics Courses (Dual Enrollment)	Full year or semester

Listed below are the MPS approved math-related courses. Any of the listed courses can be used to fulfill the 4th year mathematics requirement **provided the student has successfully completed Algebra 1, Geometry, and Algebra 2 or the 4 course (year) Integrated Math sequence.** It should be noted that a course cannot fulfill two graduation requirements. For example, a physics course could not be counted as fulfilling a science requirement and as fulfilling the 4th year mathematics requirement.

Approved Math-Related Courses	
Business / Career and Technology Education Courses	
Accounting 1 & Accounting 1A	Full year – 1 math related credit
Accounting 2	Full year – 1 math related credit
Advanced 2D Art	Full year – 1 math related credit
Advanced 3D Art	Full year – 1 math related credit
Advanced Building Trades (2 hr)	Full year – 1 math related credit
Agriscience (3 hr – Coleman High School)	Full year – 1 math related credit
Automotive Technology 1 (2 hr)	Full year – 1 math related credit
Automotive Technology 2 (2 hr)	Full year – 1 math related credit
Bay Arenac Career Center (see counselor for specific information)	Full year – 1 math related credit
Building Trades (2 hr)	Full year – 1 math related credit
Chemical Processing Technology (3 hr – ESA/Delta)	Full year – 1 math related credit
Commercial Art	Full year – 1 math related credit
Culinary Arts (Coleman)	Full Year – 1 math related credit
Engineering Capstone	Full Year – 1 math related credit
Greater Michigan Construction Academy	Full year – 1 math related credit
Health Care Technology 2 A (2 hr – Delta dual enrolled)	Full year – 1 math related credit
IB/AP Visual Arts	Full year – 1 math related credit
Introduction to Engineering Design A	Full Year – 1 math related credit
Marketing & Marketing A	Full year – 1 math related credit
Merchandising Operations & Merchandising Operations A	Semester - .5 math related credit
Principles of Engineering	Full Year – 1 math related credit
Sales Management & Sales Management A	Semester - .5 math related credit
Welding Technology 1	Full year – 1 math related credit
Welding Technology 2	Full year – 1 math related credit
Welding Technology 3	Full year – 1 math related credit
Science Courses	
Chemistry: Chemistry, Chemistry A & AP Chemistry H	Full year – 1 math related credit
Physics: Physics, .Physics 1A, & IB/AP Physics H	Full year – 1 math related credit

Online Experience Requirement

All Midland Public Schools' students will have an online experience during their high school career to meet the graduation requirement of 20 clock hours.

TRANSFER STUDENT INFORMATION

- Transcripts of students transferring to Midland Public Schools (MPS) from other districts will be evaluated based on the Michigan Merit Curriculum and MPS curriculum. Honors credit from another district may receive honors, accelerated, or standard (.2) transfer credit depending on the related course in MPS. Although credits from nonpublic schools may be granted and placed on a student's transcript, no grades will be entered on the transcript or considered for class ranking. Only grades awarded for courses taken at the District or at a school approved by a State education agency shall be considered in class ranking and for entering on the transcript. Midland Public Schools will not alter an incoming transcript to reflect increased or decreased weight for courses from the transferring school system.
- Transfer credits accepted will be evaluated on an individual basis. However, at least 6 semester courses of credit (3 credits) **MUST** be earned in Midland Public Schools' high schools in order to earn a Midland diploma.
- A Midland high school will grant a Midland diploma to a student transferring to a high school in another school district during the student's senior year if that student is within 3 credit hours of the graduation requirement (22.5). Before leaving MPS, the student **must** make prior arrangements with the building principal for issuance of a diploma.
- Credit will be granted to match the number of credits available in a comparable Midland Public Schools course from accredited correspondence school programs. For example, government is .5 credits in MPS and 1 credit in many correspondence courses. MPS will grant only .5 credits in this and similar situations.
- Documentation of time spent and work completed is the responsibility of the student and is required to determine credits for transfer students. The assistant principal will do the evaluation. A committee consisting of the principals, assistant principals, and a counselor from each school will be convened to review unusual requests or to hear appeals.
- Students taking enrichment courses from colleges or universities during the summer must have official school documentation indicating the amount of time spent in the course and provide course information for it to be considered for high school credit. Not all enrichment or camp courses will be eligible for credit. The assistant principal will do the evaluation.
- For adult education students requesting MPS graduation, **CURRENT** graduation requirements will be used regardless of when the student's class graduated.

Traditional, Face-To-Face Course: MPS teachers use an instructional model where students physically attend class daily. Teachers use technology tools to enhance and facilitate instruction in the brick-and-mortar classroom.

Blended Learning: MPS teachers use an instructional model in which the student learns in a hybrid of face-to-face instruction and online instruction. During the online instruction, under the guidance of the teacher, the student has control over the time, place, and pace of the curriculum to form an integrated instructional approach.

Online eLearning Program: Midland Public Schools has an eLearning program to allow students to recover credits, as well as to provide opportunities beyond what is currently offered. The eLearning Program provides online courses from various vendors (primarily Edgenuity) that are mentored by our Electronic Learning Facilitators who are certified teachers. Students receive all course content in an online instructional setting. Students work at their own pace and can recover more than a semester's credit in a semester, under the guidance of the Electronic Learning Facilitators. Courses taken through eLearning are treated like all courses. They earn credit towards meeting the graduation requirements **AND are part of the student's GPA calculation.**

Students can take up to two courses through our eLearning program. If the course is taken for credit recovery, all tests and the final exam must be taken onsite with the Electronic Learning Facilitator. If the course is taken for initial credit, the final exam must be taken onsite. Please see your counselor if interested in taking an eLearning course.

Personalized Academics Through High School (PATHS): PATHS is a combination of face-to-face, virtual learning, and work-based learning experiences that allow students the greatest flexibility in their schedule. PATHS staff will develop a customized plan for each student to reach graduation. Students are able to still stay connected to their high school activities such as band, athletics, robotics, or other clubs.

Students interested in learning more about PATHS and understanding if it is a good fit for their academic needs must consult their high school counselor. PATHS enrollment requires an application and district approval.

Online Summer Program: Facilitated by our Electronic Learning Facilitators, students may take a course through our online summer program for a fee. Students must attend sessions for the first week of the program to become familiar with online learning. After the first week, attendance is optional based on progress. All tests and the final exam must be taken onsite with the Electronic Learning Facilitator.

Test Out: An option for students to demonstrate a reasonable level of mastery of subject matter to meet course and program requirements and then to be placed at the next higher level. This option should be considered carefully as Test Outs may only be taken once for each course.

Test Out is available for courses required for graduation. The standard Test Out request form should be completed and submitted to the building and a copy sent to the Curriculum Office. The standard test out expectations apply. The test out will be scheduled in the summer by the Curriculum Office and Teacher (Test Supervisor). The application is due May 1st.

Midland Public Schools, in compliance with the Michigan Merit Curriculum Law, will allow students to "test out" of any course or subject credit area required for graduation in the Michigan Merit Curriculum. Students who are not enrolled in a course who attain a score of C+ (76.5%) or higher on a course assessment identified by the district will receive credit for the course.

Middle school math and seventh and eighth grade science use a different scoring process. These assessments will be a sound demonstration that a student meets or exceeds the content expectations associated with the subject credit area. Because some end-of-year tests do not serve as comprehensive measures of content and skill “mastery” as expressed in the Michigan Merit Curriculum Law, students may be required to demonstrate a reasonable degree of mastery either through a written examination, written papers, portfolios, and/or other comparable forms.

Credit for a course earned by a student through the test out process will be used to fulfill a course or course-sequence graduation requirement and will be counted toward the total required number of credits needed for graduation. It will not be calculated into the student’s grade point average (GPA). A student who tests out of a higher-level course may not receive credit for a course that is in the same area and lower in the course sequence.

Test Out timeframe varies by subject area but generally are given either in mid-June or in August. For more information contact your school counselor or assistant principal.

Personal Curriculum: The intention of the Michigan Merit Curriculum and the Personal Curriculum law is to ensure that students earn as much of the MMC credits as possible. It is also understood that certain program tracks may be hindered by some of these requirements and so replacement under specific circumstances are allowed. Students needing a Personal Curriculum must contact their counselor for consultation and completion of the application process.

Dual Enrollment

Dual enrollment is an option for eligible students, which provides school district payment based on state portions of the district foundation allowance. Students are responsible for their own transportation. Students must also meet all college requirements and deadlines, and carefully monitor college communications to be successful.

A student may enroll in no more than ten college courses throughout the student’s high school career. The district must not offer the course(s). A student may enroll in a maximum of two courses each year in 9th and 10th grade and are eligible to take more than two courses each year in 11th and 12th grade.

To participate, a student must first meet with their counselor to determine eligibility, discuss expectations, and discuss course selection and transfer credit. The counselor will provide the student with a handout that outlines each step of the process.

Students who meet eligibility criteria may earn both high school and college credit. Classes count toward the calculation of grade point average and class rank. Dual enrollment courses will be calculated at the .3 accelerated level. However, students may earn .4 credit for a course upon successful completion of a designated Honors course at the college level.

Students must meet the requirements of the college/university to participate in the Honors Program/Honors Project. To earn honor credit, the college course must be designated on the transcript as an Honors course.

There are deadlines to participate in dual enrollment. A student must obtain the dual enrollment application during the course selection process.

Note: Not all colleges/universities accept dual enrollment credit. Parents/students should check with colleges they might want to attend to determine the status of dual enrollment classes.

College Courses

This option allows a high school student to take college classes beyond the regular school day/year as defined by MPS calendar and earn high school and college credit. These courses are considered transfer credits, and require preapproval by Administration. The school district does not pay for them.

Off-Site Courses

Off-site courses are an extension of our Career and Technical Education (CTE) program. These specialized programs provide students the opportunity to take advanced coursework in many of the Michigan Career Clusters. Interested students should see their counselor for a program application, and keep in mind that these programs have limited openings.

Students must provide their own transportation to courses at Bay-Arenac Career Center (BACC), Delta College, and the Educational Careers program at Bullock Creek.

As part of our Consortium Agreement, in partnership with other county-wide public schools, transportation will be provided to the Agriscience program at Coleman, the Culinary Arts program at Coleman, and the Greater Michigan Construction Academy (GMCA).

See Off-Site Career and Technical Education Courses [here](#)

Work-Based Learning

We have expanded the Work-Based Learning Program beyond our traditional WORK-BASED LEARNING program, now called WBP: CTE Capstone. We have added a CTE Completer option and an Internship option. WBP-Completer (CTE) has identical requirements to the WBP-WORK-BASED LEARNING except the related CTE course can be replaced by an online component. The WBP-Internship is for students outside of the CTE programs and has all the requirements of the WBP-LEARNING except that the related course is an academic course relating to their career cluster.

Students can receive up to 1.5 credits per semester. The student is expected to work an average of approximately 15 hours per week, with the minimum being 10 hours per week. WORK-BASED LEARNING's are placed on a very wide range of jobs. The attempt is made to place students in their career cluster.

The placements must be a paid work experience, not just a volunteer position, meaning it should be a formal paid position that would result in a W2, not a cash payment from one individual to another.

CTE Career Cluster Programs

- Accounting, Finance & Financial Management Services
- Business Administration, Management & Operations
- Marketing, Sales & Services / Marketing & Entrepreneurship
- Automotive Technology
- Engineering
- Construction Trades
- Welding Technology

Early Middle College Program

An early middle college program is a five-year program of study that the Michigan Department of Education has approved. Students in the program take courses at one of our postsecondary partners, Davenport, Delta College or Northwood University. The program's goal is for students to earn 60 transferrable college credits, an associate degree, or a professional certification. Students do not report to high school for the 5th year, 100% of their time is spent at Delta, Davenport or Northwood. The Postsecondary Enrollment Options Act provides for enrollment payment from a school's state aid foundation grant.

Students who are part of the Early Middle College Program will take courses at the college level that will fulfill both high school and college graduation requirements.

Students must apply and be selected to participate in the district-wide Early Middle College Program. Applications are typically due in January to begin the program in the Fall of that school year. Only students in grades 10 and 11 are eligible to begin the program. Students must attend a summer orientation, advising sessions, and career exploration activities.

Participants must provide their own transportation to the college site, meet all college requirements and deadlines, and carefully monitor college communications to be successful.

SPECIAL PROGRAMS

International Baccalaureate Courses (Certificate and Diploma Program)

International Baccalaureate courses emphasize critical thinking as well as intercultural understanding and respect for others in the global community. Students can choose to earn a certificate in individual courses but are encouraged to pursue the Diploma Program which is recognized internationally as a qualification for admission to university.

The Diploma Program (DP) is a two-year course of study for students in grades 11 and 12. It offers a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective. See INTERNATIONAL BACCALAUREATE (IB) DIPLOMA CURRICULUM for further details. There are fees associated with taking IB assessments.

Advanced Placement Courses and Exams

Advanced Placement Courses are designed to provide a rigorous curriculum that prepares students for college level course work and to take the AP Tests. Student may sign up for any advanced placement exam that they wish to take, even if they have not taken a corresponding advanced placement course. Independent work outside of school will be necessary in this case. AP exams are optional for students taking AP courses. There are fees associated with taking AP exams.

A list of the AP exams is available on the College Board website at www.collegeboard.org. MPS courses designed to support AP exams are designated AP in the course list. See your counselor for further details.

Seal of Biliteracy

The Michigan Seal of Biliteracy is an award presented to MPS students who have demonstrated proficiency in English and at least one other world language by high school graduation. By completing the 12th grade with a 2.0 GPA in English courses and showing an Intermediate High or higher proficiency in another world language, students will receive an official MDE Letter of Certification and an official MDE pre-populated certificate. They will also receive a gold foil seal with the embossed Michigan Seal of Biliteracy. MPS students can show proficiency at an Intermediate High range by achieving a 4 or higher on the AP test for that language, a 4 or higher on an IB HL test, or a 5 or higher on an IB SL test. Students who have transferred with proof of receiving an education in another language up until 6th grade can also be eligible for this award. For those receiving this honor, the following will appear on their high school transcript: "Michigan Seal of Biliteracy Awardee – (name of language other than English)." If you have any further questions, please contact World Language Teacher, Amy Rankin, RankinAM@midlandps.org, or the Curriculum Specialist for Auxiliary Education, Andrea Jozwiak, JozwiakAM@midlandps.org.

STEM Endorsement

To earn a STEM endorsement, students need to complete at least six credits in mathematics, at least six credits in science, at least a half credit featuring significant coursework involving technology, and at least a half credit featuring significant coursework involving engineering in their grades 7-12 schooling. In 2018, the STEM endorsement was created to recruit students to high skill, high wage jobs in Michigan. Any student earning the STEM endorsement will receive a certificate and the endorsement will be on their high school transcript.

To meet the requirements for the STEM endorsement, students will need to complete at least Pre-Calculus in high school. The following course (s) must be on their transcript to qualify:

MA6250 IB Applications & Interpretations SL, MA6300 IB Math Studies SL 2/Pre-Calculus A, MA6320 IB Analysis & Approaches SL 1/Pre-Calculus A, MA6420 IB Analysis & Approaches HL 1/Pre-Calculus H

In addition, the following classes will count for the technology .5 credit: SI1200 Code Wizards, SI1210 Green Design, SI1220 Robo Builders, MA4310 Computer Science 1A, MA4320 Computer Science 2A, MA5420 AP Computer Science A H, BU3210 Computer Tech 1, BU3220 Computer Tech 2, BU3310 Computer Tech 1A, BU3320 Computer Tech 2A, AR5400 Comm Art/Print Tech H, BU4350 Web Design & Development A, BU4470 Advanced Web Design & Dev H, IE4220 Welding Technology 1, IE4330 Auto Technology 1A, IE5230 Chem Tech 1, HE5200 Health Care Technology 1, MA3220 Computer Science Essentials

Plus, the following classes will count for the engineering .5 credit:

SI1200 Code Wizards, SI1210 Green Design, SI1220 Robo Builders, MA4320 Computer Science 2A, MA5420 AP Computer Science A H, IE3300 Intro to Engineering Design A, IE3310 Principles of Engineering A, IE3410 Principles of Engineering H, IE 6400 Engineering Capstone H, MA3220 Computer Science Essentials

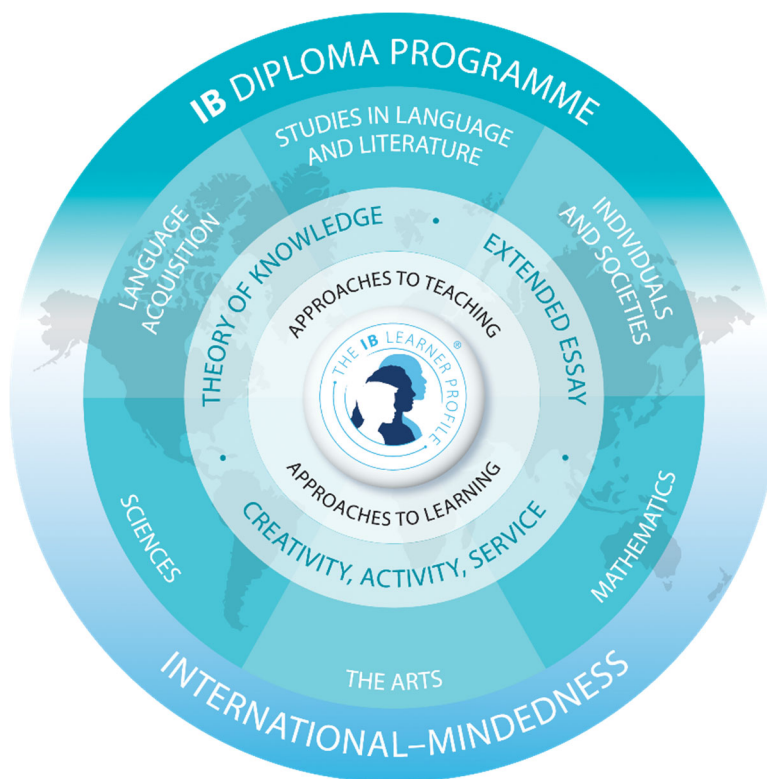
INTERNATIONAL BACCALAUREATE (IB) DIPLOMA CURRICULUM

The Diploma Program (DP), for students in grades 11 and 12, is a two-year course of study. It is recognized both nationally and internationally as a qualification for admission to university, and nationally as excellent preparation for college.

Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community.

The Diploma Program offers a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective.

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses are taught over a two-year sequence whereas many SL courses are covered in one year.



❖ **Group 1: Language A1**

Group 1 consists of literature courses in the English language. The courses introduce students to literature and non-literary texts from a variety of periods, genres and styles. Students refine their skills in writing, speaking and analysis, and learn the techniques of literary criticism and analysis of non-literary texts. The courses help students maintain strong ties to their own cultures while giving them an international perspective through the study of literature and non-literary texts from around the world. Courses being offered are IB Language & Literature 1 & 2.

❖ **Group 2: Language B (World Languages)**

The study of a second language carries great importance in the Diploma Program. Students learn to understand and use the language and gain insights into the cultures of the countries where the language is spoken. World Languages are offered in Spanish, French, and German.

❖ **Group 3: Individuals and Societies**

By studying human experience and behavior, as well as economic and social environments and

institutions, students gain an appreciation of diverse perspectives and values. They learn to analyze concepts and theories, and to use quantitative and qualitative methods of data collection and analysis. This group includes IB History of the Americas, IB 20th Century World Topics, IB Business Management, and IB Psychology.

❖ **Group 4: Experimental Sciences**

IB Chemistry and IB Environmental Science are one-year one-hour SL courses. IB/AP Advanced Biology HL is offered as a two-year one-hour course. IB Physics is a two-year one-hour course and upon completion students can attempt SL or HL certification. IB Environmental Science SL is a one-year course offered at both schools. Students who want to earn IB certification in any HL course must take that course as a senior.

❖ **Group 5: Mathematics**

This group includes courses designed for a range of abilities and interests. Some are aimed at students who wish to study mathematics in depth, while others are for those who need mathematics to enhance their understanding of other subjects. The courses seek to provide students with mathematical knowledge and principles. They help students develop logical and creative thinking in mathematics and use abstraction and generalization to reach conclusions. Courses offered are IB Applications and Interpretations SL and IB Analysis and Approaches HL and SL.

❖ **Group 6: The Arts**

The arts group includes visual arts and music. Students gain an understanding of the arts and learn to express themselves artistically by creating, producing, or performing works of art. In addition, they explore art forms from cultures throughout the world. Courses being offered are IB Visual Arts and IB Music. Students may substitute an additional class from Groups 2-5 to fulfill the group 6 requirements.

Core Requirements

At the heart of the Diploma Program are three requirements that students must fulfill in addition to their course work in six subjects:

➤ **IB Theory of Knowledge (TOK)**

One of the most important components of the Diploma Program is the IB Theory of Knowledge course, which challenges students to question the basis of knowledge – to reflect critically on how they know what they believe to be facts or the truth. It consists of exploring questions about different sources of knowledge (perception, language, emotion, reason, imagination, intuition, memory, and faith) and different kinds of knowledge (scientific, artistic, mathematical, historical, ethical, as well as indigenous and religious systems).

➤ **Creativity, Activity and Service (CAS)**

Another important component of the Diploma Program is Creativity, Activity and Service (CAS). To fulfill this requirement, students must take part in artistic activities (creativity); sports, expeditions or other activities contributing to a healthy lifestyle (activity); and community or social service projects (service). Participation in CAS raises students' awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address those needs. It also gives them confidence in their ability to bring about change. The projects must have tangible results and offer real benefit to others.

➤ **The Extended Essay (EE)**

An extended essay of 4,000 words offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a structured, substantial piece of writing provide excellent preparation for research at the university level. Diploma Candidates write an initial draft their junior year during the IB TOK class.

Assessment

The assessment of student work in the Diploma Program is both external and internal. At the end of the program, students take examinations, which are marked by world-wide examiners who work closely with the International Baccalaureate Organization. The questions posed in the examination papers range from multiple choice questions, essay questions, and data analysis questions to case studies. Students are also graded on the extended essay and on essay and oral presentation for the IB Theory of Knowledge course.

A smaller part of the assessment of student work is carried out within a school by Diploma Program (DP) teachers. The work that is assessed includes oral commentaries in the languages, practical experimental work in the sciences, fieldwork and investigations, and exhibitions and performances in the arts. External examiners check assessment of samples of work from each school to ensure that IBO standards are consistently applied.

IB Diploma Program candidates are exempt from IB assessment fees. All other students registering for IB assessments will be charged assessment fees. Please see the IB Coordinator for more details regarding assessment fees.

A candidate's examination performance for individual subjects is graded according to the following scale:

1. Very poor
2. Poor
3. Mediocre
4. Satisfactory
5. Good
6. Very good
7. Excellent
- N. No grade

Earning the IB Diploma

Diploma Program candidates are required to study six subjects: one subject each from groups one to five, and a sixth subject from group six or an elective. The electives include a second subject from groups one to five.

At least three and not more than four of the six subjects are taken at a higher level (HL), the others at a standard level (SL). Each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). The awarding of a diploma requires candidates to meet defined standards and conditions. These include a minimum total of 24 points, and the satisfactory completion of three additional components: Extended Essay (EE), IB Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). The EE of some 4,000 words provides a first experience in preparing an independent research paper. The TOK is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained outside the classroom. Finally, the CAS component involves compulsory participation in three areas: creativity, activity, and service.

The Certificate

A candidate who does not satisfy all requirements of the Diploma Program, or who has elected to take fewer than six subjects is awarded a certificate for the examinations successfully completed.

IB Coordinators

H. H. DOW HIGH SCHOOL

Sarah Pancost 923-5408
PancostSG@midlandps.org

MIDLAND HIGH SCHOOL

Amy Rankin 923-5202
RankinAM@midlandps.org

GUIDELINES FOR POINT LEVEL CLASSES

Below are general guidelines for courses with .2, .3 or .4 designations. Courses offered in each area should fit the description.

Students who desire a very rigorous curriculum should consider registering for mostly .4 and .3 level classes. These courses will also foster acceptance and success at the most selective/competitive colleges. Students seeking a less demanding experience or looking toward attending less selective/competitive colleges or other equivalent post-secondary education should consider a combination of .3 and .2 classes.

	.2	.3	.4
CONTENT	<ul style="list-style-type: none"> Concepts included in the Core Curriculum will be addressed in a basic manner with appropriate applications to real-life issues and experiences. Projects require mastery of content standards judged against high school standards. 	<ul style="list-style-type: none"> Concepts included in the Core Curriculum will be addressed in an in-depth manner with appropriate applications to real-life issues and experiences. Additional topics will be included. Projects require mastery that exceeds content standards judged against college/university standards. 	<ul style="list-style-type: none"> Concepts included in the Core Curriculum will be addressed in an in-depth and extended manner with appropriate applications to real-life issues and experiences. Additional and increasingly complex topics will be included. Projects require mastery that exceeds content standards judged against professional standards.
STUDY SKILLS	<ul style="list-style-type: none"> Study and organizational skills taught and reinforced. 	<ul style="list-style-type: none"> Advanced study and organizational skills reinforced. 	<ul style="list-style-type: none"> Study and organizational skills expected at any grade.
PACE OF INSTRUCTION	<ul style="list-style-type: none"> Average 	<ul style="list-style-type: none"> Accelerated 	<ul style="list-style-type: none"> Rapid
ASSESSMENT, EVALUATION, AND GRADING	<ul style="list-style-type: none"> Frequent assessment and evaluation to check understanding and reflect whether the students can use the information learned. 	<ul style="list-style-type: none"> Periodic assessment and evaluation to check understanding and reflect whether the students can use the information learned. 	<ul style="list-style-type: none"> Limited number of assessments and evaluations to check understanding and reflect whether the students can use the information learned.

*Application of classroom work/concepts should be part of homework at all point levels and should be used as an opportunity for students to demonstrate understanding.

Grade Point Averages (GPA)

The high school GPA is calculated for high school courses that earn credit towards graduation. Except in specific situations, a student's GPA is calculated beginning the first day of a student's ninth grade year. The exceptions in which GPA is also calculated are middle school students who take high school level honors courses and/or the third year of high school equivalent world language.

The following circumstances earn credit towards meeting the graduation requirements, but do not earn honor points and are excluded from the GPA calculation:

- High school equivalent math or world language courses taken by a middle school student other than the exceptions above.
- Credit for a course earned by a student through the test out process. (See Test Out Guidelines)
- Courses "passed" under the pass/fail option. (See Guidelines for the Pass/Fail Option)
- Independent Study courses. (See Guidelines for the Independent Study)
- Employment Credit. (See Employment Credit)
- Career Training. (See Career Training)
- College Courses transfer in as high school credit. (See College Courses Option)

Online learning and dual enrollment courses will be included in the GPA calculation. Most online courses will be calculated at the .2 standard level using the 4.0 scale, unless the course has been evaluated and designated as Honors (.4) course. Dual enrollment courses will be calculated at the .3 accelerated level. However, individual dual enrollment courses may be evaluated by the district for .4 honors level based on a comparative relationship with traditional district courses. The request to evaluate a course must occur prior to the start of the semester of enrollment. Online courses can be taken pass/fail in accordance with the pass/fail guidelines. Dual enrollment courses are not eligible for the pass/fail option.

A student who withdraws or is removed from a course prior to the end of the ninth week of either semester will receive a final grade of "W". Beginning the tenth week of either semester, a student who withdraws or is removed from a class will receive a grade of "E" or "W" depending on student progress. A "W" on a transcript is not calculated in the GPA. Grade reduction can occur for students who violate the school attendance policy. Reference the current school year student handbook for details.

A weighted GPA (career GPA on transcript) is calculated according to the below table with appropriate point level factors. An unweighted GPA is calculated with all courses being at the standard level (.2).

CALCULATING THE GPA

GRADE/HONOR POINT EQUIVALENCE TABLE

	.2 COURSES			.3 ACCELERATED COURSES			.4 HONORS COURSES		
GRADE EARN	GRADE EQUIV.	CREDIT	HONOR POINTS	GRADE EQUIV.	CREDIT	HONOR POINTS	GRADE EQUIV.	CREDIT	HONOR POINTS
A	4.0	x 0.5	2.0	4.6	x 0.5	2.3	5.0	x 0.5	2.5
A-	3.6	x 0.5	1.8	4.2	x 0.5	2.1	4.6	x 0.5	2.3
B+	3.4	x 0.5	1.7	4.0	x 0.5	2.0	4.4	x 0.5	2.2
B	3.0	x 0.5	1.5	3.6	x 0.5	1.8	4.0	x 0.5	2.0
B-	2.6	x 0.5	1.3	3.2	x 0.5	1.6	3.6	x 0.5	1.8
C+	2.4	x 0.5	1.2	3.0	x 0.5	1.5	3.4	x 0.5	1.7
C	2.0	x 0.5	1.0	2.6	x 0.5	1.3	3.0	x 0.5	1.5
C-	1.6	x 0.5	0.8	2.2	x 0.5	1.1	2.6	x 0.5	1.3
D+	1.4	x 0.5	0.7	2.0	x 0.5	1.0	2.4	x 0.5	1.2
D	1.0	x 0.5	0.5	1.6	x 0.5	0.8	2.0	x 0.5	1.0
D-	0.6	x 0.5	0.3	1.2	x 0.5	0.6	1.6	x 0.5	0.8
E	0			0			0		

1. Calculate Honors Points for each course.

Honors points for each course are calculated by using the row of the GRADE EARNED in the course. Using the columns for the course level (.2, .3 or .4), the GRADE EQUIVALENT is multiplied by the CREDIT.

Report Card Example:

Course	Course #	Credit	Grade	Honor Points = GRADE EQUIV x CREDIT
Current Lang & Lit	EN5200 - 3	0.5	B	= 3.0 x 0.5 = 1.5
Geometry A (.3 Accelerated)	MA4312 - 4	0.5	B	= 3.6 x 0.5 = 1.8
Concert Band	MU3202 - 1	0.5	A	= 4.0 x 0.5 = 2.0

IB AP Adv Bio HL H (.4 Honors 2 hrs)	SC5402-2	1.0	C+	= 3.4 x 1.0 = 3.4
US History	SS4222 - 9	0.5	B+	= 3.4 x 0.5 = 1.7

2. The grade point *average* (GPA) is calculated by dividing total HONOR POINTS by the total CREDITS earned.
From example above:

Total HONOR POINTS= 1.5 + 1.8 + 2.0 + 3.4 + 1.7 = 10.4

CREDITS earned= 0.5 + 0.5 + 0.5 + 1.0 + 0.5 = 3.0 CREDITS

GPA= 10.4 ÷ 3.0 = 3.4667

GUIDELINES FOR PASS/FAIL OPTION

Our district offers the pass/fail option to encourage students to consider taking courses they might benefit from, or simply enjoy, but which they might avoid because of a concern about grades.

There may be some unintended drawbacks to the pass/fail choice. Students need to be aware that if they are planning to go to college, most colleges do not recognize a course taken as pass/fail. In addition, a pass/fail grade will affect NCAA athletic eligibility. It is the student's responsibility to check on the impact of pass/fail regarding these issues.

To take a course pass/fail, a student needs to get an Application Form from the course teacher or the Counseling Center. The next step is to get a parent signature. Then, return the signed form to the teacher of the pass/fail class.

GUIDELINES:

- Dual Enrollment courses are not eligible for pass/fail option.
- Courses "passed" under the pass/fail will receive credit toward graduation, but no honor points. These grades will not affect GPA or class rank.
- Parents must sign the permission form.
- Courses must be on the approved course list.
- Pass/fail selections are limited to 4 credits during the high school experience.
- Students are allowed **one** pass/fail course each semester.
- The decision to take a course pass/fail must be made by the ninth week of the semester.
- The standard to "pass" is 75%.
- Grade reports will indicate a "G" for pass or an "H" for fail. Teachers will evaluate student work in the traditional way, with grades and comments. Only the report card and transcript grade will show pass (G) or fail (H).

The pass/fail option has merit for some students in certain situations. Be sure to give it careful consideration.

Approved List of MPS Courses for Pass/Fail Status

English	All courses beyond the required graduation credits
Mathematics	All courses beyond the required graduation credits, except .4 courses
Science	All courses beyond the required graduation credits
Social Studies	All courses beyond the required graduation credits
Art	Beginning Art and Intermediate Art
Career & Technical Education	All courses (including Work-based learning / CTE Capstone)
Health	Health/Wellness, Health Care Technology 1
Music	All courses
Physical Education	All courses
World Language	All courses beyond the required graduation credits, except .3 and .4 courses

Middle School Course Descriptions

Name	Course	GRADE LEVEL	PREREQUISITE	SEMESTER OR FULL YEAR	CONTENT (Description)
ART COURSES					
Art 6	AR0200	6	None	Full Year Varied meeting days	Art 6 is for all students. Throughout the year, students will create interesting art projects in many kinds of art media. Emphasis is on projects that are fun, skill-developing, and integrated with core subjects.
Art 7	AR1200	7	None	Semester	This is a class for all students who want to improve as artists. Drawing, painting, sculpture, design, perspective ceramics, wood, metal, glass, technology, and art careers are explored with an emphasis on building proficient art skills.
Art 8	AR2200	8	None	Full Year	Projects are integrated with core subjects while exploring design, perspective, color theory, sculpture, bronze-casting, drawing, painting, tools, technology, mixed media, and art careers. Art 8 students actively participate in area middle school art shows and contests. Art 8 is titled Beginning Art at the high school level. After a year of Art 8, students are qualified to take Intermediate Art in high school.
Art 8	AR2210	8	None	Semester	Projects are integrated with core subjects while exploring design, perspective, color theory, sculpture, bronze-casting, drawing, painting, tools, technology, mixed media, and art careers. Art 8 students actively participate in area middle school art shows and contests. A full year of Art 8 or Beginning Art along with a teacher recommendation is required as a prerequisite for Intermediate Art at the high school.
BUSINESS COURSES					
Keyboarding	BU1210	7, 8	None	Semester	Students will learn the touch system of keyboarding on computers and the basic formatting of letters, research reports, and tables.
Business Computer Applications	BU2200	7, 8	None	Semester	Students will learn the basic computer concepts of word processing, database applications, spreadsheet fundamentals, and multimedia.
ENGLISH LANGUAGE ARTS COURSES					
English 6 A English 6 B	EN0220 EN0230	6	None	Full Year	English 6 A builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Throughout the year, students will read a variety of genres. Students will make meaning from texts, compare information across texts, synthesize information, and reflect on the impact of the new learning. Students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
English 7	EN1200	7	English 6 A or 6 B	Full Year	English 7 is for all students. Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
English 8	EN2200	8	English 7	Full Year	English 8 is for all students. Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.

Name	Course	GRADE LEVEL	PREREQUISITE	SEMESTER OR FULL YEAR	CONTENT (Description)
HEALTH COURSE					
Topics with Teens Northeast	HE2200	8	None	Semester	Topics for Teens (With Instruction in Sex Education and Contraceptive Education) Topics covered include decision making, values, school and community resources, mental health, relating to others, using/abusing drugs, physical health, reproductive health, sexual decision making, marriage, parenthood and family planning, sexual abuse, understanding disease including sexually transmitted diseases, first aid and safety.
MATHEMATICS COURSES					
Math 6	MA0200	6	5th grade math	Full Year	Math 6 covers the 6 th grade Michigan Math Standards and Practices. In Math 6, students continue to develop, reinforce, and maintain previously learned mathematics concepts from the elementary grades. Major emphasis is placed on concepts involving decimals, fractions, ratios and proportions, percents, geometry, measurement, and statistics & probability. Concepts involving the foundation for algebra, such as, integers, use of variables, equations, inequalities, and expressions begin in grade six. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Math Seminar 6	MA0210	6	Teacher/parent recommendation	Full Year 2-3 days/week	This is a course taken in addition to the student's regular mathematics class to support those students needing additional support with mathematical concepts and skills as they enter the sixth grade (by teacher/parent recommendation and assessment.)
Extended Math 6	MA0300	6	5th grade teacher recommendation & top M-STEP scale scores	Full Year	Extended Math 6 will cover all 6 th grade Michigan Math Standards and Practices and selected 7 th grade expectations. Extended Math 6 will move at an accelerated pace in comparison to Math 6. Placement in Extended Math 6 is currently available to students who have a 5 th grade teacher recommendation in addition to a top district scale score on their 5 th grade M-STEP test or who have been previously cross-graded. Students who do not qualify by having a top M-STEP scale score & teacher recommendation may participate in the middle school summer math test-out. The math test-out takes place in June immediately after school is finished. Contact your middle school assistant principal to register for the test or more information.
Math Seminar 7	MA1210	7	Teacher/parent recommendation	Full Year	This is a course taken in addition to the student's regular mathematics class to support those students needing additional support with mathematical concepts and skills as they enter the seventh grade (by teacher/parent recommendation).
Math 7	MA1300	7	MA0200 Math 6 or MA0300 Extd Math 6	Full Year	Math 7 covers the 7 th grade Michigan Math Standards and Practice. In Math 7, students continue to develop, reinforce, and maintain previously learned mathematics concepts from earlier grades. Major emphasis is placed on concepts involving algebra, such as rational numbers, proportional reasoning, solving expressions & equations, and related graphing. Additional topics from ratios & proportions, geometry & measurement, and statistics & probability are also taught. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Pre-Algebra A	MA2300	7	MA0300 Extd Math 6 or teacher recommendation, high standardized test scores, & demonstrated excellent achievement in MA0200 Math 6	Full Year	Pre-Algebra A covers 8th grade Michigan Math Standards and Practices and a portion of the essential 7th grade Michigan Math Standards and Practices. "A" denotes the curricular sequencing, as students prepare for Algebra 1. Topics include solving linear equations, solving and graphing functions, the Pythagorean Theorem, geometric transformations, and volume. Students will strengthen their ability to reason and communicate mathematics using various models and representations. The course will also emphasize connections and application to real-life situations. Pre-Algebra A focuses on Algebra pre-requisite overarching concepts being threaded throughout and explored in greater depth.

Name	Course	GRADE LEVEL	PREREQUISITE	SEMESTER OR FULL YEAR	CONTENT (Description)
Math Seminar 8	MA2210	8	Teacher/parent recommendation	Semester or Full Year	This course is taken in addition to the student's regular mathematics class to support those students needing additional support with mathematical concepts and skills as they enter the eighth grade (by teacher/parent recommendation).
Pre-Algebra B	MA2200	8	MA1400 Math 7 or MA1300 Pre-Algebra A	Full Year	Pre-Algebra B covers all 8 th grade Michigan Math Standards and Practices. "B" denotes the curricular sequencing, as students prepare for Algebra 1. Topics covered include connections between proportional relationships and linear equations; analyze and solve linear equations; define, evaluate and compare functions; model relationships with functions; congruence and similarity; Pythagorean Theorem; and statistics and probability with patterns of association in bivariate data. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning. Students will strengthen their ability to reason and communicate mathematics using various models and representations. Pre-Algebra B focuses on strengthening student confidence in their ability to think mathematically and emphasizes connection and application to real-life citations.
Algebra	MA2400	8	MA1400 Pre-Algebra B	Full Year	Algebra covers all the high school algebra 1 Michigan Math Standards and Practices. This would include algebra 1 topics such as recognition and evaluation of algebraic expressions, operations with polynomials, equations and inequalities, special products and factoring, algebraic fractions and fractional equations, functions-relations and graphs, linear equations and inequalities, systems of linear equations, roots and radicals, and quadratic equations. Placement of students in Algebra is based on the <u>successful completion of the Pre-Algebra B course.</u>
MISCELLANEOUS COURSES					
Life Skills 101	ME1210	7, 8	None	Semester	This course will help students develop a variety of important skills. Students will increase their self-awareness, learn about relationships, improve communication skills, learn time management strategies, and learn how to make healthy choices. Basic skills, such as meal planning, budgeting, sewing, and home and auto management will be discussed. Students will also discuss digital citizenship. Students will also explore career clusters that align with their strengths
Life Skills 102	ME1220	8	None	Semester	Students will explore their personality type and interests, as well as build upon the skills learned in Life 101. Important skills, such as personal nutrition and health, stress management, and personal finances will be discussed. Students will also explore possible careers that match their interests.
English Language Development	ME1230 (S1) ME1240 (S2)	6-8	Must be identified as a multilingual learner and have a WIDA level between 1 and 3	Two Semesters	The two-semester course is aligned with English Language Development (ELD) state standards and is designed to develop basic to advanced communicative skills of Multilingual learners. Students learning English as a new language to access and express knowledge and information with a focus on English grammar, phonics and spelling. The course is meant to develop the skills of speaking, listening, reading and writing in an integrated manner across academic disciplines. Non-verbal methods of communication will also be studied. This is a yearlong elective course with .5 credit earned each semester.
MUSIC COURSES					
Band 6	MU0200	6		Full Year 2 days/week	A second-year band course focused on expanding individual skills along with the challenge of playing together in a large group. This class meets two times per week and is intended for students who have completed one year of band instruction. Prior experience, either in Band 5 or independent instruction, is expected.
Choir 6	MU0210	6		Full Year 1 day/week	A large-group choral experience for any interested student. Emphasis is given to developing vocal technique and the enjoyment of singing. This class meets one time per week.

Name	Course	GRADE LEVEL	PREREQUISITE	SEMESTER OR FULL YEAR	CONTENT (Description)
Orchestra 6	MU0220	6		Full Year 2 days/week	A second-year string course focused on expanding individual skills along with the challenge of playing together in a large group. This class meets two times per week and is intended for students who have completed one year of orchestra. Prior experience, either in Orchestra 6 or independent instruction, is expected.
Band 7	MU1200	7	MU0200 Band 6	Full Year	This course is a third-year band course offering expanded playing ranges and intermediate level music. Regular performance opportunities are integral to this class.
Choir 7	MU1210	7		Full Year	This course is a choral class focused on expanding vocal skills and providing interesting performance opportunities as an integral part of this class.
Orchestra 7	MU1220	7	MU0220 Orchestra 6	Full Year	This course is a third-year string course emphasizing development of technical skills, position shifting, and more challenging music. Regular performance opportunities are integral to this course.
Band 8	MU2200	8		Full Year	An advanced middle school band experience for students who have completed three years of training. Concerts, music festivals, and skill development are emphasized, with further emphasis on accuracy and mastery of skills. Regular performance opportunities are integral to this class.
Choir 8	MU2210	8		Full Year	An advanced middle school choral ensemble. Concerts, music festivals, and developing vocal techniques are the focus of this ensemble, with regular performance opportunities being an integral part.
Orchestra 8	MU2220	8		Full Year	An advanced middle school string course for students who have completed three years of training. Concerts, music festivals, and skill development are emphasized, with a focus on accurate pitch and technique. Regular performance opportunities are integral to this class.

PHYSICAL EDUCATION COURSES

P.E. 6	PE0200	6	None	Full Year Varied meeting days	This class provides a variety of recreational fitness and skill-building activities that promote teamwork, sportsmanship, and life-long physical fitness.
P.E. 7	PE1200	7	None	Semester	This course will provide a wide variety of skill-oriented activities, including both individual and team participation. In addition to the varied sports, recreational and fitness activities, students may have the opportunity to participate in swimming activities.
P.E. 8	PE2200	8	None	Full Year	This course will increase sport and fitness development through strategies, teamwork, sportsmanship, health enhancing behaviors, and knowledge of fitness activities.
P.E. 8	PE2210	8	None	Semester	This course will increase sport and fitness development through strategies, teamwork, sportsmanship, health enhancing behaviors, and knowledge of fitness activities.
P.E./Swim Northeast only	PE2220	8	None	Semester	This is a co-educational class designed to develop basic skills and teach concepts in a variety of individual, team, and aquatic activities with an emphasis on stroke development and water safety.

SCIENCE COURSES

Science 6	SC0200	6	None		This course is for all 6th grade students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
Life/Earth/Physical Science 1	SC1200	7	None		This course is for all 7th grade students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.

Name	Course	GRADE LEVEL	PREREQUISITE	SEMESTER OR FULL YEAR	CONTENT (Description)
Life/Earth/Physical Science 2	SC2200	8	None		This course is for all 8 th grade students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21 st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
SOCIAL STUDIES COURSES					
World Geography and Global Issues	SS0200	6	None		This course is for all 6 th grade students and aligns with the Michigan Social Studies Standards. This course introduces students to the physical and human geography of the world through an inquiry process. Throughout the course, students employ different special scales to study human patterns and global issues.
Ancient World History	SS1200	7	None		This course is for all 7 th grade students. This course focuses early world history and geography through Era 4 (300 CE-1500 CE) with a deliberate focus on content literacy. Students investigate how social scientists select, analyze and organize evidence, and then use that evidence to create accounts that answer questions or problems.
U.S. History 8	SS2200	8	None		U.S. History 8 is for all students. This course covers Early American History, from the founding of the United States and the writing of the Constitution through Reconstruction (1754-1877). Geography, civics, and economic content are integrated within the historical context.
STEM INNOVATIONS COURSES (Science, Technology, Engineering, Math)					
STEM Innovations: CSI Medicine & Space	SI0200	6	None	Semester	This exciting course is an introduction to the worlds of aerospace, medicine, and computer science, while also challenging students to work with their hands. Students will design, build, and test an airfoil. They will solve real-life medical mysteries with DNA evidence. They will also learn introductory programming skills through a series of fun, interactive challenges.
STEM Innovations: Code Wizards	SI1200	7, 8	None	Semester	How do you create a mobile app? How can you solve real-world problems through software coding? What hardware choices are necessary in today's environment? Students explore these topics through relevant projects and solvable challenges.
STEM Innovations: Green Design	SI1210	7, 8	None	Semester	How do you design and build products that are functional, creative, and environmentally sustainable? How do you think like engineers and architects to solve real world problems? Students will apply eco-friendly ideas in the fields of architecture and construction using the engineering process and 3D design software.
STEM Innovations: Robo Builders	SI1220	7, 8	None	Semester	Yes, you can design and build robots and so much more! Students learn about automation, mechanical systems, energy transfer, construction, transportation, manufacturing, and computer control systems, as they design and build various projects including traffic lights, robotic arms, and more! Students will have multiple opportunities for hands-on creation in the STEM Shop.
WORLD LANGUAGE COURSES					
Spanish (6th Grade)	WL0200	6	None	Full Year- 2 days/week	Students will increase their knowledge and develop greater proficiency in comprehension, speaking, reading and writing Spanish in a meaningful and interdisciplinary context. Students will also continue their study of Hispanic culture. This class meets two times per week.
Spanish 1 A	WL1300	7, 8	None	Full Year	This is a high school course and is for any student who has a personal interest in learning Spanish. The purpose of the course is for the student to learn to understand, speak, read, and write elementary Spanish and become familiar with Hispanic culture and its influence in America. The conversational method is used to establish basic language patterns and stress basic vocabulary. Reading and writing are done to reinforce the oral learning. Various methods in media are utilized including text, CDs, computer activities and video.

Name	Course	GRADE LEVEL	PREREQUISITE	SEMESTER OR FULL YEAR	CONTENT (Description)
Spanish 2 A	WL2300	8	Spanish 1	Full Year	The purpose of the course is to increase the ability to understand, speak, read, and write Spanish with greater accuracy and to increase cultural awareness. Previously learned structures are reviewed and more vocabulary and structures are acquired to aid in the understanding, speaking, reading, and writing of Spanish. Included is the study of the cultures, countries, and the people who speak Spanish.
German 1 (or 1 A) Jefferson	WL1210 or WL1310	7	None	Full Year	This is a high school course and is for any student who has a personal interest in learning German. Students will learn to understand, speak, read, and write basic German, and become acquainted with German culture. The conversational method is used to establish basic language patterns in speaking and understanding German in everyday situations. Reading and writing are done to reinforce the oral learning, and the course utilizes texts, CDs, and audio-visual materials to accomplish its goal. Students may take the course at the .2 level, while students opting for a more rigorous course make take it at the .3 level. Note: This class is offered exclusively at Jefferson Middle School and Dow High School.
German 2 (or 2 A) Jefferson	WL2210 or WL2310	8	German 1	Full Year	The purpose of this course is to increase the ability to understand, speak, read and write German and to increase cultural awareness. Previously learned structures are reviewed, while more basic vocabulary and structures are acquired to aid in understanding, speaking, reading and writing German. In addition, culture continues to be stressed, allowing learners to compare their own lives with those of their counterparts in German-speaking lands. Note: This class is offered exclusively at Jefferson Middle School and Dow High School.
French 1 (or 1 A) Northeast	WL1220 or WL1320	7	None	Full Year	This is a high school course and is for any student who has a personal interest in learning French. Students will learn to understand, speak, read, and write basic French, and become acquainted with French culture. The conversational method is used to establish basic language patterns in speaking and understanding French in everyday situations. Reading and writing are done to reinforce the oral learning, and the course utilizes texts, CDs, and audio-visual materials to accomplish its goal. Students may take the course at the .2 level, while students opting for a more rigorous course make take it at the .3 level. Note: This class is offered exclusively at Northeast Middle School and Midland High School.
French 2 (or 2 A) Northeast	WL2220 or WL2320	8	French 1	Full Year	The purpose of the course is to expand on the French 1 discoveries. More basic vocabulary and structure are learned to aid in understanding, speaking, reading, and writing French. Emphasis is also placed on studying the cultures and learning about the countries and people who speak French. Note: This class is offered exclusively at Northeast Middle School and Midland High School.
Mandarin 1 (or 1 A)	WL1240 or WL1340	7, 8	None	Full Year	This is a high-school course and is for any student who has a personal interest in learning Mandarin. Students will learn to understand, speak, read, and write basic Mandarin, and become acquainted with Chinese culture. The conversational method is used to establish basic language patterns in speaking and understanding Mandarin in everyday situations. Reading and writing are done to reinforce the oral learning, and the course utilizes texts, CDs, and audio-visual materials to accomplish its goal. Students may take the course at the .2 level, while students opting for a more rigorous course may take it at the .3 level.
Mandarin 2 (or 2 A) HHD	WL2240 or WL2340	8	Mandarin 1	Full Year	The purpose of the course is to expand on the Mandarin 1 discoveries. More basic vocabulary and structures are learned to aid in understanding, speaking, reading and writing Mandarin. Its objective is for students to achieve communicative competence in a variety of everyday situations. Emphasis is also placed on studying the cultures and people who speak Mandarin.

High School Course Descriptions

ENGLISH LANGUAGE ARTS

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

Our freshman, sophomore, junior, and senior courses offer opportunities for students to take year-long classes that integrate the study of literature with a variety of writing tasks. In the junior and senior years, there are also semester specialty courses that focus on a particular topic of interest: film, literature, and composition.

In addition to the courses required to fill the English graduation requirement, students may wish to choose a course for elective purposes, for credit recovery, or to fill the Visual, Performing, and Applied Arts credit. The following courses will count toward fulfilling the VPAA requirement for graduation: Journalism, Advanced Journalism, Yearbook, Video Communication, Public Speaking, Debate and Discussion, Drama 1, Drama 2, and Drama Production.

Course Sequencing – English

		9	10	11	12
English	.2			Film Study Writing Workshop CURRENT LANG & LIT	SENIOR ENGLISH Film Study Writing Workshop
	.3	ENGLISH	AMERICAN LITERATURE	IB Language & Lit 1	ADV SENIOR ENGLISH
	.4				IB Language & Lit

ENGLISH LANGUAGE ARTS COURSES

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
English 9 A EN3300 <i>Accelerated</i>	None	9	Full Year	Students in English 9A will study a variety of works, including short stories, poetry, nonfiction, drama and novels. They will engage in a mixture of whole-class, small-group and independent reading and literary study. Writing assignments usually include personal narratives, literary analysis and at least one substantial research paper. Students will be expected to engage in small-group and whole-class discussions and give at least one presentation to the entire class. Writing instruction will also include elements of grammar, mechanics, vocabulary, and language usage. Although titles vary by instructor, common works of literature may include Romeo and Juliet, The Odyssey, Long Way Down, The Book Thief and I Am Malala.
American Literature A EN4300/V	None	10	Full Year	Students examine significant American literary works and develop writing skills, vocabulary, and reading comprehension. They study novels, plays, poems, short stories, and essays written from colonial times to the present. Titles may include <i>Walden</i> , <i>The Scarlet Letter</i> , <i>The Adventures of Huckleberry Finn</i> , <i>To Kill a Mockingbird</i> , <i>The Grapes of Wrath</i> , <i>The Great Gatsby</i> , <i>Joe Turner's Come and Gone</i> , <i>Death of a Salesman</i> , and <i>The Crucible</i> . Student compositions are typically literature-based, analytical and reflective. Student grades are based

Accelerated				on class participation, individual and small group reports, quizzes, tests, and writing assignments including formal essays.
Current Language & Literature EN5200 MHS	None	11	Full Year	Students in this class will read many types of literature including non-fiction essays, short stories, biographies, poetry, and novels. Titles may include <i>A Lesson Before Dying</i> , <i>The House on Mango Street</i> , <i>Winterdance</i> , <i>Lord of the Flies</i> and <i>Of Mice and Men</i> . Units are organized thematically, with evaluation by journals, creative pieces, projects, essays, quizzes, and tests. Activities include discussion, presentations, research and viewing films. While the class will often focus on the same literature, students will frequently make their own reading selections. Writing activities and assignments throughout the year will help students review the fundamentals of clear communication.
IB Language and Literature 1 HL A EN5300 <i>Accelerated</i>	None	11	Full Year	This is the first year of the IB Language A: Language and Literature HL course which aims at studying the complex and dynamic nature of language, exploring both its practical and aesthetic dimensions. The course explores the crucial role language plays in communication, reflecting experiences and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Students will engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures; they will also develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings. Students can expect to study three major literary works and a variety of non-literary texts during this year of the course. Assessments will include quizzes, tests, essays, as well as oral presentations. Students will complete the Internal Assessment of the course, the Individual Oral, during this course. Students seeking an International Baccalaureate certificate and/or diploma will need to take both years of IB Language and Literature to earn their Higher Level certificate.
Senior English EN6200/B Blended Enriched Virtual MHS	None	12	Full Year	<i>This year-long course will integrate the study of works of literature with expository writing, narrative writing, and other compositional skills. Students should expect to study one work of Shakespeare as well as novels, poetry, short stories and drama. Titles may include The Things They Carried, Nickel and Dimed and 1984. Students will write in a variety of genre and styles. This is an appropriate college preparation course.</i> <i>B = Blended Enriched Virtual at MHS only. See description here.</i>
Advanced Senior English A EN6300	None	12	Full Year	This year-long course will integrate the study of works of literature with expository writing, narrative writing, and other compositional skills. Students will practice the fundamentals of literary criticism and should expect to study a variety of literary works including Shakespeare, novels, poetry, short stories and drama. Titles may include <i>Frankenstein</i> and <i>Things Fall Apart</i> . Students will also develop their writing skills in a variety of assignments. Students should expect to work independently and in groups to further their studies in literature and composition.
IB Language and Literature 2 HL H EN6400 <i>Honors</i> Replaces European Literature Survey	IB World Literature 1	12	Full Year	This is the second year of the IB Language A: Language and Literature HL course with the same aims as IB Language and Literature 1 HL. Students can expect to study three more major literary works and a variety of non-literary texts during this year of the course, with a major emphasis on IB assessments (the HL essay and the IB exams in May). Other course assessments will include quizzes, tests, essays, as well as oral presentations. Students seeking an International Baccalaureate certificate and/or diploma will need to take both years of IB Language and Literature to earn their Higher Level certificate.
Film Study EN4230	None	12	Semester	Film Study is the only "Ideas" course in which film provides the main source of the content. Students learn about film-making from a technical, genre, and historical perspective. Most of the viewing of, responding to, and analyzing representative and landmark films occurs during class periods. Reading and writing about film are integral components of the course work.
Writing Workshop EN4240/B	None	12	Semester	This course introduces the student to the creative genres: drama, short story, poetry, and essay. Students examine the deliberate choices an author makes in terms of structure and style suited to his/her purpose. To the extent possible, the student and teacher together design an individual writing program. Students participate in class discussion and group projects. Grades are based on productive use of class time, journals, drafts, revisions, and final copy. <i>B = Blended Enriched Virtual at DHS only. See description here.</i>

ENGLISH LANGUAGE ARTS - Communications

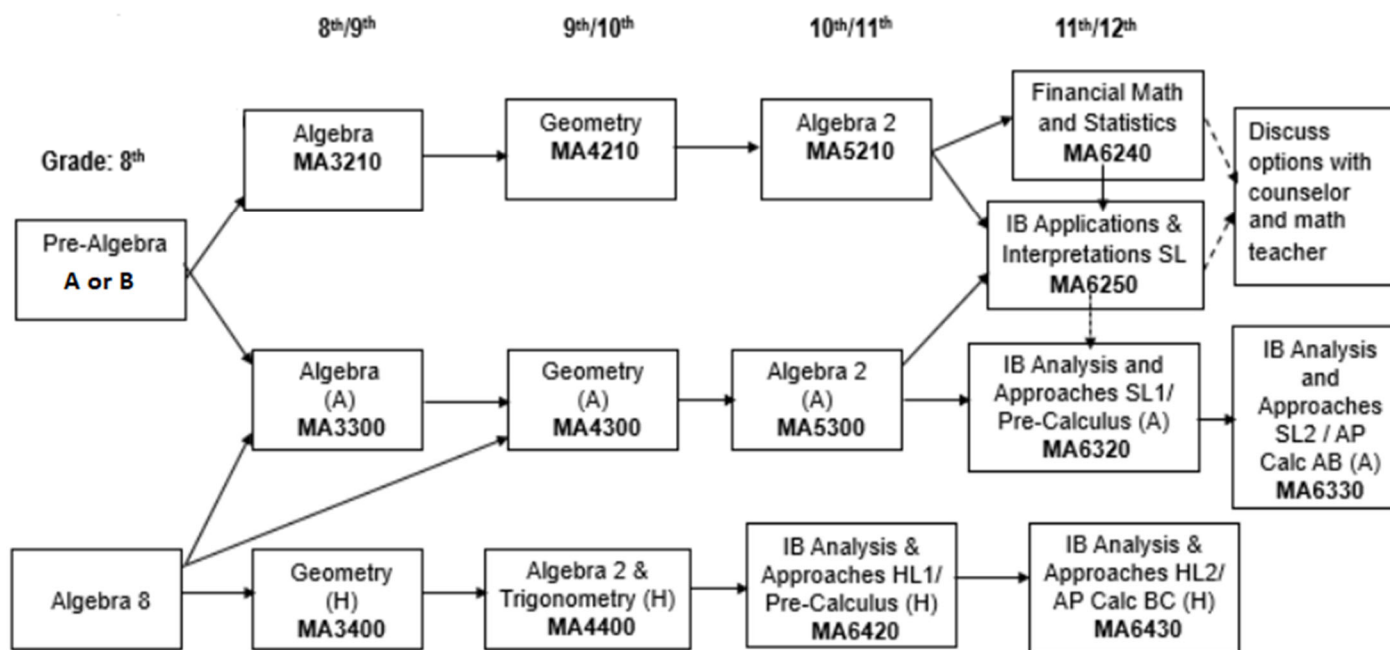
COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Journalism EN3210	None	9-12	Full Year	Enrollment in Journalism 1 places the student in an academic .2 level elective class, and prepares students for future involvement on the staff of the school newspaper -- <i>The Update</i> at Dow High School and <i>Focus</i> at Midland High School. The class offers a diversity of learning experiences, including classroom instruction in journalistic principles. Classroom instruction may include study of the current journalism text, quizzes, tests, writing, design, photography, projects, computer projects, and independent workshop time.
Yearbook EN3220	See instructor for information	9-12	Full Year	Students who enroll in yearbook are responsible for designing, executing, and delivering the high school yearbook. Students learn skills in organization, writing, proofreading, photography, design, sales, and technology. Students work as a staff to complete work on deadline and distribute the book. Students need instructor permission to be placed on the yearbook staff.
Drama 1 EN3230	None	9-12	Semester	This course covers an overview of theatrical performance and production. Students study acting, technical and management elements of plays. Performances include many historical and contemporary scenes.
Drama Production EN3240	Drama 1	9-12	Semester	This course is designed for the student who has satisfactorily completed Drama 1 and is interested in a dramatic production experience. Students receive hands-on experience in play production by designing and performing children's theatre productions. Advanced techniques in storytelling, acting, and technical theatre are studied.
Drama 2 EN3250	Drama 1	10-12	Full Year	This course is designed for the student who has satisfactorily completed Drama 1 and is interested in further dramatic experience. Students act in a variety of productions; examine dramatic criticism and advanced techniques in acting and play production, study theatre history, dramatic literature, direction, design, and theatre management.
Debate and Discussion A EN3310 <i>Accelerated</i>	None	9-12	Semester	Students study the principles of academic debate while researching the interscholastic debate topic for the current year. This component of the class culminates in debate presentations in which students practice constructive and rebuttal speech strategies, cross-examination, note taking, critiquing, and critical thinking skills. Students should expect to do extensive research in preparation for debate. In the discussion component of the class, students practice a variety of problem-solving group-discussion techniques. Competitive debate and discussion team members are drawn from members of the class.
Yearbook A EN3330 <i>Accelerated</i>	Students must complete Yearbook prior to Adv. Yearbook. See instructor for information	10-12	Full Year	Enrollment in Advanced Yearbook places the student in an .3 level elective class. In this course, students are responsible for designing, executing, and delivering the high school yearbook. Students learn skills in organization, writing, proofreading, photography, design, sales, and technology. Students work as a staff to complete work on deadline and distribute the book. Students will be placed on the yearbook editorial staff.
Advanced Journalism A EN4310 <i>Accelerated</i>	See instructor for information	10-12	Full Year	Enrollment in Advanced Journalism places the student in an .3 level elective class. In this course, students are responsible for the publishing of their respective school newspapers, <i>The Update</i> at Dow High School, and <i>Focus</i> at Midland High School. Students are involved directly in newspaper production from interviewing and writing to photography and layout/design. Students also look at current events, ethics, and the role of the media in contemporary society.
Video Communications A EN5320 <i>Accelerated</i>	An advisory board through an application process including teacher recommendations, a personal essay stating students' goals, and an interview will select participants.	11, 12	Full Year	Students enrolled in the course will research, write, and produce television and internet programs for the local school community. Students work both "in front of" and "behind" the camera in producing programs. They also will read widely on ethics and processes of broadcast journalism, about the role of the media in modern culture, and in literature pertinent to special projects. Composition experience may include news and athletic reports, in-depth features, drama, and persuasion. This course will fulfill the graduation requirement for Visual, Performing, and Applied Arts credit. It does not fulfill an English requirement. Students participating in the course need to provide their own transportation, as they are expected to meet off campus for some of the class activities. Off campus locations may include the MCTV studio, Midland Public Schools' Administration Center, sporting venues, drama and music performance locations, and other locations as needed to shoot or edit assignments. Course is offered at Dow High only but is available to all students.

MATHEMATICS

To meet the Michigan high school graduation requirements, students must complete 4 credits of mathematics.

Course Sequencing - Mathematics

High School Mathematics Course Sequence with Middle School



Typical course sequences are shown. Students should discuss options with their math teachers and counselor if they feel that the content of the class in which they are enrolled is not at the appropriate level.

MATHEMATICS COURSES

Mathematic courses required for graduation: Algebra I; Geometry; Algebra 2; including one class in senior year.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Algebra MA3210/V	Successful completion of Math 8 or Pre-Algebra 8	9-12	Full Year	This is a standard algebra course in which the fundamental laws and operations on real numbers are addressed. Other algebraic topics include recognition and evaluation of algebraic expressions, operations with polynomials, equations and inequalities, special products and factoring, algebraic fractions and fractional equations, functions-relations and graphs, linear equations and inequalities, systems of linear equations, roots and radicals, and quadratic equations.
Algebra 1 Seminar MA3230		9	Full Year	This is a course taken in addition to the student's regular mathematics class to support students needing additional support with mathematical concepts and skills as they enter standard level Algebra 1 (by teacher/parent recommendation and assessment). Seminar courses are not for math credit, only for general/elective credit.
Algebra A MA3300 <i>Accelerated</i>	Successful completion of Pre-Algebra 8	9-12	Full Year	This course encompasses all the topics of the standard course listed above but each topic is dealt with in more depth and breadth, as well as an introduction to algebraic proof. This course is taught at a faster pace and with a higher degree of

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
				rigor than the standard course. It is intended for students seeking a science and mathematics emphasis to support their future plans.
Geometry H MA3400 <i>Honors</i>	Successful completion of Algebra A or Algebra 8	9-12	Full Year	The honors geometry course contains all the content of the .3 course with the addition of vectors and solid geometry topics. Students study each topic in more depth and with more rigor than the other courses. This course is designed for students who have exhibited outstanding performance in mathematics and who wish to pursue the subject in great depth.
Geometry MA4210	Successful completion of Algebra	10-12	Full Year	Logic, set theory and number theory are used to analyze and discuss reasoning and formal proof. Proof is studied using a variety of formats. Topics include relationships of lines, planes, and angles; ratio and proportion; congruence and similarity; constructions; the study of polygons and circles, spheres, cones, cylinders, and polyhedra; coordinate geometry; and transformations. While the topics of a standard course are addressed, there is an emphasis on the relationship of algebra and geometry, on the understanding of the content, and upon more student examination of the topics via hands-on activities, group discussions, and applications of geometry.
Geometry Seminar MA4220		10, 11	Full Year	This is a course taken in addition to the student's regular mathematics class to support students needing additional support with mathematical concepts and skills as they enter standard level Geometry (by teacher/parent recommendation and assessment). Seminar courses are not for math credit, only for general/elective credit.
Geometry A MA4300 <i>Accelerated</i>	Successful completion of Algebra A, or Algebra 8	9-12	Full Year	This course contains all the content of the standard course with added breadth and depth of problems considered, with special emphasis on approaches to proof. As with all .3 courses, this one proceeds at a greater pace as well. This is intended for students seeking greater science and mathematics emphasis related to their future plans.
Algebra 2 - Trigonometry H MA4400 <i>Honors</i>	Successful completion of Algebra and Geometry H	9, 10	Full Year	This course is designed for students who have exhibited outstanding performance in mathematics and who wish to pursue the subject in great depth. The course includes all topics of the IB Math Studies 1/Algebra 2 A course, the essential concepts of trigonometry, and additional topics provided by the instructor. Students study each topic in more depth and with more rigor than the other Algebra 2 courses. A graphing calculator is essential in this course.
Algebra 2 MA5210	Successful completion of Algebra and Geometry	11, 12	Full Year	Topics in this course include the study of real numbers, equations and inequalities, polynomials, linear equations in two and three variables including systems of equations, the study of rational numbers, irrational numbers and complex numbers, quadratic equations, matrices, and logarithms. Optional topics include permutations, combinations, and probability. Students use graphing calculators in their study of algebra.
Algebra 2 Seminar MA5220		10-12	Full Year	This is a course taken in addition to the student's regular mathematics class to support students needing additional support with mathematical concepts and skills as they enter standard level Algebra 2 (by teacher/parent recommendation and assessment). Seminar courses are not for math credit, only for general/elective credit.
Algebra 2 MA5300 <i>Accelerated</i>	Successful completion of Algebra and Geometry A or H	10-12	Full Year	Algebra 2 A encompasses all the topics of the standard course but each topic is dealt with in more depth and breadth, at a faster pace, and with a higher degree of rigor intended for students seeking a science and mathematics emphasis to support their future plans. Included are a study of systems of equations in two and three variables; quadratic equations; quadratic relations and systems with graphing of parabolas, ellipses, hyperbolas; exponential and logarithmic functions; progressions; binomial functions with graphing; matrices and determinants; permutations, combinations, and probability; and additional topics provided by the instructor. A graphing calculator is essential in this course.
Financial Math & Statistics MA6240	Successful completion of Algebra, Geometry, and Algebra 2	11, 12	Full Year	Students will apply basic math principles in calculating income, benefits and payroll, banking applications, consumer purchasing, and making business management decisions. Probability and statistics topics include the fundamentals of permutations and combinations; methods of gathering, organizing, analyzing, and presenting data; interpretation of common statistical information such as mean, median, mode, standard deviation, and variance; and random numbers and sampling. Graphing calculators and computers are used extensively in the course.
IB Applications and Interpretations SL MA6250	Successful completion of Algebra 2 .2 or Advanced Algebra A	11, 12	Full Year	This course is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. Graphing calculators and explorations of mathematical model will be integrated throughout the class. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
				example. Topics covered include numbers and algebra (sequences and series, logarithmic and exponential equations, and simple proof), functions (models with linear, exponential, natural logarithm, cubic, and simple trigonometric functions), geometry and trigonometry (right-angled and non-right-angled trigonometry including bearings, surface area and volume of composite 3D solids), probability and statistics (collecting data and using sampling techniques, measures of central tendency and spread, correlation, regression, calculating probabilities, the normal distribution, Chi-squared test for independence and goodness of fit), and a brief introduction to calculus.
IB Analysis and Approaches SL 1/Pre-Calc A MA6320 <i>Accelerated</i>	Successful completion of Algebra 2 A	11, 12	Full Year	After this course, students should be able to enroll in a first-year college calculus course. Topics covered include numbers and algebra (examples: sequences and series, logarithmic and exponential equations, and simple proof), functions (examples: properties of functions and their inverses, solving equations both analytically and graphically, and transformation of graphs), geometry and trigonometry (examples: right-angled and non-right-angled trigonometry, radian measure, circular functions, trigonometric identities, vectors, complex numbers, polar and parametric graphing), probability and statistics (collecting data and using sampling techniques, measures of central tendency and spread, correlation, regression, and normal and binomial distributions), and an introduction to calculus (informal ideas of limits and convergence). This course is the first year of a two-year IB Math SL course. The student may take this course as part of an IB diploma or certificate program if desired or as a stand-alone course.
IB Analysis and Approaches SL2 / AP Calc AB A MA6330 <i>Accelerated</i>	Successful completion IB Analysis and Approaches SL 1/Pre-Calc A or IB Math HL 1 / Pre-Calculus H	11, 12	Full Year	IB Analysis & Approaches SL 2 / AP Calculus AB is a college-level course that includes the topics and applications of calculus traditionally taught in Calculus I and students who successfully complete the course should be able to take the AP Calculus AB Exam and/or the IB Analysis & Approaches SL exam if so desired. The objectives for this course include, but are not limited to, the objectives for the AP Calculus AB course and selected Analysis & Approaches SL topics not covered in Analysis & Approaches SL 1. This course requires extensive work by the student. A graphing calculator is essential in this course. This course is the second year of a two-year International Baccalaureate Math SL course. It may be taken as part of an IB diploma or certificate program if selected in year 1 of the two-course sequence or as a stand-alone AP Calculus AB course.
IB Analysis and Approaches HL 1/Pre-Calc H MA6420 <i>Honors</i>	Successful completion of Geometry H and Algebra 2 - Trigonometry H	11, 12	Full Year	This is a rigorous course for outstanding students preparing to take calculus. The course includes all topics of the IB Mathematics Analysis and Approaches SL1/Pre-Calculus A course. It includes: functions and their graphical representations; circular functions; polynomial functions; inverse functions; exponential and logarithmic functions; trigonometry; complex numbers; polar coordinates; vectors (both 2D and 3D); applications of algebra; applications of the circular functions to angles; matrices; permutations, combinations, and the binomial theorem; mathematical induction; discrete math topics and an introduction to calculus. A graphing calculator is essential in this course. This course is the first year of a two-year International Baccalaureate Math HL course. The student may take this course as part of an IB diploma or certificate program if desired or as a stand-alone Pre-Calculus (H) course.
IB Analysis & Approaches HL2/ AP Calc BC H MA6430 <i>Honors</i>	Successful completion IB Analysis and Approaches HL 1/Pre-Calc H	11, 12	Full Year	IB Analysis & Approaches HL 2 / AP Calculus BC is a college-level course that includes the topics and applications of calculus traditionally taught in Calculus I and II and students who successfully complete the course should be able to take the AP Calculus BC Exam and/or the IB Analysis & Approaches HL exam if so desired. The objectives for this course include, but are not limited to, the objectives for the AP Calculus BC course and selected Analysis & Approaches HL topics not covered in Analysis & AHL 1. This course requires extensive work by the student. A graphing calculator is essential in this course. This course is the second year of a two-year International Baccalaureate Math HL course. It may be taken as part of an IB diploma or certificate program if selected in year 1 of the two-course sequence or as a stand-alone AP Calculus BC course.
Computer Science Essentials MA3220	None	9-12	Full Year	This course provides students with a broad overview of computer science skills. Students will use a variety of programming styles to create apps using MIT App Inventor. Students will program Self-Driving Vehicle robots to follow defined paths and to study various computer science topics. Students will finish the course learning to code in Python. This course uses the Project Lead the Way curriculum and students often work with partners or in collaborative groups. No programming experience is necessary. Successful completion of this course will prepare students for the Computer Science 1 course. This is an elective course and is not intended to replace the regular mathematics sequence.
Computer Science 1 A MA4310	Successful completion or currently	9-12	Semester	This course provides students with a strong introduction to software development. No prior programming experience is necessary. In this course students learn to develop programs in a logical manner using structured programming methods. A problem-solving approach is emphasized including a final team project of creating

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Accelerated	enrolled in Geometry A or H OR Successful completion of Computer Science Essentials			a computer game. Topics include decision-making, loops, arrays, graphics, strings, designing user interfaces, subprograms, debugging programs, and other special topics. Currently the Visual BASIC.net language is taught. This course is the recommended starting point in the computer science sequence for students enrolled in a .3 or .4 level math. This is an elective course and is not intended to replace the regular mathematics sequence.
Computer Science 2 A MA4320 Accelerated	Successful completion of Computer Science 1	9-12	Semester	Further develops programming topics covered in Computer Science 1. Currently the C++ language is taught. Topics new in this course include the fundamentals of object-oriented programming, data structures, searching and sorting functions, classes, major hardware components, system software, and other special topics. The final project in this course will involve programming and robotics. This is an elective course and is not intended to replace the regular mathematic sequence.
AP Computer Science A H MA5420 <i>Honors</i>	Successful completion of Computer Science 2	10-12	Full Year	Includes advanced topics in object-oriented programming, data structures, and algorithms. It is taught in the AP specific language, which is currently Java. Students learn the syntax of the language including the various library classes. The case study for the AP examination will be examined in depth. Students who successfully complete the course should be able to take the AP Computer Science A Advanced Placement Exam. This is an elective course and is not intended to replace the regular mathematics sequence.

To meet the Michigan high school graduation requirements, students must complete 3 credits of Science.

Course Sequencing - Science

		9	10	11	12
Science	.2	BIOLOGY	BIOLOGY PHYSICS CHEMISTRY	CHEMISTRY PHYSICS GEOSCIENCE AGRISCIENCE 3HR Coleman High CHEMICAL PROCESS TECH 3HR Delta	GEOSCIENCE CHEMISTRY PHYSICS AGRISCIENCE 3HR Coleman High CHEMICAL PROCESS TECH 3HR Delta
	.3	BIOLOGY	BIOLOGY CHEMISTRY GEOSCIENCE	CHEMISTRY PHYSICS GEOSCIENCE IB ENVIRONMENTALSCIENCE SL AGRISCIENCE 3HR Coleman High CHEMICAL PROCESS TECH 3HR Delta HUMAN BODY SYSTEMS A	BIOLOGY CHEMISTRY PHYSICS GEOSCIENCE IB ENVIRONMENTALSCIENCE SL AGRISCIENCE 3HR Coleman High CHEMICAL PROCESS TECH 3HR Delta HUMAN BODY SYSTEMS A
	.4			IB/AP ADVANCED BIOLOGY 1 1HR AP ADVANCED CHEMISTRY	IB/AP ADVANCED PHYSICS IB/AP ADVANCED BIOLOGY 2 1HR AP ADVANCED CHEMISTRY

SCIENCE COURSES

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Biology SC3200	None	9-12	Full Year	This year-long course will provide students with an introduction to Biology concepts and is aligned with the State of Michigan High School Content Expectations. Successful completion of this course will satisfy the Biology component of the Michigan Merit Curriculum graduation requirement.
Biology A SC3300 <i>Accelerated</i>	None	9-12	Full Year	This course includes content and laboratory experiences relating to cellular biology, structural and chemical organization of living things, genetics, classification, ecology and other key biological concepts. Successful completion of this course will satisfy the Biology component of the Michigan Merit Curriculum graduation requirement.
Chemistry SC4210	Algebra completed or taken concurrently	10-12	Full Year	This course is designed to acquaint the student with concepts in the field of chemistry. Chemical principles are reviewed and applied in the laboratory throughout the year, and quantitative mathematical relationships are developed throughout the course. Successful completion of this course will satisfy the Physics/Chemistry component of the Michigan Merit Curriculum graduation requirement.
Geoscience SC4220	Biology	11, 12	Full Year	This course will provide students with an introduction to Earth Science concepts including the study of geology, weather and climate, astronomy, oceanography and other key topics. Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.
Physics SC4230		10-12	Full Year	This course includes the study of physical laws and their applications in the areas of mechanics, heat, sound, light, magnetism and electricity, as well as the use of data and formulas in mathematical equations. Successful completion of this course will satisfy the Physics/Chemistry component of the Michigan Merit Curriculum graduation requirement.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Chemistry A SC4310 <i>Accelerated</i>	Algebra A completed or taken concurrently and Biology A SC3300 w/a gr. of B+ or better	10-12	Full Year	This course will cover the same general principles and topics as Chemistry SC4210. The differences will relate to the depth of detail, mathematical analysis, and reasoning that students will be expected to perform. Laboratory reports are more detailed and comprehensive. Successful completion of this course will satisfy the Physics/Chemistry component or the third-year science requirement of the Michigan Merit Curriculum graduation requirements.
Geoscience A SC4320 <i>Accelerated</i>		10-12	Full Year	This course will cover the same general principles and topics as Geoscience SC4220, but in much greater depth. The relationships between the principles of earth science, physical laws and mathematics are developed through laboratory investigations and project work. Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.
IB Physics 1 A SC4330 <i>Accelerated</i>	Algebra 2 A completed or taken concurrently	10-12	Full Year	This course will cover many of the topics covered in Physics SC4230 but will include a more in-depth and mathematical approach to the laws of Physics. This course may be taken as a stand-alone Physics course or it can be taken as the first year of a two-year International Baccalaureate Physics course. Students pursuing an IB SL certificate may take the two-year program in grades 10-11 or 11-12. Students pursuing an IB HL certificate must take the two-year program in grades 11-12 as only seniors may take any IB HL test. Successful completion of this course will satisfy the Physics/Chemistry component of the Michigan Merit Curriculum graduation requirements.
Human Body Systems A SC3310		11,12	Full Year	<p>This interactive course provides students with an overview of human anatomy and physiology, biological processes, medicine, and basic research techniques. Students will examine the interactions of body systems as they design experiments, investigate structures and functions, use data acquisition software to monitor body functions, work through real world cases, and explore science in action!</p> <p>Students participating in the Health Care & Technology program during 11th grade must take this course concurrently with Health Care and Technology I. This course is open to students that are not enrolled in the Health Care program. It is recommended that students successfully complete a biology and chemistry course before enrolling in this course; this course is not a replacement for Advanced Biology. Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.</p>
IB Environmental Science SL A SC5310 <i>Accelerated</i>		11, 12	Full Year	This course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students will develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues. Successful completion of this course will allow students to earn an IB SL certificate in IB Environmental Systems and Societies. This course will have an emphasis on the earth and space science standards. Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.
AP Advanced Chemistry H SC5420 <i>Honors</i>	Algebra 2 A completed or taken concurrently and Chemistry SC4310 preferred or Chemistry SC4210 w grade of B or better *Must have previous Chemistry lab experience	11, 12	Full Year	This course emphasizes an advanced treatment of the principles and concepts of inorganic chemistry introduced previously at the first-year level. The development of these concepts will involve, where possible, a rigorous mathematical approach. Laboratory work is conducted in inorganic, organic, and analytical chemistry and written laboratory reports are required for each student. Classwork will involve lecture, discussion, and the development of problem-solving techniques. This class will prepare students for the AP Chemistry exam. Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
IB/AP Adv Biology 1 HL H SC5430 <i>Honors</i>	Biology A SC3300 and Chemistry SC4310 preferred or Chemistry SC4210 with a grade of B or better	11,12	Full Year	This course will meet one hour daily and is the first course of a two-year program that will prepare students to meet the International Baccalaureate Group 4 HL requirement, and the Advanced Placement exam in Biology. The course emphasizes human physiology, microbiology, genetics, anatomy with dissection, laboratory techniques, scientific research and writing, and individual and/or group project work. This course may be taken as a stand-alone one-year Advanced Biology course, but the intent is to provide students with the necessary preparation, over the course of two years, to meet IB requirements or to take the AP test. The second course in this sequence is SC 6430 . Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.
IB AP Advanced Physics 2 H SC6400 <i>Honors</i>	IB Physics 1 *Must have previous Physics lab experience	11, 12	Full Year	This course includes a more in-depth coverage of topics introduced in Physics SC4330 both in terms of content and mathematical analysis. A strong mathematical background is essential for student success in this course. This course may be taken as a stand-alone Physics course, or students may take this as the second year of a two-year International Baccalaureate Physics course. Students who successfully complete this course will be prepared to take the Physics AP exam and/or the IB Physics SL or HL exam if desired. Students may take the SL test when in 11th or 12th grade but may only take the HL test when in the 12th grade. Successful completion of this course will satisfy the Michigan Merit Curriculum requirement for a third year of science.
IB/AP Adv Biology 2 HL H SC6430 <i>Honors</i>	IB/AP Adv. Biology 1 SC 5430	12	Full Year	This course will meet one hour daily and is the second course of a two-year program that will prepare students to meet the International Baccalaureate Group 4 HL requirement, and the Advanced Placement exam in Biology. The course emphasizes cellular biochemistry, evolution, taxonomy, plants, ecology, laboratory techniques, scientific research and writing, and individual and/or group project work. Students must successfully complete SC 5430 in their junior year to enroll in this course.
Agriscience AN4200 3 hour Coleman High School	With permission from counselor	10-12	Full year	This 3-hour course meets at Coleman High School. Students will explore and prepare for careers and college programs in animal science, plant science, greenhouse management, environmental and energy systems, natural resources management, pest management, soil science, scientific and social implications of agriscience, and agribusiness. Through technology-rich, business-connected projects and assignments, students will also gain the 21st century skills that are critical for college and career success such as: work ethic, flexibility, leadership, collaboration, creative problem solving, project management, self-reliance, and communication. Students will conduct experiments, grow plants in the greenhouse, care for animals in the agriscience barn, and complete projects in the classroom laboratory area. Membership in the National FFA Organization is strongly encouraged so that students can further develop leadership, entrepreneurship, and technical skills. Community service and outreach programs will also be a critical component of the program. Completion of this full program meets the requirements for 4th year senior related math and 3 rd year of science.
Chemical Technology IE5230 3 hour Dual Enrollment Delta College	The successful completion of algebra and concurrent or successful completion of physics is required. Must complete science graduation requirements.	12	Full Year	This 3-hour course meets at Delta College and consists of an overview of chemical processing and manufacturing operations. Students will learn vital processing components, including typical chemical processes, operator roles and responsibilities, reactor operations, distillation operations, heat exchangers, pumps and fluid flow, valve types and applications and process instrumentation. The course also includes an introduction to process flow sheets and piping instrumentation diagrams, filtration operations, safety and quality assurance issues. Students have the potential to earn 23 Delta College credits in this course. This course meets the requirements for the 4th year senior related math. Students are responsible for their own transportation.

SOCIAL STUDIES

To meet the Michigan Merit Curriculum requirements, students must complete three credits of Social Studies. Students must earn one credit of World History, one credit of US History and Geography, .5 credit of Government, and 1 credit of Economics/Personal Finance.

Course Sequencing – Social Studies

		9	10	11	12
Social Studies	.2	WORLD HISTORY	US HISTORY	Economics Government Economics/Personal Finance	MODERN GLOBAL TOPICS
	.3			Psychology Sociology	Psychology Sociology
	.4		Econ/Government Econ/Personal Finance IB HISTORY OF THE AMERICAS	IB HISTORY OF THE AMERICAS Economics/Government IB PSYCHOLOGY	IB PSYCHOLOGY IB 20 TH CENTURY WORLD TOPICS

SOCIAL STUDIES COURSES

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
World History SS3200	None	9	Full Year	This course focuses on World History from 300 AD/CE to the present. Satisfactory completion of it meets the MPS and State of Michigan graduation requirement in World History and Geography. It is aligned with the Michigan Social Studies curriculum and with the Michigan Merit Exam.
U.S. History SS4220/B	None	10-12	Full Year	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in U.S. History and Geography. It is aligned with the Michigan Merit Exam and concentrates on twentieth century United States history. B = Blended Rotation at DHS only. See description here .
IB History of the Americas HL H SS4410 <i>Honors</i>	None	10, 11	Full Year	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in U.S. History and Geography. This course focuses on the history of the United States in the twentieth century and also includes information on Canada and Latin America during those same years. It is recommended for students with strong academic backgrounds who have a serious interest in the study of history. <i>This course is the first year of a two year history sequence that is completed with the Twentieth Century World Topics course in the senior year. Students should take this course in their junior year if they are pursuing an IB HL history certificate.</i>
Government SS5240	None	11, 12	Semester	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in Government. This course is designed to provide students with an understanding of the American system of government as it relates to their rights, privileges, responsibilities and duties as American citizens.
Government H SS5420 <i>Honors</i>	None	10-12	Semester	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in Government. While this course deals with essentially the same content as the regular Government course, it is recommended for students who have a strong academic background and are seriously interested in governmental issues. This course is aligned with the Michigan Merit Exam curriculum. The objectives in this course include many of those for Advanced Placement test in United States Government & Politics. Students wishing to take the AP test may do so.
Economics SS5250/B	None	11, 12	Semester	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in Economics. This course is designed to help students understand the organization, operation, and function of the American economy, and to see how our system relates to other economic systems in the world. B = Blended Enriched Virtual or Rotation at MHS only. See description here .

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Economics/ Personal Finance H SS5430/B <i>Honors</i>	None	10-12	Semester	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in Economics and Personal Finance. This course offers a more detailed overview of basic economic concepts in America. The market economy, the national economy, international economy, and personal finance are addressed by this course. Students will gain economic literacy via the Personal Finance section to help them become financially aware citizens in our interdependent global world. B = Blended Enriched Virtual. See description here .
Economics/ Personal Finance SS5260	None	11,12	Semester	Satisfactory completion of this course meets both the MPS and State of Michigan graduation requirements for both Economics and Personal Finance. This course offers a detailed overview of basic economic concepts in America. The market economy, the national economy, international economy, and personal finance are addressed by this course. Students will gain economic literacy via the Personal Finance section to help them become financially aware citizens in our interdependent global world.
Economics/ Personal Finance H SS5440	None	10-12	Semester	Satisfactory completion of this course meets both the MPS and State of Michigan graduation requirements for both Economics and Personal Finance. This course offers a more detailed overview of basic economic concepts in America. The market economy, the national economy, international economy, and personal finance are addressed by this course. Students will gain economic literacy via the Personal Finance section to help them become financially aware citizens in our interdependent global world.
Modern Global Topics SS6200B	None	12	Full Year	The district expectation is that students will attend class face-to-face a minimum of one day per week in a Blended Enriched Virtual Course. This senior year elective will include the study of contemporary issues and events, U.S. history, world history, economics, geography and politics. This course offers opportunities for students to develop critical thinking and problem-solving skills as students discover, study, debate and critically think about the impact of mainstream and social media, digital and global citizenship and other modern global issues. Students taking this course will engage in an interdisciplinary approach to understanding contemporary issues while learning how to evaluate and synthesize information from multiple sources as informed and engaged global citizens. B = This course is offered as a Blended Enriched Virtual ONLY. See description here .
Psychology A SS5310/B <i>Accelerated</i>	None	11, 12	Semester	This course is an elective designed to study the principles of psychology – that is, the background and methods of research to determine factors affecting human behavior. Among the units taught are infancy and childhood; physiological psychology; perception; principles of learning; personality; and mental disorders. B = Blended Enriched Virtual at DHS only. See description here .
IB Psychology SL H SS6470 <i>Honors</i>	None	11, 12	Full Year	This course's curriculum is aligned with the IB standards and assessments are based on IB requirements. Students taking it should be self-motivated and disciplined learners with a high level of interest in the subject. It differs from the .3 semester-long Psychology course in pace, depth, and the number of topics studied. For IB scheduling purposes, this course is SL (standard level) and counts in IB Group 3 (Individuals and Societies) or in Group 6 (The Arts). It can be taken in either the junior or senior year.
Sociology A SS5320/B <i>Accelerated</i>	None	11, 12	Semester	This course is an elective designed to study the forms and function of group life and the effects social groups have on human behavior. Among the units studied are collective behavior; social stratification; culture and socialization; and sex roles and the family. B = Blended Enriched Virtual. See description here .
IB Twentieth Century World Topics H SS6410 <i>Honors</i>	None	12	Full Year	This course investigates the global perspectives of key events of the 20 th century with particular focus on WWI and WWII, internal conflicts (Russian Revolution, for example), the Cold War Era, and the Arab-Israeli conflict. It is offered as an honors level, social studies elective. It can be taken as a standard level (SL) course or as the second part of the two-year higher level (HL) IB history course for students who have taken History of the Americas during their junior year.

MPS High School Art Program

In order to graduate, a student must earn at least one Visual, Performing, or Applied Art (VPAA) credit.
The art courses listed below fulfill this credit requirement.

9	10	11	12
Beginning Art	Intermediate Art or Adv. 2D Composition A or Advanced 3D Design A	Adv. 2 D Composition A or Advanced 3D Design A or IB/AP Visual Arts SL H or Commercial Art H	IB/AP Visual Arts HL H or Adv. 2D Composition A or Advanced 3D Design A or IB Visual Arts SL H or Commercial Art H

ART

The mere presence of art in a school system demonstrates educational excellence. Art develops vision, integrates knowledge, extends thinking, and creates standards of excellence. Midland Public Schools' art department, culminating in the IB Visual Arts program, is internationally recognized for excellence.

The secondary art program in the Midland Public Schools provides college, career, and enrichment experiences in visual art. Design provides core art thinking skills. Drawing, painting, and sculpture are basic art skills linked to specific commercial and studio specialties in two- and three-dimensions. Students complete the program ready for success in college and careers in art. These experiences are structured as shown above.

The art program is aligned with the MPS mission and vision statements, the Michigan and National Standards for Arts Education, International Baccalaureate standards, and was developed in collaboration with local artistic and business partners. Art programs in Midland address the role of visual art and artists in cultures present and past, and art history is integral to art studio instruction.

Projects may include written analysis and evaluation, field trips to museums, colleges, and businesses, and collaboration with guest speakers or artists-in-residence. Portfolios artist's statements, and interviews are expected for art students, aiding transition from school to college to work. The Midland Public Schools' art program is committed to providing artistic excellence and preparing students with the thought processes and vision necessary for excellence in all areas of life.

ART COURSES

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Beginning Art AR3200	Art 7 is recommended	9-12	Two semesters recommended, one semester option	This entry-level art class provides experience with basic techniques in two- and three-dimensional art. Projects are integrated with other subjects while exploring design, perspective, color theory, sculpture, drawing, painting, and other media. Beginning Art and Art 8 are the foundation courses for secondary art.
Intermediate Art AR4200	Beginning Art	10-12	Two semesters recommended, one semester option	This class is for exploring techniques in two- and three-dimensional media including drawing, painting, sculpture, pottery, jewelry, and other media. Commitment to artistic excellence and effective studio work habits are emphasized.
Advanced 2- Dimensional Composition A AR4300 <i>Accelerated</i>	Beginning Art or Intermediate Art with a "C" passing grade or better recommended (or instructor-	10-12	Full-year course strongly encouraged. Semester option if approved by instructor & counselor.	This accelerated, technically focused drawing and painting class is for motivated students committed to improving their art skills. Design is emphasized. Individualized portfolio development and review for art school placement is a priority. Media includes: acrylic, charcoal, colored pencil, graphite, ink, oil, and watercolor. Techniques include airbrush, brush, palette knife, printmaking, and computer graphics. Excellent art projects are expected in this rigorous course. This course meets the requirements for fourth-year senior-related math.

	approved portfolio)			
Advanced 3-Dimensional Design A AR4310 <i>Accelerated</i>	Beginning Art or Intermediate Art with a "C" passing grade or better recommended (or instructor-approved portfolio)	10-12	Full-year course strongly encouraged. Semester option if approved by instructor & counselor.	This accelerated, technically focused sculpture and three-dimensional design class is for motivated students committed to improving their art skills. Design is emphasized. Media includes bronze, clay, plaster, lost wax, and assemblage. Topics include sculpture, jewelry, pottery, architecture, and mixed media. Individualized portfolio development and review for art school placement is a priority. Excellent art projects are expected in this rigorous course. This course meets the requirements for fourth-year senior-related math.
Commercial Art with Printing Technology H AR5400 <i>Honors</i>	Advanced 2-D or 3-D or concurrent enrollment	11, 12	Full Year	This honors class combines the areas of Commercial Art with Printing Technology. Rigorous projects explore the hands-on and software-based design specialties-graphics, illustration, automotive, industrial, interior, etc. and collaborate with community professional design opportunities. There is strong emphasis on pertinent desktop publishing software, portfolio development, career, and college transition or placement. This course meets the requirements for fourth-year senior-related math.
IB/AP Visual Arts H AR5430 <i>Honors</i>	A minimum of a semester each of Advanced 2-D & 3-D is highly recommended or permission of instructor based on your portfolio approval	11, 12	Full Year-SL Two Full Years-HL	<p>This honors class is for highly motivated art students who have completed prerequisite classes and/or approved portfolios demonstrating capability to focus on expressive and communicative art. Students are expected to explore media and ideas in depth. Emphasis is toward college-advanced placement, scholarships, and career preparation as specified by the College Assessment Board Guidelines for Studio Art, outlined in the MPS Studio Art curriculum guide. Students are also able to prepare for college credit via the College Board AP Art track. This course meets the requirements for fourth-year senior-related math.</p> <p>IB Visual Arts students will create well-researched and meaningful art that reflects personal, socio-cultural and aesthetic experiences and an appreciation of art within an international context. There are three options for students in IB.</p> <ul style="list-style-type: none"> - IB Art Non-Certificate for students who are interested in the rigor of the IB experience but do not plan to test for a certificate. A full year of 2D and a full year of 3D are required or with approval from the IB instructor. -IB Art SL requires a full year each of Advanced 2D and 3D or with instructor portfolio approval combined with concurrent enrollment in Advanced 2D or 3D. -IB Art HL is a two-year commitment to the art process with twice the amount of artistic accomplishment expected than the SL one-year class. A full year each of advanced 2D and 3D or with instructor portfolio approval combined with concurrent enrollment in Advanced 2D or 3D. <p>An exception may be made for a student who has a minimum of a semester each of Advanced 2D and 3D based on a portfolio review and permission of the IB instructor and IB coordinator.</p>

Course Sequencing - Career and Technical Education (CTE)

Business & Marketing Management Technology						
Accounting CIP: 52.0800 Finance & Financial Management Services (MHS PSN: 18694 DHS PSN: 19161)						
Middle School	11 th grade Full year		12 th grade Full year		Program Assessment	Certification
Bus Comp. Apps. 7/8 Keyboarding	Accounting 1		Accounting 2			
Business CIP: 52.0299 Business Administration, Management & Operations (MHS PSN: 18691 DHS PSN: 18783)						
Middle School	11 th grade Semester 1	11 th grade Semester 2	12 th grade Semester 1	12 th grade Semester 2	Program Assessment	Certification
Bus Comp. Apps. 7/8 Keyboarding	Computer Tech 1	Computer Tech 2	Advanced Business 1	Advanced Business 2		Microsoft Office Specialist Certs
Marketing CIP: 52.1999 Marketing, Sales & Services Marketing & Entrepreneurship (MHS PSN: 16393 DHS PSN: 16395)						
Middle School	11 th grade Full Year		12 th grade (option) Full Year		Program Assessment	Certification
Bus Comp. Apps. 7/8 Keyboarding	Marketing		IB Business Mgt. (not part of approved program)			
			12 th grade Semester 1	12 th grade Semester 2	Program Assessment	Certification
			Merch. Operations	Sales Mgt.		
Digital/Multimedia Design CIP: 11.0801 Digital/Multimedia and Information Resource Design (MHS PSN: 19462 DHS PSN: 19461)						
Middle School			12 th grade Semester 1	12 th grade Semester 2	Program Assessment	Certification
Bus Comp. Apps. 7/8 Keyboarding			Digital/MM Design	Adv Digital/ MM Design		



Engineering/Manufacturing & Industrial Technology (Industrial Ed)						
Automotive Technology CIP: 47.0604 Automotive Technician NATEF (DHS PSN: 03403)						
Middle School	9 th /10 th grade Semester 1 or 2		11 th grade Full Year	12 th grade Full Year	Program Assessment	Certification
Green Design Robo Builders	Car Care		Auto Tech 1 (2 hours)	Auto Tech 2 (2 hours)	Michigan Certifications	Michigan AT Tests ASE certifications
Building Trades CIP: 46.0000 Construction Trades (MHS PSN: 14024)						
Middle School	9 th /10 th grade Full Year	10 th grade Semester 1 or 2	11 th grade Full Year	12 th grade Full Year	Program Assessment	Certification
Green Design Robo Builders	Woodworking 1 & 2 (not part of appr prog)	Intro to Trades	Building Trades 1 (2 hours)	Building Trades 2 (2 hours)		
Engineering/Design CIP: 15.1301 Drafting & Design (DHS PSN: 18784)						
Middle School		10 th grade Full Year	11 th grade Full Year	12 th grade Full Year	Program Assessment	Certification
Green Design Robo Builders		Intro to Engineering Design (IED)	Principles of Engineering (POE)	Engineering Capstone		
Welding CIP: 48.0508 Welding, Brazing/Soldering (MHS PSN: 18684)						
Middle School		10 th grade Semester 1	11 th grade Full Year	12 th grade Full Year	Program Assessment	Certification
Green Design Robo Builders		Intro to Trades (not part of appr. prog)	Welding Tech 1	Welding Tech 2	AWS	AWS
		10 th grade Semester 2		12 th grade (option) Full Year		
		Hobby Art Welding (not part of appr. prog)		Welding 3 (Dual Enroll)		

Health Science					
Health Care CIP: 51.0000 Health/Therapeutic Services (not state approved)					
Middle School	11 th grade Full Year	12 th grade Full Year	Program Assessment	Certification	
CSI Medicine & Space (6 th)	Health Care <u>Technology 1</u> AND Human Body Systems A	Delta Dual Enrollment HCT2 OR Certified Nurse <u>Assistant</u> - ESA (2 hour courses)	State OCTE assessment	Michigan CNA cert. OCTE state test	

Other State Approved CTE offerings open to Midland students:

Agriscience (Coleman program), Culinary Arts (Coleman), Chemical Process Technology at Delta (ESA program), Greater Michigan Construction Academy (ESA program), and Educational Careers (Bullock Creek).

CAREER & TECHNICAL EDUCATION

The career and technical education programs follow the Michigan Career Clusters model which focuses students on making informed career preparation decisions for college and career success. Career and technical education programs provide rigorous and relevant learning that enables students to effectively compete in an expanding global economy. Although each program offers unique opportunities, the hallmark of the career and technical education is to provide students with the technical skills, relevant academic skills, career employability skills and 21st century skills needed for success in both college and career. In order to best prepare students for post-secondary success, career and technical education programs have begun to offer free articulated college credit specific to the technical program. Additionally, specific programs have met the standard to offer the certain academic credits, specifically for the visual, performing, and applied arts and the fourth-year related math credit requirement. Please check individual course descriptions for more information.

CAREER CLUSTER: BUSINESS & MARKETING MANAGEMENT TECHNOLOGY

Program: Accounting, Finance & Financial Management Services

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Accounting 1 BU4200 Accounting 1 A BU4330 <i>Accelerated</i>	None	9-12	Full Year	Manual and computerized procedures of accounting are taught in this course. Students will learn the accounting cycle for a service business, merchandising business organized as a partnership, and a corporation. Microsoft Excel and QuickBooks will be used in this course. This course offers the potential to earn college articulation credit. This course meets the requirements for the 4 th year senior related math course. There is potential to earn free articulated college upon completion of this course. Membership in the student business organization, BPA, is an excellent extension to this course. This course may be taken at either a .2 or .3 level. The .3 level includes additional emphasis on the financial relationships of global business and ethical considerations related to accounting and finance. Additional assignments completed at the .3 level consist of critical analysis and response to real-world business and economic case studies.
Accounting 2 A BU4340 <i>Accelerated</i>	Accounting 1	10-12	Full Year	Advanced topics will be introduced in this course which includes: departmentalized accounting, cost accounting, not-for-profit organizations, partnerships, financial analysis, control systems, management accounting and advanced adjustments. Microsoft Excel and QuickBooks will be used in this course. Great course for those students who wish to continue their study of accounting to prepare for a business or accounting career. This course offers the potential to earn free college articulation credit. This course meets the requirements for the 4 th year senior related math course. Membership in the student business organization, BPA, is an excellent extension to this course.

Program: Business Administration, Management & Operations

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Computer Tech 1 BU3210 Computer Tech 1 A BU3310	Work-based learning prerequ. for business career cluster	9-12	Semester	Students will develop proficient skill in word processing, spreadsheet, database and slide presentation applications. They will also cover photo editing and Internet research ethics. This course offers the potential to earn college articulation credit. Membership in BPA or DECA is an excellent extension to this course. This is a .2 level course, with a .3 option available. The .3 option will require additional projects and extended learning opportunities and the opportunity to test for Microsoft certification.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Computer Tech 2 BU3220 Computer Tech 2 A BU3320	Computer Tech required. Work-based learning prerequisite for business career cluster	9-12	Semester	This course includes advanced computer projects including emphasis on Internet research, desktop publishing, basic web page creation, video and picture editing, and a design portfolio. This course offers the potential to earn college articulation credit. This course meets the requirement for 1 semester of VPAA credit. Membership in BPA or DECA, is an excellent extension to this course. This is a .2 level course, with a .3 option available. The .3 level option will require additional projects, extended learning opportunities and the opportunity to test for Microsoft Certification
Advanced Business 1 A BU5310B <i>Accelerated</i>	Computer Tech 1 & 2 highly recommended. Required if using this as work-based learning related course	12	Semester	This course is designed to introduce students to personal and business management, business law, leadership, teamwork, and human resources. Students are prepared for employment and education beyond high school through project-based learning, college and career exploration, real-world case studies, and fluency in current technology. This course offers the potential to earn college articulation credit. Membership in the student business organization, BPA, is an excellent extension to this course. This course is offered in Blended Enriched Virtual ONLY. See description here .
Advanced Business 2 A BU5320B <i>Accelerated</i>	Advanced Business I A CT1, CT2 required if using this as a work-based learning related course	11, 12	Semester	This course is a continuation of Advanced Business 1 A. Students are introduced to E-commerce, marketing, entrepreneurship, and financial management and investing. Current trends in domestic and international business are also explored. Students are prepared for employment and education beyond high school through project-based learning, college and career exploration, real-world case studies, and fluency in current technology. Advanced Business 2 A is an excellent course for students considering studying business or entering a field in which many professionals start small businesses, such as medical, dental, engineering, and architecture careers. This course offers the potential to earn college articulation credit. Membership in the student business organization, BPA, is an excellent extension to this course. This course is offered in Blended Enriched Virtual ONLY. See description here .

Program: Digital/Multimedia and Information Resource Design

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Digital/Multimedia Design A BU4350 <i>Accelerated</i>	None	11, 12	Semester	Students will learn web site creation, design, posting and marketing. Also included are basic HTML, XHTML, Photoshop, visual editing, and design software such as Dreamweaver. This course meets the requirements for 1 semester of the VPAA credit. This course offers the potential to free earn college articulation credit. Membership in the student business organization, BPA, is an excellent extension to this course.
Advanced Digital/Multimedia Design H BU4470 <i>Honors</i>	Digital/MM Design	11, 12	Semester	This course covers advanced web concepts including animation and embedded media such as Flash and video. Web graphics and/or web programming languages will be emphasized as students create attractive, efficient web sites for clients. This course meets the requirements for 1 semester of the VPAA credit. This course offers the potential to earn free college articulation credit. Membership in the student business organization, BPA, is an excellent extension to this course.

Program: Marketing, Sales & Services / Marketing & Entrepreneurship

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Marketing BU3200 Marketing A BU3300 <i>Accelerated</i>	None	9-12	Full Year	Everything you need to know before going it on your own: career development, economics, leadership, management skills, business law and personal financing. As entrepreneurs-in-training, you will create, market, and sell your ideas for a profit to be donated to a charity. Membership in BPA or DECA is an excellent extension to this class. This course meets the requirement for 2 semesters of 4 th year related math credit and VPAA credit. Students have the potential to earn free college articulated credit. This is a .2 level course, with an .3 level option available. The .3 option will require additional reading from books on related topics.

Merchandising Operations BU3230 Merchandising Operations A BU3330 <i>Accelerated</i>	None	9-12	Semester	Students become entrepreneurs. After researching the market, students will create business plans for a business of their choice. Students will learn about financing, promotion, product planning and human resource management. Membership in BPA or DECA is an excellent extension to this class. This course meets the requirement for 1 semester of 4 th year related math and VPAA credit. Students have the potential to earn free college articulated credit. This is a .2 level course, with a .3 level option available. The .3 option will require additional reading from books on related topics.
Sales Management BU3240 Sales Management A BU3340 <i>Accelerated</i>	None	9-12	Semester	An ideal follow up to Merchandising. Students explore buyer behavior, product information, customer relations, and management of sales staff. Membership in BPA or DECA is an excellent extension to this class. Students have the potential to earn free college articulated credit. This course meets the requirement for 1 semester 4 th year related math and VPAA credit. This is a .2 level course, with a .3 level option available. The .3 option will require additional reading from books on related topics.
IB Business Management SL A BU5300 <i>Accelerated</i>	None	10-12	Full Year	Students will learn the dynamic nature of business and organizations throughout the world. They will explore how and why organizations are formed; how to read and analyze financial statements; roles of individuals and groups in business; various marketing strategies; and current challenges facing business organizations. This course meets the requirement for VPAA credit. Students have the potential to earn free college articulated credit. Membership in clubs such as BPA or DECA is an excellent extension to this class.

CAREER CLUSTER: ENGINEERING/MANUFACTURING & INDUSTRIAL TECHNOLOGY (Industrial Ed)

Program: Automotive Technology

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Car Care IE3230	None	9-12	Semester Dow High only	This course provides students with basic knowledge of automobile care and maintenance, as well as critical elements of safety when working in automobiles. Other topics include tool identification and use, tires, engines, oil changes, brakes and suspension, steering, welding, service lift, acetylene torch, driveline, and career exploration. This course includes time in the automotive technology lab working with vehicles.
Auto Technology 1 A IE4330 <i>Accelerated</i>	Car Care or pre-test	11-12	Full Year 2-hour course Dow High only	Engine Performance and Brakes. Students learn automotive technology under NATEF National Skill standards and an ASE certified instructor. Concentration is on engine performance and brakes. This course meets the requirements for 4 th year senior related math and also offers the potential to earn college articulation credit. Offered only at Dow High, but available to all students.
Auto Technology 2 A IE5330 <i>Accelerated</i>	Auto Tech 1	12	Full Year 2-hour course Dow High only	Electrical and Suspension & Steering. Senior students continue to learn automotive technology, with concentration on electrical/electronic systems and suspension & steering. Students will also have the opportunity to apply for a work-based learning experience at an automotive dealership or independent facility. This course meets the requirements for 4 th year senior related math. This course also offers the potential to earn college articulation credit. Offered only at Dow High, but available to all students.

Program: Engineering

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Introduction to Engineering Design A IE3300	None	9-12	Full Year	This is an excellent preparatory course for those students pursuing careers in technical, design, and engineering fields. Students build 2D and 3D computer aided design (CAD) skills while solving a series of design challenges. This course meets the requirements for 4 th year math-related and VPAA credit. This course also offers the potential to earn Delta articulation credit. Membership in the high school FIRST Robotics team is an excellent extension of this course.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Principles of Engineering A/H A = IE3310 H = IE3410	Introduction to Engineering Design A	10-12	Full Year	Through engaging and challenging problems, 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. Students also learn strategies for design process documentation, collaboration, and presentation. This course meets the requirements for 4th year math-related and VPAA credit. This course offers the potential to earn Delta articulation credit. Membership in the high school FIRST Robotics team is an excellent extension of this course.
Engineering Capstone H IE6400	Successful completion of Intro to Engineering, and Principles of Engineering, OR Engineering Teacher recommendation		Full Year	In this class the knowledge and skills acquired throughout the engineering sequence come together as students work at an accelerated pace to identify an issue and then research, design, and test a solution. Students are expected to complete projects independently, work outside of class, and demonstrate an in-depth knowledge of the strategies and techniques of modern engineering design processes. Students apply the professional skills they have developed to document the process and adhere to standards of post-secondary programs and careers. This course meets the requirements 4th year math-related and VPAA credit. Membership in the high school FIRST Robotics team is an excellent extension of this course.

Program: Construction Trades – offered through Midland High but open to all students

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Introduction to Trades IE3210	None	9-12	Semester Midland High only	This is an introduction to the skilled trades and construction related careers including hands-on projects in carpentry, drafting and design, electricity, homebuilding, sheet metal forming, welding and woodworking. Membership in the Building Trades or Welding Club is an excellent extension to this class. This course meets the requirement for one semester of VPAA credit.
Building Trades IE4210 2 hour	Intro to Trades Recommended	10-12	Full Year 2-hour course Midland High only	This two-hour block course is an on-site experience where students build a house from the ground up and are involved in all aspects of the residential construction industry. Skills in carpentry, masonry, drywall, and wiring are covered. This course is offered only at Midland High School but is available to all students. This course meets the requirements for 4 th year related math as well as the VPAA credit requirement. This course also offers the potential to earn college articulation credit. Membership in the Building Trades Club is an excellent extension to the course.
Advanced Building Trades IE5350 2 hour	Successful completion of Building Trades	11, 12	Full Year 2-hour course Midland High only	This two-hour block course is an on-site experience where students build a house from the ground up and are involved in all aspects of the residential construction industry. Students in this course have the opportunity to advance their skills and gain strong leadership skills. This course is offered only at Midland High School but is available to all students. This course meets the requirements for 4 th year related math as well as the VPAA credit requirement. This course also offers the potential to earn college articulation credit. Membership in the Building Trades Club is an excellent extension to the course.
Woodworking 1 IE3240	None	9-12	Full Year Midland High only	Develop basic knowledge and skills in woodworking and carpentry using basic hand tools and power equipment. This course meets the requirement for the VPAA credit. Offered only at Midland High but available to all students. Membership in the Building Trades Club is an excellent extension to the course.
Woodworking 2 IE4340	Woodworking 1	10-12	Full Year Midland High only	Advanced skills with woodworking and carpentry tools and equipment. Includes furniture construction and refinishing techniques. This course meets the requirement for the VPAA credit. Offered only at Midland High but available to all students. Membership in the Building Trades Club is an excellent extension to the course.

Program: Welding Technology – offered through Midland High but open to all students

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Introduction to Trades IE3210	None	9-12	Semester Midland High only	This is an introduction to the skilled trades and construction related careers including hands-on projects in carpentry, drafting and design, electricity, homebuilding, sheet metal forming, welding and woodworking. Membership in the Welding Club or Building Trades club is an excellent extension to this class. This course meets the requirement for one semester of VPAA credit.
Hobby & Art Welding* IE3220	None	9-12	Semester Midland High only	For students interested in personal project construction or sculpting of metal projects. This course meets the requirement for one semester of VPAA credit. Offered at Midland High only but available to all students. Membership in the Welding Club is an excellent extension to this class.
Welding Technology 1* IE4220	None	10-12	Full Year Midland High only	Covers areas in oxyacetylene gas, metallic arc, TIG and MIG welding. This course also offers the potential to earn college articulation credit. This course meets the requirements for the 4 th year related math and VPAA courses. Offered at Midland High only but available to all students. Membership in the Welding Club is an excellent extension to this class.
Welding Technology 2* IE5320 IE5340 2 hour	Welding Technology 1	11-12	Full Year Midland High only	Students will learn to weld in all positions on sheet metal and plate. Training is also given in TIG and MIG welding. This course also offers the potential to earn college articulation credit. This course meets the requirements for the 4 th year related math and VPAA courses. Offered at Midland High only but available to all students. Membership in the Welding Club is an excellent extension to this class.
Welding Technology 3* IE6220 2 hour	Welding Technology 2	12	Full Year Dual Enrollment	This 2-hour course is offered via dual enrollment at Delta College. Students will advance their skills in TIG and MIG welding and have the opportunity to begin pipe welding. Students must provide their own transportation to this course. Membership in the Welding Club is an excellent extension to this class.

***Note:** Welding safety regulations require all students to wear specific safety equipment such as hard-soled work boots and cotton clothing. The school

Off-site Career & Technical Education

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Agriscience 1 Agriscience 2 Agriscience 3 3 hour Coleman High School	With permission from counselor	10-12	Full year	This 3-hour course meets at Coleman High School. Students will explore and prepare for careers and college programs in animal science, plant science, greenhouse management, environmental and energy systems, natural resources management, pest management, soil science, scientific and social implications of agriscience, and agribusiness. Through technology-rich, business-connected projects and assignments, students will also gain the 21st century skills that are critical for college and career success such as: work ethic, flexibility, leadership, collaboration, creative problem solving, project management, self-reliance, and communication. Students will conduct experiments, grow plants in the greenhouse, care for animals in the agriscience barn, and complete projects in the classroom laboratory area. Membership in the National FFA Organization is strongly encouraged so that students can further develop leadership, entrepreneurship, and technical skills. Community service and outreach programs will also be a critical component of the program. Completion of this full program meets the requirements for 4 th year senior related math and science credit.
Chemical Technology 1 IE5230 3 hour Dual Enrollment	The successful completion of algebra and concurrent or successful completion of physics is required.	12	Full Year	This 3-hour course meets at Delta College and consists of an overview of chemical processing and manufacturing operations. Students will learn vital processing components, including typical chemical processes, operator roles and responsibilities, reactor operations, distillation operations, heat exchangers, pumps and fluid flow, valve types and applications and process instrumentation. The course also includes an introduction to process flow sheets and piping instrumentation diagrams, filtration operations, safety and quality assurance issues. Students have the potential to earn 23 Delta College credits in this

	Must complete science graduation requirements.			course. This course meets the requirements for the 4 th year senior related math. Students are responsible for their own transportation.
Culinary Arts ME5260 3 hour Coleman	With permission from counselor	9-12	Full Year	Students in the program will learn about baking, soups and sauces, international cuisine, fabricating meats, poultry, seafood, safety and sanitation, and hospitality management. Students will compete and showcase their talents through the Skills USA student club.
Bay Arenac Career Center ME6210	With permission from counselor	11, 12	Full Year	Bay Arenac ISD Career Center offers a variety of CTE courses in various career clusters. For course offerings, https://www.baisd.net/ . Students must submit an application for these programs and entrance is subject to program availability. See counselor for more information and program application.
Greater Michigan Construction Academy IE5260	With permission from counselor	11, 12	Full year	This 3-hour course provides students with the opportunity to learn and work towards certification in industrial carpentry, through modules provided by the Associated Builders and Contractors, Inc. (ABC). All students take the first module in Basic Safety and introduction to the trades, and then may choose to pursue modules in Industrial Carpentry, Industrial Electrical, or Industrial HVAC. See counselor for more information and program application.
Educational Careers ME5250 3 hours Bullock Creek	With permission from counselor	11, 12	Full year	Students meet at Bullock Creek H.S., and spend some time working in MPS elementary schools. Students receive training in basic educational pedagogy, management strategies, student safety, and teaching tools. Students are responsible for their own transportation.

HEALTH SCIENCE

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Health Care & Technology 1 HE5200	None	11, 12	Full Year	Human Anatomy and Physiology must be taken concurrently with this course. Recommended for any student interested in pursuing a career in health care. This course will provide students with a basic background in a variety of areas of health care. In partnership with the MidMichigan Medical Center-Midland, students will focus on the National and Michigan Health Science Skill Standards and students will learn the core tasks for each. Students will be involved in Job Shadowing experiences and volunteer work at various area medical facilities. Some of the common health concepts to be covered include medical ethics, safety, supplies and equipment, ASEPSIS, medical terminology, emergency procedures, transporting patients, communication, and patient hygiene, care and comfort. Students will also cover career planning and employability skills.
Health Care & Technology 2 HE6200 Dual Enrollment Delta College	Human Body Systems A, HCT1. Must meet health requirements. Entrance based on application process. 3 hours	12	Full Year	Students who successfully complete HCT 1 and Human Body Systems A and meet the program entrance criteria, may dual enroll at Delta College for 12 hours of college credit (7 credits – 1st semester; 5 credits – 2nd semester). This will equate to 2 high school elective credits (1 per semester). Classes will be held at the Delta College Midland site. This course meets the requirements for work-based learning placement at MidMichigan Medical Center-Midland. Students must provide their own transportation. This course meets the requirements for 4 th year related math. See HCT1 teacher or CTE coordinator for more information.
Health Care & Technology Work-based learning CO6200 1 st sem CO6210 2 nd sem	Human Body Systems A, HCT1. Must be taken concurrently with Health Care & Technology 2. 3 hours	12	Full Year	Health Care & Technology 2 students may be placed in a medical/health care facility based on their selected career cluster if established criteria are met. Students will work a minimum of 15 hours per week. A "mentor" in the selected health field, who will evaluate the student's work experience, will supervise their work. Students will learn the skills necessary to gain full-time employment in their area of expertise and/or be placed in a post-secondary school of their choice.

HEALTH

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Health/WellnessH E3200	None	9-12	One Semester	<p>The class will include the following topics:</p> <ul style="list-style-type: none"> • Examining health and wellness • Promoting lifelong fitness • Understanding nutrition • Determining influences on emotional well-being and mental health • Promoting a lifestyle free from alcohol/drug abuse and misuse • Exploring relationships • Examining the human life cycle, including sex education and birth control with an emphasis on sexual abstinence

All materials for the Human Life Cycle unit will be selected and approved in compliance with district policies regarding the teaching of sex education and birth control.

The Human Life Cycle unit within the Health/Wellness course is an optional unit and parents may excuse their student. A form to excuse a student from the unit will be provided via a parent letter. An alternate unit will be offered for students opting not to take the Human Life Cycle unit. If a parent does not want his or her child to participate in the course, the building administration will work with the family to develop an alternate way for the student to meet the graduation requirement. See your high school principal for additional information.

Students will have the grading option of Pass/Fail, Incomplete, in addition to the traditional A, B, C, D, and E grades.

MUSIC

The music program of the Midland Public Schools has a long and proud history of performance excellence. It is important that careful planning occurs as students prepare to enter their 9th grade year. Seeking the advice of a counselor or music teacher prior to course selection is encouraged.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Concert Band MU3200	Completion of the 8th grade level of music instruction is recommended	9-12	Full Year	Concert Band serves as the training course for membership in Symphonic Band. In the fall, members of Concert Band participate as a part of the marching band (in combination with Symphonic Band). The remainder of the year covers appropriate band literature with performance opportunities such as concerts, festivals, and community events. This is a .2 level course.
Symphonic Band A MU5300 <i>Accelerated</i> Symphonic Band H MU4400 <i>Honors</i>	Completion of the 8th grade level of music instruction (or equivalent) Audition required	9-12	Full Year	Advanced brass, woodwind, and percussion students may audition for Symphonic Band. This group serves as the marching band during the fall season, along with the members of the Concert Band. Through numerous concerts, festivals, trips, and athletic performances, the Symphonic Band program offers its members a varied and substantive music experience. The course may be taken at either an .3 or a .4 level. The honor level may require an audition, and will include significant emphasis on individual skills, solo or small ensemble performances, and competency in music theory and music history.
Concert Orchestra MU3220	Completion of 8th grade Orchestra (or equivalent)	9-12	Full Year	Concert Orchestra serves as the training course for membership in Symphony Orchestra. Significant emphasis is placed on developing individual and ensemble skills. All incoming students should register for Concert Orchestra. This is a .2 level course.
Symphony Orchestra A MU4320 <i>Accelerated</i> Symphony Orchestra H MU4420 <i>Honors</i>	Completion of the 8th grade level of music instruction (or equivalent) Audition required	9-12	Full Year	String players who have completed Concert Orchestra may audition for Symphony Orchestra. This exciting musical ensemble performs a variety of music at concerts, school programs, and festivals. The Orchestra performs as both a string orchestra and a full orchestra. The course may be taken at either an .3 or a .4 level. The honors level may require an audition, and will include significant emphasis on individual skills, solo or small ensemble performances, and competency in music theory and music history.
Chorus MU3210	Completion of the 8 th grade level of music instruction	9-12	Full Year	Any student interested in singing is welcome to join Chorus. This group consists of singers who have little or no singing experience, and students who have been involved in middle school choir. This course allows them to develop their music reading and singing skills. This is a .2 level course.

	(or equivalent) is recommended.			
Concert Choir A MU4310 <i>Accelerated</i> Concert Choir H MU4410 <i>Honors</i>	Completion of the 8th grade level of music instruction (or equivalent). Audition required.	10-12	Full Year	The Concert Choir is the most advanced choir at the secondary level. It is intended for students with previous choral experience and advanced skills. A wide variety of music is studied and performed in settings that include concerts, festivals, small ensembles, etc. This is an .3 level course, with the .4 option available.
IB Music SL A MU5300	Completion of the sophomore year of musical study or equivalent.	11, 12	Full Year	This course is fully aligned to meet the standard level requirements for a course in Music as part of the International Baccalaureate program. It may be taken by students in the IB diploma program, the certificate program, or by qualified students in the traditional MPS diploma program. Significant emphasis is placed in music theory, music literature, and in-depth discussion and analysis of varying styles, cultures and periods. A strong music performance element is required in the IB descriptors. Students are expected to maintain their enrollment in their school performing music class (band, orchestra, choir) during their time in this course.

PHYSICAL EDUCATION

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Lifelong Fitness PE3200*/**	None	9-12	Semester or Full Year	This course is required for graduation but may be taken any time during the four years. This course will provide an opportunity for students to participate in a fitness program that emphasizes personal development in a noncompetitive environment. Promotion of cardiovascular fitness, flexibility, resistance training and body toning through development of individual fitness plans based upon student interests and goals will serve as the basis for this course. By taking this course students will learn lifelong fitness skills using technology as a means for monitoring and assessing improvement. Health issues related to physical well-being will be explored throughout the course.
Conditioning & Weight Training PE4210**	Lifelong Fitness	9.5-12	Semester or Full Year	This course is designed for second semester freshmen, sophomores, juniors and seniors who want to improve their aerobic and anaerobic fitness level with an emphasis on running and resistance training. Resistance training may include conditioning with weight machines, free weights, calisthenics, medicine balls, plyometrics, stretch cords and other specialized equipment. Students may also be taught how to design their own individualized conditioning program to meet their individual goals and interests.
Team Sports PE4220**	Lifelong Fitness	9.5-12	Semester or Full Year	Designed for students who want to improve their fitness level through an emphasis on team sport activities. These activities may include soccer, volleyball, basketball, team handball, floor hockey, softball, whiffle ball, tennis, paddleton, Frisbee games and various others.

*Required for graduation but may be taken any time during the four years. This course is the prerequisite for all other physical education classes.

**Students may elect the full year OR only one of the two semesters.

WORLD LANGUAGE

Students should plan on a concentration in one world language rather than exploring several languages.

More colleges are now requiring entering students to have taken at least two years of a world language while attending secondary school. Therefore, a student planning to attend college is advised to learn about the world language requirement for admission to the college(s) of choice.

Students may begin a secondary school language sequence anytime between seventh grade and twelfth grade, but research says that students learn best when starting a language early and continuing study in one language for an extended period.

Students in their fourth, fifth, and sixth year of world language study take the same thematically organized class. These students have had basic instruction in their first three years and use this class to hone their language skills and enhance their understanding of culture and literature. Students taking the course for the International Baccalaureate diploma or certificate may take the “standard level” assessment during their junior or senior year. Students taking the course as a “higher level” IB course will take the higher-level assessment in their senior year. Students without four or more years of world language classes may consider taking two years of world language and achieving IB “Ab initio” status. You may talk with your counselor or IB Coordinator for more information about these options.

Students may travel to another campus to pursue world language study. Transportation is provided.

We offer the following courses of study:

Midland High School Spanish Survey of Spanish French	H. H. Dow High School Spanish Survey of Spanish German Mandarin
Northeast Middle School Spanish French Mandarin	Jefferson Middle School Spanish German Mandarin

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
French 1 (or 1 A) WL1220-1 WL1320-1A NE & MHS only	None	7-12	Full Year	This course is for any student who has a personal interest in learning French. Students will learn to understand, speak, read, and write basic French, and become acquainted with French culture. The conversational method is used to establish basic language patterns in speaking and understanding French in everyday situations. Reading and writing are done to reinforce the oral learning, and the course utilizes texts, CDs, and audio-visual materials to accomplish its goal. Students may take the course at the .2 level, while students opting for a more rigorous course may take it at the .3 level. Note: This class is offered exclusively at Northeast Middle School and Midland High School.
French 2 (or 2 A) WL2220-2 WL2320-2A NE & MHS only	French 1	8-12	Full Year	The purpose of the course is to expand on the French 1 discoveries. More basic vocabulary and structure are learned to aid in understanding, speaking, reading, and writing French. Emphasis is also placed on studying the cultures and learning about the countries and people who speak French. Note: this class is offered exclusively at Midland High School and Northeast Middle School.
French 3 A WL3320 <i>Accelerated</i> MHS only	French 2	9-12	Full Year	The purpose of the course is to develop a greater proficiency in understanding, speaking, reading and writing the French language. The skills acquired in the first two years of language study are developed. Concurrent with the reading, the student studies the structure of the French language and continues to learn about the cultures represented by those speaking French as their native language. Composition at this stage is controlled.
IB French H* WL4470 <i>Honors</i> Three-year cycle denoted by colors: Blue (WL4470, Green (WL4460) and Gold (WL4480) MHS only	French 3	10-12	Full Year	The purpose of this course is to develop a greater degree of competency in understanding, speaking, reading, and writing French. The class is taught in French and all readings and texts are in French. Students will deal with several themes throughout the year. Emphasis continues on language proficiency along with the International Baccalaureate emphasis on global cultural awareness. This is part of the International Baccalaureate sequence and will prepare the student to take the standard level IB test at the end of either the eleventh or twelfth grade year. Although an International Baccalaureate course, any student who has taken three years of French prior to this course is encouraged to take it. The content is appropriate for the advanced French student regardless of whether he or she is an International Baccalaureate candidate. Note that this course cannot be part of the International Baccalaureate diploma sequence unless taken in the junior or senior year of high school because the IB diploma is a junior and senior program. Note that students taking this course as a sophomore may take the next course in the sequence to test at the SL level as a junior. A student who completes IB French as a junior and a senior, qualifies to test at the HL level.
German 1 (or 1A) WL1210-1 WL1310-1A JMS & DHS only	None	7-12	Full Year	This course is for any student who has a personal interest in learning German. Students will learn to understand, speak, read, and write basic German, and become acquainted with German culture. The conversational method is used to establish basic language patterns in speaking and understanding German in everyday situations. Reading and writing are done to reinforce the oral learning, and the course utilizes texts, CDs, and audio-visual materials to accomplish its goal. Students may take the course at the .2 level, while students opting for a more rigorous course make take it at the .3 level. Note: This class is offered exclusively at Jefferson Middle School and Dow High School.
German 2 (or 2 A) WL2210-2 WL 2310-2A JMS & DHS only	German 1	8-12	Full Year	The purpose of this course is to increase the ability to understand, speak, read and write German and to increase cultural awareness. Previously learned structures are reviewed, while more basic vocabulary and structures are acquired to aid in understanding, speaking, reading and writing German. In addition, culture continues to be stressed, allowing learners to compare their own lives with those of their counterparts in German-speaking lands. Note: this class is offered exclusively at Dow High School and Jefferson Middle School.
German 3 A WL3310 <i>Accelerated</i> DHS only	German 2	9-12	Full Year	The purpose of this course is to develop a greater proficiency in the understanding, speaking, reading and writing of German, while continuing to emphasize culture. The class is conducted in German and the skills of aural-oral communication are reviewed and expanded, increasing students' vocabulary and preparing them for longer, more complex texts.
IB German H* WL4440 <i>Honors</i> Three-year cycle denoted by colors: Blue (WL4440), Green (WL4430) and Gold (WL4450)	German 3	10-12	Full Year	The purpose of this course is to develop a greater degree of competency in understanding, speaking, reading, and writing German. The class is taught in German and all readings and texts are in German. Students will deal with several themes throughout the year. Emphasis continues on language proficiency along with the International Baccalaureate emphasis on global cultural awareness. This is part of the International Baccalaureate sequence and will prepare the student to take the standard level IB test at the end of either the eleventh or twelfth grade year. Although an International Baccalaureate course, any student who has taken three years of German prior to this course is encouraged to take it. The content is appropriate for the advanced German student regardless of whether he or she is an International Baccalaureate diploma candidate. Note that this course cannot be part of the International Baccalaureate diploma sequence unless taken in the junior or

DHS only				senior year of high school because the IB diploma is a junior and senior program. Note that students taking this course as a sophomore may take the next course in the sequence to test at the SL level as a junior. A student who completes IB German as a junior and a senior, qualifies to test at the HL level.
Mandarin 1 (or 1 A) WL1240-1 WL1340-1A DHS only	None	7-12	Full Year	This course is for any student who has a personal interest in learning Mandarin. Students will learn to understand, speak, read, and write basic Mandarin, and become acquainted with Chinese culture. The conversational method is used to establish basic language patterns in speaking and understanding Mandarin in everyday situations. Reading and writing are done to reinforce the oral learning, and the course utilizes texts, CDs, and audio-visual materials to accomplish its goal. Students may take the course at the .2 level, while students opting for a more rigorous course make take it at the .3 level. Note: This class is offered at both middle schools and H.H. Dow High.
Mandarin 2 (or 2 A) WL2240-2 WL2340-2A DHS only	Mandarin 1	8-12	Full Year	The purpose of this course is to expand on the Mandarin 1 discoveries. More basic vocabulary and structures are learned to aid in understanding, speaking, reading and writing Mandarin. Its objective is for students to achieve communicative competence in a variety of everyday situations. Emphasis is also placed on studying the cultures and people who speak Mandarin. Note: This class is offered exclusively at H H. Dow High.
Mandarin 3 (or 3 A) WL3240-3 WL3340-3A DHS only	Mandarin 2	9-12	Full Year	The purpose of this course is to expand on the Mandarin 2 learning experiences. Additional vocabulary and communication structures are learned through an interdisciplinary approach to aid students in listening, speaking, reading, and writing Mandarin, given various contexts and everyday situations. The study of culture, countries, and the people who speak Mandarin are included. Note: This class is offered exclusively at H. H. Dow High.
IB Mandarin 4 H* <i>Honors</i> Three-year cycle denoted by: 4 (WL4491), 5 (WL44A1) and 6 (WL44B1) DHS only	Mandarin 3	10-12	Full Year	The purpose of this course is to develop a greater degree of competency in understanding, speaking, reading, and writing Mandarin. The class is taught in Mandarin and all readings and texts are in Mandarin. Students will deal with several themes throughout the year. Emphasis continues on language proficiency along with the International Baccalaureate emphasis on global cultural awareness. This is part of the International Baccalaureate sequence and will prepare the student to take the standard level IB test at the end of either the eleventh or twelfth grade year. Although an International Baccalaureate course, any student who has taken three years of Mandarin prior to this course is encouraged to take it. The content is appropriate for the advanced Mandarin student regardless of whether he or she is an International Baccalaureate diploma candidate. Note: this course cannot be part of the International Baccalaureate diploma sequence unless taken in the junior or senior year of high school because the IB diploma is a junior and senior program. Note: students taking this course as a sophomore may take the next course in the sequence to test at the SL level as a junior. A student who completes IB Mandarin as a junior and a senior, qualifies to test at the HL level.
Survey of Spanish 1 WL1230	None	9-12	Full Year	This year-long course will provide students with an introduction to Spanish. Successful completion of this course will satisfy the first year of the Michigan Merit Curriculum graduation requirement. The purpose of this course is for the student to understand, speak, read and write basic Spanish and become familiar with Hispanic culture. There will be more emphasis on communication of ideas with this course. Various methods in media will be utilized including text, CD's, computer activities and video. Note: this class does not meet NCAA Clearinghouse standards for students planning to participate in college athletics.
Spanish 1 A WL1300	None	7-12	Full Year	This course is for any student who has a personal interest in learning Spanish. The purpose of the course is for the student to learn to understand, speak, read, and write elementary Spanish and become familiar with Hispanic culture and its influence in America. The conversational method is used to establish basic language patterns and stress basic vocabulary. Reading and writing are done to reinforce the oral learning. Various methods in media are utilized including text, CDs, computer activities and video.
Survey of Spanish 2 WL2230	Survey of Spanish 1	10-12	Full Year	This is the second course of the two-year Survey of Spanish sequence. Successful completion of this course will satisfy the second year of the Michigan Merit Curriculum graduation requirement. During the second year, a student will build on their knowledge to understand, speak, read and write Spanish. They will gain greater understanding of the Hispanic culture. This course will emphasize communication of ideas. Note: this class does not meet NCAA Clearinghouse standards for students planning to participate in college athletics.
Spanish 2 A WL2300 Accelerated	Spanish 1	8-12	Full Year	The purpose of the course is to increase the ability to understand, speak, read, and write Spanish with greater accuracy and to increase cultural awareness. Previously learned structures are reviewed and more vocabulary and structures are acquired to aid in the understanding, speaking, reading, and writing of

				Spanish. Included is the study of the cultures, countries, and the people who speak Spanish.
Spanish 3 A WL3300 <i>Accelerated</i>	Spanish 2	9-12	Full Year	The purpose of the course is to develop a greater proficiency in the understanding, speaking, reading, and writing of Spanish. At this level there is an increased emphasis on oral development. Work is continued in grammatical structure, oral proficiency, and cultural awareness.
IB Spanish H* WL4410 <i>Honors</i> Three-year cycle denoted by colors: Blue (WL4410), Green (WL4400) and Gold (WL4420)	Spanish 3	10-12	Full Year	The purpose of this course is to develop a greater degree of competency in understanding, speaking, reading, and writing Spanish. The class is taught in Spanish and all readings and texts are in Spanish. Students will deal with several themes throughout the year. Emphasis continues on language proficiency along with the International Baccalaureate emphasis on global cultural awareness. This is part of the International Baccalaureate sequence and will prepare the student to take the standard level IB test at the end of either the eleventh or twelfth grade year. Although an International Baccalaureate course, any student who has taken three years of Spanish prior to this course is encouraged to take it. The content is appropriate for the advanced Spanish student regardless of whether he or she is an International Baccalaureate diploma candidate. Note that this course cannot be part of the International Baccalaureate diploma sequence unless taken in the junior or senior year of high school because the IB diploma is a junior and senior program. Note that students taking this course as a sophomore may take the next course in the sequence to test at the SL level as a junior. A student who completes IB Spanish as a junior and a senior, qualifies to test at the HL level.

* Three different thematic courses offered on a rotating basis. A different course is offered each year with the sequence starting over every fourth year.

MISCELLANEOUS ELECTIVES

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Student Leadership ME3200	See instructor for information	9-12	Full Year	The Student Leadership class is a key component for a well-rounded education, emphasizing critical thinking, collaboration, communication, reflection, and creativity. Leadership skills will be explored and developed in many ways, through theory, practice, and application. As a combination of traditional academic study, project-based learning, and applied government, Student Leadership is a class built for today's students, and will help students be college and career ready. This course meets the requirement for the VPAA credit.
English Language Development ME3211 (S1) ME3212 (S2)	Must be identified as a multilingual learner and have a WIDA level between 1 and 3	9-12	Two Semesters	The two-semester course is aligned with English Language Development (ELD) state standards and is designed to develop basic to advanced communicative skills of Multilingual learners. Students learning English as a new language to access and express knowledge and information with a focus on English grammar, phonics and spelling. The course is meant to develop the skills of speaking, listening, reading and writing in an integrated manner across academic disciplines. Non-verbal methods of communication will also be studied. This is a yearlong elective course with .5 credit earned each semester.
IB Theory of Knowledge A ME5300	None	11, 12	Two Semesters	IB Theory of Knowledge (TOK) is required for the IB Diploma Program student but is open to all students. This course encourages students to reflect on different knowledge claims and ways of knowing. An interdisciplinary class with an international focus, TOK students critically reflect on knowledge and experience gained both in and outside of the classroom. The focus of the course is inquiry. By exploring "ways of knowing" and "knowledge questions" students become a community of thinkers who strive to learn. In addition to the philosophical, discussion-based portion of the course, students will learn essential research/writing skills that prepare diploma candidates for the Extended Essay and all students for college writing. Community participation and school activities outside the classroom are required in this course. This will provide support for the Creativity, Activity, Service (CAS) component of IB; provide valuable experiences that colleges and universities often look for in their incoming freshmen. This course meets the requirement for one semester of the VPAA credit.
Future Teachers of Tomorrow ME5270	None	10-12	Full Year	The purpose of this class is to introduce students to the field of education and build interest in the profession. The course is organized around 5 units: understanding the profession, learning about students, building content knowledge, engaging in responsive planning, and implementing instruction. Students will have hands-on opportunities to experience teaching and participate in other out of school learning opportunities.

SPECIAL EDUCATION

The special education programs of the Midland Public Schools are operated in accordance with Public Act 451 (Michigan Mandatory Special Education Act), Public Law 108-446 (Individuals with Disabilities Education Improvement Act 2004), the Midland County Educational Service Agency Plan for the Implementation of Mandatory Special Education, and the policies of the Midland Public Schools. Special education classes are provided for students with identified disabilities. Accommodations in and/or modifications of general education and/or special education classes may be made to meet the needs of the students. The types of classes and the number of each type may vary somewhat from year to year, with changes being made as required to meet the specific needs of students, the number of students to be served, and requirements of the law.

The emphasis of instruction at the high school is the same for all students whether they are accessing special education or general education, meeting the requirements of the Michigan Merit Curriculum and high school content expectations. Through the individual education planning (IEP) team process, team members will determine the appropriate course of study for the student based on their educational development plan (EDP) and their learning needs. The goal for all students is a successful transition from the high school setting to adult life through the development of skills that prepare them for employment, post-secondary programs, independent living, and responsible citizenship in school and community. Students will have the opportunity to earn a diploma or a certificate of completion, depending on their successful completion of courses that meet the high school content expectations.

Midland Public Schools requires students to earn 22 credits, including 18 established by the state of Michigan. Every effort will be made to provide students with disabilities full access to the Michigan Merit Curriculum. Students who access most of their courses in the mild and moderate cognitive impaired programs are following an alternate curriculum that does not meet the curriculum requirements established by the state to earn a high school diploma. These students are eligible to receive a certificate of completion upon exiting from special education on or before age 26.

SPECIAL EDUCATION AT THE MIDDLE SCHOOL LEVEL (DIPLOMA TRACK)

The special education courses described in this section will enable a student to meet the requirements of the Michigan Merit curriculum.

ELECTIVES

On the recommendation of the special education student's Individualized Educational Planning Team, the student may take appropriate electives from among those offered in the general education or special education program.

COURSE CONTENT

The content of the special education courses is reflective of the middle school content expectations with instruction differentiated in such a manner as to guide students to develop required competencies.

PROGRAM REQUIREMENTS

Program requirements are approved by the Board of Education and authorized for inclusion in the plan that governs the delivery of special education programs and services throughout the Midland County Educational Service Area.

CO-TEACHING

Co-teaching is a process in which two teachers mainstream students with disabilities into general education classes. A special education teacher and a general education teacher are assigned to the same classroom. Content material may be presented by the general education teacher or the special education teacher. Both teachers assist students with questions and homework; they assist in any way that facilitates learning and retaining the academic material. The ultimate goal of co-teaching is to allow both teachers to assist students, so they successfully complete the course. The selection of general education courses that will be co-taught each semester is determined by student need and staff availability.

SPECIAL EDUCATION MIDDLE SCHOOL COURSES

COURSE TITLE	CT/LD	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
World Geography & Global Issue SS0201 SS0202	CT	6	Full Year	This course is for all 6 th grade students and aligns with the Michigan Social Studies Standards. This course introduces students to the physical and human geography of the world through an inquiry process. Throughout the course, students employ different special scales to study human patterns and global issues.
Science 6 SC0201 SC0202	CT	6	Full Year	This course is for all 6 th grade students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
Math 6 MA0201 MA0202	CT	6	Full Year	Math 6 covers the 6 th grade Michigan Math Standards and Practices. In Math 6, students continue to develop, reinforce, and maintain previously learned mathematics concepts from the elementary grades. Major emphasis is placed on concepts involving decimals, fractions, ratios and proportions, percents, geometry, measurement, and statistics & probability. Concepts involving the foundation for algebra, such as, integers, use of variables, equations, inequalities, and expressions begin in grade six. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Math 6 MA0101 MA0102	LD	6	Full Year	Math 6 covers the 6 th grade Michigan Math Standards and Practices. This class is for special education students. In Math 6, students continue to develop, reinforce, and maintain previously learned mathematics concepts from the elementary grades. Major emphasis is placed on concepts involving decimals, fractions, ratios and proportions, percents, geometry, measurement, and statistics & probability. Concepts involving the foundation for algebra, such as, integers, use of variables, equations, inequalities, and expressions begin in grade six. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
English 6 EN0220 EN0220	CT	6	Full Year	This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Throughout the year, students will read a variety of genres. Students will make meaning from texts, compare information across texts, synthesize information, and reflect on the impact of the new learning. Students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
English 6 EN0111 EN0112	LD	6	Full Year	This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Throughout the year, students will read a variety of genres. Students will make meaning from texts, compare information across texts, synthesize information, and reflect on the impact of the new learning. Students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
Math 7 MA1101 MA1102	LD	7	Full Year	Math 7 covers the 7 th grade Michigan Math Standards and Practice. This course is for special education students only. In Math 7, students continue to develop, reinforce, and maintain previously learned mathematics concepts from earlier grades. Major emphasis is placed on concepts involving algebra, such as rational numbers, proportional reasoning, solving expressions & equations, and related graphing. Additional topics from ratios & proportions, geometry & measurement, and statistics & probability are also taught. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Math 7 MA1301 MA1302	CT	7	Full Year	Math 7 covers the 7 th grade Michigan Math Standards and Practice. In Math 7, students continue to develop, reinforce, and maintain previously learned mathematics concepts from earlier grades. Major emphasis is placed on concepts involving algebra, such as rational numbers, proportional reasoning, solving expressions & equations, and related graphing. Additional topics from ratios & proportions, geometry & measurement, and statistics & probability are also taught. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Ancient World History SS1201 SS1202	CT	7	Full Year	This course is for all 7 th grade students. This course focuses early world history and geography through Era 4 (300 CE-1500 CE) with a deliberate focus on content literacy. Students investigate how social scientists select, analyze and organize evidence, and then use that evidence to create accounts that answer questions or problems.
Life Earth Physical Science 1	CT	7	Full Year	This course is for all 7 th grade students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities

SC1201 SC1202				to explore 21st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
English 7 EN1201 EN1202	CT	7	Full Year	English 7 is for all students. Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
English 7 EN1101 EN1102	LD	7	Full Year	This section is reserved for special education students only. Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
Alternate Studies 7 ME1101 ME1102	LD	7	Full Year	Throughout the year, special education students will receive additional support with the general education curriculum in areas of need. There is a focus on reflecting on learning (learning targets & Metacognition), explaining the steps needed to reach student growth goals in a class, explaining how advocacy practices help the student to improve in their classes, applying skills of metacognition in other classes, and use of mindful practices to enhance learning.
Life/Earth/Physical Science 2 SC2201 SC2202	CT	8	Full Year	This course is for all 8 th grade students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21 st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
U.S. History SS2201 SS2202	CT	8	Full Year	U.S. History 8 is for all students. This course covers Early American History, from the founding of the United States and the writing of the Constitution through Reconstruction (1754-1877). Geography, civics, and economic content are integrated within the historical context.
Pre-Algebra 8 MA2301 MA2302	CT	8	Full Year	Pre-Algebra 8 covers all 8 th grade Michigan Math Standards and Practices. Topics covered include connections between proportional relationships and linear equations; analyze and solve linear equations; define, evaluate and compare functions; model relationships with functions; congruence and similarity; Pythagorean Theorem; and statistics and probability with patterns of association in bivariate data. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning. Pre-Algebra 8 moves at an accelerated pace in comparison to Math 8 and each topic is dealt with in more depth and breadth.
English 8 EN2201 EN2202	CT	8	Full Year	Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
Math 8 MA2101 MA2102	LD	8	Full Year	Math 8 covers all 8 th grade Michigan Math Standards and Practices. In Math 8, special education students continue to develop, reinforce, and maintain previously learned mathematics concepts from earlier grades. Topics covered include connections between proportional relationships and linear equations; analyze and solve linear equations; define, evaluate and compare functions; model relationships with functions; congruence and similarity; Pythagorean Theorem; and statistics and probability with patterns of association in bivariate data. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning. All topics taught in Pre-Algebra 8 are also taught in Math 8, but in a slower pace with less breadth.
English 8 EN2101 EN2102	LD	8	Full Year	Throughout the year, special education students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
Alternate Study 8 ME2101 ME2102	LD	8	Full Year	Throughout the year, special education students will receive additional support with the general education curriculum in areas of need. There is a focus on reflecting on learning (learning targets & Metacognition), explaining the steps needed to reach student growth goals in a class, explaining how advocacy practices help the student to improve in their classes, applying skills of metacognition in other classes, and use of mindful practices to enhance learning.

SPECIAL EDUCATION MIDDLE SCHOOL COURSES IN THE MILD COGNITIVE IMPAIRED PROGRAM (CERTIFICATE OF COMPLETION)

The alternate curriculum continues the development of the basic learning skills that began in the elementary school. Middle school instruction is delivered at a pace commensurate with each student's abilities and needs. These skills are applied to a variety of practical situations oriented toward family living, social competence, and future employment. The pursuit of wholesome recreational and leisure-time interests is encouraged. To the extent appropriate, as established in the Individualized Educational Planning Team meetings, students with disabilities are educated in the least restrictive environment.

COURSE TITLE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Math CI 6 MA0001 MA0002	6	Full Year	Math CI 6 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on money, place values, patterns, word problems, time, calendar, measurement, fractions, and graphing. The different levels of math are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Math CI 7 MA1001 MA1002	7	Full Year	Math CI 7 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on money, place values, patterns, word problems, time, calendar, measurement, fractions, and graphing. The different levels of math are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Math CI 8 MA2001 MA2002	8	Full Year	Math CI 8 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on money, place values, patterns, word problems, time, calendar, measurement, fractions, and graphing. The different levels of math are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
English CI 6 EN0001 EN0002	6	Full Year	English CI 6 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on grammar, writing skills, reading passages, and reading comprehension. The different levels of English Language Arts are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
English CI 7 EN1001 EN1002	7	Full Year	English CI 7 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on grammar, writing skills, reading passages, and reading comprehension. The different levels of English Language Arts are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
English CI 8 EN2001 EN2002	8	Full Year	English CI 8 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on grammar, writing skills, reading passages, and reading comprehension. The different levels of English Language Arts are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Science CI 6 SC0001 SC0002	6	Full Year	Science CI 6 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on weather, the rock cycle, landforms, the water cycle, fossils, pollution, simple machines, matter, sound, and circuits. The different levels of science are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Science CI 7/8 SC1001 SC2001	7/8	Full Year	Science CI 7/8 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on weather, the rock cycle, landforms, the water cycle, fossils, pollution, simple machines, matter, sound, and circuits. The different levels of science are modified to meet individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Social Studies CI 6 SS0001 SS0002	6	Full Year	The Social Studies CI 6 course is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course has topics that focus on map skills, constitution, continents and the countries within the continents, oceans, regions of the U.S., and Michigan. The different levels of Social Studies are modified to individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Social Studies CI 7/8 SS1001 SS2001	7/8	Full Year	The Social Studies CI 7/8 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course focuses on the three branches of government, the constitution, Colonial America, Revolutionary War, westward expansion, Civil War/ slavery, Michigan, and a review of geography and map skills. The different levels of Social Studies are modified to individual student needs. All topics are introduced and covered within a 2–3-year span while attending middle school.
Personal Adjustment CI 6	6	Full Year	Personal Adjustment CI 6 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course focuses on Hygiene, keyboarding, understanding, and utilizing personal contact

ME0001 ME0002			information, social skills for friendship and family, self-regulation skills, sewing, and nutrition. All topics are introduced and covered within a 2–3-year span while attending middle school.
Personal Adjustment CI 7/8 ME1001 ME2001	7/8	Full Year	Personal Adjustment CI 7/8 is for all special education students with modified curriculum attending the Mild CI program and on a non-diploma track. This course focuses on Hygiene, keyboarding, understanding, and utilizing personal contact information, social skills for friendship and family, self-regulation skills, sewing, and nutrition. All topics are introduced and covered within a 2–3-year span while attending middle school.

SPECIAL EDUCATION MIDDLE SCHOOL COURSES IN THE EMOTIONAL IMPAIRED PROGRAM (DIPLOMA TRACK)

The special education courses described in this section will enable a student to meet the requirements of the Michigan Merit curriculum. This program provides a structured learning environment for students with disabilities that impair their ability to emotionally regulate and need a more restrictive school setting. Students attending this program have intensive patterns of behavior over a period of time, where behavioral interventions and positive behavioral supports have not been successful. The purpose of the Emotional Impaired program is to improve student behavior's allowing them to transition back to the general education setting.

COURSE TITLE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
English 6 A English 6 B EN0220 EN0230	6	Full Year	This English 6 course is for special education students and builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Throughout the year, students will read a variety of genres. Students will make meaning from texts, compare information across texts, synthesize information, and reflect on the impact of the new learning. Students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
English 7 EN1101 EN1102	7	Full Year	This section is reserved for special education students only. Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
English 8 EN2101 EN2102	8	Full Year	This section is reserved for special education students. Throughout the year, students will read a variety of genre focusing on making meaning from text, comparing information across text, and synthesizing information and reflecting on the impact of the new learning. Throughout the year, students will learn to write for multiple purposes using conventions and appropriate voice and precise vocabulary.
Math 6 MA0101 MA0102	6	Full Year	Math 6 covers the 6 th grade Michigan Math Standards and Practices. This class is for special education students. In Math 6, students continue to develop, reinforce, and maintain previously learned mathematics concepts from the elementary grades. Major emphasis is placed on concepts involving decimals, fractions, ratios and proportions, precents, geometry, measurement, and statistics & probability. Concepts involving the foundation for algebra, such as, integers, use of variables, equations, inequalities, and expressions begin in grade six. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Math 7 MA1101 MA1102	7	Full Year	Math 7 covers the 7 th grade Michigan Math Standards and Practice. This course is for special education students only. In Math 7, students continue to develop, reinforce, and maintain previously learned mathematics concepts from earlier grades. Major emphasis is placed on concepts involving algebra, such as rational numbers, proportional reasoning, solving expressions & equations, and related graphing. Additional topics from ratios & proportions, geometry & measurement, and statistics & probability are also taught. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning.
Math 8 MA2101 MA2202	8	Full Year	Math 8 covers all 8 th grade Michigan Math Standards and Practices. In Math 8, special education students continue to develop, reinforce, and maintain previously learned mathematics concepts from earlier grades. Topics covered include connections between proportional relationships and linear equations; analyze and solve linear equations; define, evaluate and compare functions; model relationships with functions; congruence and similarity; Pythagorean Theorem; and statistics and probability with patterns of association in bivariate data. Reasoning, communicating, problem solving, modeling, and making connections mathematically are key components of all teaching and learning. All topics taught in Pre-Algebra 8 are also taught in Math 8, but in a slower pace with less breadth.
Social Studies 6	6	Full Year	This course is for 6 th grade special education students and aligns with the Michigan Social Studies Standards. This course introduces students to the physical and human geography of the world through an inquiry process. Throughout the course, students employ different special scales to study human patterns and global issues.
Social Studies 7	7	Full Year	This course is for 7 th grade special education students. This course focuses early

			world history and geography through Era 4 (300 CE-1500 CE) with a deliberate focus on content literacy. Students investigate how social scientists select, analyze and organize evidence, and then use that evidence to create accounts that answer questions or problems.
Social Studies 8	8	Full Year	U.S. History 8 is for special education students. This course covers Early American History, from the founding of the United States and the writing of the Constitution through Reconstruction (1754-1877). Geography, civics, and economic content are integrated within the historical context.
Science 6 SC0101 SC0102	6	Full Year	This course is for 6th grade special education students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
Science 7	7	Full Year	This course is for 7th grade special education students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
Science 8	8	Full Year	This course is for 8 th grade special education students. Course content is aligned with state standards and integrates topics related to life, earth, and physical science. Learning experiences will provide students with opportunities to explore 21 st century challenges and develop solutions by combining their content knowledge (life, earth, and physical science) with crosscutting concepts and science and engineering practices.
Personal Adjustment 6	6	Full Year	The Personal Adjustment 6 course is for all special education students with modified curriculum attending the EI program and on a diploma track. Throughout the year, special education students will receive additional support with the general education curriculum in areas of need. There is a focus on reflecting on learning (learning targets & Metacognition), explaining the steps needed to reach student growth goals in a class, explaining how advocacy practices help the student to improve in their classes, improving social skills, self- regulation skills, building relationships with peers, applying skills of metacognition in other classes, and use of mindful practices to enhance learning.
Personal Adjustment 7	7	Full Year	The Personal Adjustment 7 course is for all special education students with modified curriculum attending the EI program and on a diploma track. Throughout the year, special education students will receive additional support with the general education curriculum in areas of need. There is a focus on reflecting on learning (learning targets & Metacognition), explaining the steps needed to reach student growth goals in a class, explaining how advocacy practices help the student to improve in their classes, improving social skills, self- regulation skills, building relationships with peers, applying skills of metacognition in other classes, and use of mindful practices to enhance learning.
Personal Adjustment 8	8	Full Year	The Personal Adjustment 8 course is for all special education students with modified curriculum attending the EI program and on a diploma track. Throughout the year, special education students will receive additional support with the general education curriculum in areas of need. There is a focus on reflecting on learning (learning targets & Metacognition), explaining the steps needed to reach student growth goals in a class, explaining how advocacy practices help the student to improve in their classes, improving social skills, self- regulation skills, building relationships with peers, applying skills of metacognition in other classes, and use of mindful practices to enhance learning.

SPECIAL EDUCATION AT THE HIGH SCHOOL LEVEL (DIPLOMA TRACK)

The special education courses described in this section will enable a student to meet the requirements of the Michigan Merit curriculum within four years, unless otherwise noted. It is recognized that some students may need to begin with lower-level courses to master the content expectations, in which case, they may be required to attend high school beyond the traditional four years.

ELECTIVES

On the recommendation of the special education student's Individualized Educational Planning Team, the student may take appropriate electives from among those offered in the general education or special education program.

COURSE CONTENT

The content of the special education courses is reflective of the high school content expectations with instruction differentiated in such a manner as to guide students to develop required competencies.

PROGRAM REQUIREMENTS

Program requirements are approved by the Board of Education and authorized for inclusion in the plan that governs the delivery of special education programs and services throughout the Midland County Educational Service Area.

CO-TEACHING

Co-teaching is a process in which two teachers mainstream students with disabilities into general education classes. A special education teacher and a general education teacher are assigned to the same classroom. Content material may be presented by the general education teacher or the special education teacher. Both teachers assist students with questions and homework; they assist in any way that facilitates learning and retaining the academic material. The ultimate goal of co-teaching is to allow both teachers to assist students so they successfully complete the course. The selection of general education courses that will be co-taught each semester is determined by student need and staff availability.

WORK STUDY PROGRAM

Any student participating in the Work Study Program must have an Individualized Education Program (IEP) stating the need for work study and must be eligible for special education services.

The Work Study component is primarily for students in their final (senior) year of high school programming. Consideration may be given to younger students under special circumstances.

Students interested in participating in this program must have vocational training. Students can receive credit only if they have completed or are currently enrolled in a related vocational course. They may also qualify if they have completed a concentration of courses in a particular subject area. A candidate for work-study is referred to the work study consultant for an interview in the year preceding the work study placement. Employability is determined and a job search is undertaken. Students can receive up to 1.5 hours of credit each semester for the work-study. Students must be scheduled for a full day of classes in the event they are unable to find suitable employment.

SPECIAL EDUCATION HIGH SCHOOL COURSES – DIPLOMA TRACK

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
English 9 EN3100	None	9	Full Year	English 9 meets the English requirement for 9 th graders. Students study classical and contemporary literature in thematic units by reading poems, plays, short stories, novels, and non-fiction. Writing assignments focus on the essay form and include reflective writing and research. The projects are taught in a step-by-step process. Activities include discussion, group work, and presentations. All instruction considers individual learning needs of students with disabilities.
Literary Exploration and Composition EN4120	None	10-12	Full Year	Students in this class will read many types of literature including short stories, poetry, novels and non-fiction of recent decades. Units are organized thematically, with evaluation by class participation, individual and group presentations, quizzes, tests, papers and projects. Activities include discussion, presentations, research and viewing films. While students may occasionally make their own reading selections, the class will usually focus on the same literature. Writing activities and assignments throughout the year will help students review the fundamentals of clear communication.
Current Language & Literature EN5100	None	11, 12	Full Year	Students in this class will read many types of literature including essays, short stories, biographies, poetry, and novels. Titles may include <i>A Lesson Before Dying</i> and <i>The House on Mango Street</i> . Units are organized thematically, with evaluation by journals, creative pieces, projects, essays, quizzes, and tests. Activities include discussion, presentations, research and viewing films. While the class will often focus on the same literature, students will frequently make their own reading selections. Writing activities and assignments throughout the year will help students review the fundamentals of clear communication.
Exploring Literature EN5110	2 Years. English	11, 12	Semester	Exploring Literature is designed for students who have passed a minimum of two years of English prior to enrollment in the course. Students in this course will read many different types of literature including essays, short stories, biographies, poetry and novels. Units are organized thematically, with evaluation by journals, creative pieces, projects, essays, quizzes and tests. Activities include discussion, presentations, research and viewing films. Writing activities and assignments throughout the course will help students review the fundamentals of clear communication.
Film Study EN5130	2 Years. English	11, 12	Semester	Film study is designed for students who have passed a minimum of two years of English prior to enrollment in the course. Films provide the main source of the content for this class. Most of the viewing of or responding to films occurs during class periods. Reading and writing about films are integral components of the course.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Pre-Vocational Training IE3100	None	9-12	Full Year	This course is a project-oriented class with instruction in the areas of reading, math, following directions, following through on a project, working in groups, planning, drawing, safety, using hand and power tools, problem solving and more. The students may work with a wide variety of media. Students may be involved in clerical work, electricity, interviewing and resume writing. Common home and auto repair and maintenance may also be covered.
Learning Strategies LM3100	None	9-12	Semester or Full Year	This course is an elective credit within the Michigan Merit Curriculum (MMC). It is designed to support a student's progress in the Michigan Merit Curriculum by providing the student with additional instructional opportunities through re-teaching of concepts as well as practice and application of Michigan Merit Curriculum course content.
Personal Adjustment LM3130	None	9-12	Full Year	Personal Adjustment provides instruction in developing personal and social skills needed for adult independent living. Instruction may include topics as daily living, homemaking, transportation, personal health, hygiene, appearance, relationships, personal budgeting, stress management, nutrition, recreation, and specific goals and plans from the student's Individual Education Plan.
Pre-Algebra MA3100	None	9-10	Full Year	This course teaches pre-algebra concepts to students with disabilities. This course may be taken in a sequence of math courses to meet the Michigan Merit Curriculum.
Algebra MA3240	None	9-10	Full Year	This is a standard algebra course in which the fundamental laws and operations on real numbers are addressed. Other algebraic topics include recognition and evaluation of algebraic expressions, operations with polynomials, equations and inequalities, special products and factoring, algebraic fractions and fractional equations, functions-relations and graphs, linear equations and inequalities, systems of linear equations, roots and radicals, and quadratic equations. All instruction considers individual learning needs of students with disabilities.
Algebra 2 MA3250	Successful completion of Algebra and Geometry	11-12	Full Year	Topics in this course include the study of real numbers, equations and inequalities, polynomials, linear equations in two and three variables including systems of equations, the study of rational numbers, irrational numbers and complex numbers, quadratic equations, matrices, and logarithms. Optional topics include permutations, combinations, and probability. Students use graphing calculators in their study of algebra. All instruction considers individual learning needs of students with disabilities.
Geometry MA3260	Successful completion of Algebra	10-11	Full Year	Logic, set theory and number theory are used to analyze and discuss reasoning and formal proof. Proof is studied using a variety of formats. Topics include relationships of lines, planes, and angles; ratio and proportion; congruence and similarity; constructions; the study of polygons and circles, spheres, cones, cylinders, and polyhedra; coordinate geometry; and transformations. While the topics of a standard course are addressed, there is an emphasis on the relationship of algebra and geometry, on the understanding of the content, and upon more student examination of the topics via hands-on activities, group discussions, and applications of geometry. All instruction considers individual learning needs of students with disabilities.
Biology SC3200	None	9-12	Full Year	This course will provide students with an introduction to Biology concepts and is aligned with the State of Michigan High School Content Expectations. Students who successfully complete this course will satisfy the Biology component of the Michigan Merit Curriculum graduation requirements.
Physics SC4130	None	9-12	Full Year	This course will provide students with an introduction to Physics concepts and is aligned with the State of Michigan High School Content Expectations. Students who successfully complete this course will satisfy the Physics/Chemistry component of the Michigan Merit Curriculum graduation requirements.
World History SS3100	None	9	Full Year	This course focuses on World History from 300 AD/CE to the present. Satisfactory completion of it meets the MPS and State of Michigan graduation requirement in World History and Geography. It is aligned with the Michigan Social Studies curriculum and with the Michigan Merit Exam.
U.S. History SS4120/B	None	10-12	Full Year	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in U.S. History and Geography. It is aligned with the Michigan Merit Exam and concentrates on twentieth century United States history.
Government SS5100	None	11, 12	Semester	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in Government. This course is designed to provide students with an understanding of the American system of government as it relates to their rights, privileges, responsibilities and duties as American citizens.
Economics SS5110	None	11, 12	Semester	Satisfactory completion of this course meets the MPS and State of Michigan graduation requirement in Economics. This course is designed to help students understand the organization, operation, and function of the American economy, and to see how our system relates to other economic systems in the world.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
Work Study WS6110	Vocational Training	12	Semester or Full Year	The Work Study Program is an opportunity for on-the-job training in an area of the student's interest. It is like the regular Work-based learning program but is restricted to students with disabilities who may need additional assistance. A work study agreement must be on file before a student can be placed on a work site.

SPECIAL EDUCATION HIGH SCHOOL COURSES IN THE MILD COGNITIVE IMPAIRED PROGRAM (CERTIFICATE OF COMPLETION)

The alternate curriculum continues the development of the basic learning skills that began in the elementary school. High school instruction is delivered at a pace commensurate with each student's abilities and needs. These skills are applied to a variety of practical situations oriented toward family living, social competence, and future employment. The pursuit of wholesome recreational and leisure-time interests is encouraged. To the extent appropriate, as established in the Individualized Educational Planning Team meetings, students with disabilities are educated in the least restrictive environment.

COURSE TITLE	PREREQUISITE	GRADE LEVEL	SEMESTER OR FULL YEAR	CONTENT
English EN3010	None	9-12	Full Year	Students will be exposed to the teaching and modeling reading strategies aimed at increasing overall reading comprehension related to identifying the main idea, topic sentence, using clues for novel vocabulary, annotating the text to make connections (self, text, world, etc.), making inferences, and drawing conclusions. Students will learn the different parts of speech and how they can be utilized to improve expressive writing pieces. Students will utilize strategies such as graphic organizers and self-checklists to improve expressive writing pieces. Students will have an opportunity to engage in spelling and vocab lists to better understand the rules of phonics as well as how to take apart words (root+suffix) for better understanding and increasing overall expressive communication. Students will also learn how to effectively communicate via varied methods such as a letter, e-mail, phone call, etc. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
Food Service (1 or 2 hr) IE4100 DHS	None	10-12	Full Year	This class is a year-long, one- or two-hour vocational class. The intent of this course is to prepare students for entry-level jobs in the food service field. Some of the topics covered are basic kitchen procedures, teamwork skills, dishwashing, sanitation, food and beverage preparation, preparation of the dining room, waiter/waitress skills, viewing food service industries, and job shadowing.
Residential and Commercial Building Maintenance (2 hr) IE4110	None	10-12	Full Year	A year-long, two-hour vocational class. The scope of this course is to expose students to a wide variety of tasks and skills to prepare them for jobs in the building maintenance field. Safety issues and proper procedures will be stressed whether the students are cleaning their own homes or apartments, the homes of others, or commercial buildings in the local community. Opportunities to apply what they have learned to real-life situations will be explored.
Family Living LM3000	None	9-12	Full Year	This course covers many personal, interpersonal, and intrapersonal issues that impact a student's high school life and beyond. The main topics covered in this course are: Self-Awareness; Social Emotional Learning; Relationships; Maturation; Decision Making; Responsibilities; Puberty; Family Interactions. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
Child Development (2 hr) LM3120	None	10-12	Full Year	This class is a year-long, two-hour vocational class. The course is designed to provide a vocational experience for students unlikely to be successful in the general education child development class. The class is geared for students enrolled in the mild cognitive impaired program. This course would provide students with the ability to learn child development concepts with a more hands-on approach.
Math MA3010	None	9-12	Full Year	Students will apply emerging skills in real life activities in a functional math setting. Topics explored are: Creating math patterns, selecting units of measure, telling time, measuring perimeter, using standard tools to measure, solving one/two step word problems, money in dollars/cents, elapsed time on a calendar, interpret schedules, simple coordinate systems, solve problems using data in tables/graphs, understand percentages/fractions, estimation, rounding of numbers, and creating a budget. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
Health Maintenance PE3000	None	9-12	Full Year	This course is designed to provide adapted physical education to students who are unlikely to be successful in a general education PE class. The class is geared for students in the mild CI program. The course will include

				strategies to assist students in improving their health and coordination for lifelong fitness.
Life Science SC3000	None	9-12	Full Year	Students will explore topics in science such as the scientific method, human body systems, traits of organisms, ecology, plants in our world, and egg to chick. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
Physical Science SC3010	None	9-12	Full Year	Students will explore topics in science such as scientific method, property and changes of matter, heat, electricity, magnetism, light and sound, motion, weather, and the water cycle. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
History SS4000	None	9-12	Full Year	Students will make global connections between past and modern civilizations and continue to develop their own sense of identity through examining world-wide cultures. The curriculum will give students opportunities to consider important decisions people face throughout time and how their choices affect not only themselves, but also their local, state, national, and global communities. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
Government SS5000	None	9-12	Semester	This course is a basic introduction to the American Government and the documents associated with these structures, with the primary topic being citizens' rights and responsibilities. Through this course students will become familiar with institutions, groups, beliefs, and ideals that constitute the American Government. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
Economics SS5010	None	9-12	Semester	This course examines the basics of economics and how it affects choices and decisions made by individuals, our country, and the world. Students are asked to consider personal economic decisions that affect the person making the decisions and those around them. This course is designed to support students via a modified curriculum approach that meets each student at their functional level based on their individual IEP needs.
On the Job Vocational Training (OTJVT) VO4100	None	10-12	Full Year	The purpose of this course is to offer vocational training to students enrolled in the mild cognitive impaired program who cannot take traditionally offered vocational programs due to their disabilities and/or interests. The On the Job Vocational Training program is geared for students who need intensive, ongoing support to gain vocational training in an actual community setting during school time.

ACADEMIC HONOR ROLL POLICY

MPS Middle Schools

To be on the All A Honor Roll, students must have a 4.0 grade point average for the semester. To be on the Academic Honor Roll, students must have a 3.0 grade point average or higher for the semester. Honor Rolls will be computed each semester independently of one another.

Any final grade below a C- (D or E) disqualifies a student from the honor roll for the semester.

In determining 6th grade honor roll, the 6th grade core subjects will be used: Language Arts, Math, Science and Social Studies. Elective classes will not be figured into the computation, as they do not meet on a daily basis. Elective classes will be used for 7th grade and 8th grade as they meet every day.

When grades earned in other districts are of a different type than A through E, building administrators will interpret the transcripts and, in cases of doubt, the Midland grades will be the determiners. At least the final nine weeks of schoolwork involved must have been in a Midland district school for a student to be eligible for the Honor Roll.

Honor Roll is determined by 1st semester grades only, as 2nd semester grades are not computed until after the Honor's Assembly.

MPS High Schools

To be on the All A Honor Roll, students must have a **4.0 (A) grade point average** for the semester. To be on the Academic Honor Roll, students must have a **3.0 (B) grade point average** or higher for the semester. Honor Rolls will be computed each semester independently of one another.

Only non-weighted "final" grades will be used. All final grades will be of equal weight. Any final grade below a C- (D or E) disqualifies a student from the honor roll for the semester.

At least the final nine weeks of schoolwork involved must have been in a Midland district school for a student to be eligible for the Honor Roll.

When grades earned in other districts are of a different type than A through E, building administrators will interpret the transcripts and, in cases of doubt, the Midland grades will be the determiners.

Cum Laude Recognition

The Cum Laude system will distinguish student academic performance at three levels based on weighted Grade Point Average (GPA):

- Summa Cum Laude 4.50 and above
- Magna Cum Laude 4.20-4.49
- Cum Laude Students 3.80-4.19

GPA's will continue to be calculated by averaging the grades earned in the student's first seven semesters in the Midland Public Schools. Students with GPA's of 3.80 or above will have the appropriate Cum Laude designation on their transcripts and not class rank. Class rank will be available only in a response to a formal, written request by the college/university or organization to the principal or designee of our high schools.

COLLEGE ADMISSIONS

If you have questions regarding college admissions, check with the college directly or a high school counselor.

PARCHMENT – MICHIGAN e-TRANSCRIPT

Midland Public Schools participates in the Michigan e-Transcript service using a secured website called Parchment (www.parchment.com). This website allows current students and alumni to request transcripts and other admissions documents and have them sent electronically to all Michigan public and private high schools and colleges. A hard copy can also be requested to be sent to any recipient of the students choosing. This is also the way students request copies for themselves. Students are taught how to use the system by their counselors. If you have questions about Parchment or the Michigan e-Transcript process, please contact your student's counselor. Students needing a hard copy official transcript must see the school registrar. There will be a \$5 charge for five copies. Per Michigan requirements, MPS will include student attendance and Michigan Merit Exam (M-STEP, PSAT, and SAT) scores on the transcript.

ATHLETIC ELIGIBILITY

Michigan High School Athletic Association Eligibility Rules

- A. Students in grades seven through twelve must have passed 66% of courses (five of seven or four of six classes) for the semester immediately preceding their athletic participation and receive passing grades in at least 66% of courses during the semester in which athletic participation takes place.
- B. Students must be under 19 years of age at time of contest unless 19th birthday occurs on or after September 1st of the current school year, in which case student is eligible for the balance of that school year in all sports.
- C. Students must have an athletic physical completed April 15th or later of the current year.
- D. A student, once enrolled in grade nine, shall be allowed to compete in only four consecutive first semester and four consecutive second semesters of competition, unless sickness or injury would keep them from being officially enrolled in school.

A student must have received credit for at least 66% of full credit load potential for a full-time student in the previous academic term (either a semester or trimester) in which they were enrolled (e.g. four of five or six classes, five of seven classes) (50% for middle school).

Students must be under 19 years old to play school sports except that if students turn 19 on or after September 1 of a current school year, they can finish that school year. 7th graders must be under 14 years of age, 8th graders must be under 15 years of age. Those who turn this age on or after September 1 may finish that year.

COUNSELING

Counselors are responsible for the delivery of services to the entire student population. The role of counseling is to help students enhance their learning process; deal with their present life situations more effectively; become goal-directed and self-directed in preparing for their life and career roles; and to develop positive personal, interpersonal, and social skills. Counselors also serve as the liaisons between home and school for helping students navigate the difficult transition at each level. To this end, your counselor will be your primary contact regarding:

1. Academic Issues

- scheduling
- grades

2. College and Career Issues

- college applications
- transcripts
- career choices
- military enlistment
- school-to-work
- Career Cruising
- Parchment

3. Testing

- college - PSAT, ACT, SAT, AP, MME, M-STEP, IB
- military - ASVAB

4. Personal

- All counselors are trained in personal and crisis intervention counseling.

Counselors are in school to help you any way they can. Please feel free to visit your counselor whenever you have a question or problem.

Counselor / Student Contact

- Students are assigned to a counselor prior to their first year in high school.
- Students will know who their counselor is when they pick up their schedule at the beginning of school.
- Students must see their counselor for the following: class changes; grade point average information; testing applications such as PSAT, ACT, SAT, AP, ASVAB, MME, M-STEP, WorkKeys & IB; class selections for the upcoming school year; the college application process and financial aid.
- Counselors will seek out students for the following: low grades, poor attendance, concerns about disciplinary or socialization problems, or if requested by a teacher, administrator or parent.
- Students can see their counselors for any of the above reasons plus any other academic, social, career, or personal issues they may have.
- Counselors strive to maximize their availability to students. Crisis takes priority over any other issue.
- If a student's counselor is not available, any other counselor may be consulted. Administrators may also be consulted if immediate support is needed.
- Counselors are available to parents by phone, email, or in person by appointment.
- Counselors are also typically available to parents at open houses, parent/teacher conferences, and parent nights.

CAREER DEVELOPMENT SERVICES

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

Access to college information

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

Access to career information

- Interest survey programs on the computer that match your interests to a list of possible careers: Xello.
- Trade school information.
- Speakers periodically come to discuss a specific career and answer students' questions.
- Military information and visits from Army, Navy, Air Force, Marine, National Guard, and Coast Guard recruiters.
- Job skills information including resume writing, filling out applications, successful interviewing, etc.

Job shadowing

- Students will work with career resources staff to select a job shadow experience with a local business. The experience may occur during the school day or outside of the school day on weekends, holidays, or evenings. With parental permission, the student will experience the benefits of job shadowing which include:
 - Exploration of possible career clusters and/or specific careers.
 - Validation of career goals by experiencing the actual business setting and tasks affiliated with a career.
 - Opportunity to network and form relationships with professionals in the field.
 - Increased understanding of the skills, attitude, and education required for a specific career.

Preparation for employment, mock interviews & job fairs

- Assistance in preparing application materials including a resume, letter of intent, application and portfolio.
- Opportunities to practice interviewing skills including sample questions, appropriate professional attire, interview etiquette, and adequate verbal/nonverbal communication skills.

WORK-BASED LEARNING PROGRAM

SUMMARY

We have expanded the Work-Based Learning Program beyond our traditional WORK-BASED LEARNING program, now called WBP: CTE Capstone. We have added a CTE Completer option and an Internship option. WBP-Completer (CTE) has identical requirements to the WBP-WORK-BASED LEARNING except the related CTE course can be replaced by an online component. The WBP-Internship is for students outside of the CTE programs and has all the requirements of the WBP-LEARNING except that the related course is an academic course relating to their career cluster.

Students can receive up to 1.5 credits per semester. The student is expected to work an average of approximately 15 hours per week, with the minimum being 10 hours per week. WORK-BASED LEARNING's are placed on a very wide range of jobs. The attempt is made to place students in their career cluster.

The placements must be a paid work experience, not just a volunteer position, meaning it should be a formal paid position that would result in a W2, not a cash payment from one individual to another.

GOAL

Our goal is to provide work-place ***paid opportunities for both CTE and non-CTE student*** that provide application of knowledge and skills learned in their courses, as well as enhance the meaning and relevancy of their courses as part of their college and career development.

DESCRIPTION OF OPTIONS FOR THE WBP

The state requires that the work-based job experience is consistent with the student's career cluster that is listed on his/her Educational Development Plan (EDP).

CAREER CLUSTER ALIGNMENT WITH CTE PROGRAMS LISTED BELOW

Courses within each cluster are listed in sequence order except where noted. The courses listed in normal print are the courses that must be completed prior to enrollment in either CTE Work-Based Program. The courses listed in ***italics*** are the courses that can be taken as a related course during the WBP- WORK-BASED LEARNING: CTE Capstone course or must be completed before enrolling in the WBP-CTE Completer course.

CTE Career Cluster Programs and Course Sequences

Accounting, Finance & Financial Management Services Program

Accounting 1 or 1A
Accounting 2A

Automotive Technology Program

Automotive Technology 1
Automotive Technology 2

Construction Trades Program

Building Trades 1
Advanced Building Trades

Business Administration, Management & Operations

Computer Technology 1
Computer Technology 2
Advanced Business 1A
Advanced Business 2A

Engineering Program

Introduction to Engineering Design A
Principles of Engineering A-H
Capstone

Marketing, Sales & Services / Marketing & Entrepreneurship Program

Marketing
Merchandising Operations
Sales Management

Welding Program

Welding Technology 1
Welding Technology 2

WORK-BASED LEARNING: CTE Capstone

The Work-Based Learning/CTE Capstone program is a Career & Technical Education Program that is governed by strict pupil accounting regulations. For a student to qualify for WBP-Work-Based Learning during the 12th grade year, the student must have previously completed half of a state approved CTE program and be enrolled in the next sequential course. Work-Based Learning provides high school seniors the opportunity to obtain supervised work experience in their designated career & technical education program area. It is treated as an extension of the CTE class with the main focus being student learning. As well as enrolling in the Work-Based Course, these students must have a cluster-related placement, and be enrolled in the cluster-related course. See above.

WBP- CTE Completer: CTE Work-Based for Completers

The CTE Work-Based for Completers allows students to take advantage of the Work-Based program even if they have completed their CTE program. The requirements are identical to Work-Based Learning except that a student may attend an additional CTE class or participate in the Edgenuity online component specifically developed for this option. **The student must log a minimum of 40 minutes in the online program.** Student should turn in their online log with the other required documentation to the Work-Based Coordinator.

Some examples of CTE placements include:

- **Business, Management, Marketing, Technology** – retail stores, local small businesses, school offices, banks and credit unions, Dow Chemical, Dow Corning
- **Engineering/Manufacturing and Industrial Technology** – architectural/drafting firms, construction companies, auto dealerships, hardware stores, City of Midland
- **Health Sciences** – medical offices, animal clinics, hospitals, pharmacies, nursing homes

STUDENTS IN A CAREER CLUSTER OUTSIDE OF A CTE PROGRAM LISTED ABOVE

WBP-Internship: Non-CTE Work-Based

This option is for students whose career cluster is not part of a CTE program. The requirements are similar to the WBP-WORK-BASED LEARNING option except the program supervisor does not need to be vocationally certified (although in our program they are) and there is no requirement for students to be in CTE programs or to have a CTE-related course. Instead, there is a requirement that they are enrolled in a related academic course.

Work-Based Learning Questions, Advantages, Disadvantages

WHO SHOULD CONSIDER A WORK-BASED PROGRAM?

Participating in a Work-Based Program is a decision that should be arrived at by the student, parent and counselor. If a student is interested in a Work-Based Program, they must plan early in the high school career to make sure they take the appropriate courses.

WILL BEING IN A WORK-BASED PROGRAM KEEP A STUDENT OUT OF COLLEGE?

Students who plan their curriculum with their counselor can fit the Work-Based Program into their senior year and still complete the requirements for college entrance.

IS THERE A GRADE POINT REQUIREMENT TO PARTICIPATE IN THE WORK-BASED PROGRAM?

Yes, you need at least a 2.5 GPA. A few employers do require at least a 2.7 GPA.

ARE THERE ANY OTHER EXPECTATIONS?

Employers are looking for students who demonstrate an interest and desire to be a hard-working employee. Two very important traits that are considered are excellent ATTENDANCE and positive ATTITUDE. Students who have demonstrated through their past record that they have weaknesses in those two areas are difficult to place in a Work-Based Program position. Students must have fewer than 15 absences in previous school years to qualify for Work-Based Program positions.

WHAT ARE THE ADVANTAGES AND/OR DISADVANTAGES OF BEING IN A WORK-BASED PROGRAM?

Since each participant will have a different experience and exposure to work, the advantages and disadvantages will vary. Some typical thoughts:

ADVANTAGES

1. Extended learning through practical real time application of knowledge and skills obtained in the classroom.
2. Career decisions. The exposure on the job helps the student decide whether they wish to pursue that type of work for their career. For every student who decides that "I really want to do this," there are two students who decide, "This isn't what I thought it was going to be." This makes the experience valuable.
3. Exposure to the "real world" and work experience for future employment.
4. Increase in level of maturity.
5. Learning the value of money and the techniques needed to budget money wisely.
6. Opportunity to enhance 21st century skills and habits for success such as collaboration, communication, creativity, time management, professionalism, and punctuality. These skills not only lead to success in the career environment, but also in the educational arena.

DISADVANTAGES

1. Work-Based Program students must make a time commitment to both school and work. The student will take either 3, 4 or 5 classes. These students must plan their curriculum well in advance with the counselors and understand the expectations of both school and work.
2. Participants must be willing to make choices. Sometimes the work schedule is not conducive to a student's school schedule. The student might have to be willing to give up an activity to keep their job.

Midland Public Schools: WBL Program Requirement Summary

	STATE APPROVED NON-CTE PROGRAM	STATE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS	
	Internship	Current COOP program	CTE Completer Option
Types of Work-Based learning	Paid Work- Based Learning Experiences *NEW*	Paid or Capstone Work-Based Learning Experience	Paid or Capstone Work-Based Learning Experience *NEW*
Grades	12 th Grade		
Monitored by	Vocationally Certificated Teacher or Coordinator		
High School Credit eligible	X	X	X
Written Training Agreement	X	X	X
Written Training Plan	X	X	X
Placement Aligned to Career Pathway and EDP	X	X	X
Attendance Records	X	X	X
Regular Visitation Plan	Every 9 Weeks	Every 9 Weeks	Every 9 Weeks
Safety Training	X	X	X
Not more than .5 FTE	X	X	X
Not to exceed Maximum School Hours	X	X	X
Additional Requirements	1. Follow Federal and State Regulations to Employ Minors. 2. Currently enrolled in related Academic Class/Course.	1. Has successfully completed 50% of state-approved CTE program. 2. Must work minimum of 10 hours per week. 3. Must have Coop related course.	1. Has successfully completed state-approved CTE program. 2. Must work minimum of 10 hours per week 3. Must attend related CTE class or participate in the Edgenuity online component for at least 40 min/wk.

CAREER TRAINING

Students who are employed outside the school day will be able to earn high school credit for their employment experience while learning and practicing basic employability skills. This class is only for those who need to recover credits. It can only be taken as pass/fail and does not count for GPAs. Students can earn .5 credit in Career Training through 75 hours of documented work experience in one semester. This can be done up to two times in their high school career for a total of 1 credit from Career Training.

- Students are eligible after completion of freshman year.
- Employment must be in addition to the required six-period day. Employment is defined as employment where the employer reports taxes. Summer hours do not apply. Hours during holidays in the school calendar do apply.

DRIVER EDUCATION

Driver education classes are no longer offered through Midland Public Schools. A student may earn credit by completing a certified private program on his/her own. At the end of the course and following the successful passing of the state's driving test and examination, the student should take the level 1 license to the high school office and request that credit be added to his/her transcript. It can only be used as pass/fail and does not count for GPAs. Students may take driver education for credit only one time and will receive .5 credits.

REQUIRED ANNUAL NOTICE OF CTE OPPORTUNITIES

MIDLAND PUBLIC SCHOOLS

Career & Technical Education Offerings

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

The following state-approved career and technical education programs are available to high school students in the Midland Public Schools:

Accounting / Finance	Agriscience
Automotive Technology	Building Trades
Business / Computer Technology	Culinary Arts
Marketing & Merchandising Educational Careers	Welding Technology

Offerings through the Bay Arenac Career Center

Interested students should check this publication or consult with their counselor concerning prerequisites for these programs. All career and technical education programs and other non-CTE occupational programs follow the Board of Education policies of nondiscrimination on the basis of race, color, national origin, sex, age, handicap or limited proficiency in English in all activities and in employment.

For general information about these vocational education programs contact:

Andrea Jozwiak
Auxiliary Education Curriculum Specialist
Midland Public Schools
600 E. Carpenter Street
Midland, Michigan 48640-5499
(989) 923-5080

Inquiries concerning equal opportunity on the basis of race, color, national origin, sex, age, handicap or limited proficiency in English should be directed to:

Dr. Kenneth Weaver
Associate Superintendent
Midland Public Schools
600 E. Carpenter Street
Midland, Michigan 48640-5499
(989) 923-5081

Associate Superintendent of Student Services and Human
Resources
Midland Public Schools
600 E. Carpenter Street
Midland, Michigan 48640-5499
(989) 923-5018

NOTICIA ANUAL ACERCA DE OPORTUNIDADES DE EDUCACION DE CARRERAS TECNICAS MIDLAND PUBLIC SCHOOLS

Oportunidades De Educación de Carreras Técnicas

Las regulaciones de la Oficina de Derechos Civiles de los Estados Unidos en cuanto al Título VI del Documento de Derechos Civiles de 1964, al Título IX de las Enmiendas Educativas de 1972 y a la Sección 504 del Documento de Rehabilitación de 1973 requieren que todos los distritos escolares notifiquen anualmente al público las oportunidades de educación de carreras técnicas y garanticen de que no haya discriminaciones en cuanto a raza, color, origen nacional, sexo, edad, desventaja física, o expresión deficiente en inglés.

Los siguientes programas de formación profesional ya aprobados por el Estado, serán disponibles para los estudiantes de institutos en Midland Public Schools:

Contabilidad / Finanzas	Tecnología Automovilística
Construcción	Negocio / Informática
Diseño automatizado (CAD)	Tecnología de proceso químico
Administración de hospitales	Aprendizaje basado en el trabajo
Artes Culinarias	Carreras de Educacion
Gestión Doméstica	Mercadeo y Mercancía
Soldadura	Tecnología de la información
Diseño de páginas web	Selecione programas Bay Arenac Career Center
Greater Michigan Construction Academy (GMCA)	

Los estudiantes interesados deberán consultar la publicación o consultar con su consejero en cuanto a los requisitos de estos programas. Todos los programas de educación de carreras técnicas y otros programas relativos a otras ocupaciones siguen los planes de acción del Board of Educación acerca de discriminaciones en cuanto a raza, color, origen nacional, sexo, edad, desventaja física, o expresión deficiente en inglés en todas las actividades y en el empleo.

Para información general acerca de estos programas prácticos llamen a:

Andrea Jozwiak
Especialista en currículo de educación auxiliar
Escuelas públicas de Midland
600 E. Carpenter Street
Midland, Michigan 48640-5499
(989) 923-5080

Preguntas acerca de oportunidades para todos relativas a raza, color, origen nacional, sexo, edad, desventaja física, o expresión deficiente en inglés deben ser dirigidas a:

Dr. Kenneth Weaver
Superintendente asociado
Escuelas públicas de Midland
600 E. Carpenter Street
Midland, MI 48640-5499
(989) 923-5081

Superintendente Asociado de Servicios Estudiantiles y Recursos
Humanos
Escuelas públicas de Midland
600 E. Carpenter Street
Midland, MI 48640-5499
(989) 923-5018

STATEMENT OF NONDISCRIMINATION, DESIGNATED COORDINATORS, GRIEVANCE
PROCEDURES

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972

TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

SECTION 504 OF THE REHABILITATION ACT OF 1973

AGE DISCRIMINATION ACT OF 1975

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans With Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the State of Michigan's Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Midland Public Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in employment or in any program or activity for which the Board is responsible or for which it receives financial assistance from the United States Department of Education.

Section I—Designated Coordinators

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

Section 504 Coordinator – Associate Superintendent of Student Services and Human Resources, 989-923-5018
Title II Coordinator and Title VI –Associate Superintendent of Student Services and Human Resources, 989-923-5018
Title IX and Age Coordinator – Associate Superintendent of Student Services and Human Resources, 989-923-5018
Midland Public Schools
600 E. Carpenter Street
Midland, MI 48640

Section II—Grievance Procedures

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

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the appropriate district Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

Step 2

A complainant wishing to appeal the decision of the district Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing within ten (10) business days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) 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) days of this meeting.

Step 4

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

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

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